

Enrolment Services' Responses to External Review Committee's 2018 Report

March 29, 2018



THE UNIVERSITY OF BRITISH COLUMBIA

Introduction

Enrolment Services wishes to thank and acknowledge the External Reviewers, Charmaine Hack, Melissa Pool, and Walter Wong for their thoughtful, articulate, and constructive recommendations. We are grateful for their professional insights and experience to help Enrolment Services continue to excel at serving the university community. The process of the self-study and the external review has provided the opportunity to reflect on the last four years and provide a path forward for the next five years.

A response to each of the recommendations is provided below. Where the recommendations are related it is indicated within the response.

Recommendation 1: Development of a Cross Campus Marketing Council

The review panel recommended development of a cross-campus Marketing Council to help facilitate and coordinate recruitment marketing initiatives and communications. This recommendation appropriately recognizes the need to ensure the Prospective Student Marketing and Communications unit directs UBC's prospective undergraduate student marketing messages and activities. At the same time, there is a need to increase coordination with other UBC units. For the most part, and up to the present day, any areas of potential conflict or concern have been successfully managed through existing channels and personal relationships. For example, members of the recruitment marketing team regularly participate in the Vancouver Communicators meetings, the Okanagan Communicators Network meetings, meetings of the UBC Brand Council, the Recruitment Marketing – Admissions – University Relations Communications Coordination Meetings, and various other one-on-one and other ad hoc engagements. These frequent formal and informal inter-unit communications have served the institution well, but the opportunity exists to create a new body which would help guide marketing messages and campaigns across the entire UBC student journey from prospective to current to alumni status. To that end, a proposal to create a cross-campus UBC Marketing Continuum Council is being developed. This council would facilitate and coordinate student-focused communications across the student journey under leadership from the prospective, current, and alumni communications teams, and would be formed under executive sponsorship of the Vice-Provost (Vancouver) and Associate Provost (Okanagan). Leaders with responsibility for domestic and international recruitment, institutional branding, public affairs/media relations, would also be included in council meetings.

Recommendation 2: Integrated Program – Dedication of Resources to Systems Development and Data

Enrolment Services (ES) and the Integrated Renewal Program (IRP) are working closely to develop a secondment plan for dedicated subject matter experts (SME's) for the Workday implementation. All resources requiring more than 80% of their time on the program will be back-filled. An important part of the plan is to ensure that there is a balance of resources between ES

(both campuses), the faculties, and Graduate & Postdoctoral Studies. The IRP governance model also ensures that business owners, such as the Associate Registrars, are integral to the decision-making process through the Integrated Advisory Committee.

Effective data conversion will be critical to the success of the IRP. Data conversion activities have been ongoing for sometime with ES, Planning & Institutional Research (PAIR), and UBC IT working collaboratively. The Enterprise Data Governance initiatives, led by UBC IT; including the development of data governance principles, data models, and data definitions, will identify the scope of data to be converted, gaps in existing data that will have to be filled in the new systems, and the required interdependencies between data objects (more detail is included in the response to recommendation 7).

Recommendation 3: Additional Resource to the Student Aboriginal Enrolment Initiatives Portfolio

ES is supportive of the recommendation to add resources to the Strategic Aboriginal Enrolment Initiatives (SAEI) portfolio. This will allow the unit to capitalize on the momentum and growth opportunities stemming from successful strategic initiatives implemented over the last few years that led to an increase in the Aboriginal student population at UBC on both the Vancouver and Okanagan campuses.

Given the increases in Aboriginal student population and a singular role in place for ES to manage this work, additional resources are required to support retention and graduation. SAEI has proposed the addition of two full-time equivalents (FTE's) to the unit to support this work at both the undergraduate and graduate level in the roles of **Aboriginal Student Retention Strategist** and **Aboriginal Graduate Student Liaison**.

The **Aboriginal Student Retention Strategist** will report directly to the Associate Director, Strategic Aboriginal Enrolment Initiatives and is responsible for working collaboratively across the university to improve rates of Aboriginal student retention through increased and improved Aboriginal student support processes. An Aboriginal Student Retention Working group will be established to help highlight the areas of focus needed for this position. The Aboriginal Student Retention Strategist will also focus on engaging with units such as Housing, Childcare, Counselling, and the Center for Student Involvement and Careers, to identify and monitor gaps in policies or processes for Aboriginal students. This position is also responsible for the continued implementation of the successful 2-year pilot of the Aboriginal Undergraduate Research Mentorship Program.

The **Aboriginal Graduate Student Liaison** will be a joint appointment between ES and Graduate Studies and will report directly to the Associate Director, Strategic Aboriginal Enrolment Initiatives and the Dean and Vice-Provost, Graduate and Postdoctoral Studies. This position will fill a gap in service provision for prospective Aboriginal graduate students. The Aboriginal Graduate Student Liaison will collaborate with faculties across the university that provide

graduate degrees to ensure that prospective Aboriginal graduate students receive informed pre-application advising. As part of this process, the Aboriginal Graduate Student Liaison will identify systemic barriers Aboriginal graduate students experience as they interact with UBC. This position will also support prospective graduate students through the application cycle, including facilitating workshops for undergraduates interested in graduate school, providing advice and guidance related to applying for funding; both internal and external to UBC (Aboriginal Graduate Fellowships, NSERC, SSHRC, etc.), and ensuring productive dialogue with prospective graduate program offices. In addition, this position will help to foster a sense of community between the Aboriginal Graduate Student community and the Aboriginal Undergraduate Student community by organizing events where undergraduate students can connect with current graduate students and instructors.

In addition to the creation of the above two positions, continuing commitment is required to convert successful pilot programs in Student Recruitment and Advising (SRA) that received three year (2016-2018) funding from UBC's Excellence Fund and the Ministry of Advanced Education. These pilot programs were developed as a joint initiative between the SAEI and SRA units creating the [Campus Tours for Aboriginal Students Program](#) and [Aboriginal Experience UBC](#). The *Campus Tours for Aboriginal Students Program* welcomes groups of Aboriginal students to UBC's Vancouver campus for a specialized Aboriginal advising session and tour with an Aboriginal Student Recruiter and Campus Ambassador. In addition, these visits are paired with a faculty session in a designated area of interest that lets students delve deeper into the idea of becoming a UBC student in the future. The goals of this program are simple – ensure Aboriginal students feel welcome and envision themselves on campus.

Aboriginal Experience UBC builds off the model of the Tours Program for Aboriginal Students by welcoming Aboriginal students in grades 10-12 from the Lower Mainland to campus to experience a day in the life of a UBC student during reading week. Students are welcomed to campus and have a specialized campus tour where they meet current Aboriginal students, explore a program of choice they pre-register for, and spend time in the First Nations Longhouse. Many of the participants from our pilot year had never visited UBC's Vancouver campus before and/or envisioned themselves ever attending post-secondary education. By the end of the full day of programming, we had converted these students to an excited group who were ready to pursue their higher education dreams.

Strategic Aboriginal Enrolment Initiatives such as the ones described above are only successful when long-term reciprocal relationships are built with communities: this takes time and requires a sustained long-term approach and commitment on the part of the University. The pilot programs have achieved the goals established and it will be a priority for ES to secure continuing funding to ensure UBC's reputation with Aboriginal communities, advisors, and students is not jeopardized. Continuing funding for one FTE Associate Recruiter Advisor, Aboriginal Students is required to convert the pilot Aboriginal Campus Tours program to a continuing program. A continuing FTE in this role will also support the successful continuation of the Aboriginal

Experience UBC event, along with an annual \$50,000 to cover operating expenses of food, elder honorariums, and transportation subsidies to communities in support of logistics requirements for the event.

Recommendation 4: University to Hire Deputy Registrar (UBC Vancouver Campus)

Approval to hire a Deputy Registrar has been funded in the FY18/19 budget. A job description has been developed. The hiring process is forthcoming with a planned start date of June 2018. This role will relieve the AVP, Enrolment Services & Registrar of the day-to-day management of Recruitment and Admissions, Student Support & Advising, Student Financial Services, and Student Records & Systems Management. This operational and management support will provide time to dedicate to the IRP as the Lead Program Sponsor.

Recommendation 5: University to Support Enrolment Services Team for the Integrated Program (IP) & Limit Non-IP Projects Requiring Major Systems or Process Changes during the Project Implementation Phase

This recommendation is related to recommendation 6 where both recommendations 5 and 6 are concerned with ES workload and resourcing. Furthermore, recommendation 8 suggests an approach to course scheduling changes to avoid overwhelming volumes of change. Significant work has been undertaken in support of resource planning for the IRP and for regular operations within ES. There is confidence that the plan will support success on all sides, but the call for ongoing vocal support from senior UBC leadership is most welcome as it will be a cornerstone to that success. It will also be vital to staff during a lengthy period of change.

Recommendation 6: Resource Planning to Incorporate Solutions to Adequately Staff Project & Home Offices

Refer to recommendation 2. Significant resource planning is taking place within ES and with the IRP team. Subject matter experts (SME's) are being identified and secondments mapped to the program timeline to ensure adequate resourcing for operations and for the program and hiring of backfills for operational roles. Furthermore, SME's will be assigned from both campuses and from other faculties and units to balance the resourcing demands of the IRP. These plans will be continuously monitored and adjusted where necessary to meet operational requirements and the program timelines.

Recommendation 7: Data Integrity, Data Conversion & Data Governance

ES is actively engaged in a number of efforts to ensure student data integrity, quality, governance and readiness, which will play an integral role in supporting the implementation of the IRP. As stewards of the current Student Information System (SIS), we continually work with stakeholders across the campus in our day-to-day work to review, analyze and address data integrity, and quality issues as they arise.

Duplicate student records have been identified as one cause of data integrity issues that require resolution. We will need to take a cross-functional approach with local system owners to review existing business rules and use cases to develop appropriate mitigation strategies and resolutions. Work has also been done on the University's student record retention rules. In partnership with UBC Records Management, ES has updated the rules and work is in progress to validate them with faculty and other key stakeholders. The student data records retention rules will serve to cleanse and cull our data, and effectively support the migration of student data into the new student system.

Furthermore, the University has established an Enterprise Data Governance team to lead the implementation and sustainment of a University data governance strategy. This strategy will be integral to the success of data conversion for the IRP. ES will play a key role in supporting this data governance strategy and fulfilling defined data governance roles at various levels. Under the leadership of the Enterprise Data Governance team, ES is contributing to the definitions, enumerations and data requirements of an institution wide data model, and the University Data Model (UDM). The UDM will provide a common standard and understanding of data objects, which will in turn effectively enable integrations of various university enterprise and local application systems.

The Customer Relationship Management (CRM) project is an example of a project that has established clear data roles and responsibilities and has leveraged the UDM. Given that the CRM is a significant entry point of student data, we, in partnership with International Student Initiative (ISI), have taken an intentional approach to ensuring data is clean and accurate from this first point of engagement.

It is recognized that a significant body of work is involved in getting student data as clean and robust as possible. ES is committed to this endeavor and will continue to work in collaboration with a number of key partners (i.e. Enterprise Data Governance team, UBC IT, IRP, faculties, etc.) to identify and address data integrity and quality issues and to support the University's data governance strategy. These efforts will ultimately serve to improve the student, staff and faculty experience, accurate and informed decision-making, and reporting.

Recommendation 8: Incremental Scheduling Improvements

ES provides UBC academic course scheduling on both the Vancouver and Okanagan campuses. The scheduling models are notably different between the campuses. At the Okanagan, course scheduling is centralized and a project is underway to optimize the scheduling process where the system chooses times and rooms rather than receiving time requests from faculties. The magnitude of the change is much lower than in Vancouver and there is widespread support for the change. However, it is important not to lose sight of the impact of the IRP, which may require adjustments to scheduling improvement project plans.

The current scheduling model at the UBC Vancouver campus is a decentralized model that has been in existence for approximately 20 years. The associated business processes and tools, including the scheduling software Scientia, presents a number of challenging pain points. The most notable issues include: under optimized student timetables, inefficient and ineffective utilization of general teaching space, and inaccurate and insufficient data to enable informed decision-making.

A renewed, more innovative scheduling model for the Vancouver campus is required to effectively support the University's strategic direction on transformative learning. The Scheduling Services team has worked in partnership with the University's Strategic Decisions Support team to develop a three (3) year project plan to evolve the scheduling model and redesign the Academic Course Scheduling Guidelines. This evolution will require significant change and transformation to our scheduling business processes, technology and culture. Strong engagement, collaboration and buy-in from our scheduling stakeholders (e.g. timetable representatives, faculty instructors, facilities planning) will be critical in the resolution of challenges, and the design and adoption of new scheduling business processes.

It is recognized that many, if not all, of our scheduling stakeholders will also need to engage with and contribute to the efforts of the IRP. This poses significant change management and stakeholder engagement requirements. As such, the recommendation of taking "a measured initial approach of making easily obtained incremental scheduling improvements that don't require significant organizational change..." is well received. The Scheduling Services team has developed an alternative project plan which focuses on making improvements to our current scheduling model. This alternative plan will take an approach that will: 1) identify quick wins to ensure continued momentum and stakeholder engagement, 2) make impactful changes and improvements to the current scheduling processes and utilize simulations to inform future improvements, and 3) develop short-term solutions that will be adaptable and scalable for future modeling.