



Memorandum

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TO: Senate

FROM: Prof. Anthony C. Masi, Provost

SUBJECT: Administrative Response to the Principal’s Task Force on Diversity, Excellence and Community Engagement

DATE: 17 October 2012

DOCUMENT #: D12-10

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE: The Office of the Provost was asked to develop an Administrative Response to the final report of the Principal’s Task Force on Diversity, Excellence and Community Engagement. This Administrative Response outlines the actions and initiatives planned or underway in response to the recommendations of the Principal’s Task Force.

BACKGROUND & RATIONALE:

In fall 2009, Principal and Vice-Chancellor Prof. Heather Munroe-Blum convened a Task Force on Diversity, Excellence, and Community Engagement comprised of 25 individuals drawn from across the McGill community. Its purpose was “to create a forum for new ideas, initiatives, and mechanisms to better achieve excellence in pursuing our academic mission.”

After extensive consultation with the McGill community, the Task Force offered three broad recommendations that emphasized:

- 1) a firm commitment to the recruitment, retention, and professional development of a diverse and excellent academic, administrative and support staff, and students;
- 2) a broadened definition of excellence that would ensure the indicators with which we measure ourselves reflect the University’s distinctive mission; and,
- 3) an affirmation of McGill’s service to society that builds on our history and expands the University’s commitment to positive engagement with—and impact on—external communities.

As requested by the Task Force, the Office of the Provost developed an Administrative Response to the Report in wide consultation with members of the McGill community.

MOTION OR RESOLUTION FOR APPROVAL: N/A

PRIOR CONSULTATION:	Senior administration Faculty Deans Stakeholders from across the McGill community
NEXT STEPS:	Continued implementation of the actions and initiatives outlined in the Administrative Response in close alignment with the overall strategic academic plan, Achieving Strategic Academic Priorities, 2012.
APPENDICES:	Appendix A: Administrative Response to the Principal's Taskforce on Diversity, Excellence and Community Engagement



**Administrative Response to the Recommendations of the
Principal's Task Force on Diversity, Excellence and Community
Engagement (DECE)**

Prof Anthony C. Masi, Provost, McGill University

10 October 2012

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Executive Summary

In fall 2009, Principal Heather Munroe-Blum convened a Task Force on Diversity, Excellence, and Community Engagement comprised of 25 individuals drawn from McGill faculty, staff, and students and one member of the Board of Governors. Its purpose was “to create a forum for new ideas, initiatives, and mechanisms to better achieve excellence in pursuing our academic mission.”

After extensive consultation with the McGill community, in 2011, the Task Force submitted a report that offered three broad recommendations that emphasized:

- 1) a firm commitment to the recruitment, retention, and professional development of a diverse and excellent academic, administrative and support staff, and student community;
- 2) a broadened definition of excellence that would ensure the indicators with which we measure ourselves reflect the University’s distinctive mission; and,
- 3) an affirmation of McGill’s service to society that builds on our history and expands the University’s commitment to positive engagement with—and impact on—external communities.

The Office of the Provost drafted a preliminary administrative response (2011) to the Report in broad consultation with the McGill community through interviews, written comments, and a review of relevant information in compact documents submitted to the Provost by the Deans of all McGill Faculties. This final response, with a detailed action plan, is the iterative result of this process of continued consultation.

Changes have already come about as a result of the Task Force’s recommendations. Over time, we will put in place new initiatives that strengthen the University’s programs that (1) support a diverse campus, (2) encourage excellence, and (3) develop stronger ties with our communities.

We are strengthening the ways in which we collect and communicate relevant information in all of these areas. It is evident that there must be open, direct communication, both within McGill and between the University and external communities, in order to increase awareness of the ways in which this institution routinely and continuously contributes to diversity, excellence, community engagement, and service throughout Quebec, Canada and the world.

Background

McGill University is a research-intensive, student-centred university, committed to the highest international standards of academic excellence, and with an enduring sense of public purpose. Dedicated to excellence in teaching, research, and scholarship, McGill is steadfast in its commitment to serving its students, faculty, and staff and alumni as well as communities and stakeholders outside of academia: our city, Montreal; our province, Quebec; our country, Canada; and the international community around the globe.

In the fall of 2009, Principal Heather Munroe-Blum launched a Task Force on Diversity, Excellence, and Community Engagement (hereafter, Task Force on DECE).¹ Its purpose was: “To create a forum for new ideas, initiatives, and mechanisms to better achieve excellence in pursuing our academic mission.” The Task Force was charged with assessing McGill’s “strengths and weaknesses in achieving excellence, inclusiveness and community contributions and to formulate concrete strategies for improvement.” This process “provided an opportunity to reflect on how to build strategically on McGill’s characteristic strengths: our international character; the extremely talented and dedicated students, faculty, staff and alumni who make up the McGill community and their broad range of viewpoints; the quality of our educational programs, research and scholarship; the collegiality of the academic community; and McGillians’ commitment to contribute to the wider society.”

Although other research-intensive peer universities, including but not limited to those in the “Canadian U-15” and members of the Association of American Universities (AAU) in the USA, have struck task forces on each of these topics,² McGill’s approach was truly unique in organising its efforts to look at these three areas together. Over the course of its deliberations, the Task Force had an opportunity to explore how diversity, excellence, and community

¹ <http://www.mcgill.ca/principal/diversityexcellenceandcommunity>

² Among the institutions which have recently struck Task Forces on Diversity: Queen’s (2009) ; on Excellence: University of Texas system (2011); on Community Engagement: York University (2010)

engagement were, could, and must be linked, and how success in one area supports success in the others.

Task Force Themes and Processes

The Task Force was composed of 25 members of the McGill community from the downtown and Macdonald campuses who accepted the Principal's invitation to participate. The members included undergraduate and graduate students, faculty, administrators and support staff, alumni, and a member of the Board of Governors.

Central to its deliberation and for the purpose of its report, the Task Force on DECE developed definitions of the three elements that were the focus of its work. They agreed that:

“Diversity” is reflected not only in race, national or ethnic origin, colour, religion, sex, age or mental or physical disability, but also in language, sexual orientation, gender identity, community, politics, culture, way of life, economic status, and interests;

“Excellence” refers to seeking the truth by extending the means of inquiry and by crossing the boundaries of disciplines and by fostering innovations in teaching, scholarship, and how we function as a community;

“Community Engagement” indicates the goals of achieving innovation and progress not only within the McGill community, but also within Montreal, Quebec and Canada, and internationally through research, scholarship, teaching and service.³

The recommendations of the Task Force were built upon this particular understanding of the concepts of diversity, excellence, and community engagement.

³ For exact language and full definitions of “diversity,” “excellence,” and “community engagement” see Principal's Task Force Final Report <http://www.mcgill.ca/files/principal/PTFDECE-ReportFinal.pdf>

Three themes were established for discussion:

THEME 1: TAPPING INTO A BROADER TALENT POOL TO ENHANCE DIVERSITY AND ACCESS IN SUPPORT OF EXCELLENCE IN THE PURSUIT OF OUR ACADEMIC MISSION

THEME 2: HARNESSING OUR KNOWLEDGE AND DRIVE TO ENHANCE COMMUNITY ENGAGEMENT

THEME 3: RECOGNISING AND CELEBRATING EXCELLENCE IN THE PURSUIT OF THE ACADEMIC MISSION IN AN INCLUSIVE LEARNING COMMUNITY AND ASSESSING OUR ACHIEVEMENTS IN THESE AREAS

Five working groups were formed to focus on aspects of the themes. To ensure that their recommendations would draw upon the diversity of opinions in the McGill community as a whole, the Task Force issued a broad call for participation through announcements, emails, and a website. More than 60 submissions were received. In addition, Task Force members also conducted their own research on relevant initiatives at other universities and invited experts, including Dr Alma R. Clayton-Pedersen, Vice President of the American Association of Colleges and Universities (AACU), to McGill. (See **Appendix C of the Principal’s Task Force Final Report** for Clayton-Pedersen’s report of her visit to McGill.⁴)

After broad consultation, discussions as a whole committee and in the five working groups, the Task Force offered three broad recommendations:

Recommendation 1: McGill University will demonstrate a firm commitment to the recruitment, retention and professional development of diverse and excellent academic staff, administrative and support staff, and students, placing a strong emphasis on expanding the candidate pools and the pipelines of future candidates to accelerate progress in this regard.

Recommendation 2: Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact.

⁴<http://www.mcgill.ca/files/principal/PTFDECE-ReportFinal.pdf> See also Alma R. Clayton-Pedersen, Nancy O’Neill, & Caryn McTighe Musil, “Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities’ Academic Excellence Mission,” 2008. <http://www.uwlax.edu/inclusive-excellence/Documents/MEI%20Paper%20Last%20Revised%2012%203%2008.pdf>

Recommendation 3: Affirm a commitment to McGill’s positive engagement with, and impact on, outside communities, locally, nationally and globally; building innovatively and progressively on the University’s history of service to society and thereby expand opportunities for research, scholarship, and learning.

For each recommendation, a series of priority sub-recommendations in support of the larger goal were selected. An Appendix to the Task Force Report also included a list of 40 additional sub-recommendations that resulted from the Working Group discussions. These are included in this administrative response document as **Appendix B**.

Procedure for the Administrative Response

The Office of the Provost was given the mandate to develop the administration’s response, following a similar response process conducted for the Principal’s Task Force on Student Life and Learning in 2007.⁵ As in that earlier process, the response to its recommendations is organized in two stages: a preliminary response that was a document for further consultation and discussion, and this final response. The initial response document was drafted for circulation to the McGill community in fall 2011. This final response provides more detail about processes, timelines, mechanisms and anticipated costs, and the means with which to evaluate progress.

The earlier Task Force successfully accelerated the process of implementing student-centred programs, policies and practices, and led to structural changes of the units involved in Student Life and Learning. Our goals this time are equally ambitious, but we must recognize that in some areas measuring our success may prove more difficult, as the charge for the Task Force on DECE was broader, the goals more wide-ranging, and the metrics less precise.

Consultation for the Administrative Response

For both phases of the response, the Office of the Provost consulted broadly across the McGill community using two approaches – first, direct feedback about the recommendations through

⁵ http://www.mcgill.ca/files/provost/PTF_SLL_Final_Administrative_Response_27NOV07.pdf

interviews, and written commentaries; and second, through a review of relevant information in compact documents submitted to the Provost by the Deans of McGill's Faculties. The aims of these consultations were to:

- *alert University stakeholders to the Task Force recommendations*
- *generate examples of successful initiatives that address particular recommendations, which might then be adopted more widely*
- *promote self-reflection and planning regarding the Task Force recommendations*
- *promote a sense of ownership of the recommendations by the community*

Individuals and groups who were consulted for the administrative response are listed in **Appendix C.**

Key initiatives which respond to Task Force Recommendations

For each of the recommendations, this document highlights one key initiative that responds, strongly and decisively to it.

Just as in the development of the original aspirational Task Force Report, extensive research was carried out and many of McGill's remarkable existing initiatives and programs that address some of the recommendations continued to come into light – such as bridge funding, transitional year programs for undergraduates, and many, many programs that reach into our communities – but they are not necessarily widely known. This, in and of itself, represents a problem that needs to be corrected. Our goals – diversity and excellence in an institution that is engaged on many levels with its community – are not new, but the Task Force process—both the original aspirational report and this administrative response--offer an opportunity to examine our progress. If an initiative is under way but its existence is known only to one group of individuals and it could serve the larger community, we need to make changes that will amplify its impact. Other programs in place may be able to address some concerns raised by the PTF-DECE by broadening or shifting their focus. Consequently, in crafting the response, the

goal has been to look not only at new initiatives but also to make note of those activities that are already under way. While we cannot list all on-going initiatives and projects, we are committed to finding better means to share even more information on all that we are doing now and are committed to doing in the near future.

Responding to Recommendation 1:

Recruitment, retention and professional development of diverse and excellent academic staff, administrative and support staff, and students.

The Associate Provost for Policies, Procedures and Equity (PPE)

Recognizing that diversity is reflected not only in race, national or ethnic origin, colour, religion, sex, age or mental or physical disability, but also in language, sexual orientation, gender identity, community, politics, culture, way of life, economic status, and interests, success in addressing this area will indeed require vigilance and persistence. In accordance with the recommendation of the Task Force, the position of the Associate Provost for Policies, Procedures, and Equity is being expanded and empowered to have a larger role in promoting and monitoring diversity at McGill. If we are to enhance our diversity and be an institution that is welcoming to a varied community of students, staff, and faculty, we need to ensure that someone is transparently accountable for overseeing efforts and championing the principles of equity throughout the University. The Associate Provost (PPE) will take an active role in reviewing statistics compiled for students, faculty and staff and develop benchmarks to monitor our progress.

As the Principal's Task Force on DECE was being formed, plans were already under way to rethink the responsibilities of the Associate Provosts, including the addition of "equity" to the portfolio of the Associate Provost (Policies and Procedures). Professor Lydia White was appointed as Associate Provost (Policies, Procedures and Equity), or AP (PPE), for a five-year term that began on 1 September 2010.

Professor White and the Office of the AP (PPE) now have the explicit mandate to oversee and make recommendations for changes to the University's policies and procedures related to equity. In that capacity, she is responsible for ensuring that all entities within the University initiate and follow these policies and procedures with respect to equity concerns.

The Associate Provost (PPE) oversees the Social Equity and Diversity Education (SEDE) office, and as recommended by the Task Force, will now more visibly serve as an advocate and champion for equity in areas including the nominations for prestige awards and honorary degrees.

The AP (PPE) is also the Chair of the Joint Board Senate Committee on Equity (JBSCE), Chair of the Federal Contractors Program Equity Committee, and a resource expert on regulations and information. In sum, the position of AP (PPE) is being expanded and empowered to ensure that the person and the office are well positioned to play key roles in advancing the recommendations of the PPTF-DECE.

This process of moving forward and advancing our progress has already begun. In recent years, several of the subcommittees under the JBSCE have been without Chairs and have, as a consequence, been inactive. One of the first tasks of the new Associate Provost (PPE) was to re-activate all of the subcommittees. All now have Chairs and are again active in undertaking their work. The members of the JBSCE reviewed the Task Force recommendations and want to be involved in the establishment of benchmarks and monitoring of statistics that will be presented to Senate and to the Board of Governors. The complete statement of JBSCE on the Task Force recommendations is included in this document as **Appendix D**.

A. Specific Activities supporting diversity:

1. McGill's Equity Plan to the Federal Contractors Program (FCP). McGill submitted an Equity Plan to the Federal Contractors Program, which requires that a mechanism be

established to provide on-going Plan oversight as well as the equity profile of the institution, including implementation and monitoring of progress. The Plan itself may be modified as required when new or growing gaps are identified, or if a gap closes. The Employment Equity Oversight Committee, chaired by Professor White, will work to ensure the Plan is monitored and followed. The Committee's role is:

- To monitor progress towards meeting the goals/objectives outlined in the FCP Equity Plan and the Provincial Action Plan.
- Annually run and review the equity statistics to monitor progress in closing gaps or to identify new or increasing gaps in representation.
- Review new or changing policies and procedures related to hiring/recruitment, retention, training and development to ensure new barriers are not introduced.

2. Student Survey. To better understand how to foster sensitivity to cultural and personal differences in the delivery of services to students, the office of the Deputy Provost conducted a *Student Demographic Survey* in fall 2009. Students selected at random were invited to complete a survey on issues such as cultural and religious background, language, disabilities, and gender and sexual orientation.⁶ The next survey will be in the academic year 2013-14. This information will contribute to our fact base (see below, page 15), helping us to analyse and enhance our impact in terms of broadening access in order to increase the socio-economic diversity of our student body.

3. Social Equity and Diversity Education (SEDE) office. Established in 2006 and reporting now to Associate Provost (PPE) Lydia White, the SEDE office continues to offer programs to educate, heighten awareness, and provide opportunities for dialogue about equity and diversity-related issues. SEDE also works to create connections between McGill and external minority communities.⁷ Since 2006, the office has developed a range of

⁶ Participation was voluntary and responses were anonymous. There were 9,000 students selected at random and 2,072 respondents (23% response rate). <https://secureweb.mcgill.ca/deputyprovost/sites/mcgill.ca.deputyprovost/files/2011-02-16.SLL.Report.Diversity.Survey.Senate.FINAL.pdf>

⁷ SEDE programs are described at http://www.mcgill.ca/equity_diversity/welcome

programs to educate the McGill community about equity and diversity-related issues. SEDE's educational role will continue to be crucial.

4. Endorsing existing diversity programs. For various McGill units, including those involved in student life and learning, admissions, HR, and Graduate Studies, the Task Force recommendations provide validation and incentives for the programs in development or under way. McGill strives to make the hallmark of these programs, not only their success, but an approach that involves clear goals and evaluation of progress. Examples include:

- Pipeline pilot projects involving School Boards in Montreal and northern Quebec, and the promotion of the Aboriginal Student admission policy.
- In the Faculty of Medicine, the Office of Admissions is now the Office of Admissions, Equity, & Diversity, which reflects the commitment to draw upon the communities McGill serves, placing particular attention to equitable representation of historically underrepresented groups within the medical school and the medical profession.⁸
- The admissions process in the Faculty of Law has become more holistic as the supporting documents submitted by the student allow those who are from a diverse background a platform to highlight their own experience, and share, for example, factors that may make access to university education difficult. To evaluate their progress in achieving a diverse group of undergraduates, the Faculty of Law surveyed all the birth places of their undergraduate students in 2010; the results of the survey showed that the students at that time in the Faculty of Law were born in over 60 countries.⁹
- A new initiative to promote postsecondary access for First Nations, Inuit, and Métis students begun in summer 2011 by the School for Continuing Studies, in collaboration with the Aboriginal Affairs Work Group, the Office of the Dean of Students and First Peoples' House, offers the first course in the Aboriginal Pathways program. Future plans include reaching out to a greater range of communities,

⁸ The Program in Medicine is described at <http://www.mcgill.ca/medadmissions/eq-div>

⁹ The map produced as a result of the survey can be seen [here](#).

including disadvantaged groups—locally, and globally-- to recruit students, and follow up with mentoring and other mechanisms designed to ensure that all students at McGill feel a part of an open and supportive institution.

- On-going work to develop, improve and broaden the opportunities for mentoring of a broad range of undergraduate and graduate students, including the new Staff-Student Mentoring Program.¹⁰
- The expanding and highly successful SKILLSETS program for graduate students which provides a range of opportunities for all students to be supported in their overall professional skills development.¹¹
- The HR program for M-level staff to help them advance in their careers at McGill; a similar program for other support staff categories is under discussion.
- The effort to build a university “home” that is supportive of the academic and co-curricular goals begins on the first day at McGill. There is also an intentional effort at teaching and promoting learning within residences, both for life-skills and general development as well as academic-specific issues. The experience of being a Floor Fellow/Don is one of the most powerful co-curricular learning experiences for a student in the University. The Off Campus Fellows program seeks to build on the same principles for those students who live off campus in their first year. Matching a more senior student with a cohort of off-campus students builds a connection and provides resources to ease the transition to university life.
- The Aboriginal Outreach Coordinator offers a Welcome Ceremony for new students, prior to the official University welcome days; this early welcome facilitates connection to the First Peoples’ House and provides a readily available site for early support.

¹⁰ For further information see <http://www.mcgill.ca/mentoring>

¹¹ For further information see: <http://www.mcgill.ca/skillsets/>

B. Developing Initiatives

1. Comprehensive and integrated pan-university student recruitment plan. McGill has already developed several important tools to facilitate the work of our enrolment services operations, especially on the selectivity and yield of our highly qualified students. Along these lines, the Provost, working closely with the Deputy Provost (Student Life and Learning), the Executive Director of Enrolment Services, and the Strategic Enrolment Planning Committee are developing a comprehensive and integrated recruitment plan with the aim of purposefully influencing McGill's student body profile; the specific goal of this exercise is to diversify in all aspects as described in the Principal's Task Force on DECE, McGill's student population. The plan will, among other things, promote growth in our international student numbers; seek improvement in the quality of admitted students at the graduate and undergraduate levels; increase the socio-economic diversity of the applicant and admitted student pools; and ensure that McGill maintains its share of Quebec's university-going population. We plan to explore a new conditional admission policy, creating a pathway for academically outstanding students whose English language proficiency requires improvement prior to beginning their McGill degree programs, along with transitional year programs. All First Nations, Inuit, and Métis applicants are now given the option to identify themselves on their application form and to submit a personal statement, as well as letters of recommendation and a résumé. This allows admissions decision-makers to take into consideration the educational experiences particular to members of an Aboriginal community that are not evaluated through the University's standard practices and provide additional service and information to applicants about support services and funding opportunities for aboriginals at McGill.
2. Development of a University-wide electronic fact base. To provide a basis for our understanding about diversity at McGill, and to serve as a foundation for further discussion and programming, there must be an accurate accounting of the members of our community. To this end, we will build an easily accessible fact base that allows for

greater transparency of available information and should facilitate greater responsiveness where needed.

3. Orientation and mentoring opportunities for staff. The campus as a whole has benefited from efforts by Human Resources (HR) to apply expertise and knowledge developed by the Office for Students with Disabilities and the Office of Residence Life to ensure that all staff members, regardless of their background or ability, feel a part of McGill when they arrive. We need to ensure that new employees are provided with on-going opportunities to take advantage of university life. Delivery and implementation of appropriate individualized programs for professional development, including skill development, professional education, attendance at professional meetings, and other related activities will be explored. We will employ expertise in designing and delivering such programs.

4. Universal design. Universal design refers to “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” It is a concept that originated in the field of architecture, which now has become an important principle not only for physical spaces but also for products and environments “to maximize usability and accessibility.” The seven principles--*Equitable Use, Flexibility in Use, Simple and Intuitive Use, Perceptible Information, Tolerance for Error, Low Physical Effort, Size and Space for Approach and Use*--are seen as applicable not only to physical space but also to the design of curricular material.¹² Currently the Office for Students with Disabilities (OSD) emphasizes the importance of universal design by publicizing the need to think about curricular and program design for all students, staff and faculty with all types of learning styles.¹³ There

¹² <http://www.ualr.edu/pace/index.php/home/hot-topics/ud>

¹³ For more information see <http://www.mcgill.ca/osd>

is a need to extend these concepts beyond the OSD. For the development of ASAP 2012, Frederic Fovet, Director of the OSD, submitted recommendations for the Work Group on Services to Students for inclusion in the document. Going forward, Vice Principal (Administration and Finance) Michael Di Grappa and Associate Vice-Principal (University Services), Professor Jim Nicell, and his team will play an important role in these initiatives.

5. Family Care. All members of the McGill community need—at various times—advice and information about services which provide family support: Day care, elder care, or services when someone is sick. The procedure for finding services is sometimes different depending on an individual’s economic situation or immigration status. Modelled on similar initiatives at other major research universities, McGill will assign an individual to serve as a resource to provide timely and specific information to students, faculty, and staff, keeping in mind that a significant portion of our community is from outside of Montreal or Quebec and may not be aware of how to find support, or understand the tax implications for any costs associated with services.
6. Equity Award. A new *McGill University Award for Equity & Community Building* recognizes the work of students, faculty and staff committed to advancing equity and diversity at McGill. Further, the award recognizes efforts to foster a culture of awareness, active representation and inclusivity.

Responding to Recommendation 2:

Ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact.

Facilitating Interdisciplinary Research

As a research-intensive, student-centred university, McGill has already shown a strong penchant for designing and delivering high quality interdisciplinary educational and research programs that draw upon strengths across Faculties, Departments, Centres and Institutes.

The potential to do even more is also clearly evident, but we must put in place appropriate mechanisms to ensure that we can *support* and *strengthen* these interdisciplinary initiatives.

An important component of the Strategic Research Plan (SRP) and *Achieving Strategic Academic Priorities (ASAP 2012)*, the next iteration of the 2006 white paper (see **Appendix G**), interdisciplinary research and education, grounded in disciplinary strengths, is central to addressing the “grand challenges” characteristic of a modern society. The Vice Principal, Research and International Relations (VP-RIR) is now engaged in broad consultation to identify interdisciplinary research themes and mechanisms for connecting research and teaching across Faculties and Departments.

Working with the VP-RIR, we will investigate ways to encourage collaboration across McGill’s disciplines, Faculties, departments, centres and institutes. We are also examining procedures for the review of interdisciplinary programs, to determine the optimal method of conducting these reviews to promote excellence within the framework of the recently re-introduced academic unit review process.

We already know that there have been noteworthy successes in the development of specific interdisciplinary programs. One example—among many—is the interdisciplinary “Integrated Program in Neurosciences (IPN),” with participation from faculty from Medicine, Science, Arts, and McGill’s affiliated teaching hospitals and their research institutes. In the last two years, the number of students in the IPN has almost doubled to nearly 300 students with more than 100 faculty supervisors. This program also benefits from research agreements and successful partnerships with the University of Oxford, the University of Zurich, and the Swiss Federal Institute of Technology. The Associate Provost (Graduate Education) and Dean of Graduate and Post-doctoral Studies is leading an effort to develop standards that will facilitate the creation and functioning of more interdisciplinary graduate programs.

A. Activities supporting excellence:

1. Extending learning beyond the traditional classroom experience. In an attempt to make it a hallmark of a McGill education, we have undertaken a deliberate, integrated, and

systems-approach to ICT innovations and pedagogy. This has set McGill apart from many other institutions because we have been asking the question about how online, blended IT-driven, and face-to-face instruction can be informed by the latest research in higher education pedagogy. In short, we have been developing a systemic, university-wide approach to teaching and learning, spaces, and partnerships. We have been installing an “intentional constellation of classrooms and environments” within which learning occurs – from lecture theatres to active learning classrooms in order to enhance collaborative learning and student-faculty interaction. Now, however, in the context of responding to PPPTF-DECE, we must make it a hallmark.

2. Developing effective pedagogies to focus on increasing student engagement and supporting an inquiry-based approach to teaching. At a curricular level, two major projects, the Law Teaching Network, and Nexus (between research, scholarship and teaching) are addressing these issues. Individual professors have had been using instructional technologies, such as student response systems (“clickers”) in large classes to facilitate students’ active involvement in their own learning. Physical infrastructure via active learning classrooms is being developed to foster new pedagogies, with the creation of physical and information-technology rich environments conducive to implementing such pedagogies. We are looking ahead to the ways that we can evaluate our progress and learn more about how these changes are affecting learning outcomes.
3. Bridge Funding. The Office of the VP-RIR already has a program in place that offers bridge funding on a competitive basis when there is a gap in Faculty support for high-impact research from outside sources. This remains an important aspect of our support for research. Further development of this program will be the responsibility of the VP-RIR.
4. Co-curricular record. By developing a program to record co-curricular activities in a document that supplements the academic transcript, McGill will be able to provide students with an official document that records activities outside the classroom. It allows for formal recognition of extra-curricular involvement, leadership

accomplishments, and community service activities, and can serve as a valuable tool for prospective employers and professional/graduate schools while also validating and encouraging these experiences. We know that students are involved in community-based activities on and off the campus in athletics, in the arts, in social service projects, and political groups and that graduate schools, scholarship programs, foundations, and employers may find it useful to learn about these projects in a more formal way. This initiative responds to both recommendations 2 and 3. A co-curricular records pilot project began in September 2012.

B. Developing Initiatives

1. McGill Academic Staff Career Information project (MASCI). The Office of the Provost, the Office of the VPRIR, and the Office of the Chief Information Officer (CIO) are spearheading an effort that will make available all faculty CVs in a similar electronic format, a process that will make faculty research interests and areas of expertise accessible and searchable for undergraduate and graduate students, postdoctoral fellows, researchers and other faculty across campus, facilitating disciplinary and cross-disciplinary inquiry and cooperation. Phase I of this project is currently projected to be completed by 31 December 2012.
2. Campus-wide discussions about academic freedom, freedom of expression and freedom of peaceful assembly. A cornerstone of McGill's emphasis on excellence and diversity of ideas is academic freedom—the right to think and express ideas that reflect diverse points of view. In order to guarantee that activity in the scholarly pursuit of knowledge, in teaching, and in service to society can be achieved, universities must have autonomy that allows professors to have the right to conduct their teaching and research on topics of their choosing, without fear of reprisal. Similarly, students must have the freedom to pursue individually-determined educational experiences, and staff and other community members must be at liberty to engage in free and fair exchanges in support of the academic mission. In the coming months, the campus will engage in further discussions that will help define what we mean by “academic freedom” at

McGill, and determine how we will ensure a climate that promotes the expression of a diversity of ideas beginning with a conference with speakers from inside and outside McGill that took place on 28 September 2012. **Appendix E** describes this conference.

In addition, and as part of the Principal's response to the Jutras Report on the Investigation of the events of 10 November 2011, Professor Christopher Manfredi, Dean of the Faculty of Arts, was charged with consulting broadly with the McGill community on matters of freedom of speech, freedom of expression, and peaceful assembly on our campuses. (See Appendix F for that mandate). In the final report on the open forums, Professor Manfredi's made three specific recommendations 1) to ask that clarifications be made in certain sections of the Code of Student Conduct 2) to ask that the University develop a less restrictive approach to security of the James Building, and 3) to ask McGill Security Services to review their training program to ensure accuracy in reporting. In the report, he also concluded that in his findings he confirmed that, "All members of the McGill community are committed to diversity of opinion and the freedom to express that diversity in multiple ways, including through protests, demonstrations, and the presence on our campuses of controversial speakers. They are also committed to serving the University's missions of teaching, research, and service to both the internal and external community."¹⁴ This conclusion is important as it reinforces the recommendations of the PTF-DECE.

3. University Professorships. Funding for new University Professorships will be targeted to priority projects across the university including interdisciplinary initiatives. The title of "University Professor" would reflect the highest international standards of performance for academics at our research-intensive, yet student-centred, university. The Development and Alumni Relations (DAR) continues to explore options.

¹⁴ <http://blogs.mcgill.ca/openforum-expression/files/2012/10/OpenForumReportFinal.pdf>

Responding to Recommendation 3:

Engagement with our communities

McGill will develop a resource centre that documents, coordinates, facilitates and tracks information about our engagement with communities and serves as a clearinghouse for students, faculty, and staff who want to find ways that they can become involved in projects outside McGill.

McGill faculty, staff and students are involved in numerous local, national, and international activities. These include activities related to McGill's academic mission (scientific meetings, conferences, field work, internships, etc.) and community work as well as social action (or both). Service learning is also an integral part of student engagement in their communities. It provides not only opportunities to develop awareness and an increased sense of citizenship, but provides unequalled possibilities for applying theoretical knowledge to real world situations, thereby fostering deep learning.

The extraordinary array of internships and practical learning opportunities available to students are hallmarks of the McGill experience; opportunities and support are available through the Internship Offices Network, the Faculty of Arts coordinating body for the teaching, learning, and administrative units of McGill faculties that offer internship opportunities, including international opportunities, as well as from internship offices in the individual faculties. Alumni and Friends of McGill have been generous in providing financial support for internship experiences and in helping us to leverage our relationships in the public sector to advance our public policy aims and promote public service initiatives. In 2011, over 800 students at McGill participated in internships in the local community, the province of Quebec, and throughout the world.

McGill students also participate in more focused projects within the context of their academic experience. Examples include student design projects to rethink a community space, and

outreach through the free dental clinics offering dental students the opportunity to work directly with patients, while at the same time serving community needs. We should also keep in mind that the McGill University network of hospitals and the faculty and staff who work there provide health care for a significant portion of the Montreal community.

But this is just the beginning. These and hundreds of other McGill-led projects touch the lives of citizens in Montreal, throughout the province, throughout Canada, and around the world. Students in Music gain experience playing chamber music in homeless shelters, while students in Arts help small non-profit organizations with punctual events. Other student groups, on their own initiative, organize fund-raising drives for social service agencies, medical research, and promote awareness of local social concerns.

Over the years, various surveys have been done to track our work in communities—locally, provincially, nationally, and internationally—but we have never gone further in creating a permanent resource that records this information or provides information to members of the community who would like to be more involved in projects that either relate to their academic work or are completely separate.

We know about some of these projects through the Annual Reports of Departments, Centres, and Institutes; from the information documented by the various internship offices; and by SEDE, but we have little or no information about many student or staff-led initiatives. Anecdotal information indicates that the range and number of projects is enormous; from a student who coaches sports in a disadvantaged neighbourhood, to a staff member who each year raises thousands of dollars for medical research with the help of her administrative colleagues, to the many students who volunteer tutoring high school students, and alumni who dedicate hours of their time to making their community a better place to live. We have the means to use technology to enhance our ability to instruct, engage, and connect with communities—both our own community so that we raise awareness and with the communities beyond McGill. We are developing the means to systematically record these projects, measure their impact, and provide information for other members of the McGill community—including new students, staff, and faculty—about how to get involved. For governments, foundations,

and the general public who want to know what McGill is doing in the community, this office would provide information through its own website or via Public Affairs and Administration.

Current activities promoting and documenting overall community engagement

1. McGill's Community Engagement Day. On October 5, 2012, the whole McGill community was invited to participate in the first [Community Engagement Day](#), which connected the campus with a range of Montreal organizations; the event was designed to be a starting point for broader engagement between McGill and the local community. The day was a great success; 25 projects involving 50 community groups attracted a wide range of participants from both McGill and the local community.
2. Tracking community engagement of faculty and staff through departmental annual reports. The format of annual reports of departments, units, and Faculties has been revised so that units will report in detail on "Community Engagement" activities, providing a summary as part of the basic information along with highlights of teaching and research. These reports will be a rich source of information about outreach activities across the campus. By making the reports available on the Provost's website, we will be taking an additional step to share information about the many initiatives in place and in development at McGill.
3. Tracking community engagement of students through co-curricular records. See page 19 for a description of the pilot program for co-curricular records of students.

A. Examples of other Specific Activities:

The range of initiatives is far too vast and complex to list here. Below are several examples of new or expanded projects:

1. Community outreach to First Nations, Inuit, and Metis Communities. McGill has, through the First People's House, developed a program to work collaboratively with First Nations, Inuit and Métis communities across Canada on- and off- reserve in an effort to

connect with youth, prospective university students and their families to promote higher education and McGill University. This outreach extends to high schools, school boards, Band education centres and career fairs.

2. Pathy Family Foundation (PFF) Community Leadership Program. Funded by the Pathy Family Foundation, these student fellowships are designed to help bring sustainable and positive social change to the community. The projects can be based in any field; social work, public health, business, engineering, education, psychology, the arts, amateur sport. Projects can be carried out anywhere in the world, and students can work on their own or they can partner with a local organization in implementing their projects.
3. Science outreach. The recent \$5.5-million gift from Dr Lorne Trottier, McGill alumnus and Governor Emeritus, will expand the already substantial number of programs that bring McGill science to the community. Dr Trottier's gift will endow the McGill Office for Science and Society (OSS), the popular Lorne Trottier Public Science Symposium Series, the Mini-Science Series, and annual symposia that engage audiences with the aim of furthering scientific debate.
4. Faculty of Law High School Outreach Program. This program gives law students and Montreal-area high school students a chance to meet, interact and learn from each other. Stemming from concern about Quebec's alarming high school dropout rates and the fact that many students from low-income households, as well as children of immigrants and visible minorities in Montreal, are under-represented in post-secondary and legal education, the Program reflects the view that the privileges enjoyed by the Faculty of Law and its students also bring responsibilities. The High School Outreach Program is supported by the Beaverbrook Canadian Foundation and the Faculty of Law.
5. Seeds of Change. This alumni program empowers McGill's worldwide network of alumni and friends to support student-driven projects that are in line with their values and interests. At the same time – through micro-philanthropy, collective impact and social media – it creates a virtual community of people connected through giving.

We have much to learn from our peers across our campuses in sharing strategies, successes, and aspirations. We can and will do more and achieve a more open and diverse community where excellence, in our own programs and in what we give back, is a shared value.

Looking Ahead

This administrative response is an assessment of progress that reflects initiatives and activities, many of which were begun before the Task Force was formed, or conceived or furthered as it was meeting. It is a concrete step in developing a comprehensive set of measures in which we must engage in order to bring to life the recommendations contained in the Principal's Task Force on DECE.

McGill's strategic academic plans. *ASAP 2012: Achieving Strategic Academic Priorities*, an iteration of *Strengths and Aspirations (2006)*, references and continues the work of the Principal's Task Force on DECE. Many of the major strategic objectives, listed below, will move forward in specific ways the work of the Task Force. In particular, those pertinent to academic renewal, to the undergraduate and graduate experience, to career development for all employees, and to a commitment to education for professionals, address issues surrounding the goal of an inclusive and diverse community. The emphasis on the expansion of interdisciplinary research and educational programs, grounded in institutional strengths, provides faculty and students with opportunities that cross disciplinary boundaries. The focus on service to Quebec, Canada, and the global community provides the next steps toward implementation of the Task Force recommendations. Above all, the commitment to excellence in all these endeavours will reaffirm McGill's mission and sustain its academic leadership as one of the world's premier universities. See **Appendix G** for a list of the ten *ASAP 2012* Major Strategic Objectives.

Promoting our community engagement initiatives. As part of the strategic planning for *ASAP 2012*, the Work Group on Service to Quebec, Canada and the Global Community investigated the multiple community engagement efforts now in place across McGill, and offered

recommendations about how to better identify and promote the University's contributions in this realm. The Group began by developing a working definition of "service," which can include, but is not limited to, extending educational opportunity beyond campus walls, volunteer activities in the community, the application of scientific and technological findings to societal problems, service to the professions, and a host of other contributions. The Work Group report identified related activities currently under way in Faculties and Schools in their academic departments, research centres and institutes, as well as outreach activities in administrative units. Their efforts were informed by an understanding of outreach at McGill that includes collaborations and partnerships with other institutions locally, nationally, and globally.

Conclusion

Both the original PTF-DECE and this administrative response have highlighted assumptions about what can be done to overcome serious impediments that are slowing progress on achieving shared goals regarding diversity, excellence, and community engagement. It is evident that McGill already has in place a number of the programs and initiatives called for in the Task Force recommendations, including interdisciplinary educational and research programs, transitional year programs, and an array of opportunities for community engagement. But as Task Force members were not aware of many initiatives, the message is clear: we need to find better means to communicate information not only to the senior administration, but *across* the campus and Faculty to Faculty. Progress is already evident; in fall 2011, and continuing into the next academic year, the Office of the Provost reviewed and increased the number and mechanisms for communication and consultation with Deans, Department Chairs and Directors, the faculty at large, administrators, undergraduate and graduate students, alumni, Board of Governors members, and other stakeholders. Among those changes is the creation of the Academic Leadership Forum (ALF) series, a structured series of events where issues of substance and importance are discussed in a collaborative environment that invites and promotes cross-Faculty dialogue. We recognize that we also need to communicate more effectively to communities beyond our gates, and to become more fully engaged in partnerships and new projects.

The Task Force initiatives help us to define McGill as an institution that strives to create a more diverse community where excellence is a shared value and where the members of our community are engaged with the world. We know that individuals and units can learn from one another about strategies for promoting inclusiveness, developing excellence, or sharing expertise in the wider community. Although we may not always share the same perspectives about how to achieve these goals, we welcome this diversity of views, which in turn helps to create a better environment for advancing education and research at McGill.

Appendix A: Recommendations of the Principal's Task Force on Diversity, Excellence, and Community Engagement

McGill University will demonstrate a firm commitment to the recruitment, retention and professional development of diverse and excellent academic staff, administrative and support staff, and students, placing a strong emphasis on expanding the candidate pools and the pipelines of future candidates to accelerate progress in this regard.

In the spirit of the definition of diversity outlined in the Task Force's Statement, procedures should be set in place, actively implemented, and monitored to ensure that recruitment efforts reach out to and attract diverse pools of applicants to study at McGill and to join the academic, administrative and support staff. All selection processes should be informed by best practices for creating a diverse campus community. We take as a premise that McGill can influence the pool of applicants. Although it might be thought that McGill's reputation speaks for itself and that strong applicants will come to us, a commitment to broadening the composition of McGill requires actively reaching out to groups that have been traditionally underrepresented.

McGill should also develop measures to support not simply the retention, but also the flourishing, of students and academic, administrative and support staff from a variety of backgrounds. Together we seek to create a climate that supports intellectual diversity and a panoply of ideas and approaches to academic endeavours. Institutional commitment should be directed towards the development of new initiatives, including mentoring programs and programs that encourage a positive work-life balance, as well as increased support for those with family obligations and for those taking parental leave.

Our goal should be to increase the number of individuals from groups now underrepresented in various segments of the McGill community, in particular, visible minorities, aboriginal groups, women, persons with disabilities, and disadvantaged socioeconomic groups. McGill attracts a substantial number of Francophone students—many of whom are from the local community—and we want to ensure that they thrive here. We recognize that different measures may be necessary to achieve progress for different groups, but we must commit ourselves to proceeding responsibly, fairly, transparently, and accountably.

1. Include language that demonstrates our commitment to equity in existing and developing policies— e.g., the Academic Strategic Plan and the Campuses Master Plan.

2. Provide consistent training and information about best practices (of peer institutions and within McGill) relating to diversity across the University, to academic and administrative leaders and members of committees for hiring, promotion, and awards (e.g., CRC chairs, internal McGill chairs, honorary doctorates, etc.). Create meaningful mechanisms for advancing our progress in achieving diversity through these processes.
3. Put in place and provide resources to ensure proactive and sustainable programs aimed at increasing and maintaining diversity in qualified faculty, staff and senior leadership. In particular, ensure that HR has the capacity to carry out this role effectively.
4. Provide information and resources to facilitate the integration of new faculty and staff and their families into the Montreal community, taking into account issues of language and accessibility to community resources including the provision of incentives for French language acquisition.
5. Ensure that mechanisms are in place to nominate excellent candidates representing the full diversity of the community for awards and other types of recognition both inside and outside the University.
6. Support efforts to recruit and retain a more diverse qualified student body, for example, by developing pipelines of future students, including Francophone students and students from underrepresented groups. Promote students adjustment to McGill with transitional year programs for certain incoming students and by developing mentoring programs to connect them with faculty and senior students upon their arrival at McGill. Develop and sustain strong connections to support these efforts through community outreach, admissions offices, and Development and Alumni Relations.
7. Facilitate access to degree programs for outstanding students who have followed non-traditional pathways to education.
8. Demonstrate a strong commitment to significant and sustained progress in making our University physically accessible for those with disabilities by ensuring representation of special needs infrastructure experts on McGill Buildings and Properties Committee of the Board of Governors and the Senate Committee on Physical Development with regard to the planning and implementation of McGill construction and renovation projects; ensure that McGill takes advantage of all opportunities to create improvements in accessibility to all University buildings.
9. Establish benchmarks for diversity and routinely collect relevant information about McGill students, academic staff, administrative and support staff, to be presented annually to Senate and the Board of Governors.

Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact. Refer recommendations to VPRIR, TLS, etc. , not other venues (Strategic Research Plan, ASAP 2012) or relegate them for further study.

Explicit and broadly defined criteria of excellence have not been clearly articulated to guide our decisions, actions, and evaluation mechanisms in a way that can take full advantage of the wealth of diversity at McGill. The University benefits from new and sometimes non-traditional approaches, which may have roots in the wider community, to teaching and learning and to research and scholarship. We recognize that the members of our community come from a broad range of backgrounds and bring a wealth of diverse experiences and perspectives to the University. Our broader, more inclusive vision of excellence must take into account the diverse approaches to academic endeavours—while continuing to value traditional measures—and our vision of positive societal impact must be entrenched in our existing, as well as our developing, policies and practices.

1. Extend learning beyond the traditional classroom experience; explore new and innovative pedagogies and alternative conceptualizations of curriculum. Develop a range of ways of meeting program requirements that take advantage of new teaching methods, including new technologies and community and enterprise-based learning modalities.
2. Develop an array of learning outcomes across programs that reflect general societal goals, including preparation of graduates for local and global citizenship. As programs are developed, they shall specify their intended outcomes and how these align with the objectives.
3. Encourage and support the development of interdisciplinary courses that are co-designed and co-taught by instructors from different units. The aims are to enable undergraduate and graduate students to gain an appreciation of the subject material from various perspectives, to pave the way for greater interdisciplinary research and scholarship, and to strengthen the teaching-research interface in engaging ways.
4. Encourage curriculum committees to provide opportunities for students to be exposed to areas and topics outside of their primary discipline.
5. Establish a new program to promote interdisciplinarity in research and scholarship by supporting full- and part-time research secondments of professors across Faculties.
6. Recognize research and scholarship excellence through the appointment of University Professorships that provide financial reward and funding to a small but diverse group

of top researchers and scholars in a range of academic disciplines.

7. In support of excellence in research and scholarship, develop a necessarily competitive internal program of bridge funding for outstanding professors with exceptional research programs who face difficulties that result from gaps in outside funding.
8. Adopt performance measures for research and scholarship that value community-based research and knowledge transfer outside of the academic community.
9. As a defining characteristic of McGill, promote widespread mentorship of students, faculty, and administrative and support staff, by, for example, creating University-wide guidelines and awards for mentoring excellence and high-impact orientation programs for each of these groups.
10. Institute more public recognition for a broad range of outstanding professors and exceptional programs that meet innovative and non-traditional as well as traditional standards of excellence.

Affirm a commitment to McGill’s positive engagement with, and impact on, outside communities, locally, nationally and globally; build innovatively and progressively on the University’s history of service to society and thereby expand opportunities for research, scholarship, and learning.

Part of McGill’s stated Mission is to provide “service to society in those ways for which we are well suited by virtue of our academic strengths.” To that end, McGill should seek to be an a University that is recognized as outstanding for its commitment to engagement to communities-local, national, and international—as it is in the pursuit of academic excellence. It should seek to promote a strong culture of community engagement among students, faculty and staff. We must remember that this engagement is not extrinsic to the University’s core mandates of research, scholarship and teaching, but intrinsic to them. McGill has a long history of commitment to Montreal and Quebec; we seek to enhance opportunities for on-going engagement close to home and around the world. We draw strength from our unique situation as a university where English is the primary language of instruction, located in a vibrant, cosmopolitan city where French is the dominant language. We recognize that affirming a commitment to McGill’s community engagement also advances the goals of Recommendations 1 and 2.

1. Develop sustained and multi-stranded relationships with communities outside the University – especially those whose members are underrepresented at McGill– that build on our strengths in teaching, research, and scholarship; that respect the communities’ values; and that advance co-constructed goals; consistent with McGill’s

mission.

2. Create mechanisms to recognize teaching, research, and service that promote community and global activities and a range of forms of knowledge transfer.
3. Explore the possibility of providing some relief from other duties for faculty and staff members with extensive involvement in outreach projects and knowledge-translation activities consistent with McGill's mission; ensure that excellent work in these areas is recognized and duly credited.
4. Encourage academic units to include an outreach component in their undergraduate majors programs.
5. Designate a person or office to document, coordinate, and facilitate community-outreach projects across the University, in collaboration with Faculty- and department-based champions.
6. Build recognition and visibility for community outreach on local, national and international levels through measures such as annual awards, special events, community and institutional communiqués, and credit for community-based activities.

Appendix B: Additional recommendations of the PTF-DECE Working Groups

Elements of a program aimed at increasing and maintaining diversity in faculty and staff communities

This section elaborates on the recommendation that the University put in place and provide resources to ensure proactive and sustainable programs aimed at increasing and maintaining diversity in qualified faculty, staff and senior leadership.

Increasing diversity in faculty and staff communities

We take as premise that the pool of applicants is a variable that McGill influences. Procedures should be set in place, actively implemented, and monitored to ensure that:

- a) recruitment efforts actively reach out to and attract a diverse pool of applicants;
- b) selection processes are informed by best practices for recruiting staff from diverse backgrounds.

To further illustrate the intent behind our broad recommendation, the working groups suggest the following concrete measures:

1. Encourage academic units to post job notices in forums likely to be seen by members of underrepresented groups.
2. Develop strategic alliances with representative organizations to create a more inclusive climate that will foster diversity in recruitment and retention. To begin, the University could consider the implementation of specialized recruitment strategies to identify potentially qualified underrepresented minority applicants. The Social Equity and Diversity Education (SEDE) Office may have a role in this respect.
3. Amend self-identifying processes for prospective candidates so as to encourage higher rates of disclosure of information relating to diversity.
4. Make the result of academic hiring searches transparently available to the McGill community.

Maintaining diversity in faculty and staff communities

McGill should develop measures to support the retention and flourishing of staff from a variety of backgrounds and pursuing a variety of paths while at McGill. Institutional commitment should be directed towards the development of new initiatives, including mentoring programs,

and programs that encourage a positive work-life balance, as well as increased supports for those with family obligations and taking parental leave. To further illustrate the intent behind our broad recommendation, the working groups suggest the following concrete measures:

1. Develop initiatives that foster diversity through inclusiveness and thus undertake innovative initiatives that consider culture, community and work-life balance.
 - 1.1. Support the SEDE Office's suite of diversity programs and extend its offerings to academic and non-academic staff.
2. Increase measures to assist the transition of new hires and their families, including providing access to child care and offering information on housing and local schools.
 - 2.1. Given McGill's recruitment from a variety of jurisdictions, the Human Resources Web page relating to spousal relocation should clarify that "spouse/partner" includes same-sex partners.

In support of the above, it is essential to ensure that all units of the University adopt the commitment to diversity in relation to academic, administrative, and support staff. In particular, Human Resources should develop the capacity to fully embrace its crucial role in the implementation of the University's Employment Equity Policy (2007). This policy calls for positive measures to increase applicant pools, and implementation will require Human Resources to be proactive at many stages of recruitment and retention processes and to cooperate with other units or groups in the University working on equity and diversity issues.

On recruiting and retaining a diverse student body

This section elaborates on the Task Force recommendation that the University support efforts to recruit and retain a more diverse qualified student body.

Supporting efforts to recruit a more diverse student body

As for the case with staff, we take as a premise that the pool of applicants is a variable that McGill can influence. Recruitment of a diverse study body should be integrated with sustained community outreach efforts so as to improve post-secondary access.

For the University to develop and sustain strong connections between community outreach and admissions offices, the working groups suggest the following concrete measures:

1. Commit to developing and sustaining long-term relationships with local Aboriginal communities, perhaps stabilizing funding for a recruitment officer with a mandate to focus on these communities.
2. Ensure that all staff in Admissions and Recruitment reflect the University's commitment to diversity and excellence.
3. Ensure that messages of McGill's history of excellence are presented in recruitment materials with openness to students from backgrounds that are underrepresented at McGill.
4. Develop programs to identify talented students from underrepresented minority groups from across the country. This could include, for example, the implementation of specialized recruitment strategies to encourage qualified underrepresented minority applicants. Give consideration to the possibility of identifying, admitting, and supporting a "posse" of students.
5. Develop bridging programs to allow students to transition to full-time studies, either from Continuing Education or from previous studies that did not qualify them for admission.
6. Communicate clearly, consistently, and transparently information about financial aid.
7. Carry out targeted networking and recruitment visits to communities populated by groups underrepresented in the University, and to the institutions that serve those communities. Target outreach efforts in socioeconomically disadvantaged communities.

Developing and sustaining initiatives to retain diverse student populations once at McGill

It not enough that McGill recruit students from traditionally underrepresented groups without establishing deep and sustained programming to support them throughout their time at the University. Our recommendations here are informed by the recognition that students with family members who have attended McGill or another university often have such support systems informally in place.

Efforts to support and retain students from traditionally underrepresented groups once at McGill can include the following measures:

1. Work with students to emphasize inclusion and recognition of diversity in first-year orientation. Meaningful efforts in this respect may require coordination between Student Life and Learning, student associations, and SEDE.

2. Ensure that residence staff reflects the range of minority backgrounds and experiences found among our students.
3. Provide academic and other support to students to ensure their success.
4. Promote French as a Second Language classes in recognition of the importance of intensifying connections between McGill students and our local community.
5. Monitor retention of various student groups to identify targeted measures that may be necessary to improve success at McGill.
6. Increase options for part-time degrees, including reworking the relationship between certificates and degrees. Allow modular graduate certificate or diploma programs to lead to a Master's degree.
7. Broaden criteria for admission to enrich our current student population and facilitate access to outstanding students who have followed non-traditional pathways to education.

On developing learning outcomes that reflect our general societal goals, including preparing graduates for local and global citizenship

This section elaborates the recommendation that the University develop an array of learning outcomes across programs that reflect general societal goals, including preparation of graduates for local and global citizenship.

For McGill to extend its reach on the international scene, we need to respond to global trends and ensure that our graduates can assume leadership roles in shaping global trends. As a leading institution, we must provide opportunities for our students to experience education that prepares them for global citizenship and that is conducive to lifelong learning. Our graduates should be able to lead meaningful and fulfilling lives in various contexts and cultures, be sensitive to different ways of being and knowing, be creative and innovative in ways that extend beyond the education acquired in their disciplines, and have a commitment to the public good.

To illustrate the intent behind our broad recommendation, the working group suggests the concrete measures listed below, noting that many of them will require close collaboration among various administrative offices.

1. Ensure that curricula prepare students for global citizenship.
2. Provide students more opportunities to participate in supervised research so that they can apply their knowledge and enhance their independent learning skills.

3. Encourage greater participation in exchange programs and internship programs, including those that explicitly encourage involvement with institutions in developing and underdeveloped countries.
4. Work through formal structures such as mentoring in and incentives to support professors in utilizing innovative pedagogical approaches in their delivery of instruction, their assessment of student learning, and their graduate supervision to foster high-order thinking skills, soft skills, and life-long learning.
5. Promote coherent and aligned perspective between curricula, pedagogy, and learning outcomes.

On further supporting for interdisciplinarity in teaching and research.

We recognize interdisciplinarity as a major contributor to innovation and excellence as well as a natural manifestation of academic-intellectual diversity. This section provides additional ways in which the University may better support interdisciplinary teaching, research and scholarship.

In relation to teaching and learning, the working groups propose the following concrete measures as possible ways for providing students exposure to areas and topics outside of their primary discipline:

1. Encourage the development of new streams in existing programs that make it possible for students to take courses outside their primary program.
2. Encourage students to take “minor” fields or a coherent sequence of courses outside their own program to enrich their educational experience.
3. Offer credit for community-based activities and include mention of significant community-service activities on transcripts or on co-curricular records.

In relation to research, we encourage further progress on developing interdisciplinary research and scholarship at McGill, including efforts to better recognize and support research that cuts across traditional disciplines, University structures, and established perceptions.

On providing internal support for research and scholarship

This section captures Task Force discussions on how McGill might provide better internal support for researchers in the context of a broadened community of scholars. As recruitment efforts succeed in attracting a more diverse academic staff, maintaining and enhancing research excellence will require sustained efforts, continuity in research staff and resource allocation, and multiple opportunities for promising new academics. Funding uncertainties produce recruitment and retention challenges and reduce the productivity of researchers who

experience them. In addition, successful researchers who manage large teams and multi-institutional research grants face substantial administrative work that can impede productivity, if not adequately supported. In addition to the recommendation of bridge funding, the working groups propose the following ways the University may provide internal support for research to both current and newly hired investigators:

1. A voluntary program for internal pre-submission review and mentoring for graduate students and post-doctoral fellows who are preparing external fellowship applications.
2. Internal pre-submission review of all tri-Council and other grant applications by professors who do not hold a grant from the same agency at the time of submission (e.g, new applicants or resubmission of unsuccessful renewals).
3. Administrative support to funded academics, with an emphasis on those managing large-scale projects.

On Community Outreach

Developing sustained and multi-stranded relationships with communities outside the University:

The following elaborates on the recommendation that the University develop sustained and multi-stranded relationships with communities outside the University that build on our strengths in teaching, research, and scholarship, that respect the communities' values, and that advance co-constructed goals. Such relationships would target communities whose members are underrepresented in McGill's student body. Co-constructed goals should be designed to meet community needs, while providing opportunities for McGill students and faculty to engage in participatory research and learning.

In developing such projects, McGill could build on existing outreach programs in public high schools serving underprivileged areas in and around Montreal. It should also explore opportunities to connect with students in early high school or primary school, when it may be possible to have a deeper impact on their academic paths. This type of focused outreach could ultimately help broaden and diversify the base of outstanding applicants to McGill. It is important that all such programs be planned and implemented in partnership with the communities involved, to ensure community ownership.

Coordinating and developing community outreach programs:

The following elaborates on the recommendation that the University designate a person or office to document, coordinate, and facilitate community-outreach projects across the

University, in collaboration with faculty- and department-based champions. To further illustrate the intent behind our broad recommendation, the working groups suggest the following be included in the coordination role:

1. providing accurate and comprehensive information to students and potential community partners on the University's outreach initiatives;
2. sharing information across faculties to facilitate connections between existing projects;
3. offering workshops to help students, academic, administrative and support staff who want to start outreach activities;
4. working with the University's communications offices to increase public awareness of McGill outreach activities, particularly in Francophone Quebec;
5. helping to deepen relationships with specific communities in order to achieve long-term, measurable results.

Building recognition and visibility for community outreach:

The following elaborates on the recommendation that McGill build recognition and visibility for community outreach on a local, national and international level through measures, such as annual awards, special events, and credit for community-based activities:

1. Create and publicize annual awards for outstanding community service by students, and by academic, administrative and support staff.
2. Hold bring-your-children-to-work events, designed to make families of all employees feel more connected to the University.
3. Celebrate outreach initiatives.
4. Explicitly encourage a culture of community engagement in internal and external communications.
5. Consider establishing bursaries for children of McGill staff.

Appendix C: Consultation for the Response

Senior Administration

Deputy Provost, Student Live and Learning
Associate Provost, Academic Staff and Priority Initiatives
Associate Provost, Faculty Affairs and Resource Allocation
Associate Provost, Policies, Procedures and Equity
Associate Provost, Graduate and Postdoctoral Studies

Faculty Deans

Agricultural and Environmental Sciences
Arts
Continuing Studies
Dentistry
Engineering
Education
Law
Management
Medicine
Music
Religious Studies
Science

Other units and individuals:

Arts Open Forum
Dean of Students
Director, Residences and Student Housing
Director, Food and Dining Services
Director, Teaching and Learning Services
Director, Office for Students with Disabilities
Executive Director, Student Services
Human Resources
Joint Board Senate Committee on Equity
McGill Senate
Management Forum
Media Relations Office
PGSS
SEDE office
SSMU
University Registrar and Executive Director Enrolment Services

Appendix D: Joint Board Senate Committee on Equity (JBSCCE) Review of the Task Force Recommendations

The [Task Force] Report provides an opportunity for JBSCCE to revisit the Guidelines on Inclusive Language and prepare them in a format that would be more acceptable to the University community. As this recommendation suggests, it is important to recognize that diversity training is essential. It should be required and must be carried out on many different fronts. In this context, the University should build on existing resources and expertise, such as the SEDE [Social Equity and Diversity Education] office, which reports to the Associate Provost.

Relevant bodies at McGill must commit to being more proactive about providing nominations of suitable candidates from underrepresented groups for awards and other types of recognition. Furthermore, there is a need for greater sensitivity to the negative impressions that can be created when diversity appears not to have been taken into consideration.

JBSCCE applauds the Task Force's commitment to ensuring physical accessibility on campus. In addition, JBSCCE would like to see greater recognition of the needs of persons with non-visible disabilities, and a shift in emphasis towards the concept of universal design as a means of diminishing barriers on campus. This is an area where the expertise of the Sub-Committee on Persons with Disabilities can be called upon. JBSCCE and its sub-committees could be involved more formally in the establishment of benchmarks and monitoring of statistics to be presented to Senate and the Board.

Appendix E: Academic Freedom—Challenges and Opportunities

In an increasingly globalized world, how should we protect academic freedom?

McGill has no statement or policy on academic freedom. What might be the components of such a statement? What are the benefits and risks of such a statement? Traditionally understood to be the right of individual faculty members to determine the trajectory of their research without interference, academic freedom has been subject to a variety of interpretations.

Our objectives for the afternoon are to engage in:

- **An open dialogue with our presenters focusing specifically on the concept of academic freedom.** This concept has been clouded and confused by discussions about other related freedoms, such as freedom of speech and freedom of assembly. While recognising the importance of these other freedoms, we want to concentrate specifically on the rights of individual professors to direct the course of their research and the rights of a university to have control of its own programs.
- **A discussion of the issues from the perspective of McGill in Quebec, McGill in Canada, and McGill as an international university with projects and programs reaching worldwide.**
- **A beginning of a process of thinking about a statement on academic freedom for McGill.** We will examine the pros and cons of creating such a document and define what such a statement--were it to be written--should include.

Please bring your ideas and join a conversation with your colleagues and leading scholars from Canada and abroad on September 28, 2012 in Redpath Hall.

Appendix F: Mandate for the Open Forum on Free Expression and Peaceful Assembly

Consistent with Recommendation 1 of the Jutras Report, to the effect that “University authorities should provide and participate in a forum open to all members of the University community to discuss the meaning and scope of the rights of free expression and peaceful assembly on campus,” the Principal gave Professor Christopher Manfredi, Dean of the Faculty of Arts, the mandate to chair an Open Forum series on “Free Expression and Peaceful Assembly.” Members of the senior administration participated in the Open Forums to hear from the community on these matters.

The purpose of the Forums was to hold open discussions on the meaning, scope and protection of free expression and peaceful assembly on McGill’s campuses. The Open Forum itself was intended to be an opportunity for ethical and engaged participation in discussing and understanding free expression and peaceful assembly at McGill University. To this end, the Open Forums were open to the participation of the entire University community in order to capture a diversity of participants and voices across the broad spectrum of our community.

The following [link](#) will lead readers to the full Terms of Reference for these Open Forums.

The evolving dialogue on academic freedom on campus will be guided by the following five pillars:

1. Research and teaching
2. Institutional autonomy
3. Collegial self-governance
4. Broader rights related to University citizenship
5. The University’s regulatory framework

Appendix G: ASAP 2012--Achieving Strategic Academic Priorities

In the list below, the seven broad objectives identified in the 2006 white paper are presented in *italics*, while the **bold type reflects major strategic objectives going forward**. These objectives may be considered as starting points for the next white paper.

1. *Academic renewal plan* → **Achieve new directions in faculty recruitment, hiring, retention, career development and leadership**
2. *UG composition and experience* → **Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented population groups**
3. *Improved Grad Studies experience* → **Ensure innovation in graduate studies based on research strengths and competitive funding**
4. *Disciplines and inter-disciplinarity* → **Develop and implement transformative research initiatives based on competitive advantage**
5. *Quality support services* → **Develop a culture of “best practices” in academic endeavours**
6. *Professional development, productivity and satisfaction* → **Enhance career development opportunities for administrative and support staff**
7. *Performance management indicators* → **Implement academic analytics, processes, tools, and feedback loops**
8. **Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact**
9. **Ensure and embrace the diversity in origin and ideas among students, faculty, and staff with appropriate programs and services**
10. **Attain pre-eminence in education for the professions in the 21st century by means of leadership initiatives.**