



Memorandum

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TO: Senate

FROM: Professor Morton J. Mendelson, Deputy Provost (Student Life & Learning)

SUBJECT: Strategic Enrolment Management (SEM) Plan

DATE: March 23, 2011

DOCUMENT #: D10-50

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE: Advancing the Strategic Enrolment Management (SEM) plan.

BACKGROUND & RATIONALE:

In 2007, steps were taken by the University to advance strategic enrolment management (SEM) and to establish the foundation for creating a graduate and undergraduate strategic enrolment plan that would identify and address several emerging regional and international trends in post-secondary education. This plan, which is based on extensive consultation across our campuses, articulates six strategic imperatives through which enrolment planning will be conducted:

- I. Research Intensity, Student and Academic Excellence**
McGill will align enrolment management strategies and activities with its focus on research intensity, on the quality of its students, and on academic distinction.
 - II. Service to Community and Society**
McGill's research, professional and continuing education programs will serve and enhance the well-being of Quebec, Canada and the world.
 - III. Engagement in the University Community**
McGill will foster and maintain a connected, supportive and dynamic relationship among its students, academic, administrative and support staff, and alumni.
 - IV. International Stature**
McGill will encourage an enrolment profile and a learning experience that aligns with its distinguished international stature.
 - V. Diversity and Accessibility**
McGill will align its resources to enhance accessibility and to encourage the development of a diverse population of excellent students, academic, administrative and support staff.
 - VI. Financial Sustainability**
McGill will ensure that enrolment strategies are sustainable within the financial resources of the University.
-

**MOTION OR
RESOLUTION
FOR APPROVAL:**

Be it resolved that Senate endorse, on the recommendation of the Academic Planning Committee, the strategic imperatives presented in the Strategic Enrolment Management Plan.

**PRIOR
CONSULTATION:**

Senior administration, SEMA, APG, PIA (KPIs), APC, CESA, Deans, Associate Deans and Directors of Schools, faculties, student associations and student senators, Student Life and Learning units.

NEXT STEPS:

An implementation process, timeline and assignment of responsibility for actions will be developed.

APPENDICES:

Appendix A: Strategic Enrolment Management (SEM) Plan

Strategic Enrolment Management Plan 2011 - 2016

March 13, 2011



McGill

Acknowledgement

The Strategic Enrolment Management plan reflects the outcome of broad consultation across McGill University. The contributions of colleagues from each Faculty, student representatives, and many administrative units have been woven into this document. The following people led the consultation and editing process and extend their appreciation to the many people who submitted local perspectives that resulted in the creation of this plan.

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I. EXECUTIVE SUMMARY

In 2007, steps were taken by the University to advance strategic enrolment management (SEM) and to establish the foundation for creating a graduate and undergraduate strategic enrolment plan. In addition to initiating a more proactive and integrated approach to planning, there is a need to identify and address several emerging regional and international trends in post-secondary education.

This SEM plan must evolve with changing circumstances. Of course, we expect the strategic imperatives to remain constant, but the emphasis on different imperatives may change as may the goals and actions for achieving them. Moreover, the plan will only be successful if it harnesses the interpretation and creativity of the McGill community to make the goals and actions meaningful at the local level.

The plan is based on extensive consultation across our campuses, and it articulates six strategic imperatives through which enrolment planning will be conducted:

I. Research Intensity, Student and Academic Excellence

McGill will align enrolment management strategies and activities with its focus on research intensity, on the quality of its students, and on academic distinction.

II. Service to Community and Society

McGill's undergraduate, graduate, professional and continuing education programs will serve and enhance the well-being of Quebec, Canada and the world.

III. Engagement in the University Community

McGill will foster and maintain a connected, supportive and dynamic relationship among its students, academic, administrative and support staff, and alumni.

IV. International Stature

McGill will encourage an enrolment profile and a learning experience that aligns with its distinguished international stature.

V. Diversity and Accessibility

McGill will align its resources to enhance accessibility and to encourage the development of a diverse population of excellent students, academic, administrative and support staff.

VI. Financial Sustainability

McGill will ensure that enrolment strategies are sustainable within the financial resources of the University.

Each imperative is linked to several performance indicators and then disaggregated into goals and actions. Some of the fundamental goals in this overarching framework include:

- McGill will increase the number and proportion of doctoral, research and professional master's students according to the metrics used by our peer universities, with the goal of having the highest proportion of doctoral students in the country.
- Mindful of its unique position in Quebec, McGill will maintain its FTE share of Quebec's undergraduate university students at a minimum of 8.5%.
- McGill will provide outstanding teaching, learning and service experiences as well as other opportunities for involvement.
- McGill will continue to enhance its international profile and reputation by enrolling outstanding international students.
- McGill will increase the diversity of the student body by enrolling and supporting more students from historically under-represented sectors.
- McGill will align enrolment strategies and activities with budgetary, academic and resource considerations.

INTRODUCTION

“The Mission of McGill University is the advancement of learning through teaching, scholarship and service to society: by offering to outstanding undergraduate and graduate students the best education available; by carrying out scholarly activities judged to be excellent when measured against the highest international standards; and by providing service to society in those ways for which we are well-suited by virtue of our academic strengths.” (<http://www.mcgill.ca/secretariat/mission/>).

McGill benefits from having a consistently robust pool of qualified applicants from around the world, the highest undergraduate admission standards in Canada and an enviable position in important world rankings. The University does not share many of the standard and short-term enrolment concerns currently experienced by other universities. However, we cannot afford to be complacent. Looming demographic changes, increased competition for the best students and the challenges of under-funding and low tuition fees in Quebec necessitate deliberate planning and action to shape our future.

Although McGill has always engaged in enrolment management activities, our actions have not always been mindfully aligned with an explicit strategy. In 2007, steps were taken to advance strategic enrolment management (SEM) and to establish the foundation for creating an overarching enrolment plan. Our planning attempted to organize a wide range of processes related to enrolment. We were guided to a large extent by Kalsbeek’s definition of SEM and by many of the principles he advanced¹. These included:

- Decision-making that upholds and advances the University’s mission.
- The need to be strategic in order to optimize our financial position so that we have the resources to serve our students and professors.
- A systematic and comprehensive evaluation of the University’s competitive position.
- The development of an evidence-based definition of the University’s target position relative to key competitors.
- Consideration of institutional plans, priorities, processes, and resources to strengthen or shift that target position in pursuit of the desired enrolment, academic, and financial profile.
- A commitment to the view that strategies and decisions should be based on integrated and cooperative strategic and budget planning across the University’s various constituencies (viz., campuses, faculties and units, academic programs) and relevant to various student subgroups (e.g., undergraduate, graduate, and professional; those pursuing degrees, diplomas, and certificates or not; continuing-education students; special, visiting, and exchange students; etc.).
- A multifaceted approach that incorporates administrative, academic, student, and marketing perspectives.

To benefit from the experience and perspectives of the whole campus community, the final SEM plan has been informed by broad consultation with individuals in programs, departments, schools, faculties, and with students and central administrative units. The goal is to develop a shared vision of the overall enrolment shape of the University that is consistent with our high academic aspirations and that is not only financially sustainable, but that, indeed, optimizes the resources available for achieving those aspirations. We must also attain a shared understanding of the threats and opportunities that we confront in shaping the University and a shared call to action. However, although the enrolment aspirations and needs of specific academic programs or units will benefit from an awareness of an overall University plan, the plan will have to be adapted to local circumstances to find local expression.

The plan has been aligned with the overall vision of the University and is framed by McGill’s mission, the Provost’s *White Paper*, the *Principal’s Task Force on Student Life and Learning*, and the *Principal’s Task Force on Diversity, Excellence, and Community Engagement*.

¹ Kalsbeek, D.H. (2006). Some Reflections on SEM Structures and Strategies, part one. *College and University*, 81 (3), 3–10.

II. ENVIRONMENTAL SCAN - INTERNAL

Strengths

Market Positioning

McGill benefits from having a clear mission and vision as well as stable and strong branding. We are a research-intensive university that features a world-class reputation and teaching faculty, academically high-caliber students and an enviable location with beautiful campuses. McGill is a highly desirable university for undergraduate, professional and graduate studies and research. It boasts among its alumni former prime ministers of Canada and abroad, Nobel Prize winners, Academy Award winners, Olympic medalists, inventors and distinguished scholars.

Superior Ranking

McGill has succeeded in maintaining a strong academic reputation in Canada and around the world. Positive outcomes on the Maclean's rankings reinforce the University's nationally, and our consistent place in the top 25 of the QS World University Rankings (formerly QS-Times Higher Education Rankings) has resulted in a high level of international appeal.

McGill's Historical and Current Enrolment Numbers

Our enrolment numbers have overall been healthy and robust. As indicated in the table below, in the six-year period between 2003 and 2010 (**including Continuing Education students**):

- Total student enrolment has increased 13.7%.
- Undergraduate enrolment has increased 16.1%.
- Master's and doctoral enrolment (research and professional master's; doctoral) has increased 9.0%.

University Enrolment - Summary Comparative 2003 - 2010

Includes Full Time and Part Time Students

		University Total Enrolment								Trend 2003 to 2010	
		2010	2009	2008	2007	2006	2005	2004	2003	Δ n	Δ %
Undergraduate	Degrees	22,140	21,494	20,846	20,533	20,347	19,882	19,482	19,051	3,089	16.2%
	Certificates, Diplomas	1,414	1,448	1,450	1,381	1,364	1,329	1,231	1,311	103	7.9%
	Special, Visiting, Other	1,713	1,789	1,729	1,844	1,848	1,576	1,310	1,403	310	22.1%
	Total Undergraduate	25,267	24,731	24,025	23,758	23,559	22,787	22,023	21,765	3,502	16.1%
Graduate	Masters	3,650	3,527	3,473	3,340	3,466	3,611	3,879	3,848	-198	-5.1%
	Doctoral	3,079	2,976	2,827	2,650	2,597	2,573	2,450	2,327	752	32.3%
	Master's and Doctoral	6,729	6,503	6,300	5,990	6,063	6,184	6,329	6,175	554	9.0%
	Other - Certificates, Diplomas	1,238	1,085	1,033	1,021	1,023	1,028	1,061	972	266	27.4%
	Other - Special, Visiting, Other	334	387	302	312	289	334	422	502	-168	-33.5%
	Total Graduate	8,301	7,975	7,635	7,323	7,375	7,546	7,812	7,649	652	8.5%
Postdoctoral	Total Postdoctoral	624	610	541	490	424	425	443	410	214	52.2%
	Total Residents & Fellows	1,273	1,083	980	943	915	865	849	808	465	57.5%
Other	Total Other (Farm Mgmt & Cont Ed)	1,066	901	1,027	1,008	985	1,164	1,405	1,511	-445	-29.5%
All Levels	Total All Levels	36,531	35,300	34,208	33,522	33,258	32,787	32,532	32,143	4,388	13.7%

Source: SZRFRGS1 enrolment reports on Enrolment Services web site and archived reports

Undergraduate Quality

McGill's undergraduate entering class has the highest CEGEP and high-school admission average in the country. Students are academically well prepared for success and report being attracted to McGill's uniquely challenging academic milieu, including participating in classes with similarly academically strong students. The following comparative was produced from CREPUQ admissions data and refers to CEGEP pre-university students applying to bachelor's level programs.

CEGEP Selectivity / Yield / CRC - Fall 2009

University	Selectivity % Admits/Applicants	Yield % Regs/Admits	Average CRC of Registrants
Bishop's	92.55%	59.32%	25.554
Concordia	87.78%	59.11%	25.904
Laval	87.40%	61.94%	27.921
McGill	66.38%	63.92%	30.463
Montréal+	84.74%	60.73%	28.722
Sherbrooke	84.21%	50.00%	28.486
U du Québec+	87.11%	57.99%	26.290
Grand Total	92.51%	85.70%	27.814

Source: PIA October 22, 2010

In Maclean's 2010 Canadian University Rankings, McGill undergraduate students garnered top rankings for having the highest average entrance grades (89.5%). Listed here are the top ten Canadian universities (full time, first year students entering university from a high school or CEGEP in their home province):

		Grade Distribution						
Average Entering Grade		< 70%	70 to 74%	75 to 79%	80 to 84%	85 to 89%	90 to 94%	95% +
McGill	89.5%	0	0	0	7	42.7	44.5	5.8
Montreal **	87.9%	0	0.1	4.4	20.6	33.5	35.5	5.9
Saskatchewan	87.9%	0	4.6	9.6	17.1	23.2	29.8	15.8
UBC	87.6%	1	3.7	10.5	23	31.1	24.2	6.6
Queens*	87.3%	0	0.1	4.3	27	32.8	28.5	7.2
Sherbrooke**	86.9%	0	0.3	5.8	24.6	39.4	24.6	5.3
Waterloo	86.8%	0.3	0.7	7.5	24.5	33.8	25.5	7.7
Manitoba	86.6%	0	6.6	11.9	18.9	25.9	25.9	10.7
Dalhousie**	86.4%	0.4	3.4	12.6	21.5	28.2	24.8	9.1
Western*	86.4%	0	0.2	4	32.9	39.4	20.4	3.1

% of students with grades in each of the ranges

* Figures are for Fall 2008

** Figures are for Fall 2007

However, after running second to Queen's in student graduation rates (when comparing the six-year graduation rate for the 2001 and 2002 cohorts), McGill slipped to fourth when comparing the six year graduation rate of the 2003 cohort (i.e., four-year students in the Fall of 2003 who graduated by 2009).

Graduation Rates			
	Cohorts		
Bachelor	2003	2002	2001
Queen's	89.90%	87.90%	88.30%
McMaster	85.90%	81.80%	79.20%
Western	84.90%	81.10%	77.10%
McGill	83.20%	82.90%	84.80%
Waterloo	80.80%	77.20%	76.70%
UBC	77.20%	76.90%	77.00%
Toronto	76.20%	73.50%	73.30%
Montreal	75.90%	78.20%	78.20%
Ottawa	73.50%	72.10%	72.10%
Alberta	69.30%	65.70%	68.10%
Dalhousie	66.30%	62.80%	60.40%
Calgary	61.60%	61.40%	62.10%
U. Quebec	71.80%		
Concordia	70.80%		

Source: CSRDE (Consortium for Student Retention Data Exchange)

Graduation of 4-year students after six years

Undergraduate Retention and Graduation

While many universities struggle to retain and graduate undergraduate students, McGill compares favorably on these important indicators with our two comparison groups² in the Association of American Universities (AAU).

Retention & Time To Graduation

AAU Comparative

	Retention Rate For 2007 Freshman Cohort 1st year Retention	Graduation Rate For 2002 Freshman Cohort 6 - Year
<u>AAU - McGill Aspirational</u>		
The Ohio State University, Columbus	92.8%	72.7%
University of California, Berkley	NA	NA
University of Illinois at Urbana-Champaign	93.7%	82.3%
University of Michigan, Ann Arbor	96.1%	87.8%
University of Minnesota, Twin Cities	88.0%	65.7%
The University of North Carolina at Chapel Hill	96.2%	85.6%
The University of Texas at Austin	90.9%	77.8%
University of Washington, Seattle	92.7%	76.9%
University of Wisconsin, Madison	93.6%	82.3%
AAU (aspirational) Average	93.0%	78.9%
McGill University	91.6%	83.1%
<u>AAU - McGill Empirical</u>		
Indiana University, Bloomington	NA	NA
Rutgers, The State University of New Jersey (NB)	90.7%	74.6%
The University of Arizona	79.2%	57.2%
University of California, Los Angeles	96.7%	89.0%
University of Colorado at Boulder	84.0%	66.5%
The University of Iowa	83.1%	66.1%
University of Missouri, Columbia	85.2%	68.9%
University of Pittsburgh, Pittsburgh	90.8%	76.2%
University of Virginia	97.3%	92.9%
AAU (empirical) Average	88.4%	73.9%
McGill University	91.6%	83.1%

Note: Canadian universities are CSRDE members (Consortium for Student Data Exchange)

Undergraduate Retention & Time To Graduation. Full-Time, First-Time Undergraduates (4-Year Bachelor's Degree)

Source: CSRDE Retention Report May 2009 (Consortium for Student Retention Data Exchange) .

Data includes students who have never been at another university and are starting a four year bachelor degree (first-time freshman).

Retention: Cohorts are compared fall to fall. A student who enters in fall 2007 and is still present in fall 2008 has "returned 2nd year".

Graduation: a student who enters in fall 2002 and graduates by summer 2008 "graduated by 6th year".

Research Graduate Enrolment

Research graduate students at McGill include all those in doctoral and research master's programs. In response to McGill's strategic planning priorities, research graduate enrolment has increased by 10.2% (FQRSC Research Category) over the past 5 years:

² Aspirational peers are AAU publicly-funded universities with which we strive to compete, but which have far more favorable funding than we do; empirical peers are respectable AAU publicly-funded universities that are funded at levels similar to ours.

Registered headcount		Term					2006 vs 2010	
FQRSC research category	Degree level	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year #	5 Year %
Research	Masters	2,401	2,357	2,453	2,479	2,430	29	1.2%
	Doctoral	2,597	2,650	2,827	2,976	3,079	482	18.6%
Research Total		4,998	5,007	5,280	5,455	5,509	511	10.2%
Non-research	Masters	1,025	937	918	964	1,139	114	11.1%
Non-research Total		1,025	937	918	964	1,139	114	11.1%
Grand Total		6,023	5,944	6,198	6,419	6,648	625	10.4%
Research Graduates: Year-over-year enrolment change			0%	5%	3%	1%		
Non Research Graduates: Year-over-year enrolment change			-9%	-2%	5%	18%		
Grand Total Graduates: Year-over-year enrolment change			-1%	4%	4%	4%		

Registered headcount		Term					2006 vs 2010	
Thesis category	Degree level	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	5 Year #	5 Year %
Thesis	Masters	1,781	1,729	1,754	1,763	1,786	5	0.3%
	Doctoral	2,597	2,650	2,827	2,976	3,079	482	18.6%
Thesis Total		4,378	4,379	4,581	4,739	4,865	487	11.1%
Non-thesis	Masters	1,645	1,565	1,617	1,680	1,783	138	8.4%
Non-thesis Total		1,645	1,565	1,617	1,680	1,783	138	8.4%
Grand Total		6,023	5,944	6,198	6,419	6,648	625	10.4%
Research Graduates: Year-over-year enrolment change			0%	5%	3%	3%		
Non Thesis total: Year-over-year enrolment change			-5%	3%	4%	6%		
Grand Total: Year-over-year enrolment change			-1%	4%	4%	4%		

Source: PIA October 22, 2010

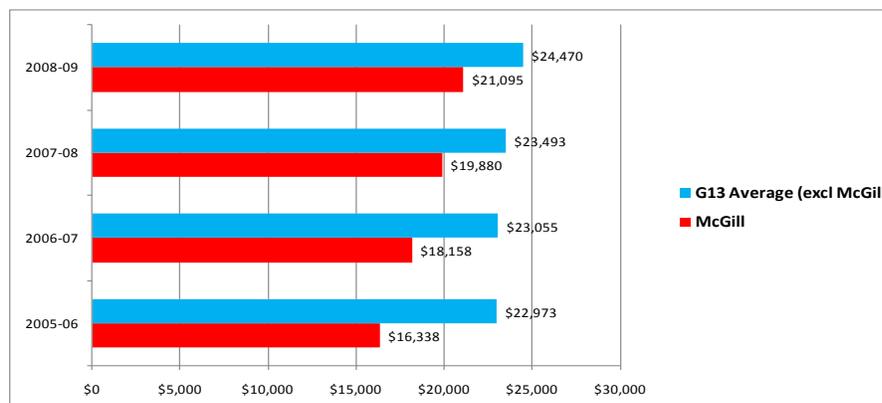
Graduate Funding

McGill has directed resources to its priorities for SEM, particularly at the graduate level. A number of centrally funded initiatives have significantly increased support of graduate students.

Increases In Graduate Funding		
Award	2007-2008	2008-2009
McGill International Doctoral Awards (MIDAs)	\$1.8M	\$1.3M
Principal's Graduate Fellowships	\$2.2M	
Graduate Enhancement Recruitment Initiative (GERI) Fellowships		\$4.5M

Source: GPS

Consequently, the average funding for doctoral students, an important element in attracting qualified students, has risen 22% from 2005 to 2008, while McGill's G13 Canadian competitors have increased their average funding for doctoral students by only 2%:



Source: PIA October 22, 2010

Although McGill is still behind in overall funding per doctoral student compared to the G13 average, we have made significant strides, and we also have the highest doctoral funding in Quebec.

Weaknesses

Services to Students

The Principal's Task Force on Student Life and Learning illuminated a number of weaknesses in our services to students. Chief among these were problems with academic advising and administrative services and information that was difficult-to-navigate. The Report of the Task Force noted that the "University is accountable for minimizing unnecessary obstacles to students in academic and administrative matters, for making relevant information available in a timely fashion, and for providing the guidance students need through the academic cycle" (2006, p. 3). Improvements that have been implemented or are underway include enhancements to advising support, the introduction of an easier-to-navigate e-calendar, and student websites that are more user friendly. In addition, during the summer of 2010, the University launched Service Point, an integrated services centre for students in a new location designed to enhance the provision of services.

Enrolment and Operational Funding

It is well documented that Quebec has the lowest tuition in Canada and that Quebec universities suffer from chronic underfunding relative to universities in the rest of the country. This has had a persistently negative impact on McGill's planning, academic services, program delivery and operations. The 2008 economic downturn reduced the value of the University's endowments, which has compounded the budgetary challenges we face and has condensed resources available for scholarships and bursaries.

Graduate Supervision

The Graduate and Professional Student Survey and evidence from case studies in Graduate and Postdoctoral Studies (GPS) indicate that the overall quality of graduate student supervision at McGill, while satisfactory, needs to be improved. Many programs at McGill have relied on a one-on-one apprenticeship model for supervision, while best practices show that supervisory committees are much more effective. Moreover, there has been little done at McGill to advance supervisory criteria or supervisory training. As part of the GPS SKILLSETS initiative (more below), development workshops for both supervisors and supervisees have been introduced, and important issues regarding supervisory recognition and advancement are being studied and, where appropriate, regulations are being revised.

International Marketing

Although DFAIT has been working on the marketing of Canada in the global context, we still lack a comprehensive educational brand and marketing campaign. Canada is not the first choice as a study destination for international graduate students, and there are additional challenges in Quebec for non-French speakers, including partners of graduate students, to find work.

Administrative Challenges

- Despite recent improvements in the time to respond to undergraduate applications, we face continued challenges, particularly in light of the competition from American universities, which tend to release decisions very early.
- Although McGill is one of the few Canadian universities that provides a full range of scholarships and financial aid to international students, there are weaknesses in our funding programs. Many applicants view the scholarship amounts as inadequate; and separate applications are required for financial aid, resulting in a lag between offers of scholarships and bursaries/loans.
- For many programs, McGill admits students on the basis of a single criterion – viz., incoming grades – or on the basis of grades and standardized tests. This approach may undermine our goal of achieving diversity among our student body – especially diversity of socio-economic background.
- A graduate admissions process that is only partially automated leads to longer-than-optimal turnaround of admissions files and delayed acceptance letters. In a 2007 survey of admitted students, 30% of those refusing McGill's offer identified our longer-than-anticipated admissions response as the reason they declined the opportunity to study at McGill.
- Graduate funding levels are not yet competitive with our domestic and international competitors.

Opportunities

Undergraduate Residences

McGill has invested in two new undergraduate **residences** since 2008, providing additional spaces for incoming first-year students, with more to become available by 2011. In view of the transition challenges that many new undergraduates face during their first year, the availability of a living space on campus for all who seek one (i.e., guaranteed residence to new undergraduates) seems to have a positive impact on undergraduates' academic performance, including GPA and retention and graduation rates.³

Strongly Engaged Alumni Network

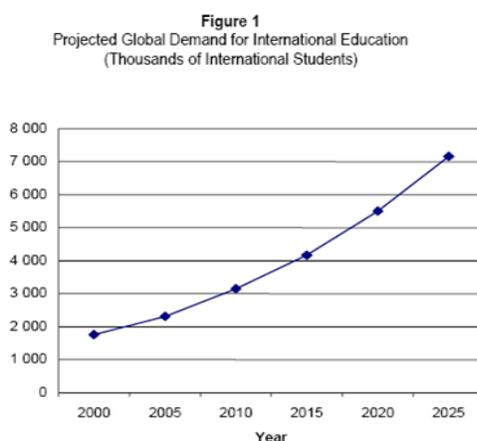
We have engaged alumni in many cities around the world who are eager to support their alma mater in its recruitment efforts. GPS, in cooperation with Development and Alumni Relations (DAR), will track graduate outcomes as a measure of our achievement in producing highly qualified graduates and associated benchmarking and will create a secure, central database to store and share this information. It will also enable improved networking for current students to assist in career development and other initiatives that are designed to improve the undergraduate and graduate student experience. A similar initiative could also be undertaken for continuing education students.

Global Research Partnerships

Graduate recruitment stands to benefit from long-standing research partnerships with universities around the globe and from a global network of alumni who are conducting research. Research partnerships and graduate recruitment are intimately tied, as all major research projects create opportunities for graduate student recruitment. As such, priority geographic areas for graduate recruitment are dictated by McGill's research strategy and key research strengths. GPS is working with the Office of the Vice Principal Research and International Relations to identify these areas of strength and prioritize markets accordingly.

Emerging Markets

Offsetting the surge in competition for students is the prominent emergence and growth of several primary markets, including China and India, which alone will generate over half the global demand in international higher education by 2025. This presents a significant opportunity for our undergraduate, graduate, professional and continuing education initiatives. Between the years 2000 and 2025, the global demand for higher education is expected to more than triple:



IDP Education Australia Report, *Global Student Mobility 2025: Forecasts of the Global Demand for International Higher Education*

³ PIA, 2009, provided by M. Porritt

Threats

Complacency

The most serious threat to McGill may be complacency, which can arise as a result of our strengths and excellent reputation. Although a 2010 survey of Canadian students found McGill to be a leader in many areas ranging from reputation and quality to academic environment and teaching quality, there was considerably less awareness of McGill by students in the Northeast US and in California, areas where we anticipated a much stronger recognition. However, we must be mindful of threats to our reputation and of the fact that reputations must be nurtured, especially in jurisdictions that do not already have a McGill presence. Moreover, McGill's excellent reputation alone cannot sustain future enrolment planning. The competition for recruitment of graduate and undergraduate students has become fierce in Quebec, Canada and the world, so it behooves McGill to take its place as a deliberate, thoughtful and strategic competitor.

We must also be more vigilant and determined about ensuring that students who choose McGill have the opportunity to study and research with the best minds, be supported by exemplary advising, graduate supervision and other services, and be given the opportunity to have international experiences that prepare them to be effective global citizens. Excellent undergraduate retention rates, as compared to our peers, and improved time to completion are two additional indicators that are critical to monitor. McGill must not be complacent about the student experience and its impact on retention.

Underfunding

McGill will continue to feel the pressure of budget challenges and the difficulty of delivering excellent world-class teaching and research unless there is a fundamental shift in the funding of the University. Quebec's entire university system is underfunded in comparison to other Canadian provinces - with an annual shortfall of more than \$500 million in comparison to the Canadian average. Quebec is last among Canadian provinces for the level of funding per FTE-student in terms of provincial operating grant plus tuition/fees.

One tuition policy in particular disadvantages McGill relative to other Quebec universities. Although we recruit a large number of international students, the University must return most of their tuition to the Province for all but six undergraduate disciplines.

Due to McGill's large number of historic buildings, we also face particular challenges in the upkeep of our buildings and infrastructure, which directly impact, among other things, the educational experiences and services that we can offer our students. In 2007, McGill had 39% of estimated deferred maintenance for all Quebec universities. Even with new government infrastructure investment, we would need \$380M over 15 years to bring our buildings to an acceptable level of repair.

Economic Factors

We must be mindful of the potential impact on McGill's recruitment and retention of undergraduates and graduate students of economic factors related to global and local conditions and to possible changes in tuition and financial support. It is unclear whether the economic downturn of 2008 has had a positive or negative effect on McGill's enrolment. In fact, undergraduate American yield increased substantially in 2009, notwithstanding the downturn. However, reports were received from many undergraduate students (particularly from western Canada and abroad) that they were not financially able to follow through on registering at McGill. The impact seems to be different in various markets.

Escalating Competition

The global competition for undergraduate and graduate students has accelerated noticeably over the last decade. In addition, the improvement in the educational systems of former "sending countries" (e.g. China) has intensified this process.

At the graduate level:

- Some Canadian universities have turned to intensive international recruitment activities as the supply for university seats exceeds demand in their provinces, and several provincial governments fund such activity
- Key markets such as China and India are building their own graduate education capacity.
- Other provinces are investing heavily in graduate education to produce more high quality personnel.

- Competitor institutions have implemented guaranteed graduate funding that surpasses what we offer.

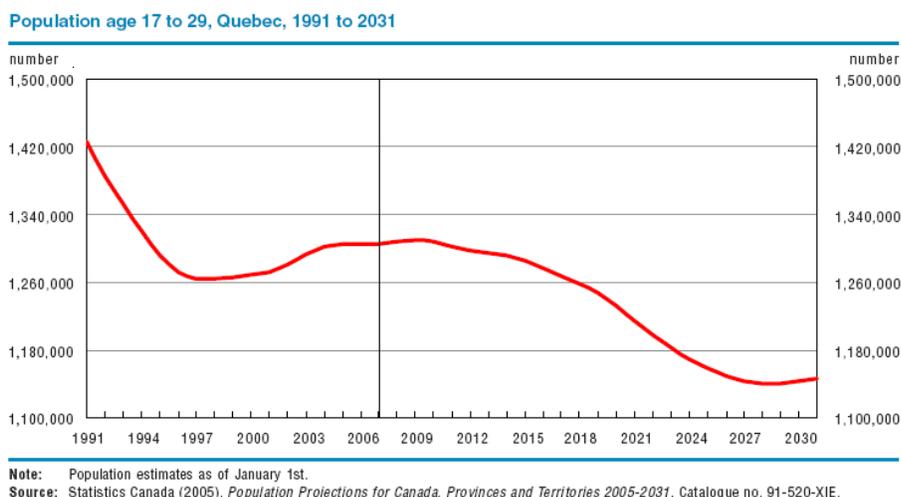
McGill's Research Profile

McGill's preeminent position in research in Canada has faltered recently at the same time as other institutions – notably, the Universities of Toronto, British Columbia, and Alberta – have made important strides. We find ourselves ranked fifth overall in research grants. A drop in our rankings is a serious threat to our reputation, which can affect our ability to attract both undergraduates, who state reputation is one of the main reasons for choosing McGill, and graduate students, who are searching the best possible research experience.

III. ENVIRONMENTAL SCAN – EXTERNAL

Quebec

Statistics Canada data suggest that there will be a peak in enrolment in postsecondary institutions in Quebec in 2009-10, which should then be maintained for the following 4 years, prior to a steep decline, bottoming out in 2025-26.



More specifically, MELS has highlighted the following Quebec enrolment trends in for 2006-07 to 2021-22⁴:

All Quebec universities

- Total enrolment in Quebec universities was expected to decline by 3.3%, but with an increase of 6.6% from 2006-07 to 2014-2015 and a decline of 9.2% from then to 2021-22.
- However, enrolment was projected to decrease by 5.5% at the bachelor's level, while master's and PhD enrolments were actually expected to grow by 2.4% and 4.5% respectively.

McGill University

- McGill's long-term enrolment growth was estimated by Quebec at 3.2% overall, with an increase of 10.8% from 2006-07 to 2013-14, and a decline of 6.9% from then to 2021-22.
- However, Bachelor's level enrolment was projected to decrease by 0.5% from 2006-07 to 2021-22, while master's and PhD enrolments were projected to grow by 2.0% and 6.2% respectively.

Medical Residents and McGill's Share

- Between 2006-07 and 2021-22, the number of medical residents is expected to increase by 47% or 2,213 FTEs at the provincial level; McGill's share of this growth is estimated at 694 FTEs or 31.4%.

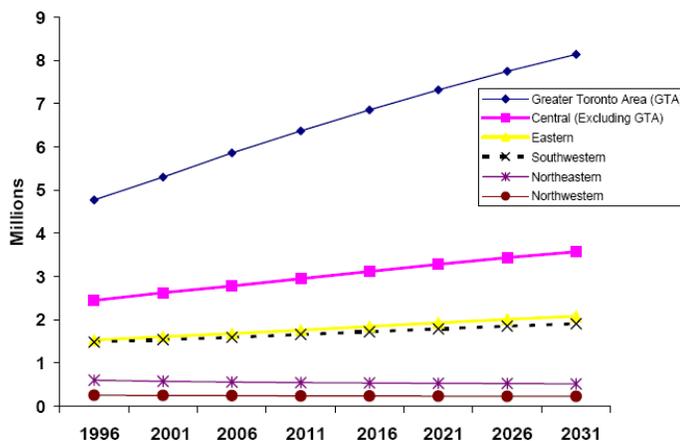
These predictions may seem favorable for McGill, but we must still chart a course to address the impending demographic shift. While this plan is meant to create such a path until 2016, it should also anticipate dramatic shifts beyond that timeframe in order to protect the University from a possible serious downturn in enrolment in the future.

⁴ PIA expressed some reservations about 2008 MELs projections for CEGEP and university enrolment

Ontario

The demographic projections for Toronto suggest that it will be a good market to continue to develop for undergraduate recruitment, although the intensity of competition is likely to increase. Toronto's population is projected to increase over the 15-year period, while other parts of the province will increase slightly or remain stable. The increases in Toronto will be significant for McGill, because it is our most important market in Canada outside Quebec. The expected increase would represent an opportunity, but the opportunity would likely be tempered by intense competition, as universities from other jurisdictions, especially in Canada, experiencing declines in their university-aged population establish bases in Toronto.

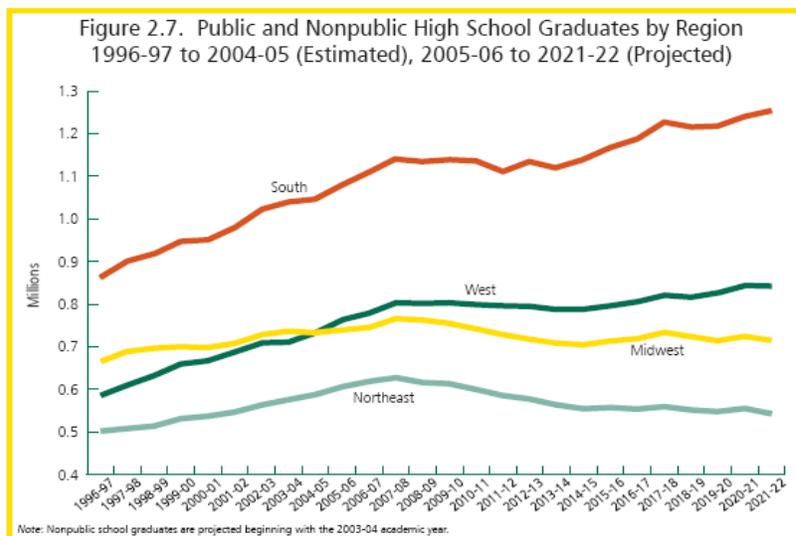
Figure 3. Historical and Projected Population Growth for Ontario by Region.



Source: Ontario Population Projections 2004 – 2031. Ontario and Its 49 Census Divisions, Ontario Ministry of Finance, February 2005

United States

McGill relies heavily on the US market, particularly in the northeast. The university-aged population is expected to decrease in this region, but grow in the South and West. Our presence and penetration in California are comparatively limited, but we must plan US recruitment strategies in light of the impending demographic shifts. The quality of the high-school market in the US must also be considered, with the nation's best students (approximated by SAT scores) identified as being in Colorado, followed by several mid-western and northeastern states. However, recent market research regarding McGill has indicated that McGill is relatively unknown by US high-school students in the northeast and California who might be expected to attend college, so the University cannot be complacent about continuing to attract applications from these markets.



Note: Nonpublic school graduates are projected beginning with the 2003-04 academic year.

IV. STRATEGIC IMPERATIVES AND GOALS

It should be noted that a strategic enrolment management plan must evolve with changing circumstances. Of course, we expect the strategic imperatives to remain constant, but the emphasis on different imperatives may change as may the goals and actions for achieving them. Moreover, the plan will only be successful if it harnesses the interpretation and creativity of the McGill community to make the goals and actions meaningful at the local level.

Imperative I - Research Intensity, Student and Academic Excellence

McGill will align enrolment management strategies and activities with its focus on research intensity, on the quality of its students, and on academic distinction.

Goals

- I.1 McGill will increase the number and proportion of doctoral, research and professional master's students according to the metrics used by our peer universities, with the goal of maintaining the highest proportion of doctoral students in the country.^{5 6}
- I.2 McGill will develop mechanisms to increase the number and percentage of McGill graduate students who complete their degrees within a designated timeframe appropriate to their discipline.
- I.3 McGill will continue to enrol the best prepared students for its undergraduate, graduate and professional programs, where best prepared is defined by academic standing and by other predictors of success in the discipline of choice.
- I.4 McGill will increase the number and percentage of undergraduates directly engaged in research and scholarship.
- I.5 McGill will recruit and enrol postdoctoral fellows who meet the University's standards of excellence.

Imperative II – Service to Community and Society

McGill's undergraduate, graduate, professional and continuing education programs will serve and enhance the well-being of Quebec, Canada and the world.

Goals

- II.1 Mindful of its unique position in Quebec, McGill will maintain its FTE share of Quebec's undergraduate university students at a minimum of 8.5%⁶.
- II.2 McGill will continue to provide local and international communities with highly qualified research, medical, legal, teaching, engineering, business and other professionals.

Imperative III – Engagement in the University Community

McGill will foster and maintain a connected, supportive and dynamic relationship among its students, academic, administrative and support staff, and alumni.

Goals

- III.1 McGill will provide outstanding teaching, learning and service experiences as well as other opportunities for involvement.
- III.2 McGill will make academic information easily accessible and understandable and improve advising and mentoring.
- III.3 McGill will improve graduate student retention and completion rates.
- III.4 McGill will develop academically-oriented student life programming.
- III.5 McGill will increase the extent of alumni participation in the recruitment and yield of new students.

⁵ The goal is to increase research graduates as compared to all degree-seeking students. G13 benchmarking will need to be adjusted to ensure ongoing and effective benchmarking against Canadian peer institutions.

⁶ This and other goals related to McGill's enrolment mix are subject to considerations of financial sustainability (Imperative VI).

Imperative IV – International Stature

McGill will encourage an enrolment profile and a learning experience that aligns with its distinguished international stature.

Goals

- IV.1 McGill will continue to enhance its international profile and reputation by enrolling outstanding international students.
- IV.2 McGill will increase the engagement and retention of international students.
- IV.3 McGill will promote the placement of PhD and research and professional master's students at peer institutions, in industry, and in not-for-profit sectors across the world.

Imperative V - Diversity and Accessibility

McGill will align its resources to enhance accessibility and to encourage the development of a diverse population of excellent students, academic, administrative and support staff.

Goals

- V.1 McGill will increase the diversity of the student body by enrolling and supporting more students from historically under-represented sectors.
- V.2 McGill will ensure that financial need is not an enrolment barrier for qualified students.

Imperative VI - Financial Sustainability

McGill will ensure that enrolment strategies are sustainable within the financial resources of the University.

Goals

- VI.1 McGill will align enrolment strategies and activities with budgetary, academic and resource considerations.
- VI.2 McGill will continue to work with the provincial government to bring about desired policy changes.

V. PERFORMANCE INDICATORS AND ACTIONS

Imperative I - Research Intensity, Student and Academic Excellence

McGill will align enrolment management strategies and activities with its focus on research intensity, on the quality of its students and on academic distinction.

Imperative I - Performance Indicators

- ❖ The growth in the number of research graduate students (PhD years 1-5 and Master's years 1-2) using the 2006 numbers as a baseline.
- ❖ The proportion of research graduate students to total degree-seeking students (PhD years 1-5 and Master's years 1-2 vs. total degree-seeking).
- ❖ The proportion of doctoral students (PhD years 2-5) to total degree-seeking students.
- ❖ The number and proportion of professional master's students to total degree seeking students.
- ❖ Quality of graduate students.
- ❖ Quality of faculty supervision.
- ❖ Research graduate students to supervisors (ratio).
- ❖ Average funding per doctoral and master's student.
- ❖ Post-graduation tracking (graduate students).
- ❖ Proportion of undergraduates who have a research experience.

Goal I.1

McGill will increase the number and proportion of doctoral, research and professional master's students according to the metrics used by our peer universities, with the goal of maintaining the highest proportion of doctoral students in the country.

Actions:

Please note that many of the actions listed here are relevant to the goals under Imperative III (International Stature).

1. Develop a coordinated undergraduate and graduate recruitment and marketing plan. Update and publish the plan by June 1st each year to coincide with other University planning exercises.
2. Target key international markets that are aligned with McGill's strategic priorities and re-align recruitment resources as appropriate.
 - a. Targeted recruitment markets include India, China, Hong Kong, Middle East, France, and the US - Northeast (with concentration on New York City and Boston) and California.
 - b. As appropriate, leverage the McGill Alumni network for rendezvous events in international cities.
 - c. India and China strategies will include:
 - i. Partner with government to provide orientation to frontline staff and agents in India and China.
 - ii. Provide input about changing assessment policies to increase flow of Indian students.
 - iii. Align education and immigration policies to evaluate and accept 3-year Indian degrees.
 - iv. Partner with top China Scholarship Council (CSC) universities to offer scholarships to outstanding doctoral and postdoctoral students.
 - v. Use China's C9 group as a recruitment channel.
3. Leverage Enrolment Services' international recruitment trips to include all faculties and levels:
 - a. Attend recruitment events in key international markets that have proven successful in the past; build on the international recruiters' existing expertise and provide additional training, information, and materials from faculties and GPS.
 - b. Meet with key prospects one-on-one in their local communities to provide information about McGill and to develop the relationship.
 - c. If resources permit, hold information sessions for groups of prospective applicants in top universities, embassies, and other venues.
 - d. Package cohesive program, research and development opportunities for targeted markets – e.g., Engineering and Management in India and China; Environmental Sciences and Liberal Arts in California; Music in the US Northeast.
4. Enhance admissions and recruitment materials and the Future Undergraduate and Graduate Students websites to support recruitment objectives and leverage the use of virtual tours, interactive tools and social media as appropriate.
5. Enhance graduate student tours by hiring graduate tour guides to offer tours to applicants identified by departments as being especially attractive.
6. Engage international undergraduate exchange students, who are selected on the basis of academic performance, in McGill's on-campus recruitment activities, identifying the benefits of returning to McGill for graduate studies.
7. Improve admissions processes and technology to render graduate admissions decisions more quickly.
8. Communicate the importance of graduate student enrolment across McGill – e.g., via *In the Loop*.
 - a. Promote GPS' BEST (Building Enrolment Strategically Together) workshops, which are designed to educate academic units on how to increase graduate student enrolment locally and on how to improve retention programs and activities.

- b. Promote GPS log-in website for faculty and staff involved in graduate enrolment activities as a means to educate faculty members about the resources available to support them in their recruitment efforts.
 - c. Encourage international faculty members to recruit from their alma maters or from institutions they are visiting for professional reasons (e.g., conferences, etc.) and provide them the tools they need to do so.
9. Seek, develop and coordinate partnerships with external associations and agencies for recruitment purposes although it may be advantageous to recruit independently in certain key markets.
- a. Initiate an informal networking group for graduate recruiters across Canada to share information on graduate student events.
 - b. Promote a common understanding of international documents among Canadian universities, to facilitate the recruitment of international graduate students.
10. Continue to increase the value of scholarships, bursaries and fellowships for international graduate and undergraduate students.
- a. Identify and pursue additional sources of funding such as fundraising and lobbying governments for funding support for international graduate students.
 - b. Develop key messages for prospective students regarding funding (e.g. highlight MIDAs Program).

Goal I.2:

McGill will develop mechanisms to increase the number and percentage of McGill graduate students who complete their degrees within a designated timeframe appropriate to their discipline.

Actions:

1. Remove program and administrative obstacles and address financial impediments to timely graduation.
2. Develop a GPS Graduate Milestones Initiative to improve program design, help with identifying goals, and create mechanisms to monitor progress towards degree completion (see below).

Goal I.3

McGill will continue to enrol the best prepared students for its undergraduate, graduate and professional programs, where best prepared is defined by academic standing and by other predictors of success in the discipline of choice.

Actions

1. Coordinate all undergraduate recruiting and marketing activities to ensure the effective and most targeted use of resources.
 - a. Recruit from targeted schools and programs that graduate academically superior students who are likely to enrol at McGill.
 - b. Develop and sustain value-added relationships with influencers, such as teachers and guidance counselors, in targeted schools.
 - c. Establish an Ontario guidance counselor event to be held every second year, in Toronto or Montreal.
 - d. Target key markets nationally: Vancouver, Toronto, Montreal, Quebec, Ontario (golden triangle), Ottawa, Calgary, and Edmonton.
 - e. Target key markets internationally as identified under Goal I.1.
 - f. Leverage technology in lieu of in-person visits.
 - g. Attend only key education fairs.
 - h. Leverage the purchase of lists and adopt targeted marketing practices for the United States (Northeast, Chicago, and possibly California).
 - i. Invest in targeted yield activities, but reduce investment in mass recruitment activities (fairs).

- j. Reduce printed materials and invest in the McGill web presence as the primary method of information sharing and prospect engagement.
 - k. Engage alumni in local yield activities. Develop a mechanism to accurately measure alumni involvement and set a realistic goal for increases until 2016 (see Goal II.5).
2. Conduct annual research on the effectiveness of marketing and recruitment activities and revise them, as needed, in line with overarching goals and research outcomes.
 3. Enhance Client Relationship Management CRM software and its use:
 - a. Identify the strongest students earlier (i.e., by grade 10) and foster relationships using CRM software.
 - b. Collect prospect contact information at first point of contact and maintain communication through CRM software, which would be especially valuable for programs at Macdonald campus.
 - c. Purchase prospective lists of qualified students to expand enrolment in specific programs.
 4. Develop and implement tactics to increase the enrolment of highly qualified undergraduate students in key programs in light of the availability of space and other resources. For example, specialized scholarships tied to particular programs and to specific conditions (such as the completion of the program) might help to influence enrolment trends.

Goal I.4:

McGill will increase the number and percentage of undergraduates directly engaged in research and scholarship.

Actions:

1. Increase the summer research experience.
2. Fund undergraduates with bursaries or scholarships during the summer to make it possible for them to complete research projects.
3. Encourage tenure track faculty to engage undergraduates in research projects.
4. Extend the “BSc/MSc track” in the Faculty of Science to other degree programs and possibly other faculties, allowing undergraduate students to conduct research in their final year to be transferred toward a future graduate degree at McGill.

Goal I.5:

McGill will recruit and enrol postdoctoral fellows who meet the University’s standards of excellence.

Actions:

1. Manage the enrolment of postdoctoral fellows to ensure alignment with the University’s strategic objectives and resources.
2. Attract postdoctoral fellows from the highest quality graduate programs around the world.
3. Provide support to applications for externally funded prestigious postdoctoral fellowships.
4. Develop policies and regulations for postdoctoral fellows.
5. Ensure an excellent training environment, which includes mentoring and skills development.
6. Take steps to improve the transition of postdoctoral fellows to regular career positions by providing substantive career guidance.

Imperative II – Service to Community and Society

McGill’s undergraduate, graduate, professional and continuing education programs will serve and enhance the well-being of Quebec, Canada and the world.

Imperative II - Performance Indicators

- ❖ Number and proportion of Quebec students enrolled in all McGill programs.
- ❖ McGill’s share of the CEGEP market.
- ❖ Number of graduates from professional programs.

- ❖ Continuing Education enrolment.
- ❖ Number of activities, services and initiatives intended to enhance community engagement in Montreal, Quebec, Canada and the world.

Goal II.1

Mindful of its unique position in Quebec, McGill will maintain its FTE share of Quebec’s undergraduate university students at a minimum of 8.5%.⁷

Actions:

1. Continue to target CEGEPs across Quebec for recruitment and enhance efforts to improve Francophone students’ knowledge about McGill’s opportunities and services for them.
2. Ensure sustained and meaningful communications with CEGEP advisors.
3. Enhance targeted support for retaining French-speaking students, such as increasing the services and advising materials that are available in French.
4. Introduce electronic sharing of university transcripts among Quebec universities to expedite graduate admission and transfer student decision-making.

Goal II.2

McGill will continue to provide local and international communities with highly qualified research, medical, legal, teaching, engineering, business and other professionals.

Actions:

1. Continue to graduate outstanding and engaged undergraduate, graduate and professional students.
2. Highlight the contributions to community and society made by our students, academic, administrative and support staff, and alumni.
3. Publicize and promote successful partnerships with communities and organizations.
4. Encourage the outreach of its professional and continuing education programs and facilitate learning partnerships within the local and broader communities.
5. Where appropriate, encourage a holistic evaluation of students seeking admission to professional programs by including additional predictors of success.
6. Make available to undergraduate students professional experiences such as internships that provide industry interaction.

Imperative III – Engagement in the University Community

McGill will foster and maintain a connected, supportive and dynamic relationship among its students, academic, administrative and support staff, and alumni.

Imperative III - Performance Indicators

- ❖ Retention rate – undergraduate.
- ❖ NSSE – student satisfaction - undergraduate.
- ❖ Advising: CUSC – satisfaction results.
- ❖ Advising survey – McGill.
- ❖ Time to completion (graduate).
- ❖ Completion/promotion rate (graduate).
- ❖ Percentage of alumni for whom we have current addresses.
- ❖ Percentage of alumni who attend Homecoming, volunteer events or special lectures and presentations.

⁷ This and other goals related to McGill’s enrolment mix are subject to considerations of financial sustainability (Imperative VI).

Goal III.1

McGill will provide outstanding teaching, learning and service experiences as well as other opportunities for involvement.

Actions:

1. Advance teaching and learning excellence by:
 - a. Creating more innovative learning opportunities through inquiry-based learning, blended learning and the use of technology.
 - b. Enhancing student engagement in classes – e.g., with the support of clicker technology.
 - c. Communicating learning expectations at McGill (pilot seminars) to undergraduates.
 - d. Extending Skillsets, a comprehensive series of workshops that provide professional development opportunities for graduate students in their development as professionals, including:
 - i. Communication and interpersonal skills
 - ii. Critical and creative thinking
 - iii. Career development
 - iv. Teaching competence
 - v. Research management and leadership
 - vi. Dissemination of research and knowledge translation
 - vii. Social or civic responsibilities
 - e. Identifying, building consensus and making explicit the core outcomes of an undergraduate education at McGill.
 - f. Promoting the engagement of undergraduate students with research/scholarship within their programs.
 - g. Enhancing living and learning communities and faculty-in-residence programs to promote student engagement.
 - h. Developing ways to facilitate and enhance mentoring, advising and tutoring by peers and floor fellows.
 - i. Delivering workshops and developing resources – Course (Re)Design – to support professors in fostering student learning and in reviewing and improving curriculum and delivery of instruction, including the articulation to students of course objectives.
 - j. Providing workshops for faculty members on graduate supervision, academic integrity, writing etc.
 - k. Supporting individual faculty members in their teaching responsibilities through one-on-one consultations.
 - l. Increasing classroom support for professors and students by encouraging an integrated approach to services.
 - m. Developing physical teaching and learning spaces based on pedagogical principles, formal and informal, to support students' learning experience.
 - n. Enhancing web access to teaching and learning information, policies, services etc.
 - o. Encourage faculty to actively engage with students outside the classroom with a view to strengthening ties and enhancing sense of community.
2. Develop additional methods to enhance the welcoming and supporting environment for graduate students:
 - a. Host welcome events for new graduate students rather than formal orientation sessions.
 - b. Set up a graduate buddy program in the First Year Office, pairing new students with current students.

- c. Work with the Dean of Students and academic units to develop a graduate mentorship program, whereby faculty and administrative staff mentor graduate students.
 - d. Improve the quality of graduate supervision.
3. Enhance the undergraduate first-year orientation experience by providing resource support and working collaboratively with University and Faculty student leaders to create a purposeful, streamlined orientation with collaborative goals and training.
 4. Expand a first-year transition program for all students in new programs.

Goal III.2

McGill will make academic information easily accessible and understandable and improve advising and mentoring.

Actions:

1. Simplify and streamline services, processes and policies and implement continuous improvement to streamline services and reduce red tape.
 - a. Extend integrated services (Service Point) to additional units.
 - b. Rewrite and reorganize websites for students with a view to have the information reflect the student lifecycle and functions rather than organizational units.
 - c. Introduce and enhance web-based calendars by ensuring they are written in accessible language.
2. Implement coordinated scheduling at the downtown campus to make more effective use of instructional space and to assist students by improving the accessibility of course sections.
3. Provide greater in-person access and online support, including an online advising tool for U0 and U1 new students for all faculties.
4. Digitize students' advising records so that information is accessible to all advisors and related colleagues who directly support students' advising needs.
5. Improve online advising resources to support advisors.
6. Create an advising network – i.e., a community of practice – at McGill for the purposes of professional development and information-sharing.
7. Develop and implement the technology to support referrals to advisors (such as from the Service Point).
8. Enhance the capacity of academic and administrative support staff to provide excellent advice and support to students as they achieve their academic and personal development goals by providing professional development courses or activities:
 - a. Service Excellence Workshops as developed for Student Life and Learning.
 - b. Service Excellence Workshops as tailored for Graduate Program Coordinators.
 - c. Advisor training and development.
 - d. Developmental workshops for Service Point and Welcome Centre colleagues.
 - e. Support for quality recruitment and retention attitudes and initiatives for staff and faculty who have key roles in these areas.
13. Establish a mentorship program for new students involving senior students, faculty, and administrative and support staff as mentors to create a network of academic support.

Goal III.3

McGill will improve graduate student retention and completion rates.

Actions:

1. GPS and the recruiting units will determine the metrics and goals for graduate retention and completion rates to be achieved by 2016.
2. Implement the Graduate Milestones Initiative across graduate programs to track the progress of graduate students and establish program-specific deadlines.

3. Improve Graduate Student Orientation to ensure that students are fully informed of expectations, especially with respect to supervision and advising right from the start.
4. Provide graduate supervisors with workshops to promote a number of supervisory skills:
 - a. Supervising graduate writing.
 - b. Collaborative writing.
 - c. How to be an editor.
 - d. Negotiating supervisory agreements and time management - Learning contract with milestones.
 - e. Intercultural communications.
 - f. Peer mentorship and modeling.
 - g. Giving and receiving criticism.

Goal III.4

McGill will develop academically-oriented student life programming.

Actions

1. Develop robust student leadership and residence-life programs that are framed within the context of academic excellence.
2. Increase curricular and co-curricular service learning opportunities so as to give excellent students the broad experiences they are seeking to complement their academic experience at McGill.
3. Ensure that community service learning opportunities become formally recognized, through a co-curricular record.

Goal III.5

McGill will increase the extent of alumni participation in the recruitment and yield of new students.

Actions:

1. Establish a mechanism to accurately measure alumni participation in yield recruitment activities.
2. Set a realistic goal for increasing the involvement of alumni in yield recruitment activities through 2016:
 - a. Establish an alumni and community advisory committee to support the new Welcome Centre.
 - b. Invite young alumni to participate in yield recruitment campaigns during each admission cycle.
 - c. Invite young alumni to talk to prospective students about career options.
 - d. Work with alumni chapters to host off-site events.
 - e. Annually create a shared plan of recruitment and event activities annually.
3. Use statistics as ‘truth in advertising’ in online program pages to show where graduates of specific programs are working now.
4. Establish a DAR-Enrolment Services liaison position to facilitate the provision of information and intensive support to alumni and families in admission activities.
5. Where appropriate, target specific markets to support both alumni relations and recruitment objectives.

Imperative IV - International Stature

McGill will encourage an enrolment profile and a learning experience that aligns with its distinguished international stature.

Imperative IV – Performance Indicators

- ❖ Number and proportion of degree-seeking international students to total degree seeking students.
- ❖ Number of students who participate in international activities – exchanges, study away, field study semesters, etc.

Goal IV.1

McGill will continue to enhance its international profile and reputation by enrolling outstanding international students.

Actions:

Please note that many of the actions listed here are relevant to the first goal of Imperative I.

1. Increase the overall international student body to approximately 22% of all McGill students.⁹
2. Align University recruitment and yield activities and resources to increase the enrolment of international students in de-regulated programs.
3. Increase the internationalization of the curriculum and student experience.
 - a. Expand international opportunities open to students that are based on research intensity and academic excellence, focusing on experiences at the best institutions in the world through exchanges, field semesters and internships.
 - b. Enhance materials and activities to actively promote international exchange opportunities for undergraduate and graduate students.
 - c. Augment funding for students to pursue international study abroad and exchange opportunities (e.g., promote the PBCSE Mobility Award” - Programme de bourses pour de courts séjours d'études universitaires à l'extérieur du Québec),
 - d. Create an official designation (e.g., *Certificate of Global Citizenship*) to be awarded upon graduation to students who have successfully engaged in an appropriate combination of academically-focused international activities while studying at McGill.
4. Work with external partners to promote McGill's international goals:
 - a. Continue partnership through CHEC international recruitment ventures (Canadian recruitment consortium), where strategically advantageous.
 - b. Work with governments of Quebec and Canada to:
 - i. Brand the province and the country as a study destination.
 - ii. Facilitate the immigration process for all international visa students but especially in those regions targeted for enrolment growth.
 - c. Promote the shared recognition of the *Certificate of Global Citizenship* through Universitas 21.
 - d. Collaborate with partners to offer joint degrees at the undergraduate and graduate levels, especially as they would benefit research mobility.

Goal IV.2:

McGill will increase the engagement and retention of international students.

Actions:

1. Enhance services and support for international students:
 - a. Integrate international student activities with those for inbound and outbound exchange students, providing opportunities for students to learn from and support each other.
 - b. Increase financial aid for international students.
 - c. Create an international student mentoring program, matching interested international students with a community mentors.
 - d. Provide academic language skills and cultural integration programs for international graduate students as part of professional skills development program for graduate students (“Skillsets”).

⁸ McGill's Teaching and Learning Services is working on this.

⁹ This and other goals related to McGill's enrolment mix are subject to considerations of financial sustainability (Imperative VI).

Goal IV.3:

McGill will promote the placement of PhD and research and professional master's students at peer institutions, in industry, and in not-for-profit sectors across the world.

Actions:

1. Placements of PhD and master's research students will be measured. In collaboration with DAR, PIA and CaPS, GPS will develop a database to track graduate outcomes, which will be stored, analyzed and shared with the faculties.
2. The outcome information will be used as a measure of the quality of each unit's graduate programs, as a selling feature to recruit prospective graduate students who have similar career aspirations, and to recruit graduate mentors and speakers at graduate career events.

Imperative V - Diversity and Accessibility

McGill will align its resources to enhance accessibility and to encourage the development of a diverse population of excellent students, academic, administrative and support staff.

Note: The recommendations of the Principal's Task Force on Diversity, Excellence and Community Engagement will be addressed when they are available.

Imperative V - Performance Indicators:

- ❖ Enrolment of underrepresented groups.
- ❖ CUSC survey – parental education question.
- ❖ McGill demographic survey.
- ❖ Number of Aboriginal students on band funding.
- ❖ Percentage of operating budget devoted to scholarships and financial aid.

Goal V.1

McGill will increase the diversity of the student body by enrolling and supporting more students from historically under-represented sectors.

Actions: *Further actions to be developed in response to the Principal's Task Force on Diversity, Excellence, and Community Engagement*

1. Monitor the diversity of students with respect to a variety of dimensions through the Student Demographic Survey to identify students who may be under-represented on campus and/or who may not be receiving the types of support they need at McGill to make them feel welcome.
2. Create outreach programs with key communities to reach a diverse range of students at a younger age.
3. Recruit Aboriginal students through a partnership between First People's House and Enrolment Services. Set stretch goals for increases in enrolment.
4. Establish jointly developed and locally delivered academic programs in Aboriginal communities, where appropriate and where consistent with the availability of resources.
5. Increase outreach to adult and part-time learners in support of continuing education goals.

Goals V.2

McGill will ensure that financial need is not an enrolment barrier for qualified students.

Actions:

1. Ensure that the proportion of its operating budget devoted to scholarships and financial need will match or exceed the general standards set by our peer universities.
2. Increase the number and value of entrance scholarships and bursaries for new undergraduate students, to ensure that McGill becomes competitive with institutions of equal stature.
3. Increase the number and value of fellowships for research graduate students, to ensure that McGill can compete with G13 peers and internationally for the best students.

4. Identify socio economic “at risk” groups early in the admissions process and encourage the campus experience by offering the least expensive residence options to provide them with the benefits of living on campus.

Imperative VI - Financial Sustainability

McGill will ensure that enrolment strategies are sustainable within the financial resources of the University.

Imperative VI - Performance Indicators:

- ❖ Annual Budget Report.
- ❖ Projected Government Funding.
- ❖ Endowments.
- ❖ General Economic Factors.

Goal VI.1

McGill will align enrolment strategies and activities with budgetary, academic and resource considerations.

Actions:

1. Engage in a planning exercise to:
 - a. Identify models of McGill’s student profile that are consistent with the University’s academic mission and that optimize financial resources.
 - b. Incorporate end-to-end economic contributions.
 - c. Be transparent about enrolment decisions and Faculty initiatives.
 - d. Propose approaches to managing and evolving our enrolment profile, with estimates of financial and other implications.
2. Ensure that annual enrolment targets are aligned with the University’s budgetary constraints and goals.
3. Consult with Faculties, Teaching and Learning Services, Enrolment Services, Student Services and other appropriate units to measure the impact of strategies and activities.

Goal VI.2

McGill will continue to work with the provincial government to bring about desired policy changes.

Actions:

1. Develop an integrated policy that increases tuition to the Canadian average, while simultaneously investing a substantial portion of the net tuition increase into student financial aid.
2. Pursue the deregulation of tuition for international undergraduate students.
3. Work towards the expansion of a government incentive program to match philanthropic donations to universities, which could increase gifts for student aid and services, among other areas.
4. Highlight the particular challenges that McGill faces in the upkeep of its buildings and infrastructure, due to its large number of historic buildings.
5. Seek additional funding to address building maintenance and repair.

VI. NEXT STEPS

Timelines, assignment of responsibility for follow-up, evaluation and reporting will follow in the implementation process.