

**Committee on Student Services**  
**Third annual meeting minutes**  
**Monday, January 23, 2022 – 1:00-2:30 PM**  
**Brown Student Services building – room 5001**  
**ZOOM meeting**

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Attendees: Aimee Ryan, Ali Taqvi, Cara Piperni, Caroline Arpin, Caroline Riches ,Chantal Grignon, David Vaillancourt, Eric Galbraith, Ghali Touimi Benjelloun, Kerry Yang, Manuel Balan, Martine Gauthier, Nathan Hall, Risann Wright Samuel Baron, Valerie Orsat, Yasmine Elmi.

Resource Persons: Alex Liepins, Carlene Gardner, Catherine Loiselle, Evelina Ene, Lina Di Genova, Pauline L'Écuyer, Pedzi Nleya, Rick Hink, Stéphane Cardinal, Vera Romano.

Regrets: Darlene Hnatchuk, Sara Kosumi.

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**Approval of proposed meeting agenda**

Approved unanimously

**Two PGSS members joining CSS**

- Jasmine Elmi
- Ali Taqvi

**Approval of minutes from December 5, 2022 meeting**

Approved unanimously

**Emerging Skill Sets Discussion**

Looking at service delivery model – our last discussion was on workshops and trainings attendance. In line with that we will focussing on competencies and skills for success. Have they changed? What do we need to focus on. What do students need for success now and in future careers?

Looking at exit profiles, what competencies and skill do students generally need to be successful and more specific ones depending on the fields.

The [McGill landing page](#) features the MADE by McGill video this is what prospective students and parents see. What does this mean.

Samuel Baron:

Looking at the faces of the videos; seeing the people in there shows the ability to diversify your experience and interests.

Ghali Touimi Benjelloun:

Students need to build resilience, important part of becoming an adult moving into the workplace, more stimulus. To reach these promises, students need to develop more emotional skillset to become more resilient: Personnel and emotional stimulus.

David Vaillancourt

That video does a good job of explaining to first year students the infinite number of things to do. You will not do them all. You can go as fast and as hard as you want. It shows all the possibilities The video seems to show everything that is offered. Not just formally by administration and faculties but also extra curricular.

Martine Gauthier

How we can be successful at McGill and beyond in terms of career readiness?

Risann Wright

What stood out in the video: how to take on leadership roles in the community and beyond. There are offerings but practical learnings on leadership and working in teams would serve students well for future goals.

Martine Gauthier

Hearing resilience, leadership, activities that lead to or lend to those including co-curricular and extra curricular, and maybe time management (never enough time).

Kerry Yang

The video does a good job at showing that McGill opens the doors. It is an invitation to follow your path. If the video had a part two – more aspirational. What is the end goal (seeing the astronauts was good, but more).

Martine Gauthier

Quick look at skills:

- Digital literacy
- Critical thinking
- Judgement and decision making
- Emotional and social intelligence
- Creativity and innovative minded
- Leadership skills
- Time management
- Collaboration
- Adaptability

Where do our students get that at McGill? How are they developed in the faculties, is there a proactive approach to developing those and what does Student Services need to focus on? We don't want to replicate what is going on in the faculties.

Samuel Baron

The new LWA has started a committee to look for ways for students in Arts to develop resilience (academic resilience). It is composed of members from advising and the faculty deans. It is just getting off the ground.

Martine Gauthier

A collaborative approach around resiliency and Wellness

Caroline Richer

In education, there is a career placement officer (student affairs person) maybe created through student fees. They presented in my class and the students were so ready to hear about CV workshops, job fairs, interviewing skills. The career placement officer linked to all the services offered it was very informative.

Ghali Touimi Benjelloun

Clubs and career service advisors, doing a great job. A career readiness workshop for international students. Networking, CV, interview, all very well development. The gap is with the emotional, time management and collaborative skills.

Samuel Baron

A lot of the information about learning what is offered happens at discover McGill, at the very very beginning. It is not a great time for all students to hear about all of the experiences. First years are dealing with so much adaptation (living alone, making friends, finding buildings). Those sessions are good and well designed but in terms of student priorities and timing, is not optimal.

Maybe offer the information the second week of add drop when things set in. Students start identifying limitations, that is when they are looking for resources.

Martine Gautier

In terms of student success, and career success, who's responsibility is it. Success at McGill and beyond in their careers?

David Vaillancourt

There is so much offered, as the student you need to constantly seek out what it is you want to do. Students #1 responsible. Programmes of events. If you understand your motivations, then you can benefit from it.

Catherine Loiselle (from the chat)

SAA hears a lot about good work ethics, teamwork/collaboration, and professionalism.

Eric Galbraith (from the chat)

From what I know, science is good at providing domain-specific technical skills, and is also very good at providing opportunities to gain experience in research. There are no doubt lots of specific skills gained through specific courses and programs, but I am not aware of any coherent planning/coordination to ensure that a list of skills and competencies are part of a degree.

Chantal Grignon (from the chat)

I agree about communication. My undergrads tell me that they are receiving too many emails each term and miss a lot of important information. I feel it important to find a way to streamline communication to students.

Martine Gauthier:

Students from the associations (in the room) are not necessarily representative of the student body. Some students do not ever get involved. Example of Montreal student feel no need for student service they feel connected to the community.

The student body is 37000 students, we only serve 8000 of those, every year- that means there are 29000 students not coming to Student Services (orientation excluded). We see the number of students

attending our workshops declining. How do we reach students? We are not just transactional; we are engagement and development.

Ghali Touimi Benjelloun

Two ideas – The perceived value is not there. Promotion by the students is important. Perhaps a per faculty approach. Targeted at and promoted by faculties would attract more students.

Martine Gauthier

Faculty specific. – we are hearing that when it is general numbers are low. We recognize the importance of the perceived value. We need to work more to understand what they need for their students and their programs to be successful.

Samuel Baron:

Is it more successful when it is targeted at specific student bodies eg- ISS or MORSL have specific clientele. Services are “more relevant to them”.

Martine Gauthier

Each of our services has a core body of students who follow them.

Kerry Yang

Key is the different time frame perspective, S2 looks at a holistic picture, through out the lifecycle of the student. Student priorities are on the short term, the next test, the next social event. Thinking of delivery of shorter term needs.

Martine Gauthier

Micro programming – taking a subject but breaking it down into little bits- join- in on an ongoing way.

David Vaillancourt

There is so much going on.

Rick

Communications is doing a mapping project of communication across Student Life and Learning (SLL)

Over the past 4 – 5 years, we all agree that students are overwhelmed by the amount of communication, something should be done. We need a solid understanding. The mapping projects is taking into account everything that we are communication across SLL. Looking at tone, the ask, the sending unit, lead time of promoting an event, to identify patters that work and don't. Moments when communication is overwhelming. Anecdotally we have seen days when multiple things are sent by multiple units.

We are also asking students wo are participating to forward all the communications they are receiving and rating them. To see where we exist with in the field of all the things they are receiving.

Martine Gauthier

We are inundating student with e-mails with just our 8 services, if you add to that all of SLL and each of the faculties communicating – we are taking about 100s of e-mails. We have an issue there.

Kerry Yang

Targeting those moments, students think they are good at something until they are not and making sure you can slide in when they need it.

For example, at mid terms offer time management and tips on studying. Using myCourses, for example when you get a bad grade, then you can see the resources.

Martine Gauthier

Going back to that list, where are Students learning those skills. Ad hock, or are they being nurtured?

Samuel Baron

A lot of information gets exchanged between students. A majority of information and advice on how to manage your time and assignments is given by professors, it is non official and nonspecific and each Prof evaluates differently, each Prof will give different advice. If many give it then it is good because you can pick and choose but it can be confusing and also I don't know if it is like that outside of Arts.

David Vaillancourt

Engineering has a great faculty and departmental culture. There are many opportunities to get involved. It is a personality profile. When you learn about things in class you are not building a bridge but there are design teams, so you can do that (extra curricular). Almost all of the later year students are involved with some organisation, or design group. There are a lot of skills developed there, leadership, managing extra work, it is more tangible. Always encouraging that as a venue for personal develop.

Kerry Yang

It is up to the university to provide places where those experiences can be found. McGill loves to teach theory but how do you translate that into practice. You don't know, actually know, how to do it in real life until you do it. Creating those environments and having those opportunities to develop soft skills.

Martine Gauthier

Importance of applied learning. Workshops are tidbits of skills but experiential learning (EL) can bring many skills and competencies in applied experiences.

Students wind up in their 4<sup>th</sup> year panicked they don't have the skills, but they do have them they just don't connect them to skills and competencies. Being reflective about what you have engage in and how it builds those skills and competencies.

Kerry Yang

How do you let employers know, you need to translate that – cover letters etc.

Maybe if Student Services can do certificates, or accreditations that could be beneficial to letting people outside of the organisation know – making better use of the CCR.

Martine Gauthier

We are broadening the CCR into other types of learning (EL)

Eric Galbraith (from the chat)

As a last comment about the skills and competencies... I think a lot of professors try to build skills and competencies into their course designs. But these are not formally coordinated in any way, and often we don't really have a great idea of what will serve the students well in the real world, once they graduate (unless, of course, they go to grad school in our own field!). So perhaps there could be a role here for Student Services to provide faculty with that information — a broader perspective on what

skills and competencies are going to be useful for students, and that they should be building into their courses and programs?

### **National standard for Mental Health and Well-Being for Post Secondary Students**

Lina Di Genova and Vera Romano

See Appendix A – National standard summary notes (Lina Di Genova)

Vera Romano–

Key points to add:

Highlight the COVID reality allowed us on the one hand to expand implementation (tele-mental health and online programming) scaling up of many of the things

Permitted us to test reach and effectiveness.

The standard was not developed in a vacuum. Communities of practice looked at this conundrum. More need and repeating the same solutions. The standard is shifting the paradigm, in line with the Student Services efforts, a community of supports, that share many of the important principles that we are working on at McGill. Early intervention and prevention, community connection, campus approach, mental health and well being, social justice and EDI intersections. The standard is also aligned with levels of government. We are all moving in the same direction.

Take home:

At this self assessment phase, with caution and humility, we are going in the right direction we need to expand upon and continue to evolve.

Once it comes to a whole campus approach the standard is pointing us to personal wellness and academic wellness being connected and impacting each other. The academic and pedagogical approach's impacts.

Martine Gauthier

One of the important points is we see students experiencing academic distress, so a campus wide approach is not just the responsibility of Student Services, it is a campus wide responsibility.

### **Meeting adjournment**

David Vaillancourt

Motion to Adjourn,

Samuel Baron

Second the motion.