SFU Long-Range Strategic Enrollment Plan (2021-2026)

Executive Summary

As Canada’s leading engaged university, SFU’s strategic vision is defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. Our students are central to realizing this strategic vision and the composition of our student body is fundamental to who we are as an institution. Long-range strategic enrollment planning provides a framework of enrollment guidelines, goals, strategies, and tactics that calibrate our enrollments over an extended period.

SFU has introduced a new long-range strategic enrollment planning model that builds on the longstanding work of the undergraduate Strategic Enrollment Management Council and the Senate Committee on Enrollment Management and Planning. The new planning model is steered by the Strategic Enrollment Planning Committee (SEPC), which coordinates the work of three strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS), and non-credit (SEMC-NC) studies, with representation from all Faculties, Graduate and Postdoctoral Studies, Lifelong Learning, and the Office of the Registrar and Student Enrollment. The core objective of the new planning model is to broaden previous efforts that were largely focused on undergraduate enrollments. The model also provides a framework for navigating the changing higher education landscape, while adapting to emerging conditions, such as the COVID-19 pandemic.

SEPC has developed a set of guidelines that provide direction to the planning efforts of the three strategic enrollment management committees:

- Anticipate targeted growth in areas consistently in high demand and through new programs aligned with market factors, while maintaining SFU’s commitment to broad-based education to develop informed citizens and meet the needs of society.
- Admit a highly qualified and diverse body of students who are likely to be retained and successful.
- Embed equity, diversity, and inclusion principles within enrollment planning.
- Acknowledge the important role that graduate and undergraduate students play in enhancing SFU’s research mission, while recognizing that many students enter SFU to seek the enhanced career opportunities afforded to those with advanced degrees.
- Increase the participation and broaden the program registration of Indigenous students.
- Seek to broaden the countries of origin and SFU program destinations of our international student population, diversifying our student body and mitigating the institutional risk of relying on attracting a significant portion of our international students from relatively few countries of origin.
- Recognize that strategically managed growth of our student body plays a critical role in sustaining the fiscal environment needed for SFU to pursue its strategic vision.

These guidelines provide an institution-wide framework for the enrollment goals, strategies, and tactics for undergraduate studies (pages 9-10), graduate studies (pages 11-13) and non-credit studies (pages 14-15), while recognizing that enrollment priorities will vary across academic units.

The resulting long-range strategic enrollment plan outlined in this document focuses on improved student graduation rates and appropriate times to degree completion and features strategic growth in targeted areas; strong support for equity, diversity, and inclusion; and a commitment to reconciliation by attracting and supporting increasing numbers of Indigenous students.
SFU Long-Range Strategic Enrollment Plan (2021-2026)

I. Introduction

As Canada’s leading engaged university, SFU’s strategic vision is defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement. Our students are central to realizing this strategic vision. Over their academic careers, SFU students gain knowledge and civic understanding through transformative learning experiences; aid and inspire research and knowledge mobilization; and make valuable contributions to local and global communities. The composition of our student body is fundamental to who we are as an institution and has far-reaching implications for our university’s planning, operations, and resources.

Long-range strategic enrollment planning supports SFU’s strategic vision by providing a framework of enrollment goals and strategies that guide and shape our enrollment management decisions within the context of institutional strategic plans (Academic, Research, Indigenous, International, and Community Engagement plans). This form of long-term planning is designed to calibrate our enrollments over an extended period. Enrollments are determined by a combination of variables: recruitment, admission, and registration of new students; retention of existing students; student credit-loads; and the number of students completing programs. Aligned with the themes and priorities identified in the 2019-2024 Academic Plan, long-range strategic enrollment planning helps chart the direction of these variables and is supported by delivering a welcoming and inclusive student experience and exceptional academic programming that meets diverse student needs.

The purpose of this document is to outline a long-range strategic enrollment plan for SFU by identifying a set of overarching goals for undergraduate, graduate, and non-credit enrollments, along with strategies and tactics for achieving these goals. The enrollment planning process is designed to anticipate trends in the higher education environment and adapt to unexpected events that significantly impact our operations, such as the COVID-19 pandemic.

II. Model and Framework

Long-range strategic enrollment planning challenges us to address a range of complex questions:

- What composition of our student body are we striving for over the next decade?
- What is the appropriate number of domestic, international, undergraduate, graduate, or non-credit students?
- What ratios of student enrollments are we seeking: domestic to international, undergraduate to graduate, research-based to professionally oriented, and credit to non-credit?
- What do these numbers or ratios mean in terms of forms of learning, research, and student support?
- How will we adapt our enrollment planning decisions based on changes in curriculum and programs, including new programs that bridge across Faculties?
- How will the Senate Committee on Enrollment Management and Planning (SCEMP) fulfill its mandate to establish annual enrollment plans in relation to the long-range strategic enrollment plan?
- What does the relationship between annual and long-range enrollment planning imply in terms of government funding and tuition revenue?
- How will long-range strategic enrollment plans impact related planning at the institution, including faculty complements, space and physical infrastructure, systems and technology, and support services?

SFU has embarked on a planning process to prepare a long-range strategic enrollment plan that considers these and other complex questions. To facilitate the development of this plan, SFU created the Strategic Enrollment Planning Committee (SEPC) to serve as a steering committee that coordinates the work of three strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS), and non-credit (SEMC-NC) studies, with representation from all Faculties, Graduate and Postdoctoral Studies, Lifelong Learning, and the Office of the Registrar and Student Enrollment. This committee model is illustrated below in Figure 1. Terms of reference for these committees are provided on pages 16-19, and the committee chairs and members are listed on pages 20-21. Consultation with the deans and with SFU’s senior executive team is also integral to the planning process. The work of SEPC bridges the annual enrollment work of SCEMP with long-range enrollment planning for Senate and the Board of Governors.

**Figure 1. Long-Range Strategic Enrollment Planning Model: Committee Structure and Consultation**

The model builds on the longstanding work of SFU’s Strategic Enrollment Management Council (SEMC), which has been primarily aimed at addressing undergraduate enrollment management issues, and the Senate Committee on Enrollment Management and Planning (SCEMP), whose role is to prepare annual enrollment plans. “Strategic Enrollment Management” or “SEM” refers to a comprehensive process that considers a wide range of enrollment practices and outcomes, recognizing these activities as essential components of university strategic planning and assessment. SFU began developing a SEM culture in 2007 and SEMC was formed in 2010 as a sub-committee of SCEMP.
The core objective of the long-range strategic enrollment planning model described above is to broaden previous SEM efforts largely focused on undergraduate enrollments. The more comprehensive model is intended to span undergraduate, graduate, and non-credit enrollments, and support the annual enrollment plans developed by SCEMP within the context of a long-range strategic enrollment plan and multi-year budget. In this way, the long-range strategic enrollment plan serves as a framework for navigating higher education sector trends and changes, while remaining flexible to adapt to emerging conditions.

III. Strategic Enrollment Planning Guidelines

The Strategic Enrollment Planning Committee (SEPC) has developed a set of overarching guidelines that provide direction to the planning efforts of the three strategic enrollment management committees.

Managing enrollments requires consideration of a complex set of practices and variables. SEPC recognizes that the key reason for establishing a long-range strategic enrollment plan is to ensure that critical decisions are made within a framework where policies, practices and resources align to address challenges with all aspects of enrollment management.

Enrollment planning too often merely builds on the previous year’s numbers rather than taking a strategic look at the years ahead that may lead to making difficult choices. SEPC recognizes that annual enrollment planning is often dictated by pragmatic considerations whereas long-range strategic enrollment planning allows institutions to be more aspirational in assessing and implementing ways to move enrollments in strategic directions. Substantive disruptions to the norm create opportunities to either examine ways to stay the course or to pivot in new directions. Examples of such disruptions include the current COVID-19 situation or others we have experienced in the past, such as the 2008 global financial crisis.

The overarching strategic enrollment planning guidelines developed by SEPC in alignment with SFU strategic priorities are as follows:

- Anticipate targeted growth in areas consistently in high demand and through new programs aligned with market factors, while maintaining SFU’s commitment to broad-based education to develop informed citizens and meet the needs of society.
- Admit a highly qualified and diverse body of students who are likely to be retained and successful.
- Embed equity, diversity, and inclusion principles within enrollment planning.
- Acknowledge the important role that graduate and undergraduate students play in enhancing SFU’s research mission, while recognizing that many students enter SFU to seek the enhanced career opportunities afforded to those with advanced degrees.
- Increase the participation and broaden the program registration of Indigenous students.
- Seek to broaden the countries of origin and SFU program destinations of our international student population, diversifying our student body and mitigating the institutional risk of relying on attracting a significant portion of our international students from relatively few countries of origin.
- Recognize that strategically managed growth of our student body plays a critical role in sustaining the fiscal environment needed for SFU to pursue its strategic vision.

On balance, SEPC envisions that SFU enrollment planning will follow these guidelines, while recognizing that the ability of individual academic units to respond to all guidelines will vary across the institution.
IV. Enrollment Landscape

The 2019-2024 Academic Plan recognizes a series of demographic, economic, and labour market trends that have implications for strategic enrollment planning. While a new level of uncertainty overlays these planning efforts due to COVID-19, the following trends are expected to characterize demand and influence enrollment planning over the next several years.

The strength of the SFU brand has enabled us to attract highly qualified students locally, regionally, and internationally, consistently, and successfully. In recent years, we have exceeded the level of government-funded domestic undergraduate and graduate student enrollments and have slowly increased the percentage of international undergraduate student enrollments within our student body, broadening the global educational experience of all students.

However, domestic enrollments are softening in some areas due to changing demographics and increased competition from other post-secondary institutions. This has created a more challenging student recruitment landscape. Transfers from post-secondary institutions are declining, except those through Fraser International College, and there is little anticipated growth in BC’s population of 18- to 24-year-olds in the near future aside from isolated pockets such as Surrey and the surrounding region south of the Fraser River.

Through our partnership with Fraser International College, SFU has experienced steady demand from international students. However, SFU faces a challenge common to many post-secondary institutions regarding the risk of relying on the largest segment of international enrollments from a low number of countries of origin (55% from the top two and almost 70% from the top five countries). Uneven distribution of international students across SFU programs and campuses is also of concern and, foremost currently, our ability to offer face-to-face learning due to COVID-19 heightens uncertainties with international enrollments.

At the graduate level, international students make up approximately 30% of our student population and an even larger portion of our graduate research programs. Like many other research-intensive institutions, SFU’s graduate student population represents close to 20% of total enrollments, however, our large number of professional graduate students is distinctive when compared to institutions in other provinces. This is attributable in part to the collective agreement for K-12 teachers and the role that advanced credentials play in teacher salary scales. Like the University of Victoria, but unlike many other jurisdictions, SFU’s graduate student population is skewed by the large number of professionals in Faculty of Education graduate programs. The number of graduate students in SFU research programs tends to be lower than in other Canadian research-intensive universities. This contributes to a relatively lower number of PhD students at SFU, although these students make up roughly half of our research-based graduate students.

The 2019-2024 Academic Plan regards the economic environment for higher education as one of cautious optimism following a period of stagnant growth and deficit reduction. Increases in governmental investments in universities to facilitate growth remain unlikely, except for potential opportunities for strategic growth in areas that reflect government priorities. SFU is well positioned for growth at the Surrey campus in engineering, health sciences, creative technologies, education, agricultural technology, and life sciences.

Overall demand for post-secondary credentials has been increasing in recent years. Career opportunities that formerly required a high school diploma may now expect an undergraduate degree, and careers that formerly required a bachelor’s degree may now seek qualifications at a master’s or even doctoral level. There is increasing student interest in interdisciplinary programs in career-related fields, including minors within primary degrees, and diploma or certificate programs that complement primary degrees. Strong sources of demand include professional graduate degrees in applied disciplines and increasing levels of participation by
mature students. The role that micro-credentials may play in this arena as an “upskilling” activity also warrants attention.

Based on this enrollment landscape, our enrollment planning anticipates a decline in traditional domestic student demand and strategic growth through increases in student retention and effective recruitment in under-represented markets. There are opportunities to increase enrollments significantly in professional graduate programs and to introduce new non-credit programs as pathways to undergraduate and graduate studies.

The effect of COVID-19 on enrollment planning clearly highlights the need to have a resilient and adaptable system to manage annual enrollment challenges, as well as the need for flexible approaches to long-range strategic enrollment planning that respond to the changing higher education landscape. While both domestic and international undergraduate enrollments are relatively strong at present, graduate enrollments are being adversely affected by the current conditions, particularly in some specialty programs with premium tuition rates that require access to specialized equipment at SFU. Further, the downstream impact of delivering courses largely through remote formats in response to the pandemic and the potential effects on retention, attrition and future enrollments remains uncertain.

V. Long-Range Enrollment Planning

SFU’s Strategic Enrollment Planning Committee (SEPC) integrates the work of three SEM committees charged with formulating enrollment goals, strategies and tactics that span undergraduate, graduate, and non-credit studies. The enrollment targets developed by these committees are framed by the enrollment guidelines described above, which are designed to enhance the student experience and support SFU’s strategic vision for excellence as a student-centred, research-driven, and community-engaged university.

The SEMC-UG, SEMC-GS and SEMC-NC committees have recommended the institutional enrollment goals outlined on the following pages, which have been considered collectively by SEPC. It is recognized that some goals may be more pertinent and of greater interest to some academic units than others. Several cross-cutting themes are apparent throughout these goals: a focus on strategic growth in targeted areas; strong support for equity, diversity, and inclusion; and a commitment to reconciliation by attracting and supporting increasing numbers of Indigenous students. A focus on improving student graduation rates and times to degree completion also features prominently in the enrollment goals.

Undergraduate Enrollment Goals

Strategic enrollment plans for undergraduate students seek to maintain the overall number of domestic students while growing and diversifying the international student population from all bases of admission over the coming years: applicants living elsewhere in the world, as well as those living in Canada and transferring from colleges and secondary schools. Undergraduate enrollment plans outline specific strategies and tactics to shape the profile of new student enrollments and give focus to enhancing student success and retention.

By 2026, undergraduate student enrollments, policies and practices will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- The graduation rate of students demonstrating timely degree completion within five years will increase by 10% relative to current results. Seven-year graduation rates will also increase by 10%.1

1 Refers to relative (as opposed to absolute) increases in graduation rates for the degree completion times noted.
• New domestic undergraduate student enrollments will increase at a rate that parallels growth in government funding. The proportion of students from targeted regions in BC (outside the Metro Vancouver Regional District) will increase by 10% and the proportion from the rest of Canada will increase by 5%.  

• International undergraduate student enrollments will increase from 23% to 25% of total undergraduate enrollments and will reflect a more diverse student body and more varied programs of study, thereby broadening the global educational experience of all students.  

• Indigenous student enrollments will increase by 25% and will reflect more varied programs of study.  

• Enrollment policies and practices will be strongly aligned with institutional equity, diversity, and inclusion initiatives to help increase graduation rates of non-traditional and under-represented groups.

See Appendix 1 for recommended strategies and tactics to achieve these goals (pages 9-10).

Graduate Enrollment Goals

Strategic enrollment plans for graduate students anticipate growth across the full suite of graduate credentials: certificate, diploma, masters, and doctoral programs. Graduate student enrollment goals will increase the research capacity of the institution and steadily growing demand for professional programs will synergistically support graduate research students. In these plans, thesis-based programs are defined as those requiring independent research and professional programs are defined as course-based programs in applied fields that typically require completion of a graduating paper or project. All goals place an emphasis on enhancing the student experience of the graduate student population.

By 2026, graduate student enrollments and annual credentials awarded will increase at an institutional level, while recognizing that enrollment priorities will vary across academic units:

• Student enrollments and institutional practices will enable the number of graduate student credentials awarded annually to increase by 2026 as follows:
  • Enrollments in targeted thesis-based masters and doctoral degrees will grow gradually such that the number of graduates will increase on average by 4% per year (approximately 22% in total by 2026) through a further goal of more timely degree completion.
  • The number of students enrolled in professional master’s degrees will increase on average by 7% per year starting in 2022/23 (approximately 31% in total by 2026) due to the introduction of new programs and increased enrollments in some existing programs.
  • Annual enrollments in non-thesis-based masters, diploma and certificate programs will remain relatively constant, while the number of annual credentials awarded will increase by approximately 5% by 2026.

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2 Builds on 2019/20 levels of new undergraduate enrollments from outside the Metro Vancouver Regional District (~440 students) and from the rest of Canada (~240 students). Data is based on the region of previous institution students attended. (Source: IRP SEM Pivot Tables)

3 Represents an increase in international undergraduate students from ~5,100 PFTEs in 2020/21 to ~5,500 projected PFTEs by 2025/26, net of co-op students in both cases. (Source: 2020/21 SFU Enrollment Plan)

4 Builds on Indigenous undergraduate enrollments of ~560 in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

5 Builds on professional master’s degree enrollments of ~1,400 in 2020/21, excluding Master of Digital Media. (Source: IRP Enrollment Portal)

6 Builds on non-thesis-based masters, diploma, and certificate credentials awarded of ~530/year in 2019/20, excluding professional master’s degrees tracked separately. (Source: IRP Graduate Retention Database)
The number of Indigenous students enrolled in graduate programs will increase by 5% per year.\(^7\)

The number of international graduate students will reflect a relative balance by country of origin (with no one country of origin representing more than 20% of students), thereby broadening the global educational experience of all students.\(^8\)

Participation of traditionally under-represented groups will increase, including equity-deserving individuals, older and returning students, as well as socio-economic groups not typically well represented in graduate education.

Recognizing that matters related to equity and academic disciplines impact degree completion times, we expect the proportion of thesis-based master’s students completing degrees in two years or less will increase from 30% to 50% on an annual basis by year 5 of this plan, and the proportion of doctoral students completing in five years or less will increase from 34% to 50% on an annual basis by year 5 of this plan.\(^9\)

See Appendix 2 for recommended strategies and tactics to achieve these goals (pages 11-13).

Non-Credit Enrollment Goals

Non-credit enrollment goals focus on introducing new pathways from non-credit to undergraduate studies, and new bridges between non-credit and graduate studies. These expansion plans will require careful market analysis to inform strategic program development as an important driver of student demand for lifelong learning. The goals also imply a need for additional resources to coordinate increased non-credit activity across the institution in a cohesive fashion and to support effective program delivery.

By 2026, the number of learners from a broad spectrum of audiences participating in non-credit studies will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Return to pre-pandemic overall enrollment levels by the 2022/23 academic year.
- Increase enrollment levels on a university-wide basis with specific focus on the following target populations:
  - Students enrolled in career-related non-credit studies.
  - Students participating in non-credit studies as a bridge to undergraduate and/or graduate programs.
  - Students concurrently enrolled in non-credit studies and for-credit studies/degree programs.

See Appendix 3 for recommended strategies and tactics to achieve these goals (pages 14-15).

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\(^7\) Builds on Indigenous student graduate program enrollments of ~220 students in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

\(^8\) In 2019/20, one country of origin somewhat exceeded 20% of total international graduate students and two others fell in the range of 15% to 20% of total international graduate students. (Source: IRP Enrollment Portal)

\(^9\) For master’s students who graduated in 2019/20, the proportion who had completed within two years was ~30%. For doctoral students who graduated in 2019/20, the proportion who had completed within five years was ~34%. (Source: IRP Graduate Retention Database)
VI. Next Steps

At this inaugural phase of SFU’s long-range strategic enrollment planning, our focus has been on establishing institutional enrollment targets through a planning process in the context of enrollment guidelines and higher education trends, as well as planning variables emerging in response to COVID-19.

In the next phase of development, the three strategic enrollment management committees will focus on setting priorities among the recommended SEM strategies and tactics, as well as developing operational plans to achieve these priorities. SEPC and SEM committees will closely monitor progress towards enrollment targets, adjusting goals, strategies, and tactics as appropriate, and developing more nuanced objectives and operational plans for future years.
Appendix 1. Undergraduate Enrollment Goals, Strategies, and Tactics

Undergraduate Enrollment Goals

By 2026, undergraduate student enrollments, policies and practices will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- The graduation rate of students demonstrating timely degree completion within five years will increase by 10% relative to current results. Seven-year graduation rates will also increase by 10%.

- New domestic undergraduate student enrollments will increase at a rate that parallels growth in government funding. The proportion of students from targeted regions in BC (outside the Metro Vancouver Regional District) will increase by 10% and the proportion from the rest of Canada will increase by 5%.

- International undergraduate student enrollments will increase from 23% to 25% of total undergraduate enrollments and will reflect a more diverse student body and more varied programs of study, thereby broadening the global educational experience of all students.

- Indigenous student enrollments will increase by 25% and will reflect more varied programs of study.

- Enrollment policies and practices will be strongly aligned with institutional equity, diversity, and inclusion initiatives to help increase graduation rates of non-traditional and under-represented groups.

Strategies and Tactics:

1. **Strategy: Review practices that impact timely degree completion.**
   - **Tactic:** Minimize barriers to degree progression by simplifying curriculum, increasing options for students to complete required courses, and building on delivery methods afforded by adapting to remote learning.
   - **Tactic:** Ensure advising practices encourage students to take close to or full courses loads (12 to 15 credits per semester or 24 to 30 credits per year).
   - **Tactic:** Adjust policies to allow for “stacking” credentials and creating micro-credentials (including transferability of micro-credentials from non-credit to credit), as well as embedded as opposed to additive credit for co-operative education.
   - **Tactic:** Develop career-related competencies by integrating experiential learning and career development into the curriculum, building on existing offerings provided by Executive Education and Lifelong Learning.

2. **Strategy: Enhance recruitment strategies for transfer and secondary school students.**
   - **Tactic:** Maintain domestic transfer student enrollments each year through partnerships, direct admission, and focused recruitment in BC, Alberta, and Ontario high school catchments that have growing numbers of university bound students.
   - **Tactic:** Develop recruitment outreach strategies that increase yield (conversion of admission offers to registrations) and reduce melt (students who accept but fail to follow through on admission offers).

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10 Refers to relative (as opposed to absolute) increases in graduation rates for the degree completion times noted.
11 Builds on 2019/20 levels of new undergraduate enrollments from outside the Metro Vancouver Regional District (~440 students) and from the rest of Canada (~240 students). Data is based on the region of previous institution students attended. (Source: IRP SEM Pivot Tables)
12 Represents an increase in international undergraduate students from ~5,100 PFTEs in 2020/21 to ~5,500 projected PFTEs by 2025/26, net of co-op students in both cases. (Source: 2020/21 SFU Enrollment Plan)
13 Builds on Indigenous undergraduate enrollments of ~560 in 2019/20. (Source: IRP Indigenous Student Fact Sheet)
Tactic: Increase or shift resources to provide financial support for non-traditional and under-represented student groups, including new Canadians, first-generation students, and adult learners.

Tactic: Review admission policies and practices to diversify the countries of origin and SFU program destinations of international students, including disaggregation of student admission policies to differentiate between international student bases of admission.

Tactic: Align recruitment plans with existing international activities of Faculties, including research, exchanges, and study-abroad programs. Consider new conditional admission pathways with successful completion of English language training.

Tactic: Collaborate with Fraser International College to align recruitment plans and enrollment goals, and develop recruitment strategies focused on emerging markets under-represented in our student body.


Tactic: Create a warm, welcoming, and respectful learning environment and sense of place that acknowledges different ways of knowing and values Indigenous knowledge.

Tactic: Build on recommendations from the Walk This Path With Us (SFU Aboriginal Reconciliation Council (ARC)) report and the Looking Forward ... Indigenous Pathways To and Through Simon Fraser University report, and recognize recruitment as an act of reconciliation, with SFU supporting Indigenous communities on their path to self-determination through education.


Tactic: Build students’ sense of institutional belonging by reinforcing the university’s values, goals, and brand, in communications and in physical spaces on campus.

Tactic: Transform the digital student experience to better meet the service expectations of students accustomed to a technology-enabled world. Address the role technology can play in advising through academic advising practices, policies, and systems.

Tactic: Implement technologies that help create student networks and communities, and encourage student participation in engagement activities through personalized, targeted, and timely communications and advising that begin at the point of application.

5. Strategy: Deliver inclusive, student-centered support.

Tactic: Focus on closing equity gaps and practices that support inclusion while eliminating administrative and physical barriers for under-represented student populations.

Tactic: Expand initiatives intended to support student mental health and well-being, and improve student access to housing and other needs, such as food security.

Tactic: Undertake a review of institutional transition and welcome programming and events for all students and reimagine future programming.

Tactic: Monitor and proactively intervene with students potentially at academic risk by collecting early alert signs from the university community and providing appropriate supports.
Appendix 2. Graduate Enrollment Goals, Strategies, and Tactics

Graduate Enrollment Goals

By 2026, graduate student enrollments and annual credentials awarded will increase at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Student enrollments and institutional practices will enable the number of graduate student credentials awarded annually to increase by 2026 as follows:
  - Enrollments in targeted thesis-based masters and doctoral degrees will grow gradually such that the number of graduates will increase on average by 4% per year (approximately 22% in total by 2026) through a further goal of more timely degree completion.
  - The number of students enrolled in professional master’s degrees will increase on average by 7% per year starting in 2022/23 (approximately 31% in total by 2026) due to the introduction of new programs and increased enrollments in some existing programs.\(^{14}\)
  - Annual enrollments in non-thesis-based masters, diploma and certificate programs will remain relatively constant, while the number of annual credentials awarded will increase by approximately 5% by 2025/26.\(^{15}\)
- The number of Indigenous students enrolled in graduate programs will increase by 5% per year.\(^{16}\)
- The number of international graduate students will reflect a relative balance by country of origin (with no one country of origin representing more than 20% of students), thereby broadening the global educational experience of all students.\(^{17}\)
- Participation of traditionally under-represented groups will increase, including equity-deserving individuals, older and returning students, as well as socio-economic groups not typically well represented in graduate education.
- Recognizing that matters related to equity and academic disciplines impact degree completion times, we expect the proportion of thesis-based master’s students completing degrees in two years or less will increase from 30% to 50% on an annual basis by year 5 of this plan, and the proportion of doctoral students completing in five years or less will increase from 34% to 50% on an annual basis by year 5 of this plan.\(^{18}\)

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\(^{14}\) Builds on professional master’s degree enrollments of ~1,400 in 2020/21, excluding Master of Digital Media. (Source: IRP Enrollment Portal)

\(^{15}\) Builds on non-thesis-based masters, diploma, and certificate credentials awarded of ~530/year in 2019/20, excluding professional master’s degrees tracked separately. (Source: IRP Graduate Retention Database)

\(^{16}\) Builds on Indigenous student graduate program enrollments of ~220 students in 2019/20. (Source: IRP Indigenous Student Fact Sheet)

\(^{17}\) In 2019/20, one country of origin somewhat exceeded 20% of total international graduate students and two others fell in the range of 15% to 20% of total international students. (Source: IRP Enrollment Portal)

\(^{18}\) For master’s students who graduated in 2019/20, the proportion who had completed within two years was ~30%. For doctoral students who graduated in 2019/20, the proportion who had completed within five years was ~34%. (Source: IRP Graduate Retention Database)
Strategies and Tactics

1. **Strategy:** Align institutional policies and practices to maximize the research impact of our graduate students and enhance the research profile of the university.

   **Tactic:** Ensure enrollments in research-intensive programs align with graduate student demand, capacity for effective student supervision, research needs of academic disciplines, and university resources.
   
   **Tactic:** Provide specific training to graduate students on knowledge creation and dissemination.
   
   **Tactic:** Invest in university research infrastructure and other supports that increase research productivity.
   
   **Tactic:** Advance policies that promote fairness in the application of tuition fees across research degrees.

2. **Strategy:** Work across Faculties and Graduate and Postdoctoral Studies to design a comprehensive recruitment plan that supports our academic vision, research strengths, and Faculty goals.

   **Tactic:** Ensure inclusive recruitment plans and admission processes are in place that align with graduate student demand and institutional strengths, and serve to attract and support students from traditionally under-represented groups.
   
   **Tactic:** Promote graduate student successes, unique student research, faculty member and student synergies, and the culture of research at SFU.
   
   **Tactic:** Address administrative barriers of all forms that prevent students from gaining early or direct entry into doctoral programs.
   
   **Tactic:** Work across all Faculties and administrative units to develop a comprehensive plan for enhancing financial support for research-intensive graduate students, including exploring how professional programs can provide financial support for research students.
   
   **Tactic:** Use technology and social media, in partnership with Faculties, to develop recruitment strategies that better target prospective students.
   
   **Tactic:** Work with SFU Advancement and Alumni Relations to build greater graduate student support, community, and legacy.

3. **Strategy:** Ensure our academic programs, policies and regulations enable timely degree completion while recognizing disciplinary differences and personal circumstances of students.

   **Tactic:** Audit and improve policies that inhibit timely degree completion.
   
   **Tactic:** Create a supportive environment for timely degree completion, including effective student supervision, mentoring, counselling, financial support, and cultural awareness.
   
   **Tactic:** Develop alternative program exit opportunities for students in masters and doctoral programs who are not anticipated to complete their degrees.
   
   **Tactic:** Develop and facilitate the use of online and blended course delivery, as well as varied and flexible scheduling, where it is effective to do so.
   
   **Tactic:** Review student workload expectations, identifying clear expectations for progress.

4. **Strategy:** Open the institution to welcome and support Indigenous graduate students and research more broadly.

   **Tactic:** Create graduate education policies and processes to provide greater recognition, access and support for Indigenous experience, knowledge, and research. Align opportunities for existing policies to be known by the external community.
**Tactic:** Expand funding opportunities designed to recognize and evaluate Indigenous graduate students holistically (e.g., needs based funding; research grants to support travel and other research-related costs in Indigenous communities).

**Tactic:** Work with Indigenous faculty, staff and students to develop and sustain programs that align with the goals and interests of Indigenous communities. Support the creation of Indigenous graduate courses that enhance interdisciplinary learning at graduate level.

**Tactic:** Develop cohesive and integrated support for Indigenous graduate students across Student Services, Faculties, the Office of Research Ethics, and Human Resources.

**Tactic:** Develop a recruitment and support program to build a path for SFU Indigenous undergraduate students into graduate programs (e.g., building on the Aboriginal Transitions: Undergraduate to Graduate project).

**Tactic:** Develop a supervision support system (e.g., training, mentoring) to enhance supervision of Indigenous research by faculty members across the university. Continue support and network opportunities for Supporting Aboriginal Graduate Enhancement (SAGE) events and workshops to support Indigenous student persistence in graduate programs.

**Tactic:** Collaborate across Faculties to create policies and funding resources that support Indigenous knowledge holders to serve as committee members (e.g., honoraria fund; cultural protocol fund).

5. **Strategy: Align new and existing academic programs with graduate student demand and research, and with industry and societal priorities.**

**Tactic:** Develop wider opportunities for stacking and laddering graduate student credentials of all forms.

**Tactic:** Respond to trends in graduate education and qualifications sought by industry and aligned with government priorities to prepare graduate students for diverse career opportunities.

**Tactic:** Increase interdisciplinary offerings in response to graduate student demand, faculty research needs, and career skills in demand.
Appendix 3: Non-Credit Enrollment Goals, Strategies and Tactics

Non-Credit Enrollment Goals

By 2026, the number of learners from a broad spectrum of audiences participating in non-credit studies will reflect the following at an institutional level, while recognizing that enrollment priorities will vary across academic units:

- Return to pre-pandemic overall enrollment levels by the 2022/23 academic year.
- Increase enrollment levels on a university-wide basis with specific focus on the following target populations:
  - Students enrolled in career-related non-credit studies.
  - Students participating in non-credit studies as a bridge to undergraduate and/or graduate programs.
  - Students concurrently enrolled in non-credit studies and for-credit studies/degree programs.

Strategies and Tactics

1. **Strategy:** In alignment with the 2019-2024 Academic Plan, optimize the number of non-credit programs that hone career-related skills in fields that reflect SFU strengths and strong market demand.
   **Tactic:** Conduct a market analysis of student demand for non-credit studies across the lifespan (new and recently graduated students, prospective undergraduate and graduate students, and mid-career and later-career professionals).
   **Tactic:** Identify the most effective home-base locations for non-credit programs at the university.
   **Tactic:** Identify collaborative planning and communication needs.

2. **Strategy:** Provide opportunities for interested academic units to develop new programs and bases of admission that support non-credit enrollment goals.
   **Tactic:** Assess internal capacity for non-credit course/program development and augment as needed.
   **Tactic:** Expand opportunities for students to attend credit courses on a non-credit basis.
   **Tactic:** Identify models of articulating non-credit achievement as a basis of admission.
   **Tactic:** Develop effective mechanisms for assessing non-credit course equivalencies for meeting credit course requirements.
   **Tactic:** Introduce pathways for students to move from non-credit studies to undergraduate and/or graduate degrees.

3. **Strategy:** Develop a comprehensive recruitment plan in support of non-credit enrollment goals.
   **Tactic:** Promote non-credit studies to currently enrolled students, alumni, community, and industry.
   **Tactic:** Assess internal capacity for non-credit recruitment and marketing and augment as needed.
   **Tactic:** Analyze the most effective approaches to recruitment by student type: new graduates, mid-career professionals, domestic, international, etc.
4. **Strategy: Review university policies and practices to optimize the effective development and delivery of non-credit studies.**

**Tactic:** Explore opportunities across academic units for co-delivery of credit offerings as non-credit studies.

**Tactic:** Formalize mechanisms to avoid duplication of effort and thematic overlap across content areas.

**Tactic:** Develop a shared services model for use by interested academic units that lack infrastructure tailored to delivery of non-credit courses and programs.

**Tactic:** Work with SFU Advancement to identify funding opportunities to support non-credit learners.

**Tactic:** Pursue student loan eligibility for non-credit students and assess student advising needs.

**Tactic:** Investigate the feasibility of broadening the mandate of central student service operations to support non-credit students, such as advising, financial aid, and career services.
Appendix 4: Committee Terms of Reference

Strategic Enrollment Planning Committee

The Strategic Enrollment Planning Committee (SEPC) is an administrative body that reports to the Vice-President, Academic and Provost, and through that position to the Dean’s Council and the SFU Executive.

As appropriate, reports and recommendations from SEPC will be forwarded to the University Senate and/or Board of Governors.

SEPC is responsible for developing an enrollment plan (EP) looking five years out that aligns with and supports the goals and priorities of the 2019-2024 Academic Plan. This long-term enrollment plan will guide annual enrollment plan submissions to the Senate Committee on Enrollment Management and Planning (SCEMP). SEPC is tasked to develop an EP that: identifies the mix of students (e.g., ratio of graduate to undergraduate to non-credit, ratio of domestic to international, etc.) while placing academic quality, excellence and rigour front and centre; addresses relevant Calls to Action in SFU’s Aboriginal Reconciliation Council (ARC) Report; addresses equity, diversity, and inclusion goals; pays attention to student outcomes (retention and timely completion); gives consideration to Co-op, Work, Service and Community Integrated Learning, as well as international learning experiences, and our physical infrastructure capacity and staffing.

When developing the EP, SEPC is tasked to pay close attention to:

- SFU’s Vision/Mission as well as its underlying strategic plans (notably the Academic Plan including the Faculties’ and support units’ underlying plans and the Faculties’ three-year hiring plans, as well as the Research, Indigenous, International, and Community Engagement plans).
- Historical and anticipated demographic and enrollment trends at SFU, as well as provincially, nationally and internationally.
- Current and future anticipated job markets.
- Budgetary realities.
- Input from the university’s internal and external communities on enrollment goals and strategies.
- Reports from relevant sub-committees (including strategic enrollment management committees focused on undergraduate (SEMC-UG), graduate (SEMC-GS) and non-credit (SEMC-NC) studies, among others).
- Risk mitigation.
- SCEMP’s annual enrollment plan.

SEPC is charged with promoting policies, procedures and practices that facilitate achieving the long-term enrollment plan with primary focus on quality learning opportunities and the student experience, and reviewing new strategies designed to achieve enrollment objectives and identifying the resources required to achieve these objectives.

SEPC will meet annually to monitor progress and ensure that the annual targets developed by SEMC-UG, SEMC-GS and SEMC-NC support the long-term enrollment plan. SEPC will monitor the annual enrollment plan of SCEMP to ensure alignment with the long-term enrollment plan. SEPC will perform a significant re-confirmation or revision of the EP mid-cycle of the Academic Plan (2021/22) should opportunities arise for unexpected growth and should be prepared to develop a new EP in 2024 as part of the preparation of the 2025-2029 Academic Plan. SEPC will develop its EP after ongoing substantial consultation via Deans Council.
Membership

- Vice-Provost and Associate Vice-President, Academic (Chair)
- Vice-Provost and Associate Vice-President, Students and International
- Dean and Associate Provost, Graduate and Postdoctoral Studies
- Dean, Lifelong Learning
- Faculty Dean Representative

SEPC may establish ad-hoc sub-committees to address issues (e.g., pathways and transfer strategies, Indigenous student recruitment, international student recruitment, equity, diversity, and inclusion goals, student outcomes and successes, and innovative degree structures). Sub-committees will include membership proposed by SEPC and approved by the Vice-President, Academic and Provost.

Strategic Enrollment Management Committee: Undergraduate Studies

Background

SFU began developing a culture of Strategic Enrollment Management (SEM) by holding two “SEM Summit” events (Spring 2007, Fall 2008), and one “SEM Launch” event (October 2009). In response to a recommendation contained in the SEM Planning Committee’s report (June 2010), the Vice-Provost and Associate Vice-President, Academic and the Vice-Provost and Associate Vice-President, Students and International proposed the creation of a SEM Council (SEMC) as a sub-committee of the Senate Committee on Enrollment Management and Planning (SCEMP). This proposal was supported by the Vice-President, Academic and approved at SCEMP’s meeting in November 2010.

Composition

SEMC will be co-chaired by the Vice-Provost and Associate Vice-President, Academic and the Vice-Provost and Associate Vice-President, Students and International. SEMC will be comprised of the following representatives:

- Dean or designate from each Faculty (8)
- Dean and Associate Provost, Graduate and Postdoctoral Studies or designate (1)
- Registrar (1)
- Executive Director of Student Affairs (1)
- Executive Directors of the Vancouver and Surrey campuses (2)
- Director of Institutional Research and Planning (1)

SEMC will work collaboratively with and receive administrative support from Student Services.

Terms of Reference

- SEMC will report directly to the Chair of SCEMP through its co-chairs. It will receive information from, and provide feedback to, the Enrollment Management Coordinating Committee (EMCC).
- SEMC will focus on issues pertaining to university-wide, as well as Faculty-level, undergraduate enrollment management and planning. Its main roles will be to coordinate and integrate SEM activities across the university, and evaluate sources of data and information that can be used to inform and guide SEM practice.

19 The Strategic Enrollment Management Council (SEMC) is referred to as the Strategic Enrollment Management Committee: Undergraduate Studies (SEMC-UG) in the context of the Long-Range Strategic Enrollment Plan.
SEMC will be a forum for the development of policy recommendations and best practices in support of SFU’s SEM goals. It will have two main responsibilities:

a) developing and implementing a SEM plan for SFU, and
b) drafting recommendations on SEM-related policies and procedures for consideration by SCEMP.

Meetings
SEMC will meet bi-monthly or as needed. Members may send an alternate should they be unable to attend.

Strategic Enrollment Management Committee: Graduate Studies

The Strategic Enrollment Management Committee: Graduate Studies (SEMC-GS) reports to the Senate Committee on Enrollment Management and Planning (SCEMP) through its co-chairs and receives information from, and provides feedback to, Faculties and Graduate Programs. It focuses on issues pertaining to university-wide, as well as Faculty-level, graduate enrollment management and planning. Its main role is to prepare the annual Graduate enrollment plan for consideration of SCEMP. Another role is to coordinate and integrate SEM activities across the university through an evaluation of data sources and information that can be used to inform and guide Graduate SEM practices. SEMC-GS is a forum for the development of policy recommendations and best practices in support of SFU’s SEM goals. SEMC-GS may draft recommendations on SEM-related policies and procedures for consideration of SCEMP.

Principles

- SEM is a comprehensive process that intentionally embeds institutional enrollment, retention and completion goals into the university’s strategic planning, assessment and reporting.
- We commit to recruiting, enrolling, and supporting ‘best-fit’ students who have the potential to complete their programs successfully at SFU in a timely fashion.
- SEM is a shared responsibility of every Faculty and unit at our institution.
- We will critically, strategically and regularly review and modify our practices in order to achieve our institution’s SEM goals.
- We will identify and support under-represented populations in alignment with our university’s strategic priorities.
- We commit to providing regular, ongoing professional development support to SEMC-GS members to ensure appropriate knowledge in the field.
- A SEMC member’s role is as both a representative of their area and the overall institutional enrollment needs.

Composition
SEMC-GS will be chaired by the Vice-Provost and Associate Vice-President, Academic and the Dean and Associate Provost, Graduate and Postdoctoral Studies. SEMC-GS will have the following representatives:

- Associate Dean responsible for Graduate Studies in each Faculty (8).
- Associate Director, Graduate Admissions, Records and Registration.
- Associate Registrar, Undergraduate Student Recruitment and Admissions (SEMC-UG liaison).

SEMC-GS will work with and receive administrative support from the Office of Graduate Studies.
Strategic Enrollment Management Committee: Non-Credit Studies

The Strategic Enrollment Management Committee: Non-Credit Studies (SEMC-NC) reports through its co-chairs and receives information from, and provides feedback to, the Strategic Enrollment Planning Committee (SEPC). It focuses on issues pertaining to university-wide non-credit enrollment management and planning. Its main role is to support SEPC’s mandate to coordinate and integrate SEM activities across the university. SEMC-NC is responsible for evaluating data sources and information that can be used to inform and guide non-credit programming. SEMC-NC is a forum for the development of policy recommendations and best practices in support of SFU’s SEM goals. SEMC-NC may draft recommendations on SEM-related policies and procedures for consideration of SEPC.

Principles

- SEM is a comprehensive process that intentionally embeds institutional enrollment, retention and completion goals into the university’s strategic planning, assessment and reporting.
- We commit to recognizing that students are partners in learning, discovery and community engagement.
- SEM is a shared responsibility of every Faculty and unit at our institution.
- We will critically, strategically and regularly review and modify our practices in order to achieve our institution’s SEM goals.
- We serve adult learners in non-credit programs.
- We commit to providing regular, ongoing professional development support to SEMC-NC members to ensure appropriate knowledge in the field.
- A SEMC-NC member’s role is as both a representative of their area and the overall institutional enrollment needs.

Composition

SEMC-NC will be chaired by the Vice-Provost and Associate Vice-President, Academic and the Dean of Lifelong Learning. SEMC-NC will have the following representatives:

- Associate Dean (or designate) responsible for non-credit programming in each Faculty (8).
- Director, Strategic Projects and Analysis, Office of the Vice-President, Academic.
- Manager, Enrollment Services, Lifelong Learning.

SEMC-NC will work with and receive administrative support from the Office of Vice-President, Academic.
Appendix 5: Committee Membership

Strategic Enrollment Planning Committee (SEPC)
Reports to the Vice-President, Academic and Provost (and through this role to the Dean’s Council and the SFU Executive). Focuses on integrated, multi-year strategic enrollment planning on a university-wide basis.
- [Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Julia Denholm, Dean, Lifelong Learning
- Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies
- Paul Kench, Dean, Faculty of Science
- Rummana Khan Hemani, Vice-Provost and Associate Vice-President, Students and International
- Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment pro tem
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic

Strategic Enrollment Management Committee – Undergraduate Studies (SEMC-UG)
Reports to the Senate Committee on Enrollment Management and Planning (SCEMP). Focuses on planning and policy development pertaining to undergraduate strategic enrollment management. Prepares annual undergraduate enrollment plans for consideration by SCEMP.
- [Co-Chair] Rummana Khan Hemani, Vice-Provost and Associate Vice-President, Students and International
- [Co-Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Nicole Berry, Associate Dean, Education, Faculty of Health Sciences
- Liny Chan, Associate Director, Institutional Research and Planning
- Leanne Dalton, Senior Director, Student Success and Strategic Support
- Natalia Gajdamaschko, Associate Dean, Academic and Faculty Development, Faculty of Education
- Peter Hall, Associate Dean, Strategic Academic Planning, Enrollment and Budget, Faculty of Arts and Social Sciences
- David Hik, Associate Dean, Academic, Faculty of Science
- Paul Kingsbury, Associate Dean, Undergraduate, Faculty of Environment
- Tracy Mason-Innes, Executive Director, Student Affairs
- Catherine Murray, Associate Dean, Undergraduate, Faculty of Arts and Social Sciences
- Zareen Naqvi, Director, Institutional Research and Planning
- Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art and Technology
- Peter Tingly, Associate Dean, Undergraduate Programs, Beedie School of Business
- Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment pro tem
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic

New Student Enrollment Working Group
- [Co-Chair] David Hik, Associate Dean, Academic, Faculty of Science
- [Co-Chair] Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment pro tem
- Jan Castro, Student Affairs Officer, Faculty of Applied Sciences
- Bettina Cenerelli, Director, Strategic Academic Planning and Student Affairs, Faculty of Arts and Social Sciences
- Donna Dove, Associate Director, Recruitment and Strategic Enrollment Management, Faculty of Environment
- Brad Mladenovic, Manager, Undergraduate Programs, Faculty of Health Sciences

Additional input from:
- Marcia Guno, Director, Indigenous Student Centre, Student Services

Student Success Working Group
- [Co-Chair] Paul Kingsbury, Associate Dean, Undergraduate, Faculty of Environment
- [Co-Chair] Leanne Dalton, Senior Director, Student Success and Strategic Support
- Tony Botelho, Director, Career and Volunteer Services, Student Services
- Bettina Cenerelli, Director, Strategic Academic Planning and Student Affairs, Faculty of Arts and Social Sciences
- Angelica Kang, Student Affairs Officer, Faculty of Applied Sciences
- Donna McGee-Thompson, Head, Student Learning Commons
- Sean McKenna, Director, Business Analysis and Assessment, Student Services
- Tracey Mason-Innes, Executive Director, Student Affairs
- Annette Santos, Director, Student Engagement and Retention, Student Services
- Colleen Stevenson, Associate Director, Undergraduate Programs, Beedie School of Business
Additional input from:
- Albert Fung, Employer Relations and Campus Recruitment Manager, Career and Volunteer Services, Student Services
- Marcia Guo, Director, Indigenous Student Centre, Student Services
- Steve Weldon, Associate Professor and Strategic Enrollment Advisor, Faculty of Arts and Social Sciences
- Tracy Yiu, Associate Director, Strategic Enrollment, Beedie School of Business

Strategic Enrollment Management Committee – Graduate Studies (SEMC-GS)
Reports to the Senate Committee on Enrollment Management and Planning (SCEMP). Focuses on planning and policy development pertaining to graduate strategic enrollment management. Prepares annual graduate enrollment plans for consideration by SCEMP.
- [Co-Chair] Jeff Derksen, Dean and Associate Provost, Graduate and Postdoctoral Studies
- [Co-Chair] Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic
- Nicole Berry, Associate Dean, Education, Faculty of Health Sciences
- Deena Coburn, Director of Administration, Graduate and Postdoctoral Studies
- Zoë Druck, Associate Dean, Academic, Graduate and Postdoctoral Studies
- Carolyn Egri, Associate Dean, Research and International and Acting Associate Dean, Graduate Programs, Beedie School of Business
- Andrew Gemino, Associate Dean, Graduate Programs, Beedie School of Business
- Krista Gerlich-Fitzgerald, Associate Director, Graduate Admissions, Records and Registration, Graduate and Postdoctoral Studies
- Peter Hall, Associate Dean, Strategic Academic Planning, Enrollment and Budget, Faculty of Arts and Social Sciences
- Lucy Le Mare, Associate Dean, Graduate Studies in Education, Faculty of Education
- Roxanne Panchasi, Associate Dean, Academic, Graduate and Postdoctoral Studies
- Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art and Technology
- Parvaneh Saeedi, Associate Dean, Research and Graduate Studies, Faculty of Applied Science
- Michael Silverman, Associate Dean, Research and Graduate Studies, Faculty of Science
- Kathryn Verkerk, University Registrar and Executive Director, Student Enrollment pro tem
- Dongya Yang, Associate Dean, Graduate and Research, Faculty of Environment
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic

Additional input from:
- Michelle Pidgeon, Associate Dean, Indigeneity, Faculty of Education
- Deanna Reder, Associate Professor and Department Chair, Indigenous Studies, Faculty of Arts and Social Sciences

Strategic Enrollment Management Committee – Non-Credit Studies (SEMC-NC)
Reports to the Strategic Enrollment Planning Committee (SEPC). Focuses on planning and policy development pertaining to non-credit strategic enrollment management. Prepares annual non-credit enrollment plans for consideration by SEPC.
- [Co-Chair] Julia Denholm, Dean, Lifelong Learning
- [Co-Chair] Wade Parkhouse, Vice- Provost and Associate Vice-President, Academic
- Jennifer Beale, Director, Executive Education
- Pat Graca, Manager, Enrollment Services, Lifelong Learning
- Peter Hall, Associate Dean, Strategic Academic Planning, Enrollment and Budget, Faculty of Arts and Social Sciences
- David Hik, Associate Dean, Academic, Faculty of Science
- Paul Kingsbury, Associate Dean, Undergraduate, Faculty of Environment
- Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art, and Technology
- Catherine Price, Director, Office of International Education, Faculty of Education
- Parvaneh Saeedi, Associate Dean, Research and Graduate Studies, Faculty of Applied Sciences
- Mary Holmes, Director, Strategic Projects and Analysis, Office of the VP Academic