

Memorial University

**ENROLMENT PLANNING RETREAT
JANUARY 23, 2015**

SUMMARY REPORT

February 5, 2015

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INTRODUCTION

This document is a summary report on the Memorial University enrolment planning retreat held on January 23, 2015 in St. John's, NL. The purpose of the retreat was to focus on undergraduate enrolment for the St. John's campus, bringing together the people responsible for planning, implementing and evaluating enrolment initiatives to achieve two objectives.

OBJECTIVE #1: Consider and discuss challenges in the 21st century global environment and their significance for Memorial University and its enrolment planning, management and oversight into the foreseeable future.

OBJECTIVE #2: Identify potential strategies for responding to the changing environment, with the view to making the St. John's campus one of the most attractive destinations for undergraduate education in the country and the world.

The retreat provided an opportunity to generate among participants a shared understanding of what will be required of institutional partners in enrolment planning, management and oversight into the future.

The retreat was sponsored by the Enrolment Planning and Oversight Committee (EPOC) for the St. John's campus. Over the next few months, the EPOC will be developing a comprehensive plan to create a stronger and more vibrant undergraduate experience on the St. John's campus. This plan will build on what we know from the literature, experiences of similar academic institutions, our own internal reports and the feedback gathered from the retreat.

This report includes:

- The background rationale for the retreat
- An overview of the format of the retreat
- Key findings from the retreat
- Concluding comments and next steps

BACKGROUND

The *Enrolment Plan 2020* (http://www.mun.ca/vpacademic/Enrolment_Plan2020_vers_3.pdf) was approved by the Board of Regents of Memorial University in the spring of 2014. The plan was developed in response to challenges Memorial University and universities across North America are experiencing due to declining graduates from the k-12 population and the increase in student populations who require a variety of academic and non-academic supports in order to succeed in their post-secondary education experience.

One of the main recommendations of the *Enrolment Plan 2020* was that Memorial continue to grow graduate programs, particularly thesis- based masters and PhD programs, in order to support our ambition to become a more research intensive university. A committee chaired by Dr. Noreen Golfman, provost and vice-president (academic) *pro tempore*, has been established to plan and monitor a response to the recommendations related to graduate studies across all three campuses.

The remainder of the recommendations focused on undergraduate studies. The plan projected a decline of approximately 1000 undergraduate students from Newfoundland and Labrador entering Memorial University by 2020 and proposed a number of approaches to address this decline, including the recruitment of more students from across Canada and North America and from other countries, as well as a greater focus on recruitment of aboriginal students and students transferring from other post-secondary institutions. The plan called for a growth in enrolment at Grenfell Campus and Marine Institute, but status quo or a slight decline in undergraduate enrolment for the St. John's campus. Grenfell Campus and Marine Institute have established their own processes to respond to the recommendations of *Enrolment Plan 2020*.

On the St. John's campus, the EPOC has been established consisting of: five deans from the St. John's campus (deans of Arts, Business, Education, Engineering and Science), the registrar, the director of Distance Education, Learning and Teaching Support, the director of the Centre for Institutional Analysis and Planning, the director of Student Recruitment, the executive director of external affairs, communications and research, MUNSU, and the associate vice-president, academic planning, priorities and programs (chair). This committee's mandate is to:

1. assist the university community on the St. John's campus to identify factors or issues that impede their capacity to recruit and/or retain undergraduate students;
2. facilitate the identification of innovative activities, initiatives and/or programs that support the recruitment and retention of students on the St. John's campus;
3. monitor enrolment trends; and
4. provide a report on enrolment activities and trends on the St. John's campus.

Key Components of Enrolment

Enrolment planning and management is a multi-year and multi-focus endeavor. Enrolment refers to student recruitment and student retention or, put another way, the process of attracting students to entertain the idea of coming to campus, helping them to make the initial decision to apply, helping them to identify programs of study, accepting them into our programs, helping them to decide, every semester, to continue in our programs and supporting them in the successful completion of their undergraduate education. Enrolment is therefore everybody's day job in some way, and while different groups may take more of a front line role at different points in the process, enrolment success depends on everyone in the Memorial University community.

The design of our websites and promotional materials, visits to high schools across the province by our recruitment officers and faculty, participation in recruitment fairs locally, nationally and internationally, the way our faculty, staff and students speak about and promote our institution, the reputation of our academic programs and personnel, and our affordable tuition rates all impact our capacity to attract students from across Newfoundland and Labrador, other provinces and countries to come to our campus to study.

Once a student has applied to Memorial and has been accepted, retaining that student becomes the focus and therefore, retention is 75 per cent of the enrolment effort overall. Student registration support, provision of housing support as well as academic and career advising support, the delivery of the academic programming by our educators and the continuous engagement of the student with the university community and the community at large over a period of four or more years, are all aspects of student retention. Throughout the recruitment and retention phases, the effective allocation and alignment of resources to support enrolment efforts is important.

OVERVIEW OF THE RETREAT FORMAT

The retreat was organized on behalf of the EPOC by Dr. Doreen Neville, associate vice-president (academic), planning, priorities and programs) and her administrative assistant Ms. Roma Upshall. Professor Lynn Morrissey of the Faculty of Business Administration facilitated the retreat. Ms. Kim Myrick of the Centre for Institutional Analysis and Planning was responsible for recording the discussions during the day and preparing the report of the retreat with Dr. Neville. Invitations to attend the retreat were extended to the people responsible for planning, implementing and evaluating enrolment on the St. John's campus including deans, department heads, directors, Chairs in Teaching and Learning candidates, administrative staff working in units directly related to enrolment, and student representatives.

The agenda for the one-day event featured small and large discussion-based group activities to achieve the objectives of the retreat (see Appendix A for the agenda). An overview of how the agenda was designed to meet the objectives is below.

OBJECTIVE #1: Consider and discuss challenges in the 21st century global environment and their significance for Memorial University and its enrolment planning, management and oversight into the foreseeable future.

Opening Activity: TEDGlobal: Ian Goldin Navigating Our Global Future (video)

The retreat began with a video of a TED presentation entitled *Navigating Our Global Future* given by Ian Goldin, Oxford University. Ian Goldin is Professor of Globalisation and Development and Director of the Oxford Martin School at the University of Oxford. The presentation identified major issues facing society in the 21st century. The video set the context for the first discussion session of the day.

Breakout Session #1: Key Issues for Memorial University

Following the video, participants engaged in a small group breakout session reflecting on the content of the video and discussing key global issues related to enrolment planning at Memorial University. Participants engaged in discussions to answer the following questions:

1. Of the key issues identified in the video, which are most relevant to Memorial University given our unique position and capabilities?
2. Are there any others to consider?
3. Of the issues noted, what would be the top three for Memorial University?

Each group presented its top issue to the full group for discussion.

OBJECTIVE #2: Identify potential strategies for responding to the changing environment, with the view to making the St. John's campus one of the most attractive destinations for undergraduate education in the country and the world.

This objective was met with two breakout sessions outlined below.

Breakout Session #2: Innovative Programming at Memorial University

Considering the issues identified in breakout session #1, participants engaged in small group discussions to answer questions related to programming at Memorial University, including:

1. What are we currently doing to help address the key issues - our successes?
2. What could we do better - enhancements?
3. What other innovative programming is possible - new?

Each group presented its top idea related to each question to the full group for discussion.

Breakout Session #3: Recruitment and Retention - Addressing the Systemic Issues

During this session, participants engaged in small group discussion to answer questions related to how recruitment and retention initiatives at Memorial University could respond to identified environmental challenges, including:

1. What are our current strengths, and how do we build on them?
2. What are the main systemic issues that impact our recruitment or retention success?
3. What should we do to overcome these systemic issues?
4. What institutional supports are required?

Three groups focussed on recruitment and six groups focussed on retention. Each group presented its top idea on each of the following topics:

1. Current strengths of Memorial University and how we can build on them.
2. Systemic issues impacting success, how we can overcome them and the institutional supports required.

In closing, the facilitator reviewed the agenda and results of the retreat. The next steps for following up on the retreat were outlined by Dr. Doreen Neville.

KEY FINDINGS FROM THE RETREAT

A total of 81 people attended the retreat (see Appendix B for the attendance list). The participants formed nine groups of seven to 10 people in each group. Overall, the session produced many comments and ideas around the two objectives of the day.

OBJECTIVE #1: Consider and discuss challenges in the 21st century global environment and their significance for Memorial University and its enrolment planning, management and oversight into the foreseeable future.

The table below summarizes the themes and ideas related to objective #1, based on the results of breakout session #1. Verbatim results of the session are provided in Appendix C.

TABLE 1: COMPLEX AND CHANGING ENVIRONMENT

KEY ISSUES OF CHANGE	SIGNIFICANCE FOR MEMORIAL UNIVERSITY
Population migration/immigration	Shift in student demographics: <ul style="list-style-type: none"> • Decline in our traditional student base from NL • Decline in K-12 population in North America has meant that we are increasing our recruitment of students internationally • Increased number of Aboriginal students entering post-secondary education system • Population decline provincially threatens tax base which supports the university and other key public services
Societal/cultural	<ul style="list-style-type: none"> • Greater diversity requires new communication approaches (languages, messages, targets) – How do we effectively engage students, educators and staff from other cultures? How do we address issues of discrimination? • New attitudes, interests, values among students and parents • Social media • Increased awareness and emphasis of mental health issues • Aboriginal students are part of Memorial’s special obligation to meet the needs of the province and a lot of work still needs to be done • More mature students engaging in post-secondary education
Economic	<ul style="list-style-type: none"> • Volatility - future employment opportunities/trends difficult to predict (people need to be capable of career shifting and lifelong learning) • Industries and employers require diversified skill sets and will change even more in the future • Increased global competition for skilled employees • Concern about declining provincial revenues and implications for university funding
Technological advances	<ul style="list-style-type: none"> • Significant advances in healthcare and industrial processes • Generational gap in communication preferences • Greater integration of systems and processes • Opportunities for new modes of teaching and learning – e.g., gaming, blended/active learning
Environmental/climate	<ul style="list-style-type: none"> • Global issue with local impact • Significant resources focussed on oceans and harsh environments at Memorial
Inequities	<ul style="list-style-type: none"> • Growing economic disparity within countries • Increased need and responsibility to help all discover and develop their potential
Ethical dilemmas	<ul style="list-style-type: none"> • Pace of technological change has exceeded our discussion of the ethical issues which accompany these changes • Increased need and responsibility to influence values of respect, fairness, honesty • Do we have the resources to support all the students we admit?
Pace of Change	<ul style="list-style-type: none"> • Exponential – new ways are required to keep up with a rapidly changing environment
Perspectives on knowledge	<ul style="list-style-type: none"> • Shifting paradigms of knowledge, teaching and learning
Perspectives on the role of the university in advancing knowledge and preparing students to meet the challenges of the 21st century	<ul style="list-style-type: none"> • Need to be more transformational – not just credentialing • Need to be responsive while maintaining pedagogical integrity.

OBJECTIVE #2: Identify potential strategies for responding to the changing environment, with the view to making the St. John’s campus one of the most attractive destinations for undergraduate education in the country and the world.

The remainder of the day focussed on a discussion of potential response strategies for Memorial in light of the complex and changing environment in which it operates. Two themes were addressed across sessions #2 and #3, and these related to:

- 1) the need for innovation in programming and approaches at Memorial University to respond to the changing and complex 21st century environment; and
- 2) the need for strategic alignment of institutional resources (people, processes, technology, infrastructure, program investment, communications, coordination) to support existing best practices and develop new supports for student recruitment and retention on the St. John’s campus.

A wealth of comments and ideas were generated on these themes with suggestions for new directions and potential strategies for Memorial to better respond to the realities of its environment. Verbatim findings are presented in Appendix D and E respectively and summarized in Tables 2 and 3 below.

TABLE 2: INNOVATION	
Make the case for the continued value and relevance of a university education in general and in particular at Memorial University	
Proposed Directions	Key Ideas from Retreat
<p>Articulate the transformational aspects of a university education and how the student experience at Memorial University leads to this transformation:</p> <ul style="list-style-type: none"> • development of lifelong learning skills required to succeed in an ever changing and more complex environment locally, nationally and globally • experiential learning opportunities • engagement with faculty and staff who are experts in their fields • exposure to state of the art technology and research facilities • development of relationships and networks • Increased appreciation of diverse cultures and perspectives 	<ul style="list-style-type: none"> • Develop capstone courses for all undergraduate students in their graduating year which helps them appreciate and consolidate the skills and knowledge they have acquired during their experience at Memorial University • Strengthen opportunities for development of relationships and networks <ul style="list-style-type: none"> ➤ More informal engagement spaces including more multi-culturally appropriate spaces ➤ More institutional support for student societies and clubs
<p>Develop innovative programs and initiatives which address the needs of the 21st century student and society</p>	<ul style="list-style-type: none"> • Develop multi-disciplinary undergraduate degree in university studies • Expanded program options (certificates, diplomas, badges etc.) • Increased integration of graduate and undergraduate students in both teaching and research

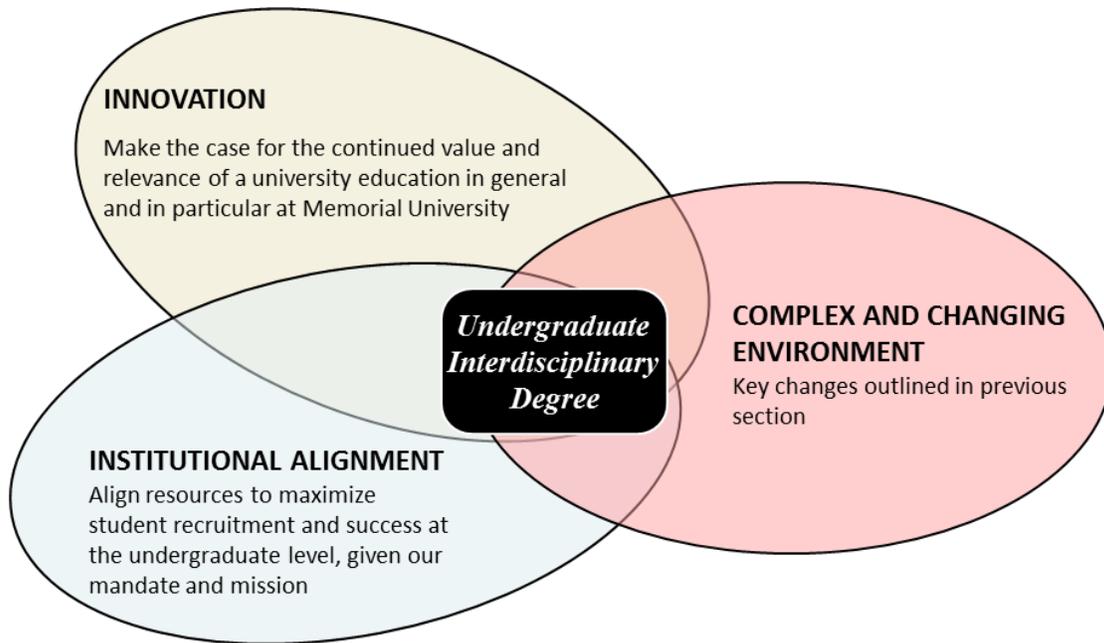
TABLE 3: INSTITUTIONAL ALIGNMENT

Align resources to maximize student recruitment and success at the undergraduate level, given our mandate and mission

Proposed Directions Build on strengths to enhance existing programs and activities related to:	Key Ideas from Retreat
1. Recruiting students	<ul style="list-style-type: none"> • Appoint a coordinator who can work with Student Recruitment , Marketing and Communications, Housing, the Registrar’s Office and academic units on all three campuses to coordinate marketing and recruitment activities • Use technology to enhance the student recruitment process – enhance website look and feel and interactivity, keep digital footprint updated • Develop more programs to reach out to high school students, like MEDQUEST and SHAD VALLEY • Rebrand from low tuition to high-quality programs and transformational student experience • Publish program cost – students receive an entrance scholarship based on subsidized tuition • Engage more faculty, students and alumni in recruitment, similar to the Faculty of Business • Consider early scholarships for grade 11 students • Pursue national and international students in selected markets • Establish understanding of skills required to succeed in university in K-12 and college systems • Enhance transition from college to university by strengthening relationships with college partners, enhancing PLAR, counseling students on degrees that include time in a college program
2. Supporting the students we admit	<ul style="list-style-type: none"> • Expand orientation to a full-year program • Explore options for making (1) class attendance mandatory and/or (2) participation in academic support services (such as academic advising) mandatory for all first year students • Admit all students into a faculty or school (including proposed undergraduate degree in university studies as an option for students) • Enhance student academic supports, building on successes with FYSP, Math Learning Centre, Math Help Centre, Writing Centre, academic advising in Registrar’s Office, faculties, schools • Enhance student engagement spaces • Leverage existing expertise to expand online course/program offerings • Expand integration of technology into on-campus course delivery – blended course delivery • Enhance student capacity to use mobile devices in the learning process (Wi-Fi, apps etc) • Expand opportunities for experiential learning • Expand programs which engage students with the community to meet the needs of the community, e.g. ENACTUS, Engineers without Borders, Doctors Without Borders • Expand opportunities for student employment on campus • Maintain advantage of small class size wherever possible • Enhance engagement activities in large classes
3. Supporting educators	<ul style="list-style-type: none"> • Enhance support to instructors who act as advisors to students (information, training, more involvement of tenured faculty in advising) • Expand professional development options for educators
4. Committing to continuous improvement	<ul style="list-style-type: none"> • Monitor re-enrolment trends, student progress through programs, student completion rates • Provide monitoring feedback to all enrolment partners
5. Committing to adequate resourcing of undergraduate programming	<ul style="list-style-type: none"> • Define a resource allocation model which: <ul style="list-style-type: none"> ➢ adequately supports existing high-quality academic programs and support services and; ➢ promotes the development of proposals for innovation

The diagram below represents the intersection of the main ideas which were discussed in the retreat. Taking into consideration the complex environment (retreat objective #1) and the potential responses related to both innovation and alignment of resources to support recruitment and retention (retreat objective #2), the new idea/strategy which most clearly intersects with both objectives was the development of an undergraduate program which breaks down disciplinary silos and prepares students for an uncertain but rapidly changing and increasingly complex future.

Diagram 1: Intersection of Main Ideas from Retreat



While the proposal for an interdisciplinary undergraduate program was not fleshed out in any detail during the retreat, it was suggested that developing this new undergraduate program would provide an opportunity to apply and evaluate the impact of other key ideas presented around program innovation, recruitment and retention challenges and resource allocation alignment. For example the process would include:

1. Creation of an organizational structure and resource allocation model that supports and facilitates:
 - a. cross-disciplinary cooperation at the undergraduate level;
 - b. use of blended delivery methods;
 - c. engagement in significant experiential learning experiences;
 - d. integration of undergraduate and graduate students studying in inter-disciplinary programs in both teaching and research;
 - e. application of best practices in retention including admitting all students to a declared program, enhanced academic and career advising, peer mentorship and student-educator engagement.

2. Coordination of marketing, communications and recruitment efforts to promote the program as a “program of choice” for 21st century students looking for a transformational experience.
3. Development of a core curriculum that maps to the qualities of the graduate identified in the *Teaching and Learning Framework*, which include the need for Memorial University graduates to:
 - be knowledgeable and competent in their field;
 - be critical and practical thinkers;
 - be responsible citizens;
 - demonstrate ethical, moral and intellectual integrity;
 - appreciate diversity and promote equity;
 - be creative and responsive problem solvers;
 - have enthusiasm for learning;
 - be supportive collaborators with particular regard for diversity of interests;
 - communicate effectively with others; and
 - be passionate and industrious individuals.
4. Enhancement of continuous program monitoring and evaluation capacity at the undergraduate program level.

CLOSING COMMENTS AND NEXT STEPS

The discussions during the retreat confirmed that the participants, who are members of the academic leadership team at Memorial University, are knowledgeable and creative in their ideas regarding innovative responses to 21st century challenges for our global community and excited about what we can offer to students in terms of both academic programming and the experience of living in and becoming part of our beautiful city and province. Options for responding to systemic challenges were identified, including:

1. Challenges arising from universal trends (such as declining K-12 population, an increasing need for academic supports, and accommodation of physical and mental health issues); and
2. Other challenges arising from circumstances that are more unique to our situation, such as:
 - a. our commitment to meet the needs of the province by providing access to post-secondary education for students with a broad range of academic preparedness; and
 - b. our capacity to engage students, a majority of whom do not live on campus.

Many of these ideas echoed findings and recommendations from the *Teaching and Learning Framework (2011)*, the *Teaching and Learning Framework Strategic Plan (2014-2017)*, the *Enrolment Plan 2020*, and *Strengthening the Value Chain (2013)* to name a few. In addition, one new proposal for an interdisciplinary undergraduate degree appeared to resonate with participants, not only as an

innovative program but also as an opportunity to incorporate a high number of our own best practices in academic program development, student recruitment and student retention.

Over the next few months, the EPOC will be developing a comprehensive plan to create a stronger and more vibrant undergraduate experience on the St. John's campus. This plan will consider and prioritize approaches gathered from the literature, experiences of similar institutions, our own internal reports and the feedback and suggestions gathered from this retreat.

This plan will have some instrumental supports available to ensure that action can be taken on a variety of fronts. Faculty level Chairs in Teaching and Learning will be announced in March 2015 and we anticipate that much of their efforts will be directly supportive of enhanced student recruitment and retention. Funding support for innovative proposals that impact enrolment will be available through the TLF Competitive Fund of \$1.1M in May 2015 and a further \$550,000 which will be available in 2016.

APPENDIX A

RETREAT AGENDA

AGENDA

8:30	<i>Welcome & Opening Remarks</i>	Doreen Neville
8:45	<i>Retreat Overview</i>	Lynn Morrissey
9:00	<i>The Big Picture: Major Issues Facing Society</i>	TEDGlobal: Ian Goldin Navigating Our Global Future (video)
9:20	<i>Key Issues for Memorial University</i>	Breakout 1
9:45	<i>Debrief & Discussion</i>	Breakout 1
10:15	Refreshment Break	
10:40	<i>Innovative Programming at Memorial University</i>	Breakout 2
11:20	<i>Debrief & Discussion</i>	Breakout 2
12:15	Lunch	
1:00	<i>Recruitment & Retention: Addressing the Systemic Issues</i>	Breakout 3
2:00	<i>Debrief & Discussion</i>	Breakout 3
2:20	Refreshment Break	
2:40	<i>Debrief & Discussion continued</i>	Breakout 3
3:40	<i>Summary of the Day Next Steps</i>	Lynn Morrissey Doreen Neville

APPENDIX B

ATTENDANCE LIST

ENROLMENT PLANNING RETREAT

The Gazebo, Clovelly

January 23, 2015

Participant List

Abrahams, Mark	Faculty of Science
Anderson, Kirk	Faculty of Education
Banzhaf, Wolfgang	Department of Computer Science
Batten, Jennifer	Office of the Provost and Vice-President (Academic)
Belbin, Bruce	Office of Student Affairs and Services
Berry, Mark	Department of Biochemistry
Bishop-Stirling, Terry	Department of History
Branigan, Phil	Department of Linguistics
Brennan-Hunter, Andrea	School of Nursing
Browne, Jennifer	Student Affairs and Services
Buffinga, John	Department of German & Russian
Burton, Valerie	Faculty of Arts
Busby, Lorraine	QEII Library
Carnahan, Heather	Human Kinetics and Recreation
Chancey, Paul	Centre for Institutional Analysis and Planning
Cleyle, Su	Distance Education, Learning and Teaching Support
Craig, Ailsa	Department of Sociology
D’Arcangelis, Carol Lynne	Department of Gender Studies
Dyer, Danny	Department of Mathematics & Statistics
Elliott, Renee	Faculty of Business Administration
Finnis, Joel	Department of Geography
Fisher, Andy	Faculty of Engineering and Applied Science
Fletcher, Garth	Ocean Science Centre
Galway, Gerald	Faculty of Education
Gaudine, Alice	School of Nursing
Golfman, Noreen	Office of the Provost and Vice-President (Academic)
Goosney, Janet	QEII Library
Grant, Devin	Memorial University of Newfoundland Students’ Union
Hardy-Cox, Donna	School of Social Work
Harvey, John	Marketing and Communications
Hooper, Denise	Faculty of Arts
Hulan, Jeff	Marketing and Communications

Hunt, Jill	Office of Student Recruitment
Johnson, Albert	Distance Education, Learning and Teaching Support
Kennedy, Karen	Student Affairs and Services
Kennedy, Sean	Memorial University of Newfoundland Students' Union
Knutson, Sonja	International Centre
Locke, Wade	Department of Economics
Lokash, Jennifer	Department of English
Lye, Leonard	Faculty of Engineering and Applied Science
Mantyka, Sherry	Department of Mathematics & Statistics
Marland, Alex	Faculty of Arts
Marra, Carlo	School of Pharmacy
Martin, Gerard	Department of Psychology
Morrissey, Lynn	Facilitator
Mullings, Delores	School of Social Work
Murphy, Ryan	Memorial University of Newfoundland Students' Union
Murray, Maria	Office of the Registrar
Myrick, Kim	Centre for Institutional Analysis and Planning
Naterer, Greg	Faculty of Engineering
Neville, Doreen	Office of the Provost and Vice-President (Academic)
Nichols, Danielle	Department of Ocean Sciences
O'Leary Karen	Faculty of Arts
O'Reilly, Magessa	Department of French and Spanish
Parker, Kim	Department of Religious Studies
Paterno, Gary	Faculty of Medicine
Perry-Maidment, Shona	Office of Student Recruitment
Phillips, Lynne	Faculty of Arts
Pippy, Sharon	Centre for Institutional Analysis and Planning
Pittman, Echo	Office of the Registrar
Porter, Jennifer	Office of the Registrar
Preston, Roxanne	Office of Student Recruitment
Radford, Chris	Department of Mathematics & Statistics
Reynolds, Cecilia	Office of the Provost and Vice-President (Academic)
Riggs, Bert	QEII Library
Rohr, Linda	Human Kinetics and Recreation
Ryan, Beth	First Year Success
Shute, Renee	Faculty of Arts
Side, Katherine	School of Graduate Studies
Simmons, Bonnie	Distance Education, Learning and Teaching Support

Simonsen, Kathryn	Department of Classics
Singleton, Sheila	Office of the Registrar
Smith, Shelley	Chief Information Officer
Suprenant, Aimee	Faculty of Science
Szutor, Kristina	School of Music
Tabrizchi, Reza	Faculty of Medicine
Tate, Mark	Department of Anthropology
Thorne, Cory	Department of Folklore
Wells, Rob	Distance Education, Learning and Teaching Support
White, Jennifer	Office of Student Recruitment
Zerbe, Wilf	Faculty of Business Administration

APPENDIX C
BREAKOUT SESSION #1:
VERBATIM FINDINGS

BREAKOUT 1: KEY ISSUES FOR MEMORIAL UNIVERSITY

The results are broken out by the top ideas presented by the small groups and the notes of the groups collected at the end of the session.

TOP IDEAS PRESENTED

- University construct – how we put it together. Built on tradition and will that help us adapt to 21st century. Do students have to be just business or have a great experience? Everybody have business experience – open it up. Rethink globalization and changing world – more integrated.
- Population change. All three key issues comes down to it. Profile of MUN student is changing. Growing international pop – some disciplines good at attracting. New awareness we have not thought about. E.g. Saudi Arabia leader dying causes concern for student tuition. Another problem is climate change – we are in unique position as ocean school. Relates to population.
- Technology – globalization and competition. How tech needs to be used to compete. Models have to change – university construct.
- Use of technology particularly from student input. We want to use tech to engage catch up thinking as well as predictive. We need to be more agile and responsive to student needs. How can we impact consultative?
- Language of the generation and communication gap. Do we have services in the languages of students so that there is more comfort – need face reality of helicoptering parenting.
- The university should work harder in lifelong learning. Also – learning how to learn because of career shifting – we need to enable people.
- Role of university currently and in future. Badges vs degrees. Need to be more transformational. What makes it worthwhile for student to come join us as
- How to maintain pedagogical integrity. If we have increasing enrolment – do we have increasing enrolment.
- Economic volatility. Do we have money to attract people? Current environment may not be stable in next few years.
- Market to retirement generation. Keep minds occupied and they can make contributions.
- Complexity of the world – how do we deal with demands. The big issue we have to face.
- Mental health – societal challenge. #1 issue across campuses.
- Who owns knowledge – ethics and inequalities that can result.
- Diversification – how do we engage students from other cultures?
- Intl and Globalization – MUN is a gateway. Train students to also leave province in addition to stay. Need to be responsive. What feedback groups should we be talking too to provide relevant programs – e.g., employers.
- Identify gaps in k-12 to support transitions to university. Students are not prepared.
- Aboriginal students – huge gap. Memorial is at beginning of working with the communities. Data shows negative experiences. Our country is driving it – what does it mean for our engagement, their experience.
- We have to be more effective in informing students of how they use what they learn. We need a message to translate teaching into practical. Teaching Chairs need to be innovative about this.
- Racism is an issue related to diversification.

GROUP NOTES

Of key issues identified, which are most relevant given our unique position and capabilities?	Are there other to consider?	Of all the issues noted, what would be the top 3?
<ul style="list-style-type: none"> • Demographics – attracting young families back to the province. Declining population in the province with growing economy. • Diversity – identify ways to address diversity. Communicate challenge with current students. Students communicated. Loss of written communication. Missing! • Gap between what students are learning now and what they will need in 30 years. Relevance of what we have to offer now to bridge. • Geopolitical factors – mercy of the university in this province. • Our ability as an institution to be responsive in a timely fashion. • Never talk about what we have learned from history. • MOOCs – how does a traditional university compete? • Ubiquitous of information – why pay for it? Bums in seats – efficiency – class size. • Emphasis on oil and gas industry – trade school vs general education – unpredictability and volatility in economy. • More students want to have a concrete goal – careers – so how do we convince students that a broad education of general skills will be most valuable - those jobs won't be available in 30 years. • Universities available to everyone – disconnect between what we think a university is for and what the general public does. • How does the university adapt to a changing expectations from students and public? Quickly? • Internationalization (immigration/diversity) • Demographics • Aging population 	<ul style="list-style-type: none"> • Change one industry town from fish to oil. • MUN needs more compelling reason to come to MUN being the only institution in the province not as strong. • Memorial has growing diverse population, education ability. • Socio-economic aging population (wealthiest generation) as positive advantage – lifelong learners. • Look to changing demographics as an advantage – losing high school students but gain parents and grandparents. • Put seniors back to school – less depression maybe health related benefits and save wealth \$. • Memorial is competing with Global education (online/distance) (e.g., Harvard/Berkeley). • Many more options now available to access university education. • What they can learn from what they teach? • Translate the teaching and learning. • Shift in the student in the classroom. They have been learning with Internet and smart boards since Kindergarten. (e.g. expectation of notes etc.). • Reading expectations - # pages per week. • Demographics – increase participation but that is done. Volatility in economy. • If enrolment increases it devalues the degree. Forces universities to focus on applied education. 	<ul style="list-style-type: none"> • Demographic • Diversity – realistic view • Geo political • Marketing • Promote Memorial better – value of education plus why here? • Marketing ourselves • Figure what we do best • We have to get our messages out to students effectively in their language. • Why do we have a gap – where services are provided but students don't necessarily see it this way. • Retention – need more one on one at beginning with a person. • Reality of helicopter parent. • Cost effectiveness – make the business case. • Identify the expectations of the student match with university expectations. • Maintain ideological integrity in a cost effective manner in an era of mass education. • Demographics – volatility in economy of the economy goes down people will leave. • Increase resources if we are successful? Is it necessary for us to expand? Might we just adapt to the demographics and down size? • Sustainability – demographics, technology, environment. • Ethics – mental health, inequities, competition • Globalization – who owns knowledge, competition/technology helping us to compete. • Role of University – certification versus transformation. • Internationalization and xenophobia – responsiveness. • How do we define/position Memorial?

GROUP NOTES

Of key issues identified, which are most relevant given our unique position and capabilities?	Are there other to consider?	Of all the issues noted, what would be the top 3?
<ul style="list-style-type: none"> • Internationalization – tech/give tolls to overcome xenophobia, we need immigration, international students more driven, being an island isolates. • Economic volatility. • Demographic change • Shrinking tax base in traditional terms. • Technology • Adaptability • Flexible skill sets – complexity of issues. • Resources • Population declining – other campuses, global market, student services, recruiting internationally. • Climate change – infrastructure challenges, need for collaboration, program changes careers – labour market, Canada’s ocean university (interdisciplinary) • Migration – out migration, immigration – cosmopolitan. • Engagement – need supports and infrastructure. Harris Centre – community. • Lacking in student engagement. Students less engaged. – technology and communication. • To be able to use and understand technology in order to expedite the consultative process. • Identify gaps the K-12 system in order maximize our ability to help their transition to university and retain them. • To engage in predictive analysis of future trends and to become much more agile in our ability to respond to students’ changing needs. • The end of fossil fuels – MUN’s programming and graduate success is dependent on this. • Xenophobia might increase, not decrease – we need to fight this at MUN. 	<ul style="list-style-type: none"> • Business model – what is the university’s product? Is the product the degree or the student? • Investment in marketing required – type of advertising cheap = low quality. • Make the universities expectations match the students expectations so they want to stay – find out what the students expect. • Departmental boundaries (interdisciplinary programs) make it difficult to change old fashioned majors. • Resource demands and production, changing – oil, water. • Lack of economic diversification – where is our economy going. • Always need engineers and entrepreneurs. • Mental health. • Who owns knowledge. • Integrating research and education • Demographics, economic, technology, ethics/inequality, globalization and competition, urbanization, changing sense of community, who is in/who is out, gain tuition, why you are doing something, adaptation/client issue, climate change – livable environment. • Managing student expectations – we are not a job training centre, focused programs. 	<ul style="list-style-type: none"> • Adaptability. • Complexity. • University construct. • Isolation requires outreach. • Engagement/communication/technology – indices of engagement lower for aboriginal, international, LGBT – need diverse staff to welcome students. • Changing population/migration – other two are connected to this. Social/ political/economic. • Climate change/environmental – ocean research and studies – increasing interest? Attract students globally. • Technology/globalization/competition at a wider level. • Aging demographics/immigration. • Obligation to NL everybody! • “Global supply” – NL is a source – “Global demand”. MUN as a gateway both in and out. • Responsiveness and feedback loops and dynamic programming. • Enabling lifelong learning – learning how to learn especially re: new tech/tools and career shifting.

GROUP NOTES

Of key issues identified, which are most relevant given our unique position and capabilities?	Are there other to consider?	Of all the issues noted, what would be the top 3?
<ul style="list-style-type: none"> • Memorial as a gateway (?) – rankings, articulating ours positive. • Instant admissions (?) • Second and third careers for both the boomers and generation X. • Programming should help people be dynamic. • Training needs to help people learn how to learn new tools and technologies. • Employees will continue to download responsibility on to students. • Students are more needy too – they want faster responses/answers. • Our program systems need to be modern. • We need to be responsive – what feedback loops are missing for the development of the right programs/recruitment. There’s also a geographic component to “career” change. 	<ul style="list-style-type: none"> • We need to exploit our strengths – folklore, genetics – rather than jump on the bandwagon. • Flexibility around offering students a full package? • Preparation out of high school – making first experience a positive one. • Accountability. • Responsibility to be true to ourselves (who we are) • Responsiveness to demands (globally) • University construct is challenged by complexity. • Citizenship. • Aboriginal students – growing population. What are we doing to recruit, retain? • Changing political climates - so how do changing political climates affect our students? Death of a King of Saudi Arabia – students concerned that this will mean loss of tuition/funding. • We are the right experts? • Students won’t have gone through a “norm” exercise. • Goldin said a lot at once – some contradictions. Change is happening – that’s the takeaway. 	

APPENDIX D
BREAKOUT SESSION #2:
VERBATIM FINDINGS

BREAKOUT 2 – INNOVATIVE PROGRAMMING AT MEMORIAL UNIVERSITY

The results are broken out by the top ideas presented by the small groups and the notes of the groups collected at the end of the session.

TOP IDEAS PRESENTED		
What are we currently doing to help address the key issues: Our Successes?	What could we do better: Enhancements?	What other innovative programming is possible: New?
<ul style="list-style-type: none"> • High level of engagement for third or fourth year students. Students said that. • Niche programming, certificate programs for students also pursuing programs. • Good at acting locally (programs important to NL). • Curriculum design with graduate students in real time. Faculty renewal pushes innovation, • Open-ended teaching programs. • Math Learning Centre changing trajectories in learning. Only centre of its type in Canada – working with stakeholders and technology. • Number of courses and programs through distance – use of tech for on and off campus offerings. • Blended learning – use of tech – closing gap between face to face and use of tech to learn. • Graduates of programs are sought of by employers and are good ambassadors of Memorial. • High level of academic advising in general and in faculties. Keep good close connection with schools through outreach activities. 	<ul style="list-style-type: none"> • How we learn of successes across the university – spaces to come together and when? • Our incentive and research allocation structures inhibited innovation. • Market undergrad degrees differently – shift from low cost and beauty of province. Celebrating our academic excellence. • An approach to what we do at MUN to integrated learning – priorities of institution, bring in line teaching goals with promotion. • Creativity in credentials. Increased use of interdisciplinary programs. Adding other levels of credentials and integrate programs. • Break down silos and create more common spaces. • Find ways of hiring international faculty. Breakdown conversation to engage. • Orientation. Students in first year need onboarding all year when it is now 2 days. 2000 students enter and how do we include them all year – onboarding. Is this a universal responsibility? • The world today is moving beyond traditional academic boundaries. Too many administrative boundaries for students to explore more interdisciplinary opportunities. • Embrace newer technologies for education – e.g., handheld device for gaming. Develop professional development programs to help faculty integrate it. 	<ul style="list-style-type: none"> • Proposal to get rid of academic disciplines. Not bound by disciplines – blow them up and think more clustering, big ideas, research and teaching. • Bachelor of University Studies – across faculties, schools, units. • More teaching and learning common spaces. • Promotion and tenure – innovation is outside academia. We need to reward innovation. • Undergrad needs to be exposed to research and engaged in it. Exposure of undergrad to research. • Ratio of grad to undergrad students growing. How do plan to take advantage of this? • Active collaboration with k-12. • Internationalization of our community. There are innovative programs of recruitment to increase this. We need to reach students in a global environment and we are struggling with it in recruitment. • New programming needs to be more applied. Targeting programming to shortfall in market may be short term. Need more long term strategies. • Students need capstone course in graduating year in all programs. Students need to know skills their education has given them.

TOP IDEAS PRESENTED

What are we currently doing to help address the key issues: Our Successes?	What could we do better: Enhancements?	What other innovative programming is possible: New?
<p><u>Other Successes Presented:</u></p> <ul style="list-style-type: none"> • Student success is open ended – flexibility to support students – different definitions. • First – year success program. • Opportunities for experiential learning – e.g., MUCEP. • State of the art research facilities – embody engagement with province which creates an academic institution integrated with province. 	<p><u>Other Enhancements Presented:</u></p> <ul style="list-style-type: none"> • Infrastructure sucks – better infrastructure. • New tenure or staff should try new innovative programs. They may feel there are negative outcomes and afraid. We need to accept this reality. • Innovative pre-boarding of students – engaging students prior to coming. There could be more done to help students see where they can go with education. Shad Valley and MedQuest do this. • Improving on experiential learning programs – e.g. MUCEP. We could do a better job. 	<p><u>Other Programming Presented:</u></p> <ul style="list-style-type: none"> • Remove mental silos between college and university. They need greater credit. • Why is innovation not more normal? Why are we not? • Hire full time admin staff that go across units that have multi-language skills. • Scheduling of program courses to be able to come out with combined degrees. • Independent projects give students opportunities to look at interests and career paths. Also, it can help for students to bring in their outside interests in their courses. • Different ideas around learning styles. How we can design things for more accessibilities to problem childs – everything open to everyone.

GROUP NOTES

What are we currently doing to help address the key issues: Our Successes?	What could we do better: Enhancements?	What other innovative programming is possible: New?
<ul style="list-style-type: none"> • ML Centre highly successful. Only university doing anything about this issue. We are not well known. Outreach activities. First initiator outreach. • Co-op, experiential learning opportunities strengthen program. • DELTS offerings – ACENET (National initiative), virtual • State of Art facilities – research, Ocean Sciences etc, Business, New Residence. • ESRP – student outreach program; collaborative reg. office etc. • Research Framework, TL Framework – Chairs (new); Engagement with the province. • Distance education. • E-Portfolios? • Student engagement. Beyond academic student leadership. Co-curriculum record – volunteer, leadership. Building skills beyond the academic programs. High school interviews. First year course advising. • First year success. • Research. • Curriculum innovation = explaining ourselves, being clear, simple, e.g. Core BA. = new programs., e.g., first year success program. • Incorporating experiential learning – e.g., co-op, international exchange. • We are pretty good at “acting locally” - e.g., issues relevant to NL. • We are accessible – e.g., low tuition. • Small class sizes in some academic units. • We are flexible, kinda. 	<ul style="list-style-type: none"> • Integrative learning – lots going on not piecing it together. • Prioritize institutional goals, measuring of success. • Teaching not prioritized – bring in line standards for academic promotion for full prof. • Improved communication between units. Still siloed. Sharing ideas, initiatives. • Orientation currently 2 days needs to be year long. On-boarding. Customize for different groups – e.g., aboriginals. • Campus countdown to arrival. Student can take control over campus card etc. • Expand on deal credit courses. • Have a later course drop date for 1st year. • Better incorporation of international stuff – curriculum, support. • Better previewing of programs to assist student program choice. • New programs – e.g., niche etc. • Curriculum innovation – more undoing things that are wrong. • Better non-academic supports for students • Better incorporation of aboriginal stuff. • More experiential learning – e.g., community engagement. More Enactus, varsity sports, clubs. • Our infrastructure sucks. • Integrate research and teaching. • More opportunities for leadership training for students. • Promotion of what we do/academic excellence. Are we delivering quality given accessibility? 	<ul style="list-style-type: none"> • Embrace new technologies to enhance learning – applications etc, “math tunes”, gaming. • Programs to help enhance teaching – professional development. • Certificate in Global citizenship. • Technology in Society. • More options for student to get out of silos. Creative programs. • Student responsibility for their learning experience. Empowering students – e.g, student submitted grades (mid-term). • 12 month registration – academic program planning. • K-16 perspective. Planning from earlier ages/grades. • Why is innovation not more normal? • Better use of technology. • New programming content in emerging areas. • More creative ways of embedding interdisciplinarity. • Get rid of disciplines. • Stem cell research – grow our own student cloning. • Interdisciplinary. • UG/G 2.5/1 ratio – opportunities. • Unique programs – nomenclature. E.g., “propaganda” vs. “communications”. • Better migration with K-12 system. “K-16”. • New grad programs with international appeal. More inter-institution course offerings – tele instruction containing instruction from other universities. • B. University Studies

<ul style="list-style-type: none"> • Blended learning – integrating technology and tradition. “Face to face” classroom based learning. • Inter-professional programming – e.g., Health Sciences. • CREAT – Centre for Research, Equipment, Instrument training, Hands on UG experience. • Experiential learning – co-op programs. • Responsive – interdisciplinary (four dept) certificates; resulting for receiving certificates; diplomas and certificates enables specialization; programs other than degrees; integrating students into research programming; e.g., integrating communication and Economics. • Flexibility – interdisciplinary program and distance. Accessibility? • PS Education certificate/diploma, degree. • Engagement @ 3rd and 4th year student. • Nice programming (e.g., certificates) • Acting locally – NL. • Curriculum design – mv grad students. • Mathematics Learning Centre. Role and unique. • Distance education – technology. • Graduates are well-received. Good reputation. • Academic advising and outreach. • Varied definition of success. Flexibility. • First year success program. • State of the art facilities. Curriculum design involvement of grad students in real time. • Faculty renewal automatically pushes innovation in tech/teaching. Comfort with student tech expectations. • Opening teaching programs focused on aboriginal needs. 	<ul style="list-style-type: none"> • Our research allocation incentive structures reward the status quo/inhibit innovation/academic bear all the risk/cost of innovation with allocation of returns. • Infrastructure. • Integrated learning. – goals and measures of success. • Common spaces across campus – integrate learners/faculty. • Sharing success. • Incentive and research innovation model. • Market degrees differently - academic excellence. • Best teacher in first year. • Increasing flexibility in programs/credentials. • Laddering (badges, diplomas, degrees). • Recognition of learning acquired outside the University. PLAR, Block credit. • Multi-campus collaboration. • Innovation in budgeting/funding models. Greater focus on teaching incentives. Balancing research and teaching loads (evaluation). Measuring learning outcomes? Issue? Reliability\validity. • Alternative scheduling models. • “Onboarding” – improve orientation from 2 days to full year. Build on FYS model. • Break down silos with open common spaces; less divisive campus geography. Common space – better morale and retention. • Make existing social/common opportunities for students more visible. • Maybe we use to show? Maybe we recruit! 	<ul style="list-style-type: none"> • Employer degrees – how do we train our students future teachers? • Intercultural perspective program. • Full time multilingual admin staff • Affirmative action in staff and faculty hires. • Nano-degrees and encapsulated accreditation. • Opportunities for undergrad engagement research labs/grad student in other disciplines. • Interdisciplinary programs at the undergraduate level across departments or across faculties. • Embracing technology and providing campus facilities for innovation. • Interdisciplinary, multi-disciplinary. • What do employers want? • Academic supports – well funded and well-coordinated and build on strengths (e.g., Writing Centre). • For credit courses at 1st year that deal with deficiencies – e.g., reading, writing, math. • Capstone courses – which make clear the skills that they have attained. Some kind of project. • How to learn? - transition to university. 1st year. • Diplomas/certificates additions to degrees. • More inter-disciplinarity. • Using work experience in class.
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<ul style="list-style-type: none"> • New responsive program creation – Ocean Sciences (inter-disciplinary). Interdisciplinary, generalist courses (Ocean Sciences), intercultural communications. • Marine Institute • The 2+2 and 1+3 (etc) program. • Community engagement and field work and coop • Success is open ended; students can be successful in many ways. • Global citizenship; sending student abroad (we’re getting there). • Engagement and connection to K-12 in NL. • Research opportunities exist for the undergrads. • MUCEPs! ISWEPS! Student – admin competition and decision making involvement. • Genetics: the founder population and our research on it. • Ocean structures, ethno musicology, Earth Sciences, Social Justice. • Balancing our niches and a comprehensive university. Big fish in a small pond. A school in a big pond. But do we keep ourselves Xenophobic again? • Coops and experiential training integrated in academic programs. • Changing core requirements. • Arts BAs and Marketing. • School of Nursing MOUs with Eastern health and Western. • That we have a 1st year success program. • High level engagement for 3rd and 4th year students in programs. • Active student societies plus Enactus, MedQuest, Shad. • Use of technology – e.g, skype as a means of reaching out to students in remote areas. School of Music offers applied lessons with faculty via skype. 	<ul style="list-style-type: none"> • Expanding on generalist courses. • MUCEPs can be improved. • Better supports for students intrapreneurships and student groups – we need funding for this. • Institutional racism re hiring and engagement of international students. We should be hiring for what our undergrad populations look like (?). • Incentives for diversity and actively investing against xenophobia. • Why does this room look like this? • Aboriginal and international directed programming. • Distributors of all kinds. • Enhancing 1st and 2nd year engagement: place highly successful pedagogies in a position to engage with these students. • Marketing undergraduate degree differently. Shift from a focus on low cost of our tuition and beauty of our surroundings to academic excellence. • Consider space enhancements – many engagement spaces have disappeared in the wake of increased enrolment. • Celebrating excellence. • Time to complete. • Grey areas between traditional boundaries. • Too much focus on applied. • Rewarding status quo inhibit innovation – don’t be afraid to fail. • Learning from successes across University – when do we share? Where? • Support for new teachers. • MarComm – too much focus on cost and physical environment. Some disagreement – faculties 	
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- Interdisciplinary/multidisciplinary programming – lack of home, management within disciplinary boundaries. Liberal Arts programming.
- Existing programs too narrow. Accreditation constraints.
- Barriers to cross-department.
- Innovative programming and enhancements.
- Generalists degrees
- Students good ambassadors general.
- 1st year to 2nd year retention (80%).
- International recognition of individual programs.
- Graduates well respected and sought after.
- 1st year success – good but small – not widely known or available.
- High level of academic advising – connections with schools. Good provincially. Standard connections.
- Lunch and learning for schools/advisors.
- Orientation – trying to change/respond to new needs. National student leader successes.
- ISA – support for international students – skills challenge increased need.
- Experiential learning/employment opportunities– MUCEP etc.
- Arts Works, Science Matters – academic/non-academic.
- Enrichment activities embedded in student services in unit.
- Teaching and learning consultants for new faculty (Social Work).

- need to provide material.
- MarComm & DELTS – need to be a consistent message.
- Distance – are we in or not? If so – we need supports.
- Make it easier for students to come here – including attracting top. Guaranteed housing, better scholarship and then keep them here.

APPENDIX E
BREAKOUT SESSION #3:
VERBATIM FINDINGS

BREAKOUT 3 – RECRUITMENT AND RETENTION: ADDRESSING THE SYSTEMIC ISSUES

The results are broken out by the top ideas presented by the small groups and the notes of the groups collected at the end of the session.

TOP IDEAS PRESENTED ON RECRUITMENT

What are our current strengths, and how do we build on them?	Systemic Issues Impacting Success
<ul style="list-style-type: none"> • Provincial recruitment is a strength – build on program in business school of engaging faculty, alumni, students etc • Quality of program offered at Memorial is a strength in conjunction with tuition needs reinforcement. • Strength is location – don’t just dwell on the wonderful of NL but also emphasis of qualities of graduates and cost. • Speciality focuses of this institution – e.g., music, marine sector add to quality of the degree. • Programs – Shad MedQuest – are recruitment tools. Enactus and Engineer without boards, student societies. Recruitment and re-recruitment when students are here. 	<ul style="list-style-type: none"> • Lack of alignment between campuses and that incorporates academic units. • Appointment of central person that can pull together messages and approaches. Political will and ownership to pull it all together. • Space – aging infrastructure not designed to facilitate collaboration, interaction. Need more of it to encourage the generation that interact. Some spaces are utilized less intensively than others. • Unweildly process from a technical perspective. From a moment of contact to bum in seat – there are prospective students lost. How do we continue engagement, use technology? • Technology – what is the personal preference for students – websites and personal iPhones. These things need constant updates. • Have more direct scholarships and into faculties. • Do we really know who we are as an institution – offering low cost or based on something else, are we the province’s or greater. ID of who we are and how we segment markets on the basis. • Faculty should be more involved – Cdn Medical Hall of Fame. Students come and ask what is it like to be here? Need forums where students come and ask. • Support – faculty know that recruitment can be used in tenure. • University ranking – need to participate in more of the surveys on this. • Digital footprint is perhaps most important – it’s how student and people shop. Old fashion website is a push out of information. Today – move around with pieces of information, interaction of information. Need a feeling of what it is like to be here. • Early entrance scholarships – grade 11 scholarships. • Brand identity – “we are cheap” does not work. • Every student has received an entrance scholarship by virtue of low tuition. Show true cost vs student cost.

TOP IDEAS PRESENTED ON RETENTION

What are our current strengths, and how do we build on them?	Systemic Issues Impacting Success
<ul style="list-style-type: none"> • Communication – D2L, outreach, program advisors. There are limitations in terms of how effective we are in terms of the students we want to reach. Best approach is personal touch and be proactive with students – reach out and do more. This requires a more coordinated effort. • First year success program – brings together many resources for students and how to build on it. It needs funding and continuing to allow students who think they would benefit from it. Also encourage international students to take advantage. • Library resources – modifying services and extending them. Also strengthen connection between library and units. • Do we know what we mean by retention – keeping students or those who get a degree? Retain for a year or until graduation? Increasing graduation rates then look at D students. There are w whole group of students who are not ready for university and how do we help them? Have to look at pathways to university – e.g., college to university. Probably spending time on students who have not had success is the way to go – look at those who have had some success instead. • Advising structure has become unique in country. Perhaps need some more specialization training. Also, maybe advising needs to be mandatory. • Student life and student groups at Memorial are a real strength. These can be directly vested in administrative functions. They can grow and engage students. • Quality of programs and smaller class sizes are a real strength. • Faculty-student ratios are a benefit. Can be seen as costly but they are an opportunity. Need to talk to students more about their experiences. • We have great faculty and staff that students can connect within the community. • Small class is relative to where people come from – e.g. rural NL • How do we retain students who don't get into a degree – help them with a plan B. Tuition – allows them to stay in school. It helps us to diversify students. 	<ul style="list-style-type: none"> • Space – time to look at how they can become more inclusive. More investment in teaching and learning spaces. It is incredibly valuable. • Undeclared students eligible to register. Why – probably can't get into wanted program. Again, can help with a plan B. • Preparedness of students entering – have not got skills to navigate university. Need to sit down with other stakeholders – e.g. college. Other pathways do not exclude you from university. Again, is it honest for us to bring students in when their chances of success are low. • Preparedness and honesty for students of their pathways. • Bias toward degrees – eg what does a certain degree like Arts mean? • Attendance – why are we here? To educate – why are we saying it does not matter to come to class. Make first year mandatory (transition year) and integrate students in the university experience. • Make mandatory classes but only when experience is good. E.g., undeclared degree – generalist degree. • Participation in supports should be mandatory –eg must participate in first year success program. • Space should be more functional – e.g. Bruneau building, NRC and Arts and Culture centre. • Instructor advisors at first year level needs support and training, information etc so that they know what to do to advise or know where to send a students. More tenure faculty advising should be included as well. Training programs needed. • Identify students at risk and mentor them. • Retention services needed throughout the university and how they need to be pursued. • Advocacy specific to social inequality or injustice – rural, international, aboriginal students etc. Do not have MUN specific data on it. We need to collect it to policies in place that bring about action. Make this a priority for retaining students. Coordinate existing resources to this end. We need more talk among each other in order to coordinate institutional programs and services. • Make data available to help decisions. • Is improving retention a good idea? Is it a problem? Many programs around recruitment – if we increase them can we accommodate them resource wide (eg space). Without data on why people leave how do we know? We need manpower and space to accommodate. • Make program interesting and dynamic by involving them in research and other real things the department is doing.

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- Also –celebrate success stories of students.
 - Help centres in units helps students with problems. Department makes resources available to help students.
 - Doubling recruitment may be non-issue if a program is at capacity.
 - Systemic issues of students – demands on their time. Many students come with other things in their lives – eg employment. We can help with their systemic challenges – eg MUCEP programs that are extended rather than a semester basis. Faculties and units should put resources to programs to help students. Also, disseminate information.
 - Retention – perhaps students can move to Grenfell or MI? if institutionally – look across campuses.
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GROUP NOTES ON RECRUITMENT

What are our current strengths, and how do we build on them?		Recruitment: Systemic Issues Impacting Success		
<i>Strength</i>	<i>How to Build on It</i>	<i>Systemic Issue</i>	<i>Suggestion to Overcome</i>	<i>Institutional Supports Required</i>
<ul style="list-style-type: none"> • Captive audience – good reputation amongst peers, quality of program, quality of degree, economical, low tuition fees. • Alumni – sending children, strong scholarship is strong in some areas but not others (combined with lower tuition) • We invest a lot in our students – cost per student is higher • Close bit exotic/close to Europe – geographic location advertise • Safe city • Culture, music, arts • Specialty facilities – unique focus/marine biology/geoglogical/ archeological • Improved facilities in recent years – health and well being, work life/balance • Provincial recruitment • Engineering – co-op program. 	<ul style="list-style-type: none"> • Better track our graduates – how well they are doing. • Promoting information about research and how successful students. • Increase improve quality • Improve physical plant. • Promote culture as a way to strengthen. • Try to attract some of the prospective undergrads in jr. high and high school. Especially target the high ranking students. Bring our faculty and grad students out to attract them. • Use alumni to help recruit as well. • Program connections, e.g, Business links, junior achievement; bring students into a program called “Talk CEO”. • Plug into career level curriculum in high school (use media and technology). • Do we know our demographic? • Determine how to build more international students (work 	<ul style="list-style-type: none"> • 70% acceptance – need to enhance through proactive recruitment of high quality. • Building not designed to facilitate collaboration and interaction • New building to have collision spaces. • Not empowered to offer scholarship • Recreation facilities are maxed out now • Don’t have outdoor soccer field. • Improve recreation facilities. • Unwieldy process –technical challenges. • Decision making takes too long. • (esp. admission and housing not being connected for international students) • Can have space reserved in housing before you apply. • Ranking of university. • Mandate to be “the province’s university”. • Our message is complex – Grenfell, MI, St. John’s • We are actually very closed in some ways • E.g., international recruitment needs to be targeted. • Faculty not involved in recruitment. 	<ul style="list-style-type: none"> • Track data on students • Promote value of degree – cost per student investment • Peer groups better reinforce performance of the lower performers otherwise. • More high quality space • Learning lab in Education • Spend more time with peers and interaction with mentors/faculty • Starbucks meets apple store • More attraction for students to stay around and interact • Make systems work together. • Some places do on the spot decision making. • Participate effectively in international rankings – even Canadian rankings. • Link Science App. To MUN app. • Make teaching something for which there is reward. 	<ul style="list-style-type: none"> • What are 1st impression – website, improve website/ update/more dynamic , I-Phone friendly, improving website. • Use technology to update websites • Application for faculty of science with internal navigation system. • More scholarship – even if not more money, adds to CV • Recruitment fairs – offer of scholarship, acceptance in faculty • More accurate advising students. • Some of the nuance can’t be described on the web. • Good student but poor math skills – dissuade from engineer. • Plagiarism is wrong – not acceptable. • Foundations course can be offered as personal and professional

What are our current strengths, and how do we build on them?		Recruitment: Systemic Issues Impacting Success		
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<ul style="list-style-type: none"> • Shad Valley. • Partnership “2+2” programs, dual degree programs. • OSR and dedicated focus/infrastructure. So, central activities have been relatively successful. • Location: city! • Availability of supports – on campus jobs, scholarships, library, MUCEP. • Alumni/Ex-pats 	<ul style="list-style-type: none"> term experience and other services). • Transfers – from other universities; from CNA. • Recruitment of lifelong learners • How does “central” connect with academic unit. How do we strategically build on central mandate to meet academic unit mandate. Ex: Discovery Day (Medicine)...connected with OSR? • How do we systematically connect. • Use of graduates to speak of quality of education and end. • Build on connection with faculty. • Need more resources! • Could be a problem though! Was the experience a positive one. • Focus on success of graduates. 	<ul style="list-style-type: none"> • Teaching is not as important as it should be. • Recruitment is undervalued! • Lack of greater alignment between central units and others (aka academic units) • Differing messages • Do we really have an enrolment plan (over-arching)É • Do we really know how and why we should? • Identity? Do we know who we are? NL’s university and ?? what else do we know? What do we want to be known for? • NA positioned in market other than price. • Disconnect between recruiting international students and supports. No incentives to academic units. • *Recruitment is not institutional and tends to be more local re: campus. Nor formal linkage for institutional approach...should it be campus or institutional. • *Converging value A university education. • *Housing. 	<ul style="list-style-type: none"> • Appt. of central person with authority to pull together desperate messages and approaches to recruitment. • Setting priorities and work on those! • Analysis of competitive markets. • Resources to support international students need to be identified, increased. • Need greater alignment/coordination. 	<ul style="list-style-type: none"> development, rather than register and take an extra year to complete. • More effective use of infrastructure – intensive foundation courses in terms of use of Bombay lab for Harlow, math for language proficiency. • Recruitment management system. • \$ • Process change. • Political will and ownership and accountability. • Same (as above). Someone in charge who is accountable and responsible.

GROUP NOTES ON RETENTION

What are our current strengths, and how do we build on them?		Recruitment: Systemic Issues Impacting Success		
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<ul style="list-style-type: none"> • First year success program – voluntary – students do not always realize they need ti. • Instructors – first year – monitor satisfactory/unsatisfactory progress. • Tutorial for students for free – Grenfell . • Economics has a help center. • Variety of supports available – academic, 1st year success, career center, aboriginal student advising, dept advisor. • Contradictory – may get advice to go another route. University not for all. Guide student to where they need to be. • Library – very strong service/writing centre/common area • Core service/mental health support. • Prepare students to go anywhere in the world. 	<ul style="list-style-type: none"> • Proactive strategies • Undergraduate advisors • Proactive • Building commons • Using digital media technology – how to get on their phones. • More resources for the resources e.g., Writing Centre. • Library commons area – expand through university as a whole. • Better prepare students to go out into the world; even think about it/logistics. • Make students aware of this. • Encourage admin to retain a low instructor/student ratio • Funding past pilot period. And with decrease oil pricing. • Continue to allow students not in the target group (75%) to attend. • Encourage international students. • More mandatory requirements, need speaking points, standardized training • Understand benefit and 	<ul style="list-style-type: none"> • Undeclared students at risk trying to get into a program – 6000 eligible, 2700 chose to return, working students. • Admissions – taking in bridging students – 70-80%. • Learning analytics • University experience – now student decides • Class size 300 • Social engagement at university – sports weak • Funding • Undeclared students “lost souls” • Instructor advisors (1st year) – advisees may not be from your area. • Often PCIs get these and no knowledge of process • Students get knowledge – how does a student know what supports are available and how to access them • Lack of appropriate data about student success • Hiring faculty teaching vs research • Lack of resources for web presence. • Student involvements – student group, involvement, work on campus • Advocacy – social justice, structural inequality 	<ul style="list-style-type: none"> • Reach • Student aid with ?? back up • First year success program • Transition year. • Identify students at risk software • Mentoring or job placement • Smaller classes in same • Limited response from students • Student spaces • Advisor training programs • Website updates. • Do all department advise? Have identified advisors that students can be directed towards • Support for 1st year instructor information so can refer students to people with knowledge • Instructor support more tenured faculty advising • More program connections (sharing) s that instructors (people in front of the students) know what to pass on to 	<ul style="list-style-type: none"> • Communication, dedicated staff • Make courses mandatory – optional • Teaching research • Dedicated staff • Coordinated response • MUCEP • Tutors – graduate assistants. • Funding • Support/training advising instructors • Training sessions for instructors especially 1st year. • Data. • Hire – more emphasis on teaching skills. • How to reach? • Priority • Coordinate existing resources • Long term jobs – rethink MUCEP. • Resources – reroute \$ research incentive. • Disseminate current available. • Open discussion

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<ul style="list-style-type: none"> • Class size – smaller class size 4th year scenario is 17 students (should be 10) • First year success • Brings many resources together for students. • Academic advising component. • Academic Advising System – 1st year advising, program advising • Tuition – costs are lower, financial hardships, diversity. • Quality of programs/small class size • Strong student groups – belonging- self-selected students • Faculty/staff • FYS • Good caring faculty/staff • Project engage • Sectioning • Teaching equivalences • Options (students have them) • Student life groups • Student residences and new facilities 	<p>communicate them.</p> <ul style="list-style-type: none"> • Resources • Make it mandatory • Stop the stigma • Read how the program is offered • Mentorship • Make sure every student finds a place • Cocurriculum pursuits (e.g., paragon press) • Invest in academic societies • Encourage more student teams, student intramurals. • Integration of academic with other supports • Build better supports for identifiable student populations – e.g., Aboriginal. • New services – modify/extend e.g., opening hours? 24/7 • Social gathering spaces - learning commons (embedded, separate)? • Partnerships – across campuses, with other universities (consortiums, piloting), catching with library personnel. • Encourage this direction, 	<ul style="list-style-type: none"> • Other demands on student time • Attendance • Open admission? - limited/competitive programs. • Societal bias toward professions and programs with math • Depth of retention success • Academic preparedness and high school, transitions • Engagement space • Attendance • Undeclared students • Space • Commitment to the large MUN entity (e.g. across disciplines, across campuses) • Full-time program expectations and other realities of students’ lives. E.g., work for pay, parenting and other responsibilities. • Most programs follow an organization as 2 semester year. • Insufficient ways to access campus and inter-campus mobility limitations • Preparedness of graduating high school students • Declaring faculty/major • Identify students at risk • Retention services spread throughout university 	<p>the students</p> <ul style="list-style-type: none"> • What difference does it make if a PCI or Full tenured faculty teaches a course especially 1st year. • Great teaching helps with retention. • Communication to student, faculty, staff • More data and research @ MUN. • Specific policies. • More attractive campus jobs. • Better daycare costs. • Help student be open to new paths. Tied to below. • Education of influencers and students – parents, teachers, employers. • Between programs, between campuses • Mandatory participation in supports • Persist our approach to high school system • Repurpose computer labs and create more learning space. • Continue discussion about whether first year courses 	<ul style="list-style-type: none"> • Red, yellow, green lighting (prior to the add/drop deadline. • Localize academic advising within units and increase resources. • Give the Dean of Science money and repurpose and renovate the Chem. • The Bruneau Centre • Look forward to Core Science • NRC building partnership • The Arts and Culture Centre • Standing committee on TL wide ranging discussions. • Financial and academic support • Faculty cooperation • Further investment in collaborative learning and gathering spaces meeting a range of needs. Curriculum/social. • Find new ways to celebrate. E.g., accreditation success. • Active Alumni who moves friends to donors. • Increase use of

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<ul style="list-style-type: none"> • Infrastructure (sometimes) (e.g., core sciences) • Strong insular international community • MUCEP, ISWEP, SWASP • Student support services – writing centre, math centre, digital media centre, student groups, answer desk, leadership programs, residence programs, student success programs, year long orientation approach • Library resources • Undergrad and grad faculty and students 	<p>involve student societies efforts in this way. Enhance and formalize peer mentoring.</p> <ul style="list-style-type: none"> • Do more to celebrate our strengths in this area and let other know what is happening. Team efforts should be brought forward. • Not all students ready for university, we need well defined alternative pathways through college for example 	<ul style="list-style-type: none"> • Retention what do we mean. Do we really want to retain students who have a miniscule chance of obtaining a degree 	<p>should have mandatory attendance (!?) because the mandatory attendance is made to be worth it or an alternate arrangement.</p> <ul style="list-style-type: none"> • Generalist degree • Specializations/certificates • More student friendly spaces. • Better inclusive spaces for identifiable student groups e.g. Aboriginal House. • Recognizing group and team efforts, not just individual efforts. E.g., a dept who has gone under major revision. • Recognizes this in our scholarship and bursary programs and recognition of student achievement. • Amount of \$ needs to keep pace with realities. • Staffing of services according to staff not student schedules • Scheduling <p>• Explore alternate</p>	<p>intersession courses.</p> <ul style="list-style-type: none"> • Enhance flexibility. • Public transit improvements. • Improve safety measures wherever possible. • Negotiating will publicised (at high school) arrangements with the college etc.

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			pathways for getting to university for under proposed students <ul style="list-style-type: none"> • Change the rules! • But also make it easier to change majors • Identify ones that fail mid-term. • Providing good triage/follow-up • Better tracking of at risk students • One stop shop for students who require support. 	