



## Strategic Enrolment Management Group

### White Paper – Long-term Enrolment Planning

#### Background

The university's [Strategic Enrolment Management Group \(SEMG\)](#) released its initial report in early 2013. The report, much of which focused on a number of internal and external factors that influence strategic enrolment planning (such as demand for programs, institutional capacity, government funding and policy and the capacity of student support services), also included enrolment targets for Faculties and Schools for 2013-2014 and 2014-2015 and preliminary enrolment projections for 2015-2016. It was reviewed by the Senate Committee on Academic Development (SCAD) at its March 13, 2013, posted for community feedback, and then reviewed again by SCAD at its April 9, 2013, meeting. The Faculty and School enrolment targets for 2013-2014 and 2014-2015 were approved at the April 30 meeting of Senate.

This year the SEMG's major task is to develop a longer-term enrolment plan for the university, one that looks forward up to 10 years. In his discussion paper [The Third Juncture](#), Principal Daniel Woolf proposes long-range goals for the university, some of which – expanded credentials, internationalization and financial sustainability – suggest starting points for discussions relating to a long-range enrolment strategy. Other planning documents, including the university's [Academic Plan](#), [Strategic Research Plan](#) and [Queen's Proposed Mandate Statement](#) will also inform enrolment planning and strategy.

In advance of beginning work on the longer-term enrolment plan, the SEMG has prepared this white paper to generate discussion across campus and encourage input into the long-term enrolment planning process. The SEMG will be looking to Faculties and Schools to articulate their long-term visions and also wishes to engage the broader Queen's community and seek advice on a number of elements that will affect our future direction.

The release of this white paper begins this process of community engagement. SCAD is holding two on-campus town hall meetings on September 24 and 25 (in Richardson Hall, Room 340, 6:00 – 8:00 p.m.), the focus of which will be strategic enrolment management. In addition, a joint Board of Trustees-Senate retreat session on enrolment management will take place on October 5, and the University Council will discuss enrolment planning on October 18. This paper outlines additional context, discussion themes and potential questions to help guide these forums.

## Strategic Enrolment Management

Strategic Enrolment Management (SEM) is the process by which a university coordinates campus-wide efforts in areas including marketing, student recruitment, admission and retention, tuition setting, student support, student services and program planning in support of the academic mission of the university. The SEM process is about determining the appropriate size and program mix for the university and involves careful attention to optimum enrolment through all stages of the student life cycle. The SEM process focuses not only on recruitment, but also on student progression, program completion, the student experience and academic quality. It is important to have in place, and to monitor, the structures to achieve these goals.<sup>1</sup>

A long-term enrolment plan must align integrated recruitment and progression strategies with the university's strategic and academic planning processes. It must also consider the broader external environment, enabling the university to make informed enrolment decisions in the short and long term.

Furthermore, high-quality academic programs require proper funding. Setting and meeting enrolment targets assists a university in meeting its revenue objectives. In a period of constrained funding from the provincial government, the need for a strategic approach to enrolment management is reinforced.

## Broader Environment

### Government Funding and Policy

The provincial government's per student grant and the tuition students pay together account for a very large proportion of Ontario universities' operating revenue. The government is holding its total spending constant and has implemented several new reductions to base post-secondary institutional grants. This, combined with a [four-year tuition framework](#), starting in 2013-14, that caps increases to an average of 3%, constrains universities in their ability to cover increases in already existing costs (chiefly salaries and benefits) from these revenue sources. The risks associated with not receiving full enrolment funding will increase year over year, as costs for salary increases, deferred maintenance, student financial aid and critical student support services continue to rise.

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<sup>1</sup> These definitions of enrolment management and enrolment management processes are based on the work of Michael Dolence, Bob Bontranger and Thomas Williams.

In addition, over the last 12 years, Queen's share of provincial operating grants has declined from 7% to slightly more than 5%, as the university's enrolment growth, although positive, did not keep pace with the system growth.

This means enrolment-based funding has increased at a higher rate at other universities than at Queen's and has provided other universities with more flexibility to respond to their rising costs and their priorities.

Queen's financial situation remains serious. The university's new activity-based budget model increases transparency and the link between enrolment and budget is clear and direct. Faculty budget submissions propose enrolment targets, and these drive faculty revenue. Some programs have government-imposed enrolment caps (for example, Nursing and Education) which further constrains these faculties. Faculty staffing plans are in turn aligned with total revenue projections, so increased and diversified revenues to faculties from increased and diversified enrolment, for example, would help support adequate staffing and allow Queen's to continue to fulfill its academic mission.

Queen's, like other Ontario universities, is seeking to diversify its revenue sources and reduce its reliance on government grants and government-controlled tuition. While Queen's will need to be prepared to respond to changes in government policy to maximize this important/traditional revenue stream, increased revenue diversification will give Queen's the flexibility it will need to innovate, invest in its students and programs and ensure that it stays true to its commitment to be "the research-intensive university with a transformative student experience" ([Academic Plan](#)) and "the quintessential balanced academy" ([Proposed Mandate Statement](#)).

A long-term diversified enrolment strategy, that includes growth beyond the traditional residential direct-entry student population, will help Queen's achieve these goals. Universities do not exist to generate revenue, but generating more revenue in new ways, through new and different activities, including diversified enrolment, will allow Queen's to continue fulfilling its core mandate and investing in its students, faculty and staff.

### **Student demand for post-secondary education**

The demand for undergraduate post-secondary education in Ontario has risen considerably. The province's universities and colleges have experienced a 36% enrolment increase since 2002–2003: The number of applications by Ontario secondary students applying to first-year university programs has increased by 4.1% over 2012-13. Since 2000, secondary school applications to Ontario universities have increased by 56.3% and this trend is expected to continue.

The number of Ontario adults with some post-secondary education had risen to 63% in 2009 (the highest rate in the OECD-member countries) and the provincial government has set a target to

raise the post-secondary attainment rate to 70% by 2020. According to the [Drummond Report](#), over two-thirds of all new jobs in the province are expected to require post-secondary education and it is this demand for a highly skilled and educated workforce that is, in part, driving university enrolment.

This increased demand for post-secondary education is somewhat countered by demographic shifts in the post-secondary-aged population. The Association of Universities and Colleges of Canada projects that the population in the 18-24 age group will decline by 10% between 2011 and 2020 and then grow back to slightly higher than its 2010 level by 2030.

It is therefore expected that the post-secondary education sector in Ontario will not see much enrolment growth, especially among the traditional direct-entry age group, unless the average student spends more time in post-secondary education than he/she has in the past.

### Applications to Queen's – 2013-14

**Undergraduate:** Applications to Queen's for 2013-14 were up by 2% over 2012-13 and first-choice applicants rose by 5%. This chart shows the increase in applications to direct-entry first-year programs for 2013 as a percentage increase over 2012.

	Total Applications	1 <sup>st</sup> Choice Applications
Arts and Science	+2%	+4%
Bader ISC	+1%	-17%
Engineering	+4%	+9%
Commerce	+2%	+8%
Nursing	+9%	+10%
All direct-entry programs	+2%	+5%

Although first-choice direct-entry applications increased at the Faculty level, there is a notable exception at the program level. First choice applications to Arts, one of the mainstays of Queen's enrolment, declined by 5%. This is consistent with a provincial trend ([OUAC](#)), which last year saw a sector-wide 2% drop in Arts applications.

The minimum individual entry average in the Faculty of Arts and Science is Queen's lowest at 80%. This fact, combined with a declining applicant pool, requires Queen's to pay particular attention to recruitment and admissions processes for Arts applicants.

While the first-year undergraduate class entry averages at Queen's are among the highest in the province (ranging from 84 in Computing/Education to 91 in Commerce, Kinesiology and Arts/Education), it is important to distinguish these from the minimum cut-off grades (the lowest

of which is 80% in Arts). In addition, faculties read the Personal Statements that are part of all Queen's applications. These statements reflect the fact that Queen's looks for well-rounded individuals and although grades are the most significant consideration, they are not always the only consideration.

The overall acceptance rate for direct-entry undergraduate programs was 29%, down 1% from 2012. Queen's achieves its highest yield rate (the ratio of acceptances to offers) on first-choice applications so it is important to maintain a strong first-choice applicant pool and to focus on yield strategies. For example, for 2013-14, Queen's extended early offers of admission to the top 10% of applicants and this positively impacted the conversion rate of these high-achieving students.

Yield rates by program are not consistent: Queen's achieves higher yield rates in Commerce, Engineering, Concurrent Education and Nursing. The university's ability to grow enrolment in some of these high demand programs, such as Nursing and Education, is limited due to government enrolment regulation.

Applications to the one-year Bachelor of Education program have decreased, which is part of a province-wide trend. The strong applicant pool for the Concurrent Education program at Queen's ensures we will meet education enrolment targets, despite a decline in applications to the one-year program.

Applications to our second-entry degree programs remain strong: applications to the Faculty of Law have increased by 4% and applications to the School of Medicine have increased by 14%.

A long term enrolment strategy should consider opportunities for expansion in high-demand programs where capacity exists and where possible with relatively modest investment; the strategy should also be responsive to opportunities for increased funded enrolment that may arise in the future and it should look to opportunities to diversify revenue sources through enrolment beyond the traditional residential direct-entry student population.

**Graduate:** Queen's has expanded its graduate student enrolment by 43% in recent years and is one of the few institutions in Ontario that have achieved domestic growth targets for Master's and PhD enrolments in the 2005-2012 Reaching Higher program. During this same period, international graduate student enrolment more than doubled and currently accounts for 19 per cent of all full-time graduate enrolment at Queen's.

Graduate application numbers have increased modestly year-over-year and the number of submissions to date compares well to previous years. The final numbers for 2013-14 will not be known until the new academic year, since many programs do not have a fixed application deadline and will consider applications up until the start of term.

Over the next five years, an additional 44% growth is projected in non-research-based graduate enrolments and 2% growth in research programs, primarily at the doctoral level. The Ministry of Training, Colleges and Universities (MTCU)'s allocation of graduate spaces for 2013-2014 provides Queen's with 20 additional master's and seven additional doctoral spaces.

Demand for Queen's graduate programs is high, particularly for professional programs. Incremental growth could be realized through the development of expanded graduate credentials including certificates, diplomas and professional programs delivered on campus and through distance learning.

## Retention and Graduation Rates

**Undergraduate:** The university's undergraduate retention and graduation rates are among the highest in the country. While our first-to-second year retention rate has increased, Queen's has experienced a slight decline in its 7-year graduation rate, defined as the proportion of an entering cohort that graduates within seven years, which means the numbers below refer to the 2003, 2004, and 2005 entering cohorts.

### Undergraduate retention and graduation rates:

	2010	2011	2012
Year 1 to 2 retention rate	93.6%	94.01%	94.5%
7-year graduation rate	90.6%	87%	85.1%

Queen's is committed to supporting student success from entry to graduation. Transition support programs, in addition to strong academic offerings, student services and a robust broader learning environment, all contribute to student progression. While some first-to-second year attrition is expected, it is important to pay attention to retention across all years of study as well as specific student populations, including under-represented groups, such as international students and Aboriginal students.

There is also a financial impact of attrition, which directly affects faculty resources. For example, a 1% loss in retention in the Faculty of Arts and Science is 39 full-time students. This represents \$450K (based on the average Arts and Science tuition and provincial grant revenue) per year. If the students leave after first year, the Faculty will lose \$450K per year for the remaining three years of the students' program for a total impact of \$1.35M.



One mitigation strategy for upper-year attrition is transfer students. Traditionally, Queen's welcomes small numbers of upper year transfer students, but the Faculty of Arts and Science is planning to increase the size of this group and work to overcome challenges recruiting this population of students.

**Graduate:** Queen's Master's and PhD attrition and completion rates are regularly compared to those with the U15 group of Canadian universities.

These comparisons show that Queen's 5-year completion rate for Master's of 83% exceeds the U15 average of 74% by nine percentage points, and that the 9-year doctoral completion rate is 81%, compared to the U15 average of 68%, all of which demonstrates that Queen's is among the top U15 schools in terms of retention and completion.

## **The Role of Student Assistance**

Scholarships, bursaries and awards can be a significant factor in students' decisions to accept an offer from a university or college and their ability to continue their studies. The provincial environment relating to merit-based scholarships, in particular, is increasingly competitive. It is important for Queen's to continually monitor both merit and needs-based student assistance for the purposes of supporting recruitment, retention and completion rates. Student assistance is a priority for the ongoing Initiative Campaign. Ontario government policy mandates that a portion of new tuition revenue is set aside for bursary assistance, so the amount of available bursary funds increases as the student population grows.

## **Increasing the diversity of Queen's student population**

Queen's recruits nationally and internationally in line with the university's [Academic Plan](#), which identifies the goal of increasing student diversity, including growth in the number of under-represented student populations, such as first-generation, international and aboriginal students through targeted outreach and supports. Growing demand across the sector for professional programs attended by working adults (attending part-time, off campus or through distance studies) is also increasing the diversity of the overall student population.

## **International enrolment**

Internationalizing the campus and learning models, increasing international enrolment over the next 10 years and expanding Queen's reach and presence around the world are university priorities.

**Undergraduate International Recruitment:** The university has embarked on targeted international recruitment activities in key markets (international students in Canada, Northeastern US, China/Hong Kong and India). For 2013-14, applications from international students increased by 5%. A university-wide strategy for these and other international markets is in development in consultation with Faculties.

The university has set targets for incoming undergraduate visa students over the next three years but the current Citizenship and Immigration Canada labour dispute, affecting visa offices world-wide, is likely to negatively affect confirmed enrolment at Queen's and many other Canadian universities, and damage the country's reputation as a PSE destination.

Year	Undergraduate first-year visa student target
2013-14	175
2014-15	200
2015-16	230

**Graduate International Recruitment:** At the Master's level, 34% of applications to Queen's are from international students and at the PhD level, 57% of applications are international. Approximately 39% of graduate applications overall are from international applicants; in some engineering and applied science programs, over 80% of applicants are international. The provincial government's graduate expansion initiatives target domestic growth, which challenges our ability to simultaneously grow our international enrolment secondary to the differential revenue incentives. Our international recruitment efforts will continue to focus on those countries with whom we have agreements and that provide funding for degree students.

With the development of new credentials (for example, Graduate Diploma in Education) and the expansion of some professional degree programs (for example, M.Eng), which target both domestic and international students, it is expected that total international enrolment will increase modestly over the next three years.

## Aboriginal Enrolment

An Aboriginal enrolment strategy has been designed and implemented and the results have been very positive. Coordinated Aboriginal recruitment and outreach activities have been enhanced. Specific academic support programs have been developed centrally and in the Faculty of Engineering and Applied Science. As well, a new minor in Indigenous Studies in the Faculty of Arts and Science launches this fall and a working group of the Aboriginal Council of Queen's University (ACQU) is focused on research and curriculum development.



First-year Aboriginal applications, offers and admissions have increased over 2012-13: Applications are up 6% and acceptances are up 91%. Requests for consideration under the Aboriginal Admission Policy have increased by 88%. The university is able to track retention rates among Aboriginal learners and this will help to ensure we are providing the ongoing supports that are needed. Increasing Aboriginal access and providing support for aboriginal learners is the continued focus of another ACQU working group.

## **Institutional Capacity**

**Residences:** Queen's residence system is currently beyond capacity and unless more beds are added to the system, there is no possibility for even limited first-year undergraduate growth because of the university's first-year residence guarantee.

Two new residence buildings, with a total of 550 new beds, common space and a new food outlet (modeled on The Lazy Scholar in Victoria Hall) have been proposed for completion by fall 2015.

The design of the new residence rooms/suites is deliberately flexible, to ensure it is attractive to undergraduate and graduate students, and the new residence space will therefore provide more flexibility for the range of options to be considered as the longer-range enrolment plan is developed.

In the meantime, the university has renewed its agreement with the downtown Confederation Hotel as a continued option for graduate students in 2013-14. Feedback from students living in the hotel in 2012-13 was very positive. The hotel is also an option for incoming international upper-year exchange students.

**Space:** The ongoing Campus Master Planning (CMP) process will establish a vision and framework to guide how the university will physically change over the next 10 to 15 years to accommodate Queen's evolving programs and activities. A final Campus Master Plan is expected in 2014.

The most recent project underway to improve the quality of learning spaces on campus will see five under-utilized classrooms in Ellis Hall converted into three uniquely configured rooms designed for active learning and innovative pedagogy. These various-sized classrooms will have expanded capacity, and be flexible and wired.

The Library and Archives has launched a space planning initiative that is integrated with the CMP process. This process includes a review of study spaces on campus. The university is also working in collaboration with the AMS on continued improvements to the JDUC Student Centre.

The inadequacy of the current space occupied by Health, Counselling and Disability Services (HCDS) has been highlighted in the 2012 report of the [Principal's Commission on Mental Health](#) (and elsewhere). The university has begun to explore the possibility of housing a range of Student Wellness services, including HCDS, in the PEC building; however, this could only occur with the support of external funders. This project would build on the recent renovations that re-opened three PEC gyms and that have eliminated a 1,000-student wait list for recreational gym time.

In addition, an on- and off-campus housing review is being undertaken in parallel with the CMP process, as the university continues to work in collaboration with the City of Kingston, local residents, landlords and students on the effects of undergraduate and graduate enrolment growth.

Enrolment planning is undertaken within the context of these and other planning processes at Queen's.

**Faculty complement:** Queen's faculty members play a central and valued role in delivering the quality education for which the university is renowned. Faculty complement and renewal must be considered with any planned enrolment changes and growth. Any increased enrolment would require increased teaching resources, but additional investments in teaching are required under the current QUFA collective agreement even if enrolment and faculty complement remained static. Each faculty must address this critical issue to meet its unique needs. Planning documents from Faculties looking to grow will include necessary investment in faculty complement and renewal.

**Distance Studies:** The growth of distance studies is planned at both the undergraduate and graduate levels. Distance learning increases Queen's ability to deliver innovative educational opportunities and includes providing access to Queen's courses to students who are not on campus. At the graduate level, new programs that are delivered primarily via distance learning (e.g., the new Master of Science in Healthcare Quality) provide global access to these programs, address a growing demand among, for example, professionals and practitioners and increase this revenue stream.

**Student Support Services:** Any change to the current size and makeup of the student community at Queen's comes with a set of requirements for student support services, facilities and faculty and staff resources, all of which must be taken into consideration. Ongoing planning and monitoring processes across the Division of Student Affairs, the School of Graduate Studies and other university departments take into account any changes in enrolment, as well as demand and usage of existing student services, well in advance of any enrolment changes occurring. For example:

- The opening of three gyms in the PEC enabled Athletics and Recreation to more than meet the demand for intramural recreation and fitness facility space is able to accommodate an increase in enrolment.
- Counselling wait times have decreased and in 2013-14, three additional counselors will be based in faculties to increase access in both the satellite and central sites.
- The Student Academic Support Services Unit has responded to a 5% increase in demand for 1:1 writing and learning services appointments and a 22% increase in participation in its writing and learning skills workshops
- A new restaurant, offering authentic international cuisine is opening in Fall 2013 in the JDUC and the west campus serverly has been renovated to meet the needs of the increased number of first-year students on meal plans.

Capacity is continually adjusted to meet demand and the needs of the changing student population; all student services are well positioned to accommodate current projected enrolment increases and careful attention will be paid to any changes in demographic student make-up and mix to ensure appropriate levels of support are in place. For example, appropriate attention must be paid to the total number of students at Queen's, whether domestic or international, whether they are full-time or part-time and whether they are based on campus or online. The needs of all students must be considered in the ongoing assessment of growth and change on student services. All students access some university resources, depending on each student's program, schedule and personal circumstances.

**The Broader Learning Environment:** Queen's is known for providing students with an extensive range of co-curricular, extra-curricular and volunteer opportunities on and off campus. With any enrolment changes, programs would need to consider the availability of practicums, field placements and internship opportunities to ensure students can access these important educational experiences.

## **Institutional Priorities**

**Mandate Statement:** Queen's is responding to an increasing student desire for experiential and entrepreneurial learning opportunities throughout their degree.

Focusing on expanding credentials and experiential and entrepreneurial education at both the undergraduate and graduate/professional levels will enhance student demand for the Queen's student learning experience. Queen's is increasing curricular and co-curricular activities available to all students to respond to demand for this skill-building experience.

One example is the growing [Co-curricular Opportunities Directory](#) that aims to enrich the broader learning environment at the university. Another is the entrepreneurial experience provided by Queen's [Innovation Connector](#), a partnership of the Faculty of Engineering and Applied Science and the Queen's School of Business that enables and supports the innovation activities of students, professors, entrepreneurs and Canadian companies through joint courses, workshops, internship opportunities, seminar series, conferences and business plan competitions.

[The university's Proposed Mandate Statement](#) outlines plans for these priority areas and their links to total enrolment and enrolment mix. The statement also provides examples of the breadth of existing programs and partnerships from which to increase opportunities for students across disciplines and programs.

The development of new graduate programs that meet the needs of students seeking advanced education and skills to prepare for particular career options, that provide multiple access and exit points to and from graduate level programs (usually referred to as ladder credentials), and that afford efficiencies in working toward a degree is a priority. Building the scope of graduate program offerings to address the demands of a creative economy and recognize the varied needs of graduate students will enhance links between learning and career aspirations. Over the next three years, several new graduate programs are expected to be introduced and will be associated with incremental growth of approximately 180 students (headcount) without reducing research-based program enrolments.

## Themes and Questions for Discussion

### New undergraduate learning opportunities

Possible discussion questions:

- What opportunities (full-time and part-time) are there for new program development (credit and non-credit) at the undergraduate level and what incentives can be put into place to encourage this innovation?
- What opportunities exist for expanding high-demand programs? What programs have unmet demand and how much would expansion cost as the university looks to increase net revenue?
- What opportunities are there for increasing the number of undergraduate transfer students and student mobility across the PSE sector (partnerships with colleges, 2+2, accelerated undergraduate/graduate degrees etc.)?
- What is the role of undergraduate distance studies and off-campus delivery: What distance offerings could be pursued/expanded (delivering programs elsewhere including the BISC, on-line learning based in Kingston, on-line learning based elsewhere, MOOCs,

blended learning models etc.) that could meet existing and projected demand across a diverse student population?

- What are the unique values/outcomes of a Queen's arts degree? How can this be articulated to continue attracting students to this program?
- Some direct-entry undergraduate programs have seen their minimum entry mark increase significantly in recent years. How does Queen's continue to attract students who demonstrate balance between academic strength and broad extra-curricular experience?
- In light of the anticipated decline in the 18-24 year old applicant pool, how can Queen's ensure it is appropriately assessing mature student applications?
- What role could the Isabel Bader Centre for the Performing Arts play in supporting undergraduate enrolment?
- How can Queen's maximize campus activities and course offerings year-round (spring and summer) for undergraduate students as well as non-credit programming?

## **New graduate/professional learning opportunities**

Possible discussion questions:

- What opportunities (full-time and part-time) are there for new program development (credit and non-credit) at the graduate and professional level and what incentives can be put into place to encourage this innovation?
- What opportunities are there for expanding high-demand programs? What programs have unmet demand and how much would expansion cost as the university looks to increase net revenue?
- What is the role of graduate/professional distance studies and off-campus delivery: What distance offerings could be pursued/expanded (delivering programs elsewhere including the BISC, on-line learning based in Kingston, on-line learning based elsewhere etc.) that could meet existing and projected demand across a diverse student population?
- How can Queen's maximize campus activities and course offerings year-round (spring and summer) for graduate/professional students?

## **Recruitment and Retention**

Possible discussion questions:

- How can the university capitalize and leverage its distinctive strengths and identity in student recruitment (undergraduate, graduate, professional etc) in line with diversified enrolment strategies?

- What academic and support programming could be implemented to maintain Queen's strong retention rate and improve the graduation rates at both the undergraduate and graduate levels?

## **Expanded credentials**

Possible discussion questions:

- What new credentials could be introduced at the undergraduate level? What new categories of students may be targeted?
- What new credentials could be introduced at the graduate level? What new categories of students may be targeted?
- What laddering opportunities (a series of credentials each leading to advanced standing at the subsequent level) could be pursued?
- What opportunities exist to increase experiential and entrepreneurial learning on campus and elsewhere? Where could Queen's explore establishing satellite campuses?
- What credentials are Queen's students pursuing at colleges and what can Queen's do to respond to this demand?

## **Diversity of the student population**

Possible discussion questions:

- How can Queen's continue to increase under-represented student populations including Aboriginal learners/first-generation students/international students?
- How can Queen's leverage the BISC to support its institutional goals and priorities (internationalization, expanded credentials, etc...)?
- How can Queen's build on international recruitment activities (e.g. Limestone District School Board partnership, University of Fudan) to help meet enrolment targets?
- How can Queen's maximize opportunities for exchanges?
- What role can Queen's research activities on campus and abroad play in enrolment planning?

## **Student Support Services**

Possible discussion questions:

- How can student support services further respond to/support enrolment changes that increase diversity of the student mix?



- How can the Kingston community respond to/support enrolment changes that increase diversity of the student mix?
- How could student scholarship policy be modified to improve support for enrolment management priorities?

SEMG welcomes comments on these questions and enrolment planning from members of the campus community at [provost@queensu.ca](mailto:provost@queensu.ca) until October 23, 2013 when all feedback will be considered as the group begins to develop the university's long term enrolment strategy.