Students and Enrolment Strategic Plan
Feedback Summary Report

Introduction

As part of the development process for our new Strategic Plan, the Students and Enrolment (S&E) Division sought feedback from the community, including students, key stakeholders and staff.

Throughout the development process, Strategic Initiatives (Students and Enrolment) solicited feedback using a variety of mechanisms, including:

- Stakeholder meetings to inform draft creation
- Students and Enrolment All Staff Town Hall feedback events
- Stakeholder meetings to obtain feedback on the draft
- Staff consultation sessions
- Student consultation sessions
- Social media feedback campaign
- Online feedback submissions through a webform
- Dedicated e-mail account to receive feedback and inquiries

We were grateful to receive a robust amount of feedback from the community, both positive and constructive, which enabled us to strengthen our initial S&E Strategic Plan draft into the final version: Helping Ravens Soar: Students and Enrolment Strategic Plan 2021-2026.

This report is intended to summarize some of the significant themes that emerged in the feedback, and how that feedback was addressed to strengthen the final S&E Strategic Plan. We received a significant amount of feedback, and while every comment was reviewed and considered as part of the S&E Strategic Plan development, for the sake of readability and brevity in this report, not every comment will be captured. Instead, the information will be organized by overarching aggregate themes.

Feedback themes are presented in no particular order and include a short overview of feedback received and the response taken to integrate the feedback into the final S&E Strategic Plan. We would like to take this opportunity to once again thank the community for participating in the development process; your feedback, ideas and perspectives were invaluable to forming and strengthening the final S&E Strategic Plan. We look forward to continuing to engage with the entire community as we move into the implementation phase of Helping Ravens Soar.

Feedback Theme 1: Strategic Elements

Feedback Received:

We received a variety of feedback related to key strategic elements of the plan, such as the name, aspiration statement and values. At the S&E All Staff Town Halls, staff were able to participate in poll everywhere activities to submit their feedback and ideas regarding these important plan components. For our aspiration statement, we received validation through the feedback on most aspects of the drafted statement; elements like supporting students, empowerment and excellent service provision were all among the themes we heard regarding our S&E aspiration. However, we received feedback that not everyone resonated with the element of our drafted aspiration statement that focused on 'developing leaders'.

Next, the submissions related to our S&E values validated that there was resonance and alignment with staffs' perception of our divisional values and what had been drafted for the S&E Strategic Plan. Finally, overall there was positive feedback for the proposed themes, with one exception. We heard specific feedback that the language used to describe the "Enrolment Management" theme sounded too "administrative" and could resonate more with staff if it were more "inspiring, aspirational and exciting".

Response:

The name that was chosen for the S&E Strategic Plan, Helping Ravens Soar, was submited anonymously by a staff member at an S&E Town Hall, and was one of the top voted for submissions for the plan name. It captures many of the sentiments shared by staff relating to our values and aspirations, centering on the idea of supporting student success. It's also a metaphoric representation of our aspiration: empowering students to reach their potential. Overall, this name submission encapsulated many of the plan elements, and felt like the right fit for our plan.

Based on the feedback related to the drafted aspiration statement, the aspiration felt close, but needed to be adjusted slightly to incorporate the deviations in the feedback. We ultimately revised the language of the aspiration statement slightly to align more closely with Carleton's new aspiration statement, and to be somewhat broader, instead of focused, on the idea of developing leaders.

Finally, based on the feedback about the Enrolment Management theme, we collaborated with the teams in the Enrolment Management area to revise the language and create a more inspirational theme description.

Feedback Theme 2: Approach

Feedback Received:

Many people expressed appreciation for the approach taken to the S&E Strategic Plan development. There was positive feedback about the very overt integration with the Carleton University Strategic Integrated Plan, as well as how our new plan intentionally builds on previous S&E Strategic Plan elements from Engage. Empower. Inspire. People also had positive responses to the deliberate incorporation of many important institutional documents within the plan, such as the Coordinated Accessibility Strategy, the International S&E Strategic Plan and KINÀMÀGAWIN. The feedback indicated that individuals were glad to hear that stakeholders were included and valued in the development process, and appreciated having a 'dedicated

person' who they could contact throughout the process with any questions, concerns or feedback. Comments were also received appreciating the adaptability built into the plan, identifying that the flexibility to be nimble in our approach to goals and objectives was a positive. Although the feedback on our approach was overall positive and validated the direction of the S&E Strategic Plan draft, we did also receive suggestions that the new S&E plan could have included even more language and imagery from the Carleton SIP, as the SIP had a powerful resonance with the campus community.

Response:

In response to the positive feedback about having dedicated resources supporting this process, we formalized a continued role for Strategic Initiatives (Students and Enrolment) in supporting the S&E Strategic Plan process throughout the life of the strategy. In addition, more imagery from the SIP was included in the plan, both through language and in the aesthetic design choices made in the final print/PDF version of the S&E Strategic Plan. Finally, throughout the development process there was a continued focus on intentional incorporation of new or finalized institutional documents as they became available, such as the Equity, Diversity and Inclusion Action Plan or the Transgender and Nonbinary Gender Inclusion Work Plan (under development).

Feedback Theme 3: Language and Clarity

Feedback Received:

Throughout the consultation process, the S&E Strategic Plan draft received both positive and constructive feedback regarding the language used and the overall clarity of the document. Overall, the feedback indicated that people felt it was well organized, clear, comprehensive and holistic. Most stakeholders found the general structure and layout of the plan to be very clear and easy to follow. However, we also received feedback that the document was quite long, and therefore hard to digest, and that there were too many abbreviations used.

Response:

In response to this feedback, we created a shorter, more aesthetically pleasing version of the S&E Strategic Plan. This designed version does not have the specific objectives or operational leads included, instead those will be maintained on the OVPSE website. This enables us to improve the readability of the document, while also ensuring our objectives stay current as time progresses. We also added letters to the objectives within each goal to make the goals and objectives easier to reference and navigate. Finally, we removed many acronyms from the document to increase clarity.

Feedback Theme 4: Ambition of the plan

Feedback Received:

Although the feedback indicated that some people were happy to see how ambitious the S&E Strategic Plan is, others voiced concerns about the ambition of the plan and the division's ability to achieve the goals and objectives set out. Some of this feedback was contextualized within the current climate of the COVID-19

pandemic and the anticipated return to campus. Feedback indicated that some are currently "just getting by", and that this plan may be too ambitious given the current circumstances, capacity and resources.

> Response:
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> The feedback on this theme was quite mixed, with some feeling positively and some more apprehensive. Since this S&E Strategic Plan will be in place over the next 5 years until 2026, it is ultimately important that it remain ambitious and aspirational. However, to ensure we addressed all aspects of the feedback, we added additional language in the plan about implementation over a period of 5 years, creating realistic plans for prioritizing and implementing goals and objectives while being mindful that not everything should be completed immediately. Managers have also received additional information and resources about planning and prioritizing, and ongoing and transparent communication with staff is highly encouraged.

Feedback Theme 5: Unit Representation

Feedback Received:

Most units within the division responded positively to the ways in which the S&E Strategic Plan captured the scope of their work and direction for the next 5 years. However, there were some teams who were identified as missing, under-represented or did not have the full breadth of their work showcased in the plan, such as Attendant Services, Information Carleton, the Campus Card Office, Conference Services, Recreation and Athletics, the Registrar's Office and the Paul Menton Centre for Students with Disabilities.

> Response:
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> Based on the feedback received, a number of revisions were made to the final S&E Strategic Plan. New objectives were included to ensure Conference Services, Information Carleton, The Campus Card Office and Attendant Services were all explicitly named in the goals and objectives section. Additionally, new goals and objectives were added in collaboration with Recreation and Athletics, the Registrar's Office and the Paul Menton Centre, striving to ensure the breath of each team's work was better represented in the final S&E Strategic Plan.

Feedback Theme 6: Collaboration

Feedback Received:

Overall, the feedback related to collaboration, and the focus on collaboration in the plan, was very positive. The feedback showed an acknowledgement that collaboration is important, and that we can support students better when we collaborate. However, the feedback also expressed a desire for even more mention of explicit collaboration opportunities, both between divisional units as well as with faculty, staff and students. There were suggestions about how to enhance collaboration even further, typically related to strengthening and emphasizing the collaboration opportunities in certain objectives. The feedback indicated that staff appreciated how operational leads were named, but they also wanted to see other offices who could play a supporting role included as well.

Response:

In order to address this feedback, an 'in collaboration with' element was added to the goals and objectives section of the S&E Strategic Plan. There was already an explanation that indicated we all have a role to play in the success of our goals and objectives, but given the feedback, we wanted to emphasize this even more, so we added an 'in collaboration with' element to the 'operationalized by' column. When an office is listed as a potential collaborator, they do not have a reporting responsibility to that objective, it is just to encourage cross functional collaborations with relevant stakeholders. This enabled us to add more units as potential stakeholders or collaborators in the success of the objectives, without increasing the reporting burden on those units.

We also included more robust language throughout the S&E Strategic Plan focusing on the importance of campus-wide collaborations and perspectives in our approach. We acknowledge that the work we do cannot happen in isolation of the broader community. Although our S&E Strategic Plan is intended to guide the work of the S&E units specifically, we will most certainly be intentional about collaborating with the broader community and ensure that the voices, feedback and perspectives of our key stakeholders, namely students and faculty, are well heard in the work that we do.

Finally, we added a new goal that emphasizes our commitment to engage and collaborate with students in the design and delivery of our programs, services and initiatives. Alongside this goal, we also added several new objectives to help us work toward the goal of really engaging with our students as co-creators and collaborators.

Feedback Theme 7: Equity, Diversity and Inclusion (EDI)

Feedback Received:

Throughout the consultations, equity, diversity and inclusion (EDI) was a theme that reoccurred regularly. Feedback indicated that people were pleased to see our division's explicit commitment to this theme, both as one of our core values and throughout the goals and objectives within the plan.

However, we also received feedback about how EDI could be even more prominent in the final version of the plan. Some of the feedback we heard included: increasing our EDI focused objectives; integrating intentionally with the work being done by the new Diversity, Equity and Community Programs Coordinator; and not grouping EDI related objectives in one place, but rather disseminating EDI throughout the plan. We also heard that while the S&E Division is doing great work and has robust programs, services and initiatives for certain populations, such as students with disabilities, there was a desire to see more focus on a broader range or equity-deserving groups. There was also a desire for more EDI specific training to be provided, and a need to formalize EDI principles and procedures into the division's hiring practices, policies, strategies and frameworks.

> Response:
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> As a result of this feedback, numerous changes were made to enhance our integration of EDI in the final S&E Strategic Plan. First, a number of existing objectives related to EDI were relocated within the plan to better disseminate them under relevant goals, instead of being clustered in one area. Numerous consultations occurred with the S&E Diversity, Equity and Community Programs Coordinator to ensure alignment and coordination in our approach. In addition, several objectives were either added or revised to strengthen our approach to EDI in the plan, including: Goal 1-2 G, Goal 1-3 D, Goal 1-3 E, Goal 1-10 G, Goal 1-11 C, Goal 1-11 D, Goal 1-11 E, Goal 2-8 B, Goal 3-1 B, Goal 3-1 C, Goal 4-4 D, Goal 4-9 C and Goal 4-10 A. Finally, in addition to the ambitious revisions to our goals and objectives, we also included language that reaffirms our commitment to EDI throughout the entire strategy.

Feedback Theme 8: Wellness

Feedback Received:

Wellness was a theme that was iterated many times throughout the consultation process. Overall, the feedback indicated that people feel wellness and mental health are very important topics, and they are glad to see them focused on in the S&E Strategic Plan. There was also positive feedback about Employee Well-being as one of our values, highlighting the importance of both staff and student well-being in our plan. However, there was some feedback that people wanted to see wellness even more represented throughout the plan.

> Response:
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> Since Strive for Wellness, Strive for Sustainability is one of the three SIP strategic directions, wellness is very well represented throughout the entire plan. In each theme, our goals are grouped within the Strive for Wellness, Strive for Sustainability direction, highlighting the ways in which we will fuel action in that area. However, in order to address the feedback about even more of a wellness focus, we added new language about wellness throughout the S&E Strategic Plan, ensuring wellness was more explicitly mentioned in key areas. We also added or revised some wellness focused objectives, such as Goal 1-10 F, Goal 1-10 G and Goal 1-10 H, and expanded the operational leads to bring more teams into the wellness focused objectives.

Feedback Theme 9: Employability

Feedback Received:

Throughout the consultation process, employability was another theme that reoccurred in the responses. There was positive feedback related to the role of Career Development and Co-operative Education in the S&E Strategic Plan draft, as well as the goals and objectives related to experiential learning and career readiness. However, the feedback also indicated a desire for continued campus employment opportunities for students, or an increase back to pre-COVID levels of employment opportunities as campus life resumed after the COVID-19 pandemic. There was also feedback that while we have robust programming to support certain student populations who experience barriers to employment, such as students with disabilities, there are other students who also experience barriers who could benefit from increased support.

> **Response:**
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> In response to this feedback two new objectives were added under Goal 1-3. The first, objective 'E', seeks to identify barriers to employment faced by various student populations and explore ways to improve employability outcomes for these students, while the second, objective 'F', calls on all S&E units to create and support meaningful employment opportunities for students.

Feedback Theme 10: Student Communications

Feedback Received:

Throughout the consultation process, we heard feedback related to how critical good communication is with students. Some of this feedback indicated a desire to continue refining the communications students are receiving through targeted communications, as well as a need to consider the ways in which we frame our communications, including the application of an EDI lens.

> **Response:**
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> There were already several student communication focused objectives in the draft, which were well aligned to address the feedback we received. To incorporate the feedback even further, we also added or refined objectives under Goal 1-6, focusing on a continuous review and enhancement of communications based on new best practices or tools, as well communicating through an EDI lens.

Feedback Theme 11: Sustainability

Feedback Received:

Feedback indicated that although some people were glad to see the division's commitment to sustainability within the plan, others expressed hesitation. Some individuals indicated that they did not see this as being an area of focus for the S&E Division, and ultimately were unsure about how to contribute to these goals and objectives. There was also feedback that although including sustainability in Goal 4-6 A was good, there should be a broader focus on volunteer opportunities beyond sustainability.

> **Response:**
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> Although sustainability initiatives may not be the explicit focus of the work in the S&E Division, we all have a role to play in strengthening our community's sustainability. Sustainability and wellness are one of the three strategic directions of the SIP, and therefore represent an important pillar of Carleton's future. With that in mind, we maintained a sustainability presence in the plan, but also made some adjustments in response to this feedback. First, we broadened the scope of Goal 4-6 A to include examples beyond sustainability. Next, in order to assist with the implementation of objectives tagged to all unit, such as those focused on sustainability, Strategic Initiatives (Students and Enrolment) compiled an optional menu of actions that may be taken to work towards these objectives. This resource was designed to alleviate any uncertainty about how to participate or take action at the unit level.

Theme 12: Implementation

Feedback Received:

There was a positive response to not having just the strategic elements like aspirations, values, themes and goals, but also the inclusion of more concrete objectives and operational leads to emphasize our approach to operationalizing these aspirations into action. There was significant positive feedback for including operational leads connected to our objectives, and people tended to appreciate the focus on implementation in the draft S&E Strategic Plan. However, there were numerous comments and questions received related to the implementation, measurement and reporting of the plan. Generally, people were curious about the process, and what support they would receive to put this plan into action. There was also a desire for transparency and reporting, so that everyone in the division, including those on the front lines, could be aware of what progress we're making and see their impact.

Response:

To address questions and comments about these processes, we enhanced the implementation, measurement and reporting section of the draft into two distinct new sections: Implementation and Measurement and Reporting and Review. Each new section of the final plan is more thoroughly detailed, providing additional structure and clarity to these processes.

The feedback indicated a desire for logistical support and coordination to ensure the successful implementation, measurement and reporting on the S&E Strategic Plan. As a result, the final S&E Strategic Plan also formalizes a supporting role for Strategic Initiatives (Students and Enrolment) in the planning, measurement, implementation and reporting of the S&E Strategic Plan to ensure all units have the support needed to effectively engage in these processes.

Finally, we received very positive feedback about the operational elements of the plan, like the objectives and operational leads. However, we also know that these will evolve over time, which posed a limitation for the design and publication of the S&E Strategic Plan. In order to keep the objectives and operational leads, but also allow for the evolution of objectives over time, this dynamic element of the S&E Strategic Plan will be maintained on the OVPSE website. Each year reporting will be completed and shared, ensuring information is transparent and available.