

# Response to the Enrolment Services Cyclical Review Report

January 27, 2017

## Table of Contents

Summary .....	3
Clarifications .....	4
Class Scheduling: .....	4
Charging fees for services: .....	4
Course equivalency database (CED): .....	4
Diversity in enrolment: .....	5
Student Workers (expanded role): .....	5
ES involvement in University-wide academics & facilities decisions: .....	6
Responses to recommendations .....	7

## Summary

On behalf of Enrolment Services (ES), we would like to thank the Cyclical Unit Review Office and the ES Cyclical Review Team for the review, report, and thoughtful recommendations. Participating in a process such as this takes time and energy, both of which are often in short supply because of competing demands. We appreciate your diligence in meeting with a large group of ES employees and stakeholders, distilling the feedback, and reviewing our initial self-study document in order to arrive at your recommendations.

The Committee's full report and appendices were circulated via email to the ES listserv so that all employees could review it. An invitation was also sent to everyone to become part of the ES Review Response Team and five people volunteered. This response was prepared by:

- Andrea Di Stefano, *eCalendar (Registration, Scheduling, & Gov't Reporting unit)*
- Jocelyn Gilbert, *Service Point*
- Karen Sciortino, *Admissions*
- Assaad Zakka, *Gov't Reporting (Registration, Scheduling, & Gov't Reporting unit)*
- Kathleen Massey, *University Registrar & Executive Director (Enrolment Services)*

The action plan was developed following consultation with other members of ES, as needed, and is presented in chart format for easy reading. Many of the recommendations are far-reaching in scope and will require considerable work to achieve. Rather than listing the detailed plans, the action plan is high level and assumes that detailed project planning will follow the initiation of each item.

## Clarifications

While we agree with many of the observations and recommendations, we would like to offer a few clarifications.

### **Class Scheduling:**

*“The burden for finding a solution seems to have been placed on the shoulders of a small group of individuals rather than treating this as a larger systemic issue with shared responsibility for a resolution.”*

Class scheduling work requires a well-developed diplomatic sense, and can be challenging due to limitations on space, time, complex interdisciplinary programs, and instructor availability. There are several references on the review report indicating that professors can choose their teaching time, and the above quote suggests that systemic approaches have not been undertaken to address challenges in class scheduling. While it is correct that there is room for instructors to indicate their ‘unavailability’ for teaching at certain times, there are University-mandated, detailed procedures for departmental Chairs to follow and criteria they should apply when approving or rejecting those requests. These procedures, developed in collaboration with the academic community, are available at [www.mcgill.ca/classschedule/schedulingprocedures](http://www.mcgill.ca/classschedule/schedulingprocedures). Training and orientation to the procedures and processes also occurs yearly. Strictly speaking, instructors do not choose their teaching times and there are mechanisms in place to manage the burden systemically. This is partly a challenge of ‘enforcement’ of existing University-wide procedures, which were developed together with the academic community and may require action to increase support and accountability from Departmental Chairs. We have also made changes to technology (to streamline processes), though we agree that more needs to be done, including a thorough business process review.

### **Charging fees for services:**

The report offered a number of suggestions to generate revenue by charging fees for products and services, including additional copies of diplomas, external exam invigilation, a summer institute, and transcripts for alumni. In fact, we implemented all of these charges and others in 2013–14 in order to generate new revenue. The *Summer Academy* will be implemented in the Summer 2017 term. ES began to receive 70% of the revenue, after 3 years of requesting it, in 2016. The fees had been implemented as a means to offset significant budget cuts, but that was not achieved in the first three years.

### **Course equivalency database (CED):**

The four largest faculties were involved in developing the Course Equivalency Database (CED), both at the leadership level (Directors and Associate Deans) and at the

operational level (Advisers). The expiry times for course equivalencies listed in the database can be set for up to 3 years, a time limit which was determined by the faculties. We agree that the process needs to be refined; we will examine this further with our colleagues to see whether they are using the CED, and circulate a short form to express their concerns about the process and the older system. The new CED replaces an old paper-based system, which was repetitive and inefficient, and a computer-based listing of strictly math and science equivalences.

### **Diversity in enrolment:**

We agree that increasing the diversity of our student body is needed. The University identified this as a priority during the Principal's Task Force on Diversity, Excellence and Community Engagement. Both diversity and access are embedded in the key strategic imperatives of the 2011–16 Strategic Enrolment Management (SEM) Plan, which was co-written by ES. The goal will be included in the 2017–22 plan as well. Our Social Equity and Diversity Education (SEDE) collaborations (*Homework Zone* and the *McGill Gairdner High School Science Day*), *Voici une journée à McGill*, and *Explore* high school program are programs established to enhance the diversity of the student body. ES also partnered with SEDE and the Undergraduate Student Union (SSMU) to conduct the first entering class diversity survey in 2015 to gain a clearer baseline understanding of the diversity of the current student population. The second year of data collection is underway for 2016/17. The survey will also be introduced at the graduate level for 2017/18. ES also funded the addition of a second Indigenous student recruiter in Fall 2016, although that team reports to the Dean of Students. This was done to support the Provost's Task Force on Indigenous Education and Indigenous Studies. As is pointed out in the report, this is not just an ES responsibility, but our 3D perspective allows us the privilege to influence this important issue in meaningful ways.

### **Student Workers (expanded role):**

Privacy legislation in Quebec is very strict, even more so than the Family Educational Rights and Privacy Act (FERPA) and the Ontario legislation. This is quite frustrating on many fronts. By law, McGill is not permitted to confirm what is referred to as 'directory information' in the United States. We may not divulge enrolment, graduation, admission, application, or any other information to a third party without the applicant's/student's consent. Students having access to their peers' records have been prohibited at McGill since an academic data breach perpetrated by a student employee occurred in the early 2000s. Allowing students access would expose them to sensitive information such as admission and related extenuating circumstances; final grades at and prior to McGill; academic standing; health reasons for needing exam deferrals; outstanding debt; and more. Granting greater access to students will require refining role-based security to strictly limit access, involving the input of our Legal Counsel, Internal Audit, and other professionals. Clearly, as employees, they would be required to sign confidentiality agreements if given access.

### **ES involvement in University-wide academics & facilities decisions:**

The report also suggested that the University should ensure that ES is at the table when creating or revising academic programs and making academic building or classroom decisions. ES is currently part of the process when these activities are planned; we have three ES representatives on the Teaching and Learning Spaces Work Group (TLSWG), including Class Scheduling. We have two representatives on the Sub-committee on Courses and Teaching Programs (SCTP), the program approval Senate sub-committee. In terms of construction projects, there are some that are not presented to the TLSWG and it is sometimes the case that we are caught off guard without enough planning time to deal with construction in classroom space. This will be the focus of our response to the recommendation, because the other facets of this are already addressed. Other examples of ES involvement in space & facilities decisions include the RVH proposal (wherein we are requesting space to invigilate exams and for convocation ceremonies), and the Libraries “Fiat Lux” project which would impact our service-delivery operation, in addition to almost assuredly impact classroom and invigilation space.

## Responses to recommendations

The following pages address each recommendation, providing actions, timelines, accountabilities, and resources required.

*[see table below]*

Once again, thank you for your thoughtful recommendations and observations. We expect to make good use of both.

Best Regards,

*ES Cyclical Review Report Response Team*

Andrea Di Stefano,

Jocelyn Gilbert,

Karen Sciortino,

Assaad Zakka, and

Kathleen Massey

<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<p><b>#1.</b> Temporary IT resources, 2-3 full-time positions for about 3 years, to be assigned to ES to help clear the backlog of IT-related project</p>	<p>Yes</p>	<p>Some projects on the list in the Cyclical Review Report have been started, so no 'backlog clearing' required (e-transcripts, preferred first name) for those projects. However, there are other projects/Business Needs of varying size listed that are backlogged, including some on behalf of more than just ES (<i>i.e.</i> we act on behalf of many campus stakeholders).</p> <p>The list of pressing projects in the report is not comprehensive and includes some that are already underway. ES will refine and prioritize a complete and current list of pressing projects.</p>	<p>K. Massey R. Vadivel ES Project and Change Management Team</p>	<p>Draft proposal for positions and budget (to DPSSL and Provost)</p> <p>Consult IT on effective collaboration model</p> <p>Prioritize projects and oversee integration and deployment of temporary resources</p>	<p>March 2017</p> <p>May/June 2017 (pending approval of budget and positions)</p> <p>TBD</p>	<p>Budget approval to create positions</p>
<p><b>#2.</b> Create a dedicated position within ES to facilitate work on urgent IT items or longer term projects, and suggest that central IT consider a more streamlined request process.</p>	<p>Yes</p>	<p>A separate process exists for maintenance and enhancements, but it's understood that the issue is that the current IT Services process, which ES is subject to, creates backlogs and is bureaucratic.</p>	<p>R. Vadivel K. Massey N. Gamal C. Carlson</p>	<p>Prepare proposal for new position</p> <p>Consult IT on effective collaboration model</p>	<p>March 2017</p>	<p>Permanent Budget</p> <p>Approval to add a permanent position</p>



<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#3.</b> Review aspects of Service Point	Yes	Increase <i>Ask an Advisor</i> presence, rather than bringing in faculty advisors	Service Point (SP) in conjunction with partner offices	Initiate a BPR review of the roles and responsibilities of SP in consultation with partner offices, incl. inter-dept. hand-offs, document submission, and technology  SP will consider alternate forms of service provision (e.g. outsourcing call centre for general questions; possible expansion of ID pilot project for students at a distance; streamlining students checklists with colleagues)  Analyze the benefits & implications of creation of a separate Exchange and Study Abroad unit  Arrange for further staff training on student mental health support, tools for decision making, and training in existing mental health services (Stepped Care program, etc.)	To be completed by May 2018	Budget for Business Process Review (BPR) expertise  Dedicated team members to lead the project  Resource from Project management team
<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#4.</b> University-wide Client Relations Management (CRM) software	Yes	None	R. Vadivel as lead, in consultation with stakeholders and partners in ES and across the University	Gathering requirements & development of a Business Need. Funding has been secured, though further sign-offs are required. Request for Proposal (RFP) to be launched in 2017	RFP: December 2017	IT  Approved budget  Support and time from stakeholders

Recommendation	Agreement	Factual corrections	Who will work on it?	Actions to be taken	Timeline	Resources required
<p><b>#5.</b> Comprehensive Business Process Review (BPR) project, with external facilitator &amp; faculty stakeholders as pilot</p>	<p>Yes</p>	<p>Both major &amp; minor BPR projects have been undertaken by ES in the past, and many ES processes have been documented. This exercise would serve to map and document the remainder of ES processes, and continue exploring improvements in units that would benefit most from a BPR.</p>	<p>Internal ES consultation, ES Project Management team, consultation with external stakeholders External resources</p>	<p>Review of existing processes in consultation with ES Managers, prioritization of areas for improvement to select the next BPR, followed by a full business analysis &amp; recommendation report for the selected BPR project. Class Scheduling, Admissions, and Service Point BPRs will be scheduled first, which include support from external consultants</p>	<p>Review and prioritization of existing processes: 3–6 months BPR timeline will depend on process: - Scheduling: Fall 2017 - Admissions: Jan 2018 - SP: 2018</p>	<p>Project Management team Budget for external consultant</p>

<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<p><b>#6.</b> Moratorium on some services and processes?  b) Back up operations as a result of retirements</p>	Yes	None	Consult with internal stakeholders and partner offices	<p>Evaluate recently integrated services. Evaluate loss of knowledge /capacity as a result of retirements</p> <p>ES will prepare a proposal for the Deputy Provost Student Life &amp; Learning (DPSLL) regarding restructuring and retraining, a succession plan, including request for budget to support transitional staffing</p> <p>Consistent with actions related to recommendation #5, independent consultant will be engaged in a project to conduct BPR, examine the integrations at SP, and provide recommendations to improve service to students and streamline workload for staff (increased efficiency and effectiveness)</p> <p>Explore possibility of a semi-dedicated clerical position to do expense reports</p>	<p>Evaluation to be conducted over the full cycle of each unit within ES</p> <p>December 2017</p>	Budget Consultant(s)
<p><b>#7.</b> Allow ES to keep revenue from miscellaneous services</p>	Yes	None	K. Massey C. Carlson	<p>Proposal made in Fall 2016 through the budget process to the Provost &amp; DPSLL offices</p>	<p>Expected response: March 2017</p>	Support from DPSLL and Provost
<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>

<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#8.</b> Define and communicate service standards that are realistic given resource levels	Yes	Communication plan is under constant review, as well as improvements to staff's ability to maintain a high service standard		Review and improvement of communication plan, involving a centralized information hub for students & staff with response times, peak periods information, and FAQ page  Increase visibility and functionality for AskMcGill, which may include an API functionality which can be applied to any McGill website	September 2017	Project management team – 1 person  Representation from each team to estimate standards
<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#9.</b> a) Student Workers	Legal counsel and central HR advice required in light of provincial privacy legislation	Check HR central and HR in ES. Might have complications with MUNASA, MUNACA and AMUSE. Limit for work study students is 20 hours per week. Students are NOT usually available during final exams to work	K. Massey R. Vadivel J. MacNeill	Meet with Financial Aid to explore an increase to the 20hr Work Study week; meet with HR to know union and associations ramifications  Students should be supervised by a permanent staff member that will establish guidelines for addressing issues along with university policies and procedures  Verify whether giving students access is consistent with Quebec privacy legislation. If yes, develop protocol for managing this	May 2017	Legal and HR advice
b) Student Applications	Yes	ES is always exploring new technologies; McGill app, VSB, SIMVO are examples	R. Vadivel N. Gamal K. Massey IT Resource OSLL Resource	Assign someone on the ES IT team to keep up with student inventions and their possible use by ES  Design process to evaluate and implement/support student software applications (with IT)	Start in July 2017	IT support OSLL resource ES time commitment

Recommendation	Agreement	Factual corrections	Who will work on it?	Actions to be taken	Timeline	Resources required
<p><b>#10.</b> Utilize alumni and faculty members for recruiting purposes</p>	<p>Yes</p>	<p>New ideas and collaborations sought each year (yield events, alumni call campaigns to new admits, advice about markets, etc.)</p> <p>Faculty &amp; alum can promote and support recruitment but cannot replace recruiters, who have deep expertise and knowledge about markets and techniques</p> <p>Recruiters partnered with alumni for 30+ yrs</p> <p>Advancement has 47 countries with active alumni (not 180); these contacts are all used</p> <p>Struggle to find volunteers who will participate in training or show up to events they committed to</p> <p>Faculty are key at Open House and in graduate recruitment</p>	<p>J. Younan</p> <p>J. Younan K. Massey</p> <p>K. Massey R. Vadivel</p>	<p>Share tour script with key partners such as faculty who may wish to give personal tours</p> <p>Maintain and improve collaborations with alumni, faculty, students, and staff.</p> <p>K. Massey and J. Younan (head of recruitment and yield) will meet with Tri-state alumni to brainstorm potential collaborations</p> <p>Purchase and implement new Customer Relations Management (CRM) software to manage interactions and involvement</p>	<p>Ongoing</p> <p>February 2017</p>	<p>Budget</p> <p>Involvement from University Advancement</p> <p>Commitment of alumni</p> <p>IT resources budget</p>

<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#11.</b> ES should create a communications team to review the current web presence and other outgoing communications	Yes	SLL has just created a Senior Communications Officer position to improve communications and relations within the community; this will facilitate the development of a more cohesive ES communications plan	A. Di Stefano SLL Senior Communications Officer	Create a full-time ES Communications position to develop, implement, and maintain a cohesive ES-wide brand and communications plan  OR Establish an ES Communications Committee with representatives from every ES unit to coordinate web presence and create a cohesive communications plan	September 2017	Support from SLL Senior Communications Officer  Creation of new positions (approval of DPSSL)  New budget resources
<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#12.</b> The University should ensure that ES is at the table when creating or revising academic programs and making academic building or classroom decisions	Yes	ES is at the table for major renovations of classrooms (TLSWG) and program approval (SCTP)	A. Walsh F. Lees L. Chalmers	Reinforce communication between academic program team in ES and Class Scheduling team in ES. In tandem with submitting program proposals to SCTP, Class Scheduling will develop a process whereby academic units advise Class Scheduling about their new space needs related to each proposal  Engage Facilities in developing formal consultation mechanism related to construction/renovations outside of TLSWG purview	Immediate  March 2017	None  Engagement from Facilities

Recommendation	Agreement	Factual corrections	Who will work on it?	Actions to be taken	Timeline	Resources required
<p><b>#13.</b> Investigate whether manually intensive Ministry reporting requirements could be streamlined (e.g. proof of residency documentation)</p>	<p>Yes</p>	<p>Electronic data transmission from the <i>bulletins d'études collégiales</i> (BEC) is done for Québec students accepted to McGill for Proof of Citizenship and Proof of Residency (POC &amp; POR). We also use a <i>Gestion des données sur l'effectif universitaire</i> (GDEU) database that stores only POR (POC value is NOT available). We have to remember that we, as McGill, are the biggest recipient of out of province students (Permanent Code needs to be created and POC documents to be provided) and we are also the biggest recipient of international students (perm code needs to be created and <i>certificat d'acceptation du Québec</i> [CAQ] and Study Permit need to be provided)</p>	<p>A. Zarka A. Walsh K. Massey</p>	<p>Lobby the Ministry of Education and <i>Bureau de coopération interuniversitaire</i> (BCI group), although other universities (exceptionally Concordia) does not encounter the same issues we do because of the significant diversity of McGill's student population</p>	<p>May– December 2017</p>	<p>BCI registrars' time and commitment to advance this <i>Comité des affaires académiques</i> (VRAA) endorsement  IT resources to implement automation</p>

<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#14.</b> Conduct evaluations of integrations, including impact on other ES services	Yes	The review should focus on: - The impact of these integrations on the workload in ES - Current resource issues as a result of increase in customers relying on ES for services - Are clients of the integration happy with the changes and services? If not, why? - What further improvements or changes should be made?	Review conducted by external expert/consultant or MBA students, and will include: - ES staff - Stakeholders from units involved in the integration - Clients of the integration (ex.: subcommittee reviewing the GPS integration should include a GPD, a GPC, a grad student, and a postdoc) - Admin support from OSLL	Design an inclusive review process, with timelines  Engage external reviewers with input from stakeholders  This may be included in the BPR identified in recommendation #5	Initial design: July 2017  Notice of Interest (quotes): October 2017  BPR will be scheduled after externals are engaged	External reviewers  Time: Internal stakeholders (ES and other)
<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#15.</b> Review the course equivalency process	Yes	Issues are not related to exchange agreements, but to the processing of operations at the front end and the process used to determine course evaluation and equivalence	R. Zienni H. Emami K. Sciortino K. J'bari Faculty stakeholders	Consultation meeting in spring 2017 to trouble-shoot issues related to efficiency, limitations and timing  Recommend importation of existing equivalences to new system	Spring 2017  July 2017	IT support  ES staff time Faculty time to participate



<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#16.</b> Provide user reporting tools to reduce reliance on ES resources	Yes	There is currently a Business Intelligence project underway, overseen by IT, which may address this issue	If BI, then this is IT in collaboration with ES Project and Change Management team, & Faculties	Validate intentions of BI project in relation to ad hoc reporting needs of community. Consulting the different groups that accommodate reporting requests (ex.: ISR, PIA, GPS) to clarify the roles and processes following implementation of the BI project	August 2017	IT support Budget to build team – this will be a time-intensive project
<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#17.</b> Work with Human Resources to ensure that ES staff feel valued and remain healthy and supported	Yes	Several points in this recommendation reflect or complement existing initiatives by ES HR; new ones may be included in pending HR software improvements such as "Work Day" implementation. Also, Harmony rooms were created as 'quiet zones' with natural light for staff. Partnerships with other units (ex.: Athletics & Recreation, Student Services) further contribute to a healthy work habits (ex.: Staff Fitness courses, meditation workshops), though many employees are unaware of these resources.	C. Carlson ES Staff Committee	Implementation of "Work Day" HR system, development and implementation of a feedback system for Staff Committee to increase dialogue with ES staff, increased resources to ES HR Pilot: Physical health: movable desks (to prevent prolonged sitting and improve ergonomic health) Review of current communications plan promoting health and stress management in the workplace	December 2017  March 2017	Resource to support Work Day implementation (C. Carlson) Staff Committee time

<b>Recommendation</b>	<b>Agreement</b>	<b>Factual corrections</b>	<b>Who will work on it?</b>	<b>Actions to be taken</b>	<b>Timeline</b>	<b>Resources required</b>
<b>#18.</b> Clarify & enhance ES' role in promoting equity through recruitment and admissions	Yes	Addressed in 2011–16 SEM plan, and will be included in 2017–22 SEM plan  This is a pan-university matter that ES tries to influence through action and collaborations	ES SEDE DPSLL Provost	Analysis of demographic data collected from admitted students to identify under-represented populations  Develop partnerships and pathways with community groups to increase accessibility  Defines target populations (French – Quebec, Indigenous, First Generation)  Partner with other campus offices to provide an environment that encourages success and retention	Survey implemented in 2016  Analysis to be completed in May 2017	IT SEDE SSMU
<b>Added Recommendation</b> <b>#19.</b> Create an ES contact list for McGill staff, indicating who in ES to contact regarding what (ES initiative)	N/A	We added this item based on many comments indicating that people are not certain whom to contact in ES	K. Sciorino J. Gilbert A. Di Stefano	Development of a list of all ES employees, categorized by unit, with full contact info and "contact me about" details	March 2017	Editor