Annual Report 2022
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McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.
In 2021-2022, Student Services has continued the important work of connecting our services into an easy-to-use, holistic support system for our students. Lessons learned from the continuing pandemic have provided us with an opportunity to reimagine our programming, our projects, and the tools and approaches we use. At the centre of all of this is a firm commitment to building equity, diversity, and inclusion into everything we do, and this is reflected in the strategic direction framework we have developed to guide us through for the next three years.
By the Numbers

- 821 events
- 25,830 students attended events
- 31,366 appointments provided to students
- 1,873,245 individual website visitors
- 40,692 phone requests
- 122,087 email requests by students
**Important Milestones**

**July 2021:**
Physical health appointments return to in-person only, as mandated by the Quebec government.

**August 2021:**
- Ask McGill services are expanded – kiosks at campus entrances during early weeks of semester and within faculties throughout academic year.
- An updated, reimagined Virtual Hub website goes live.

**October 2021:**
- MORSL attends Parliament of the World’s Religions, with over 8000 people in attendance.
- An updated, reimagined Virtual Hub website goes live.

**November 2021:**
- McGill’s campus readiness assessment for further supporting campus mental health was launched, using tools and findings from the Standard.

**December 2021:**
- First in-person final exam period since 2019; approximately 3000 final exam accommodations provided successfully to students through OSD (now Student Accessibility and Achievement).

**January 2022:**
- Creation of Assistive Technology Support Specialist role to ensure students with disabilities have access to the latest and most appropriate adaptive technology.
- Studenting podcast launches its second season.
- ISS launches MyISS, user-based record-keeping system and appointment management platform.

**February 2022:**
- CaPS begins the Micro-ExP program, helping students build essential hands-on career skills they missed out on during the pandemic.
- ISS launches MyISS, user-based record-keeping system and appointment management platform.

**April 2022:**
- CaPS Design Lab opens.
- HR launches new Onboarding Sessions to streamline onboarding process of new staff.

**Spring 2022:**
- McGill-UQAC French Immersion program celebrates its 5th year.

**September 2021:**
- Newly admitted international students who received an entrance bursary were given an additional $2500 relocation supplement (to account for pandemic travel complexities).

**Winter 2022:**
- "Did You Know?" student panel series fosters interfaith dialogue between student faith groups.
- Redesign of communications to all incoming students (email and social media campaigns, and Get Ready website) for Campus Life & Engagement.

**Feb 2022:**
- CaPS begins the Micro-ExP program, helping students build essential hands-on career skills they missed out on during the pandemic.

**Winter 2022:**
- "Did You Know?" student panel series fosters interfaith dialogue between student faith groups.
- Redesign of communications to all incoming students (email and social media campaigns, and Get Ready website) for Campus Life & Engagement.
Imagining Student Services in the Future

As part of our strategic directions project, we engaged in the exercise of imagining an “ideal state” for Student Services in the future. Many of these qualities are already a part of how we work, and we will build upon these strengths moving forward.

Students know they can turn to Student Services when they need support in navigating university life and help in achieving their academic goals. Our approach successfully integrates a comprehensive offering of well-organized services with a well-designed, personalized student experience. We offer our students excellent services and a positive, empowering experience.

Students have a wide variety of needs: information, navigation, connections to campus and community resources, expert guidance, personal and professional development, physiological and psychological safety, and advocacy for student success needs, just to name a few. Our services are organized around these needs, and they are present at every moment in the student lifecycle, from start to finish.

We help onboard and orient students with reliable information and timely assistance; we support their progression through the many transitions, bumps and challenges of university life; we prepare them early and thoroughly for their future careers. We help them flourish with a student development approach, empowering them to grow wings and fly. We encourage senior students to give back, mentor and lead.

Student Services is a recognized name with a clear identity and purpose. It is presented, both physically and virtually, as an integrated holistic support system that places student needs in the forefront and administrative matters—like organizational structures and processes—in the background. We provide the campus community with consistent, clear information about the purpose and scope of Student Services, how to access our services, and what they can realistically expect. We remind all our students and partners of available support services, development opportunities, and awareness and prevention materials relevant to the academic lifecycle.

Our team takes a service excellence approach to customer service. When students choose to reach out, whether their touchpoint is a website, a mobile phone, or an in-person visit, they are greeted with a warm smile and a welcoming “how can I help you?” attitude.

Accessing our services is intuitive for our students; our access points are clearly defined and user-friendly. At any access point, students are connected to the appropriate service or resource. When they don’t know what they need, we’ll help them navigate the available options.

Our services prioritize knowing their clientele, what they need, and how to help them. This allows us to provide students with convenient, personalized services. Students feel valued because they can see that many of their needs have already been identified and solutions are readily available.

Our services are respectful and caring of who our students are as individuals, in each and every interaction. Not only is our staff comfortable with diversity and intersecting identities, but they are also trusted by students because we communicate transparently about the scope of services and support. Whenever possible, we assist our students connecting to other services and supports available to them. Students always leave feeling heard and knowing the next step to take.

Students are visibly part of the Student Services quality improvement process. We ask every student who accesses Student Services for feedback that can help us improve the student experience. Our data collection efforts are transparent and confidential. All our processes and procedures are tested using a customer-mapping approach—with students—to ensure they remain accessible and up to date.
Improving Student Access and Navigation

• We will continue to add intuitive and accessible entry points to our services based on student needs.

• We will continue our existing projects to book online appointments and, where possible, expand them to other Student Services areas.

• We will develop a new focus on information and navigation, create new ways to access information about our services, and provide more assistance for students navigating student life based upon student need and the student lifecycle.

• We will continue integrating platforms as much as possible to minimize the number of systems used by students.

• We will apply a "student experience" lens to everything we do, analyzing how students are using our services and improving processes and procedures from a student—rather than an operational—perspective.

Practising Equity, Diversity and Inclusion

• We will embed equity, diversity, inclusion, and anti-oppression into all of our services, systems, processes, procedures and all other activities.

• We will train staff and build their capacity, including coaching and communities of practice, to help staff better understand intersectionality and to transform their training into action.

• We will increase representation as much as possible within the full-time staff through the hiring process and by removing barriers to retention and growth for staff with lived experience (e.g., BIPOC, staff living with disabilities, 2SLGBTQIA+).

• We will use data to make our programming more inclusive and more relevant to students’ needs, particularly for Black students, Indigenous students, students living with disabilities, and other students facing systemic barriers.

Creating Future-Ready Students

• We will include skills development elements in as many of our activities as possible to foster lifelong skills and habits that promote holistic personal, professional and academic well-being.

• We will provide learning opportunities for career development and cultivating well-being early in the student lifecycle so that students can begin engaging with these topics in smaller, less intensive offerings.

• We will adopt approaches where students, their peers, and professionals co-create goals, empowering students to make their own decisions and chart their own course.

Harnessing Data and Technology

• We will collect feedback in a modern, user-friendly way, helping us better understand our students and identify gaps in accessing services.

• We will serve as the authoritative source of data on the student experience, compiling data, sharing insights and reporting back to the University community.

• We will be accountable for the continuous improvement of our services and activities, collecting and acting upon data about the services we offer and about how students are navigating their student experience.
Equity, Diversity & Inclusion

This year, Student Services focused its efforts on building the capacity of all our employees to design and deliver an inclusive and equitable experience to every student. From half days of all-staff training aimed at raising awareness of key EDI issues, to intimate workshops where crucial inclusive-living skills can be practised, our focus has been on providing our teams with practical tools and knowledge to build equity, diversity and inclusion into everything we do.

Several of our annual half-day training sessions were dedicated to EDI; an initial session in November 2021 presented the key pillars of our training plan and the Student Services Anti-Black Racism Plan. This was followed in December by a presentation on building awareness of Canadian history from Black and Indigenous perspectives with Prof. David Austin and an exploration of how this history affects us today with Dr. Lana Potts, MD, a family physician at the Siksika Health & Wellness Centre, Indigenous health expert and a founding member of the Aboriginal Wisdom Council. In February, we came together again for an anti-racism workshop with Dr. Debra Thompson, Canada Research Chair in Racial Inequality in Democratic Societies and Associate Professor in the Department of Political Science here at McGill. A final workshop covering positionality, intersectionality and allyship was facilitated by Dr. Joseph Smith in March.

Recognizing that presentations and training alone will not create the transformational change we are seeking, we are following up these sessions with a custom-built staff coaching program in 2022-2023 that will help our team put these values into practice.

Feedback from Half-Day Sessions

Over 95% satisfaction

Over 85% gained understanding of fundamental concepts in EDI – including:
- systemic racism,
- inclusion,
- intersectionality
- implicit bias,
- allyship
- impact of colonization on health outcomes of Indigenous populations in Canada
- how systemic racism manifests in a university setting

Staff identifies the following future opportunities:
- More in-depth training
- having deeper conversations into what we can practically do to move up the ladder of inclusion from tolerating, to accepting, to appreciating
- the opportunity to look at where we can improve
- would be interested in how black diaspora, and movements of other indigenous cultures globally could help advance advocacy, rights & reconciliation
- would like to have other guest speakers from different groups: LGBTQ+; different abilities; neurodivergence

EDI Coaching Program

During 2021-2022, we developed an innovative EDI Coaching Program for Student Services employees that aims to support our staff in their journey toward inclusive living and anti-racism. The program was designed to offer our staff brave spaces to practice the skills acquired in year-round workshops and training sessions. The coaching program will welcome 30-40 participants from all Student Services units with a priority on student-facing staff members, and will run from October 2022 to April 2023.

(The 4-phase program includes 10 x 90-minute coaching sessions, 3 x individual coaching sessions over a 7-month period:
- Phase 1 – a deeper look into EDI (what does it mean to live inclusively?)
- Phase 2 – a self-exploration (recognize our individual- and shared-world views)
- Phase 3 – an exploration of biases, power and privilege
- Phase 4 – courage & vulnerability in difficult conversations

EDI Lunch & Learn Resources

In February 2022, Student Services launched a new form of EDI learning space designed with special attention to enhancing psychological safety to promote engagement in difficult conversations. Small groups of 5-10 volunteers were invited to explore questions around gender, sexuality, race, and more. EDI Lunch & Learns will be held regularly during the upcoming year.

Black Student Survey

As a final step to the Commitment to Assess Black Student Needs in the Student Services Anti-Black Racism Action Plan, in March 2022, Student Services surveyed our Black student population to identify support resources and programs to add to existing offerings. Students reported high levels of interest in having access to Black counsellors/mental health professionals with training in racial trauma healing and Black student support and therapy groups.

Interest in...

<table>
<thead>
<tr>
<th>Interest in...</th>
<th>n=46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black student support or therapy groups led by mental health professionals</td>
<td>72%</td>
</tr>
<tr>
<td>Group racial trauma healing sessions with racial trauma experts</td>
<td>54%</td>
</tr>
<tr>
<td>A curated list of resources for racial trauma experts</td>
<td>63%</td>
</tr>
<tr>
<td>Having access to Black counsellors/mental health professionals with training in racial trauma healing</td>
<td>76%</td>
</tr>
<tr>
<td>Counselors and advisors to connect me with on-campus student groups I can join</td>
<td>79%</td>
</tr>
<tr>
<td>Support/therapy group sessions with other Black students led by mental health professional</td>
<td>71%</td>
</tr>
</tbody>
</table>
Student Appointments

Appointment Demographics

Summary of Appointment Demographics across Student Services*

Students who met with a Student Services professional were invited to complete an online survey about their experience with the specific service they consulted. The surveys were released monthly. The following is a summary of the student demographics from the Banner student information system for one-on-one appointments based on all students who were invited to complete the survey.

These findings are based on 17,770 appointments in the Fall 2021 and Winter 2022 academic terms, for 9,057 unique students.

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* The table and chart represent the average findings across services who offer 1-on-1 appointments in S2 (Career Planning Services, International Student Services, Student Accessibility and Achievement, Student Wellness Hub and Scholarships and Student Aid)

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Percentage</th>
<th>Year of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>U0</td>
<td>9%</td>
<td>Qualifying</td>
<td>1%</td>
</tr>
<tr>
<td>U1</td>
<td>24%</td>
<td>1</td>
<td>31%</td>
</tr>
<tr>
<td>U2</td>
<td>25%</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>U3</td>
<td>40%</td>
<td>3</td>
<td>13%</td>
</tr>
<tr>
<td>U4</td>
<td>2%</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6+</td>
<td>11%</td>
</tr>
</tbody>
</table>
### Appointments by Demographics

#### FALL 2021 - WINTER 2022

<table>
<thead>
<tr>
<th>Fee Residence</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian or permanent resident</td>
<td>29% ▲</td>
<td>25% ▲</td>
</tr>
<tr>
<td>International</td>
<td>37% ▲</td>
<td>51% ▲</td>
</tr>
<tr>
<td>Quebec resident</td>
<td>33% ▼</td>
<td>24% ▼</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71% ▲</td>
<td>29% ▼</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Agricultural &amp; Environmental Sciences</th>
<th>6%</th>
<th>7%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
<td>29%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Dentistry</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Medicine &amp; Health Sciences</td>
<td>12%</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>25%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Interfaculty BA &amp; Sc</td>
<td>1%</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Interfaculty Studies</td>
<td>n/a</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>School of Continuing Studies</td>
<td>0%</td>
<td>1% ▼</td>
</tr>
<tr>
<td></td>
<td>Schulich School of Music</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Green and red arrows indicate instances where the appointment demographics are 5% above or below the official McGill fall enrollment percentages, respectively.

### Student Experience: 1-on-1 Student Appointment Survey Results*

#### FALL 2021 - WINTER 2022

<table>
<thead>
<tr>
<th>Service Dimensions</th>
<th>Average % **</th>
<th>Interpreting the results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall online experience</td>
<td>93%</td>
<td>Very Good/Excellent</td>
</tr>
<tr>
<td>Customer service experience</td>
<td>91%</td>
<td>Good</td>
</tr>
<tr>
<td>Overall experience with professionals</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Receiving information prior to appointment</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Overall in-person experience</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Receiving ways to find additional information</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Clarity of information</td>
<td>86%</td>
<td>Still good, with a few challenges to attend to</td>
</tr>
<tr>
<td>Appointment booking experience</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Wait time</td>
<td>69%</td>
<td>Fair - Challenges to address</td>
</tr>
<tr>
<td>Indoor signage</td>
<td>68%</td>
<td></td>
</tr>
</tbody>
</table>

- The survey response rate was 10%, with 1248 students responding.
- The overall student satisfaction with 1-on-1 appointments was 90%.
- Over 87% satisfaction was reported for experience with professionals, customer service and online experience.
- Appointment time slots ranged from 7am to 6pm, in order to accommodate international timezones.

** Green and red arrows indicate instances where the appointment demographics are 5% above or below the official McGill fall enrollment percentages, respectively.

* On-line and in-person experience refers to satisfaction score sums of good, very good and excellent; all other questions are good and very good.

** On-line and in-person experience refers to satisfaction score sums of good, very good and excellent; all other questions are good and very good.

Please note that numbers are rounded for presentation and the sum may be slightly more or less than 100.
Making Progress, Project-by-Project

All the big picture goals we set are ultimately composed of individual projects, each with different tasks, timelines, and stakeholders. We relied heavily on a more structured project-management approach in developing the Student Wellness Hub, and the success of that implementation left us with the conviction that we should introduce a more standard approach to project management across Student Services.

In late 2021, three cohorts of our management teams participated in project management training provided by McGill Executive Institute Lloyd Bartlett. Thirty-five staff members who play important roles in developing, implementing, and keeping our projects on task attended three half-day sessions focusing on:

- applying tools and techniques to support project development from idea to delivery and implementation;
- incorporating change management practices into the project management process;
- communicating and engaging effectively about projects with decision makers, team members and stakeholders;
- anticipating, understanding, and adapting to project challenges;
- understanding the key roles of those involved in project work; and
- sharing common principles and terminology to support better collaboration between teams.

We have begun implementing this approach across Student Services, and all our major projects are articulated using a common set of tools and vocabulary and tracked using the same software and methods. We are better able to track how our projects fit together and how developments in one project might have an impact on others.

Creative Solutions, by Design

Being equipped with a solid set of project management tools is important, but we also want to ensure that the projects we pursue are innovative, creative solutions that will have a genuine impact on our students’ success and well-being.

To achieve this, our entire team of Student Services directors attended an intensive, two-week “boot camp” in Design Thinking. These tailored workshops, facilitated by Faculty of Management instructor and consultant Jared Lee, were developed to help us look at the challenges students face from their point of view and to provide us with tools to prototype and improve solutions based on user feedback.

Using this human-centred, creative approach to problem solving, Student Services directors split into project teams to apply the design-thinking process to some of the real-life challenges facing Student Services. Each team conducted in-depth interviews with students to better understand how they understood the problems we had identified and then used those insights to develop creative solutions.

They then created prototypes of their solutions, letting students test how they would work and provide feedback on how to improve the designs. Each of the solutions proposed—from mobile programming to new ways to provide information through the McGill app and an onboarding program to connect new students with campus jobs—were well received by students and include useful, concrete elements that we can implement into our services.

Even more importantly, our directors—and soon, our wider leadership structure—will be trained on how to apply this methodology to develop creative solutions and rapidly prototype and improve based upon the experience and feedback of our students. We’re excited to face the opportunities ahead of us with the problem-solving tools that design thinking provides.

A Common Planning Cycle

Nearly all the administrative work that we must accomplish every year follows an annual cycle. From budgets that must be proposed to reports that need to be prepared, there is a relatively predictable ebb and flow that structures the administrative side of Student Services. Over the years, these timelines and deadlines have been documented by the different offices that do the work in a patchwork collection of different guides, policies, and other documents.

For the first time, we have brought all these different processes together to create a single planning cycle to be implemented across Student Services. The tool, which will be linked to our staff intranet, will provide a clear guide of all the processes, deadlines and other administrative functions that need to be completed throughout the year and how they are interrelated to one another.

All our offices will submit funding requests, position requests, data and reports according to the same timeline, ensuring that we are better aligned and that resources are allotted efficiently and in line with the five strategic directions.
Holistic Services,
Working Together

The holistic model we use in Student Services recognizes that our students are whole human beings, each of whom has a wide variety of interconnecting strengths, needs and aspirations. It’s difficult to properly address any of these in isolation, which is why it is so important for us to weave our services together to create a more seamless experience for our students.

One way we try to make that experience more seamless is by using and promoting common platforms. McGill’s myInvolvement engagement platform (https://involvement.mcgill.ca/) simplifies access to out-of-the-classroom learning opportunities offered by Student Services and other university partners. On the platform, students can register for hundreds of personal and professional development opportunities and programs from Orientation programming and workshops and programs aligned with the Wellness Wheel to curated skills development paths like Skills21, Our Shared Spaces, sustainability workshops and events, library research skills programming, and various Faculty-led opportunities.

Alongside myInvolvement, our offices also collaborate with our campus partners to articulate the learning outcomes to provide students with a personalized Co-Curricular Record recognizing their new skills, activity awards, campus and community engagement, Enriched Educational Opportunities and their student-led initiatives. This not only supports our work to prepare Future-Ready Students, but also provides a more seamless experience where students can access these resources in one place.

Building common platforms is just one way that we’re improving access to services and linking our support systems together between different offices. Beyond these collaborative, cross-service efforts, many of our projects and tasks are also undertaken within our individual offices where our more than 200 staff members work every day. These dedicated teams do amazing work to help our students succeed and we want to highlight some of their important accomplishments in 2021-2022.

Campus Life & Engagement

Campus Life & Engagement (CL&E) supports all McGill students by connecting them to resources and creating meaningful opportunities for involvement. CL&E guides students in navigating the McGill student experience through orientation and transition programming and by providing student life opportunities across campus for students to develop their interests and skills.

New Student Mentorship Program

- Paired incoming students (undergraduate and graduate) with a returning student, helping them navigate their transition to university. In 2022, the program was reimagined to include structured opportunities for mentors and mentees to meet.

From our Students:

“The webinar was very helpful and answered the general questions I had about registration prior to attending the meeting. The students were also engaged and asked many questions, which were answered thoroughly.”

- Student Participant

Students talking in the Brown Building lobby.
Career Planning Service

The Career Planning Service (CaPS) supports undergraduate and graduate student career and leadership development through career counselling and advising, skills development workshops, experiential learning and career exploration programs, mentoring, and career and networking events. As the University’s central career service, CaPS provides a wide variety of resources and tools to help students search for part-time/summer jobs, internships, and post-graduation opportunities with the goal of helping students become career-ready now and for their futures.

Micro-Exp Program

- Developed a week-long micro Co-Curricular Work-Integrated Learning program to allow early year students gain knowledge, skills and experiences in their area of career interest.
- Created 440+ opportunities for micro-placements or micro-projects with employers. 474 students completed their Micro-Exp with 94% indicating they would recommend the program to a friend.

Space and Programming Enhancements

- Unveiled the Career/Life Design Lab in the former career library space, encouraging interactive and collaborative learning.
- Developed an online course “Preparing for Your Internship: For Undergraduate Students” (in collaboration with faculty career and internship offices), supporting students in organizing themselves and finding the necessary information for a successful internship.
- Delivered the Industry Insiders series providing insights into various industries and featuring speakers working in the field. Topics include film and television, data science, medical affairs, teaching in CEGEP, environmental careers, and more.

From our Students:

“I really enjoyed how it was self-paced, which allowed me to take the time to truly enjoy the skills that I got to develop.” Micro-Exp Participant

“Overall, it was an amazing experience that allowed me to discover something new and gave me something interesting to talk about during my interviews.”

- Micro-Exp Participant

Communications

Student Services Communications includes our full-time communications staff and our growing peer information service, AskMcGill. Last year, when COVID restrictions meant that students were returning to a sparsely populated campus, our AskMcGill team responded to the challenge by rapidly expanding and providing pop-up information kiosks to help welcome students back to campus after the pandemic interrupted in-person studies.

AskMcGill

- Assisted approximately 7,000 students navigate their return to campus during the first four weeks of the 2021-2022 academic year.
- Provided regular kiosks operating throughout the year in as many as 10 buildings around campus.

Student Services Communications

- Deployed a new design platform across Student Services allowing areas to develop consistent graphics, videos and other visual assets while promoting a consistent visual identity and more engaging information for students.
International Student Services

International Student Services (ISS) provides a range of services and resources for international students including orientation webinars, immigration advising, health insurance guidance, and social and cultural programming and events. Main highlights last year included:

**myISS - a new Electronic Record System**
- Facilitated and streamlined the way students interact with ISS for immigration documents and advice, scheduling appointments, and uploading documentation securely.
- Improved triage of Requests for Information (RFI), including categorization, prioritization, and routing to staff while reducing our response time to students.

**Enhanced First-Friend Program**
- Partnered with Campus Life & Engagement during the pandemic, to pair students with a fellow student in the same time zone, helping students to feel supported and connected before arriving on campus.
- Modified the program this year to connect students with someone in their geographic region after identifying that immigration document delays were distressing for many students.

**McGill-UQAC French Immersion Program**
- Granted International students the opportunity to study French in a region providing nearly full immersion and to live with a local family in Saguenay.
- Prepared students for the Quebec labour market, especially for those in fields requiring they pass a French test (engineers, dieticians, etc.).
- Received over 200 applications with 50 selected to participate, each receiving a $3000 stipend. Additional funds available (need-based) from SSAO.

**From our Students:**

“This 5 week has been undoubtedly the most enjoyable educational experience that I have had so far... First thing I enjoyed was the diverse, fun, and respectable cohort present in the program, and I have really enjoyed my time being a part of such a great équipe. I am actively in contact with many of them, and this integration into the Canadian and the Québécois society was the most precious thing that this program has brought to me.”

- McGill-UQAC French Immersion Program participant.

McGill Office of Religious & Spiritual Life (MORSL)

The McGill Office of Religious and Spiritual Life (MORSL) provides multi-faith resources and programming for the religious and spiritual well-being of all McGill students. MORSL offers support to students across the religious, spiritual, and secular spectrum and encourage students’ spiritual exploration through workshops, events, publications, and a lounge and meditation space.

**Parliament of the World’s Religions**
- Participated in this virtual event along with 8000 attendees from around the world, with the purpose of fostering interreligious harmony and addressing critical contemporary issues.
- Led a cohort of 14 students over a two-month period in the fall, who were engaged in dialogue surrounding diverse cultures and faith identities, through access to 575 live workshops offered (including three organized by MORSL).

**Did You Know? Student Panel Series**
- Designed a series of panel discussions promoting interfaith relations and literacy, raising awareness of diverse religious traditions and practices on McGill campus.
- Held three panels with students from the Abrahamic faiths (Islam, Christianity, Judaism), creating safe spaces for learning and sharing experiences and strengthened ties among campus faith clubs and the student body.

**Meaning Making Workshop Series**
- Designed and piloted a new series of 6 workshops aimed to aid students connect their search for meaning and purpose with their university life, providing guided activities to help students draw on their own spiritual resources to build resilience, forge connections and compose meaning from their experiences.

**From our Students:**

“When I joined the cohort of PoWR, 2021, I was speechless when I first saw and later explored the track of climate action. In one of the sessions on climate action and faith, the speakers shared this beautiful book that pictures the world in faith for Earth: Faith for Earth- A Call for Action. Produced through a partnership between the United Nations Environment Programme and the Parliament of the World’s Religions (PoWR) Climate Action, this book transformed my thoughts on sustainability and climate action.”

- PoWR participant
Operations

Student Services Operations team provides the organizational expertise enabling us to offer a wide range of support to McGill students. Responsible for human resources, finance, and IT systems, Operations plays a key role in supporting the other service areas that focus on direct support of student development and holistic well-being.

New Roles and Initiatives

- Created roles to support implementation of IT platforms and developing our capacity to deliver and integrate IT systems to improve students’ experience when interacting with our services.
- Developed and launched a welcome session for newly hired staff to assist with onboarding, connecting them with new colleagues and leadership. These sessions provide an overview of Student Services, how it fits into Student Life and Learning, and covers our values, mission, and Equity, Diversity, and Inclusion initiatives.
- Completed our Strategic Planning Cycle, mapping out essential information, documents, and processes and where they occur throughout the year. This will inform our strategic activities and better support the student experience in years to come.

Macdonald Campus

When approximately 2000 students returned to Macdonald Campus in Fall 2021, Student Services front-line staff welcomed them on-site, five days per week—totaling over 1,250 interactions with students. We offered a mix of virtual and in-person appointments, with professionals available on-site several days each week, on average. Student continued to prefer virtual appointments at Macdonald Campus, most notably with CaPS and with Student Wellness Hub counselling appointments.

Deferred maintenance in the Centennial Centre (HVAC and electrical) was completed in the Fall 2021 semester. Thanks to the tendency toward virtual appointments, the impact of these renovations was minimal, with only a temporary relocation to other offices within the building.

Supports for students at Mac grew more varied over the 2021-22 year, with a special emphasis on peer-led support. The Student Wellness Hub created 3 Mac Campus Hub Peer Supporter positions. These students offered on-site and virtual activities in collaboration with the Macdonald Local Wellness Advisor, OSVRSE, the Macdonald Campus Student Society, and clubs. Our student-staffed Ask McGill kiosk increased hours from 7.5 to 20 hours per week in January 2022, providing coverage Monday to Friday. As a result of this growth, a total of 1,057 interactions were recorded by our Mac Ask McGill Student Navigators from September 2021 to April 2022.

Scholarships & Student Aid Office

The Scholarship and Student Aid Office provides resources and advice to help students pay for their cost of studies, administers all provincial, federal and U.S. government student financial assistance programs, as well as offers financial wellness education with a focus on budgeting, and debt management. They offer Entrance Scholarships, as well as bursaries, interest-free loans and a Work Study Program based on financial need.

To expedite assistance for our 2021-22 In-Course Financial Aid applications, we processed more advance commitments and 38% of all applications were online decisions without appointments. 100% of applicants either received instructions or a decision within two weeks of submission. During our peak application month of August 2021 alone, 644 students received aid who may have otherwise waited until October to be granted an appointment, reporting a 98% satisfaction rate.

From student satisfaction surveys:

“In my first two years applying for financial aid, I met with the financial aid counsellor which was a great experience! However, when COVID hit, it was impossible for me to be in Montreal so I really appreciated the online assessment. Additionally, it was done super quickly which was great and really helped me manage paying tuition, rent, etc.”

“I like the fact that the student aid offices are very quick in coming back to the students and I like the honest reviews and comments they base on our application. Also they gave me the results at the earliest which is very helpful.”

Increased Student Funding

- Disbursed $21.3M in bursaries to students in financial need, an increase of 11% over the previous year thanks to generous donors and University contributions.
- Strengthened recruitment efforts with 14% more entrance scholarship offered and 12% more entrance bursaries increased over the previous year.
- Provided an additional relocation supplement to cover complex and costlier travel due to COVID-19 to all newly admitted international students who received Fall 2021 entrance bursaries.

Enhanced Financial Support for Indigenous Students

- Largely thanks to our Indspire partnership, as well as University and donor contributions, we have more Indigenous student dedicated financial support than ever before. This has resulted in 350% more students receiving undergraduate awards and need-based aid in the past 4 years. Quebec recipients are affiliated with the Mohawks of Kahnawá:ke, Listuguj, Timiskamin and Nation Huronne Wendat. First Nations, Metis and Inuit are all represented by our McGill recipients, with other Band provinces including British Columbia, Alberta, Manitoba, Ontario, Northwest Territories and New Brunswick.

From student satisfaction surveys:

“...great experience!”

“...very quick in coming back to the students and I like the honest reviews and comments they base on our application. Also they gave me the results at the earliest which is very helpful.”

A student interacting with a staff member at Scholarship and Student Aid's front counter.
Student Accessibility & Achievement

(formerly the Office for Students with Disabilities and Tutorial Services)

Student Accessibility and Achievement provides accommodations to students with documented disabilities (temporary, permanent, or episodic), as well as additional learner support for students facing barriers in university, with or without documented disability. Resources include webinars, a tutor-matching program, academic strategies programming, and more.

Access Services Advising

- Provided nearly 2170 student appointments during Fall 2021 and Winter 2022.
- Experienced a 32% increase in student registration in Fall 2021 alone, which has a direct impact on exam centre operations as 85% (2,677) of students registered with the office receive exam-related accommodations.

Learner Support

- Added an Assistive Technology Support Specialist, who helps students using adaptive technology overcome their barriers with the right tools.
- Received funding through the Plan d’action grant that allows the hiring of a second Learner Support Specialist who develops and implements programming for students needing targeted supports to overcome academic barriers, regardless of any documented disability.
- Responded to 2140 requests for tutoring (downtown and mac campus).

Exam Centre

- Provided nearly 5,000 exam accommodations between Fall 2021 and Winter 2022, plus an additional 3,000 exams during the final exam periods. This was the first all in-person final exam period since pre-pandemic times.
- Streamlined processes for collaboration with many units across McGill, including the Faculty of Law, the Faculty of Medicine & Health Sciences, the School of Continuing Studies, and Enrolment Services.

Strategy, Assessment and Evaluation

The Strategy, Assessment, and Evaluation team analyzes student needs across Student Service areas. Gathering data through surveys, interviews, focus groups and other means, the team uses best practices to analyze and report back on our programming and continuously improve the student experience.

- Awarded a $25,000 Bell Let’s Talk Postsecondary National Standard Student Mental Health (“the Standard”) implementation grant to conduct an assessment of campus readiness for further supporting student mental health. The assessment was launched in November 2021, beginning with an audit tool for the Standard and interviews with over 120 members of the community.

Preliminary results from the interviews highlight positive changes to practices and policies related to student mental health implemented by the Student Wellness Hub, including increased access through local wellness advisors, flexible service offerings and new online tools that promote resilience.

Findings and proposed next steps will be shared with the community later in the Fall to raise visibility about student mental health. Our next steps will be shared with student leaders who have developed a Student Wellness Academic Plan to align with existing initiatives on campus.

“The Bell Let’s Talk campus readiness assessment exercise came at the right time. Following the busy fall semester and ongoing COVID-19 related changes, the assessment allowed McGill community members to take stock of how we are doing and where we want to go next. McGill’s commitment to supporting student mental health continues to be a priority”. Service Administrator
Student Wellness Hub

The Student Wellness Hub provides a range of health services to students with a focus on awareness, prevention, and early intervention. The Hub is home to a variety of clinicians that provide one-on-one appointments, therapy groups and other services. Within the Student Wellness Hub, the Healthy Living Annex focuses on health promotion and offers peer support programs for both the Macdonald and downtown campuses.

Local Wellness Advisors (LWAs)

- Acting as mental health supports within faculties and services across campus, and orienting students towards the appropriate resource, LWAs are an essential and key piece to the “hub and spoke” model of the Student Wellness Hub.
- Created two Local Wellness Advisor positions specializing in the needs of our Black, Indigenous, and Person of Colour (BIPOC) and Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual+ (2SLGBTQIA+) student communities, with additional expansion planned in the upcoming year.

Student Satisfaction

- Received an 86% satisfaction rate for customer service, while experience with professionals received an 89% satisfaction rate.

Art Hive

Expanded offerings with the design and creation of art-based support through campus collaborations, increased group programming, and our warm, welcoming and accepting environment where students can reconnect with themselves and each other.

Peer Supports

Expanded outreach and wellness programming across campuses by increasing collaboration with subject-matter experts, further developing online content and events on social media platforms, and creating new Peer Supporter roles at Macdonald campus.

Animal Therapy

Consistent, full capacity participation for our Animal Therapy Initiative. Hub Peer Supporters and volunteer handlers have grown this successful program providing direct support, comfort and stress relief through active listening, health navigation and opportunities for connection.

From our Students:

Got an appointment quickly, and the counsellor made me feel heard and actively went out of their way to direct me to complementary services that could be of use, and other support groups."
- Student survey feedback

“...This was really, really helpful. It made my day, so thank you again. The smaller group size was super fun since we could all talk and it felt a lot more personal. I hope you keep doing this workshop in the future for other students!”
- Managing Stress in Uncertain Times workshop participant

Finances

Our operating budget is composed of three primary sources: university funding, student fees, and temporary, soft funding. Both salaries and non-salaried items increase by approximately 3% every year due to inflation, requiring us to explore increases in funding over time.

A large portion of our funding comes from the University, which allocates a portion of its operating fund to Student Services. This portion includes certain grants from the Ministère de l’Enseignement supérieur (MES), a dedicated allotment for the Student Wellness Hub, and covers some staff members’ salaries.

Student Fees make up the other half (64%) of our funding. Students approve any increases to this amount in regular referendum.

Finally, a third portion of our funding is made up of soft funding—temporary funding that is given to us for a specific use. These include grants for the Student Accessibility and Achievement, other grants from MES, and gifts from donors, such as the Rossy Family Foundation’s gift for the Student Wellness Hub.

FY20 and FY21 both saw surpluses after earlier deficits led us to realign our finances. These surpluses were the result of increased government grants, higher McGill contributions than forecasted, unexpected departures, higher than anticipated revenues, additional donations, and reduced total expenses versus previous years. The surplus will be used to support our strategic planning process, including implementing systems to streamline our services and boost efficiency.

These surpluses also proved essential to help us respond to continuing, unexpected COVID-related expenses, including new technology, computers and systems, personal protective equipment and sanitation, signage, and training ($172K). A university hiring freeze also meant that departing staff could not be replaced, freeing up additional salaries. On average, we had 39 staff members on leave each month during this fiscal year.

"...This was really, really helpful. It made my day, so thank you again. The smaller group size was super fun since we could all talk and it felt a lot more personal. I hope you keep doing this workshop in the future for other students!”
- Managing Stress in Uncertain Times workshop participant

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- Managing Stress in Uncertain Times workshop participant
Looking Forward

We are exceptionally proud of our team in Student Services. As you can see from the area highlights, we provide an extensive range of services that can have a positive impact on nearly every aspect of our students’ lives—that’s the holistic support system that we’ve worked so hard to build. It’s by working together that we’re helping students forge their own path forward and accomplish their goals.

It’s an exciting time in Student Services. We’re already seeing the impact of our common project management framework and the creative solutions we can find with design thinking. Our entire team will continue to work together on our EDI journey, learning and growing each and every week as we make our spaces more welcoming and inclusive.

In the coming year, our focus will be on learning. We’re collecting information to better understand how the remote learning experience affected how students want to access services—when do they prefer in-person services, and when is hybrid or remote more appealing? We’re also conducting an communications mapping exercise with our partners in SLL to better understand all the information we’re sending to students, how it is received, and how it can better fit the student lifecycle. Our assessment team will also be conducting important benchmarking studies, which will provide information not only about our students, but also about how we compare to other institutions.

All of this, taken together, represents a wealth of information about what our students need today and how they would like us to offer support. We’ll be bringing this information to our partners and stakeholders—the Senate Committee on Student Services, Student Associations, the Faculties, and other McGill units—and engaging in meaningful dialogue about how we can use these insights to advance our strategic directions and build the Student Services of tomorrow.

As always, we express our most heartfelt gratitude to the many members of our community who have contributed to Student Services this year. Whether by giving their time and energy or through financial contributions, our work would not be possible without your generosity.

Thank you