

Proposal for the creation of the
INSTITUTE FOR THE PUBLIC LIFE OF ARTS AND IDEAS (IPLAI)
at McGill University

Submitted to the Academic Planning Committee
McGill University

February 2009

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It is in the nature of beginning that something new is started which cannot be expected from whatever may have happened before. This character of startling unexpectedness is inherent in all beginnings and in all origins.

—Hannah Arendt, *The Human Condition*

I. INTRODUCTION

The Institute for the Public Life of Arts and Ideas (IPLAI) reflects and advances McGill's commitment to the humanities, as specified in the University's 2005 strategic plan, *Strengths & Aspirations: white paper call to action regarding McGill University's future*, and its commitment to "pushing disciplines beyond their boundaries". IPLAI is dedicated to understanding how the arts (literature, painting, film, theatre, music, industrial and artistic design, architecture) and new ideas come into being in a range of settings (schools, the law courts, markets, the Web, the book trade, state institutions, etc.), and in relation to social, cultural, and institutional practices. It will also strive to understand how the "startling unexpectedness" of art and ideas is able to transform the private world of the individual, the greater world of public matters, and the relationship between the two. The focus, then, is on the dynamic life of art and ideas—their relationship to public and private life; their relationship to a range of social practices; their formative passage through or continuing existence in education, business, religion, and law; their embeddedness in collective and individual action, feeling, expression, and cognition; and their contribution to remaking the world into which they are born.

Proposal Submitted by

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Paul Yachnin (Tomlinson Professor of Shakespeare Studies, and Chair, Department of English; Director, The Making Publics Project)

IPLAI Management Committee

Professor Desmond Manderson (Chair)
Professor Paul Yachnin (*ex officio*)
Professor Mark Antaki (Law)
Professor Ricardo Castro (Architecture)
Professor Douglas Farrow (Religious Studies)
Professor Steven Huebner (Music)
Professor Jacob Levy (Arts; Political Science)

Professor Karl Moore (Management)
Professor Shirley Steinberg (Education)

IPLAI Implementation Committee

Professor Paul Yachnin (Chair)
Professor Isabelle Arseneau (Arts; Langue et littérature françaises)
Professor Nancy Adler (Management)
Professor Kim Brooks (Law)
Professor Michael Jemtrud (Architecture)
Professor Roe-Min Kok (Music)
Professor Torrance Kirby (Religious Studies)
Professor Teresa Strong-Wilson (Education)

Dr. Leigh Yetter, IPLAI Implementation Coordinator

II. ORGANIZATION

i. Faculties and Schools Involved

Faculty of Arts
Faculty of Law
Desautels Faculty of Management
Faculty of Education
Faculty of Religious Studies
Schulich School of Music
School of Architecture (in the Faculty of Engineering)

ii. Establishing “Institute” Status

- a. The Institute sponsors two-year interdisciplinary research and teaching programs developed by participating faculty members.
- b. The Institute offers as many as ten two-year Resident Faculty Fellowships. McGill faculty members apply to become Resident Fellows by submitting research and teaching proposals that connect with the principal theme announced for the relevant cycle. At least four resident fellowships are set aside for pre-tenure and non-tenure-track faculty.
- c. The Institute sponsors two two-year Postdoctoral Fellowships.
- d. The Institute offers competitive Fellowships in Public Scholarship to McGill undergraduate and graduate students.
- e. Each year the Institute offers one team-taught interdisciplinary undergraduate lecture course on a theme related to the current research theme.

- f. Each year the Institute offers one co-taught interdisciplinary undergraduate seminar on a theme related to the current research theme.
- g. Each year the Institute offers one co-taught interdisciplinary graduate seminar on a theme related to the current research theme.

iii. Governance of the Institute

The Faculty of Arts has agreed to serve as first presiding Faculty.

Desmond Manderson has agreed to serve as first Director of the Institute.

One participating Faculty or School accepts primary administrative responsibility for the Institute. It is expected that the responsible Faculty or School will change every five years.

The Director is nominated to a three-year term by the Management Committee. She or he is a senior faculty member of one of the participating Faculties or Schools and is given substantial course release in order to carry out the duties of running the Institute.

With the assistance of an Associate Director and the Management Committee (with representatives from each of the seven Faculties and Schools), the Director oversees the operations of the Institute. The Director reports to the Advisory Board, which is made up of members of the university and the public, and also to the Dean of the presiding Faculty.

The Director and the Management Committee, in consultation with the Board, plan the research and teaching activities of the Institute. These include:

- a. coordinating the contributions and presentations by existing individual and collaborative research projects
- b. designating the research theme and organizing and overseeing the research activities
- c. promoting interfaculty research initiatives
- d. organizing the interfaculty undergraduate course
- e. supervising the development of the undergraduate and graduate seminars
- f. recruiting the visiting senior scholars and the visiting artists
- g. overseeing the selection of the postdoctoral fellows
- h. selecting the resident fellows from among faculty applicants
- i. planning and supervising the outreach activity

III. RATIONALE

The Institute seeks to foster an environment in which artistic creation and scholarship come together to benefit one another and the university as a whole. The Institute's interests range across cultures, languages, and periods: how are art and ideas formed by public life and how in turn do they help to shape the public life in modern China, 19th-century Canada, or Renaissance Italy or Spain? How do ideas and arts develop within particular linguistic and cultural settings and how are ideas and arts able to travel from one language or culture to another and from the past to the future? How do varying conceptions of what counts as art or ideas, from the vernacular idioms of popular language and culture to the stylized expressions of patronized arts and ideas, shape the trajectories of culture across time and space? Important also is the recognition that art and ideas can contribute to social ills such as prejudice, exclusion, conformism, and passivity, as well as to the public good. The roots of the Institute's agenda are historical since artistic and intellectual creations sometimes have long periods of gestation, since time is essential to the cultural and political work of arts and ideas, and since their originality is capable of changing the direction of history itself.

The Institute for the Public Life of Arts and Ideas builds bridges among particular research and teaching initiatives in the sponsoring faculties and both provides a structure and serves as a catalyst for new interdisciplinary and interfaculty undertakings. It encourages newer professors and faculty lecturers to take part in the work of the Institute by setting aside at least four resident fellowships for pre-tenure and non-tenure track faculty and by providing opportunities for membership that may include seed funding. By setting no boundaries on the categories of arts and ideas and by encouraging transformation from the margins, it frees faculty members, students, artists, and members of the public to consider one of the most pressing questions facing the humanities and the modern university as a whole: how do art and ideas enter into and influence public life? This question includes a number of subsidiary ones: how do artistic and intellectual works take shape? how are they disseminated? by what means does public life itself influence art and ideas? It asks also, how do we tell the life-stories of works of art and intellect and the stories of artists and thinkers? How might such works and their creators make possible or inhibit the development of knowledge from below the level of the social elite or from outside the formal institutions of learning?

IPLAI embodies the principle that universities are unique because members of faculty never cease being students and because what they teach and learn from their students is knowledge in the making rather than knowledge ready made. The Institute builds upon strong disciplinary foundations but does not replicate them. The aspiration is to provide the opportunities, incentives, and support that enable professors and students to embark on interdisciplinary experiment and exploration, and to engage resident artists and publics beyond the university in the process of making the familiar strange. The Institute thus invites faculty and students to venture into what might have been *terra incognita* within their own university by developing familiarity with other fields of knowledge and other methodologies.

IV. OBJECTIVES

i. Activities

a. Teaching

- Initially, the Institute offers three interdisciplinary courses per year, each linked to the current research theme. Resident fellows usually teach one interdisciplinary, co- or team-taught course at the Institute over the two years of their residency. Undergraduate teaching, especially, features a focus on multiple literacies so that students who develop an understanding of how artistic and intellectual works shape public life are also able to express that understanding for a public readership or audience.

Courses:

- PLAI 300-305. A large, interfaculty undergraduate lecture course (100+ students), taught by a team of Institute-affiliated faculty members. The course introduces students to central questions having to do with the public life of arts and ideas. Such a course might focus on one major figure (such as, for example, Shakespeare, Sa'di, Michelangelo, the Beatles, Bob Marley) whose work connects with the domains of the arts, commerce, education, law, and religion; or a particular idea or problematic (individualism, or freedom and determinism); or a particular work of art or intellect (*The Republic*, the Upanishads, Louis Kahn's Bangladeshi National Assembly Building, or Gustav Klimt's "faculty paintings," which were destroyed by the Nazis)
- PLAI 400. An interdisciplinary co-taught undergraduate seminar that invites students to examine a particular social or cultural problem or phenomenon, or artistic trend or medium, from multiple disciplinary perspectives.
- PLAI 600. An interdisciplinary co-taught graduate seminar that examines, in depth, a range of methodological and theoretical approaches to the relationships between arts and ideas and their public expression and reception, within a defined historical or cultural context.
- The range of courses offered will expand as the Institute matures, with the goal of establishing an undergraduate minor in the Public Life of Arts and Ideas.

b. Workshops

- The Institute will facilitate new collaborative research by providing seminars and workshops in advance of each two-year program.
- Each two-year program overlaps with the next so that the second year of each two-year program is also the preliminary year of the following one. Preliminary years allow faculty members to begin to develop research and teaching projects keyed to the upcoming

research theme. This work will be supported by workshops hosted by the Institute, and open to all members of the seven participating Faculties and Schools.

c. Public Life

- The Institute develops research related activities such as exchanges, workshops, conferences, exhibitions, and publications in association with museums and research institutes such as the Canadian Centre for Architecture, the McCord Museum, the Canadian Museum of Civilization, the Centre for Research in the Arts, Social Sciences and Humanities at Cambridge, the Getty Museum in Los Angeles, or the Harvard Humanities Center.
- The Institute's own public life is supported through the development of an open-access website that details the Institute's work, makes available lectures and events in the form of podcasts and/or transcripts, and provides opportunities for comment, question, and exchange.

d. Outreach

- The Institute fosters an outreach program designed to involve experts and artists from outside the academy and members of the public in substantial discussions about the public life of art and ideas;
- Each Visiting Artist offers a public performance, presentation, or exhibition of his or her artwork while in residence.
- Each Visiting Scholar offers a public lecture or participates in a public symposium while in residence.
- Mini-IPLAI: The Institute supports a regular series of public lectures, following the established 'Mini-Schools' format adopted by other faculties at McGill. Lectures reflect the work of participating faculty and fit the Institute's current research and teaching theme.
- Undergraduate and Graduate Fellowships in Public Scholarship: Each year the Institute offers two one-term undergraduate fellowships and four one-term graduate fellowships to support the completion of student research and development of an outreach project that involves secondary schools, cegeps, museums, or artistic institutions. A full description of the fellowship program is attached as Appendix A.

ii. Value Added

The Public Life Institute provides a space for innovative interdisciplinary teaching and research in terms of a broad but urgent long-term goal, which is to develop a cogent account of the how artistic and intellectual works have helped to create public (and private) life from Antiquity to Modernity across of range of national and cultural traditions. Each subsequent two-year theme

will address new lines of inquiry and support new scholarship but will also build from and maintain connections with prior themes to create over time a diverse and also coherent body of scholarship and teaching curriculum. IPLAI brings together scholars from a range of disciplines and also provides opportunities for artists and scholars to work in collaboration on matters of shared concern. By creating an organized space for serious play among scholarly disciplines and between artists and scholars, the Public Life Institute enhances opportunities for leading-edge research. IPLAI thus builds on and advances the tradition of interdisciplinarity that is one of the university's hallmark strengths.

IPLAI provides enhances research funding opportunities to participating faculty. In the course of their two-year fellowships, Resident Fellows work together on formulating collaborative research projects and, with the guidance and support of the Faculty of Arts' Office of Research Opportunities, they prepare grant applications that, in most cases, will bear fruit after the completion of their Resident Fellowships. IPLAI thereby serves as a seedbed for collaborative research across Departments and Faculties and for collaborative research funding.

iii. Contributions to Teaching

IPLAI provides a structure for the development of collaborative, interdisciplinary research-driven teaching and learning at the undergraduate and graduate level. It facilitates and promotes interdepartmental and interfaculty teaching, helping thereby to create lines of connection among units that have tended to be separated by dint of administrative rather than intellectual boundaries. By bringing together in a single course faculty members from different disciplines where each has something crucial to contribute to the enhancement of students' understanding, IPLAI courses put into action the principle that university teachers must never cease being students. Courses in which the teachers are actively learning new material and are thereby deepening their understanding of complex issues are courses that teach students an open-minded, active, and responsible approach to learning as well as courses that provide instruction in a particular subject.

V. STRATEGIC POSITIONING

i. Importance to the University

In addition to the benefits that IPLAI brings to the University in itself by enhancing research and teaching across disciplinary and administrative boundaries and by cultivating collaborative grantsmanship, the Public Life Institute is (1) well positioned to advance the University's standing within the broader artistic and intellectual community in Canada and elsewhere, in part by recruiting outstanding artists and scholars as visitors to the Institute and in part by involving artists and intellectuals, especially those from outside the academy, in ongoing work in the two-year teaching and research programs. IPLAI is also (2) particularly well suited to cultivate a good relationship between the University and the broader public in Montreal and Quebec because its activities will focus on matters of common concern about the social effectiveness of artistic and intellectual work, because public presentations will be able to draw on the talents and

imagination of local artists and thinkers, and because IPLAI outreach will include presentations, performances, and discussions in English and French.

ii. Relation to other units and initiatives at McGill

IPLAI builds on, integrates, and enhances, but does not duplicate teaching or research being done in other units at the University. It is an undertaking of unprecedented interdisciplinary scope whose wide reach is organized by collectively developed teaching and research programs on matters of shared concern. The breadth, openness, energy, and collectively developed focus have been recognized and welcomed by faculty members in the seven participating faculties and schools. In addition, IPLAI will have particularly generative partnerships with the Centre for Research on Religion (CREOR) in the Faculty of Religious Studies, Media@McGill (in Arts), the emerging French and English Creative Writing Program (Departments of French and English in Arts), and the Centre for Human Rights and Legal Pluralism (Faculty of Law).

iii. Relation to other Institutions

Institute organisers are working to establish relationships with other similarly-minded organizations at other universities. In particular, we are talking to and exchanging ideas with the new Jackman Humanities Institute at the University of Toronto, the Humanities Center at Harvard University, the Centre for Research in the Arts, Social Sciences and Humanities (CRASSH) at Cambridge University, the Shakespeare Institute in Stratford-upon-Avon, and the new School of Political Arts that is being created by Bruno Latour in Paris. Locally, we are beginning to develop working relationships with the Université de Montréal and Dawson College.

VI. MEMBERSHIP AND STRUCTURE

The regular membership of the Institute for each two-year cycle will consist of the

Director

Advisory Board

Management Committee

Associate Director

Ten Resident Fellows

Visiting Scholars (one per year, or several, consecutively, in each year)

Visiting Artists (one per year, or several, consecutively, in each year)

Two Postdoctoral Fellows (concurrently)

Two Honours Fellows in Public Scholarship (one per term)

Four Graduate Fellows in Public Scholarship (two per term)

The Institute will also build a community of Institute Members from among past fellows and other interested faculty members at McGill, as well as from other universities in and beyond Montreal.

VII. PROGRESS UPDATE

In Fall 2008 IPLAI hosted two well-attended faculty workshops that resulted in the selection of the Institute's first research and teaching theme, Memory and Echo. A more detailed description of the theme and a call for fellowship applications is attached as Appendix C.

A third workshop scheduled for February 2009 will invite McGill academics interested in submitting fellowship applications to develop cross-disciplinary and cross-faculty relationships with other scholars at McGill. This workshop will also invite students to participate in the development of PLAI courses on the Memory and Echo theme.

We have also completed much of the planning for the April 2009 inaugural event that will introduce IPLAI to the broader McGill/Montreal community. The day's events will include a roundtable discussion on the humanities, the university, and the public good, led by field leaders from McGill and other institutions, a multimedia performance directed by Eleanor Stubleby of the School of Music, and a keynote address from author and cultural critic Lewis Hyde.

The Institute has become a member of the Consortium of Humanities Centers and Institutes (CHCI), an international organization of humanities-focused teaching and research organizations (most belonging to universities). We have and will continue to establish working relationships with similar institutions at other universities, in particular the Jackman Humanities Institute at the University of Toronto and the Humanities Center at Harvard University.

Consultations are ongoing with the Law Librarian John Hobbins as well as with Janine Schmidt, the Director of Libraries. At this point, it seems that the areas of expansion of resources will most likely focus on McLennan; and that to the extent that the project draws faculty and students interested in the relationship between arts and law into the Law Library, the collection in this area is reasonably solid, and it can be gradually built through normal processes of acquisition.

Members of the Management and Implementation Committees are preparing an application for a Catalyst Grant for 2009-2012 from the Metanexus Institute to support collaborative workshops, visiting scholars, research assistants (developing PLAI courses) and a major exhibition in 2012. The narrative of the proposal is attached as Appendix D.

The same committees will also apply for a SSHRC-RDI (Research Development Initiative) grant in April 2009.

A history of consultations with Faculties and Schools and with University officials, with documentation of approvals, is attached as Appendix E.

VIII. RESOURCES: REQUIRED AND OBTAINED

i. Budget

The Institute anticipates c.\$450,000 in annual costs. A budget is attached as Appendix F.

ii. Sources of Funding

In collaboration with the Office of Research Opportunities (Arts), Development and Alumni Relations (Arts), the Office of the Vice-Principal, Research and International Relations, and Development and Alumni Relations (McGill), organisers are actively seeking private donations to support a principle endowment. The organizers are also seeking grants from provincial, federal, and international funding bodies.

The organizers intend to submit an application to SSHRC for a Research and Development Initiative (RDI) grant in April 2009 to support formative work. The Institute will also seek Community-University Research Alliance (CURA) and Strategic Knowledge Cluster grants in the fall term of 2009 and support individual and team applications for SSHRC Standard Research Grants, by participating faculty members.

The Institute also asks for some financial support from the seven participating Faculties and Schools, principally in the form of contributions in kind, commensurate with active participation by academic staff, for course releases for Resident Fellows and for student Fellowships in Public Scholarships.

iii. Physical Resources

The Institute is located at 3610 McTavish St., in suites 21-x and 22-x. This location provides space for individual offices for the Director, the Associate Director, Visiting Scholars and Visiting Fellows, as well as two large rooms for collaborative work by the Resident Fellows. A seminar room provides space for teaching and Institute workshops.

VII. APPENDICES

A. Honours and Graduate Fellowships in Public Scholarship

B. Report on Recent Humanities-Based Interdisciplinary Research Initiatives in North American Universities

C. Memory and Echo call for proposals

D. Application (Narrative) for Catalyst Grant from Metanexus

E. History of Consultations and Approvals with Letters of Support

F. Preliminary Budget

Note: Letters of Support in Appendix E and Appendix F are not included in this Appendix A to the 408th APC report

Proposal for the Institute for the Public Life of Arts and Ideas
Appendix A

The McGill IPLAI Graduate Fellowship in Public Scholarship (GFPS)
The McGill IPLAI Honours Fellowship in Public Scholarship (HFPS)

A proposal for student funding through the McGill Institute for the Public Life of Arts and Ideas

IPLAI proposes six one-term fellowships—four for graduate students @ \$6,000 each and two for undergraduates @ \$4,000. The fellowships are open to students working on relevant projects in the seven IPLAI faculties and schools: Arts, Law, Religious Studies, Education, Management, Architecture, Music.

The Institute for the Public Life of Arts and Ideas is dedicated to understanding how art and ideas come into being in a range of settings and also how their entrance into the public domain is able to change the settings that help give them birth. The focus is on the dynamic life of art and ideas—their relationship to public and private life; their formative passage through the domains of education, business, religion, and law; and their ability to remake the world into which they are born.

The IPLAI Fellowships in Public Scholarship will support thesis completion for honours students (or other advanced research if the student's honours program does not require a thesis), and research and writing for graduate students who have achieved doctoral candidacy. In each case, the student will also devise an outreach project, in line with the IPLAI ethos, that translates their work to a wider audience, and bridges the gap between the university and the public. The goal is to offer promising young scholars the opportunity to realize the applicability and social importance of leading edge research in the humanities and related disciplines, including their own, and to serve as ambassadors of the academy.

Potential partners in these projects might include Montreal high schools and cegeps, public libraries, the National Library, the National Gallery, the Musée des beaux-arts, the Bibliothèque Nationale, the CBC, local radio, theatres, the Canadian Centre for Architecture, Montréal Baroque, Montréal Danse. Potential projects might involve the development of an online, interactive lesson plan for high schools, the organization of public colloquia, or contribution to a publication that emphasizes public engagement (for example, *The Walrus*).

Each project will be managed in collaboration with Director of the Institute as well as a field mentor whose expertise intersects with the student's. Field mentors will, in most instances, be artists working in a relevant medium, or representatives of the institution with which the student wishes to associate.

The Student Fellows (honours and graduate) will be expected to be engaged with the work of the Institute, and to participate in Institute-sponsored events. Their work will be considered a regular contribution to the developing scholarly program of the Institute, alongside the work of the Faculty Fellows and Visiting Artists and Visiting Fellows.

Proposal for the Institute for the Public Life of Arts and Ideas
Appendix B

**Recent Humanities-Based Interdisciplinary Research Initiatives in North American
Universities**

Submitted by Brianna Wells
Department of English
McGill University
For Paul Yachnin
7 September 2007

Contents

Goals and research strategies
Overview of findings
Trends in organization
Trends in research themes
Initiatives of note

Goals

The purpose of this report is to identify some common practices in current and recent North American interdisciplinary humanities research. Further, this report is intended to identify major innovations of relevance to McGill's Arts-Humanities/ Management/ Law/ Education interdisciplinary initiative.

Parameters

This research focused on major and research-intensive Canadian and American universities, with some British and Australian institutions included. Additionally, major granting bodies (Ford, Rockefeller, Fulbright institutions, SSHRC) were searched for collaborative and Humanities and Social Sciences based major award winners. Although there certainly exist a number of initiatives touching on humanities research not included here, this research was based in humanities-centered work. It is recommended that similar research be done based in each of the other faculties in order to more fully understand how these disciplines are being linked elsewhere.

Overview

In the 50+ institutions included in the research parameters, 2 discrete (although often linked) approaches to interdisciplinary initiatives were found. The first is projects, which have a limited time frame and an answerable question or theme. The largest and longest of these operate within a permanent research institution, but several SSHRCC MCRI winners are collaborations across institutions that formed solely for the purpose of the project as defined for SSHRCC. The second formulation is that of the research center or institute, and many of these are teaching, and not research, focused. This report only includes those that have a strong research component, and it attempts to sketch some of the factors common to these institutions. Some of these centers are engaged in major collaborative (often inter-university) research projects, while many others tend to have annual themes or foci but engage these in a broad manner, and not as discrete projects. Major themes identified in both these approaches are those dealing with aspects of culture, performance, and global approaches – to archives, to knowledge, and to responsibility. The “Initiatives of Note” is a brief overview of the most intriguing and pertinent research initiatives found in the course of research. Finally, this report includes 2 appendices: SSHRCC's proposed management-focused MCRI funding, scheduled to be awarded in the spring of 2008, and a database of humanities initiatives (to come).

Trends in Organization

Major collaborative and interdisciplinary projects based in Canada tend to have participation from a number of other institutions, and include in their funding proposals the inclusion of graduate and post-doctoral fellows, either as researchers or research assistants (some include them only as part of summer institute affiliated with the core researchers). Additionally, many projects include community participation: James Brander's "Entrepreneurship Research Alliance," for example, lists the participation not only of post-secondary business schools, but also of the W. Maurice Young Entrepreneurship and Venture Capital Research Centre within the UBC Sauder School of Business. These projects usually include a number of research domains, which come together in conferences, publications, and occasionally, lecture or colloquia series. Because the participants tend to be spread out geographically, project abstracts tend to list participants specifically but indicate only vaguely how the collaborative process is intended to take shape.

Permanent research centers or institutions tend to be more centrally located, with the executive and board of directors usually working within the same post-secondary institution. Some of these, particularly in the larger US institutions, date back over 30 years, while in Canada they are more recent innovations, with the University of Toronto's Jackman Humanities Institute only beginning its first full year in 2007. Depending on the size, these tend to offer a number of fellowships (graduate, post-doctoral, visiting scholar and sometimes even undergraduate) with the intention of drawing researchers from outside the centre. Many, though not all, of the institutions included in appendix B are part of the Consortium of Humanities Centers and Institutes, which hosts an annual conference. Some of these centers host their own conferences and list their archives of published work, but the predominant approach is a dialogue-centered, with an annual theme around which speaker series and work, research, or study groups are organized. Additionally, some centers, such as the UVA Foundation for the humanities, approach research topics as institutions (In the case of UVA, the "Institute for Violence and Survival") within the larger framework of the center. Some centers – like the Stanford Humanities Center – seem to be comprised almost entirely of fellowships with only a loose organizational or collaborative structure.

Trends in Theme

While every institute and project strives for unique research and innovation, certain themes reappear consistently, both in research centers and individual projects. In recent years some of these have centered on questions of knowledge and knowledge production; performance; disciplinary boundary; culture and difference; and globalization and questions of global responsibility. "Knowledge" in these contexts refers to the formation of, protection of, memory of, and capital related to knowledge; for example in the Wisconsin Center for 21st Century Studies' 2007-8 theme, "Past Knowing: Considering the Relationship of Knowledge to its Limits," past is considered as that which is beyond knowing (as in non-rational phenomenological explanations), as a form of knowledge coming after another, and as part of a discipline that has been built upon. Further, the quality of knowing and questions of evidence are predominant in research themes internationally (like at the Cambridge Centre for Research in the

Arts, Social Sciences, and Humanities). “Performance” figures in economic, cultural, and fine arts perspectives, including in a few instances the theorization of improvisation. Disciplinary themes often connect research on knowledge with pedagogical or institutional theories, and in the case of the Duke Center for Global Studies and Humanities’ 2008 conference theme (“Shifting the Geo-graphy and Bio-graphy of Knowledge”) bring questions of space and identity to bear on those themes. Constructions of culture are perhaps the most predominant theme in the initiatives examined here, and appear in terms of cultural shift, identity formation, nationhood and national boundaries (for example, the Cambridge Centre for Research in the Arts, Social Sciences and Humanities’ recent theme of “Evidence, Cultural Transmission and Disciplinary Change,” in which cultural transmission is explored through terms of symbolic and commemorative translation). Questions of culture are often intrinsically linked with questions of globalization and global responsibility, such as the Humanities Center at Harvard’s 2008 theme: “States of Exception: Sovereignty, Security, Secrecy.”

In questions of culture and globalization, many initiatives incorporate tangible social aspects within their theoretical themes. The Rice University Humanities Research Center, for example, has just introduced the “Public Humanities Initiative,” which is open to the public and addresses “matters of broad humanistic concern as well as public interest.” The corresponding lecture topics for 2007-8 are “Mexicans look at Mexico,” which is billed as trans-border as well as interdisciplinary, and “Houston and Katrina,” which examines migration in terms of Katrina victims leaving New Orleans for Houston. While not every research center works so explicitly in terms of public interest, it figures in some way in most of the bigger institutions.

Initiatives of Note

Dynamics of Economic Performance – MCRI winner 2005 (and 1998?)

Research Director: David A. Wolfe, U Toronto

Research Question: “How do local social characteristics and processes in city-regions determine their economic vitality and dynamism as centres of innovation and creativity? In particular, how do the social learning dynamics between economic actors, the social dimensions of quality of place (including diversity, openness, and inclusion), and the social nature of civic engagement and governance processes shape the city-region’s economic growth, creativity, and innovative potential?”

Structure: National network of researchers investigating the evolution of industry clusters in communities across Canada, using 3 research fields: the structure and evolution of innovation systems; the local and global dynamics of cluster development; and the role of culture and creativity in city-regions.

Entrepreneurship Research Alliance – multiple MCRI Winner

Project Director: James Brander, Sauder School of Business (UBC)

Research Objective: “To understand why some firms grow while others stagnate or go out of business. A thorough understanding of the processes by which ventures grow is critical if firm growth is to be fostered as an important source of economic development.”

Structure: Data collection is done by researchers across Canada and in conjunction with Statistics Canada. The project is organized around 5 research arenas:

- Financing and Competitiveness Issues in Firm Growth
- The Firm Growth in the SME Sector
- The Mechanisms for Firm Growth
- Ethnic Entrepreneurs
- Survey of Nascent and Growing Enterprises

The Long-term Preservation of Electronic Records – MCRI winner (1999, 2003)

Project Director: Luciana Duranti, UBC

Objectives: “develop the theoretical and methodological knowledge essential to the permanent preservation of authentic records electronically generated and/or maintained, and, on the basis of this knowledge, formulate model policies, strategies and standards capable of ensuring that preservation.”

Structure: Part of InterPARES, an international research project from 1999-2006, based at UBC’s School of Library, Archival and Information Studies. The project is divided into 3 domains: records creation and maintenance; authenticity, accuracy and reliability, and methods of appraisal and preservation. Each domain has 3 working groups within it, and in each case they focus on artistic activities, scientific activities, and governmental activities within the above outlined domains. Therefore, the research intersects in a number of ways, and is designed to produce “rich and productive dialogue.” The research team itself includes over 50 scholars from around the world, and graduate research assistants are hired by individual investigators.

Knowledge and its Institutions (Seminar 2007-8)

Franklin institute for Humanities (Duke)

Topic Summary: “as a group, we seek to develop three approaches to knowledge and its institutions historically and geographically across different cultures:

- To examine critically what we experience and easily recognize as dominant or ranking forms and structures.
- To discern alternatives, which scholars at the FHI Seminar might not so easily recognize.
- To envisage a future for knowledge and its institutions

Center Objective: to encourage serious humanistic inquiry throughout the entire University and to instill the general public with an awareness of the centrality of the humanities to the quality of human life and social interaction.... and promote scholarship that enhances social equity, especially research on race and ethnicity in their most profound historical and international dimensions.

Structure: The institute has graduate and post-doctoral fellows, librarians, and a number of research projects. They choose yearly themes around which to base their scholarly and public programs. They also bring together people who write, archive and publish scholarly work in a collaborative setting in a workshop series.

Intellectual Diversity and Excellence (2000-3)

UC Riverside Center for Ideas and Society

Center Objectives: “to foster collaborative and interdisciplinary research, pedagogy, and creative production in the Humanities, Arts, and Social Sciences at U.C. Riverside, as well as locally, nationally, and internationally.”

Structure: The Center sponsors a number of programs, based around yearly themes. Some of these include faculty and graduate fellowships, distinguished visiting faculty fellowships, research groups, conference, lectures and colloquia, performances, readings, screenings and exhibitions, and occasional publications. With a grant from the Ford Foundation, the center sponsored lectures, and conferences on subtopics like “performance and visual culture” and a Hip Hop theatre workshop entitled “Sample This” in 2001.

Cambridge Center for Research in the Arts, Social Sciences and Humanities

Center Objectives:

- Promote Interdisciplinary research in the arts, social sciences and humanities
- Foster and inclusive environment built around collaboration
- Provide a place for serious, open-minded discussion about difficult and pertinent cultural and intellectual issues
- Attract the participation of scholars, those working in the sciences and creative arts, and people from professional and public life
- Support researchers at all stages of their careers

Structure: The Center (acronym: CRASSH) operates around rotating themes, like many other humanities research groups: Each theme lasts 1-3 years, and is the focus of conferences, workshops and public lectures. This center in particular also seems focused on providing support to scholars, both students and faculty. The research groups are comprised of graduate students and faculty members, and engage with the themes in terms of a more specific topic. In 2007-8 some of these groups are the Intermedia Research Group, the Post-Conflict and Post Crisis Research Colloquium, and the Cultures of Climate Change Research Group. In 2004-7 the theme was Free thinking and Language planning in late Seventeenth Century England.

Origins (2007-8 theme)

Penn Humanities Forum

Topic Summary: “The idea of the origins of cultural phenomena points back not only to earlier cultures but beyond culture altogether to its biological bases... What is the role of humanistic discourse in scientific areas? Where is the meeting place of humanistic and scientific thought when history across ever longer terms is at stake?”

Center Objectives: To use humanistic knowledge and expertise to promote an ongoing cultural conversation involving the range of university disciplines and the general public.

Structure: The forum balances its focus between research, teaching and interchange with the community, through a variety of lectures, performances, exhibitions, and fellowships to postdoctoral and faculty scholars. They also offer fellowship prizes to graduate and undergraduate student researchers. Many of their events are open to the public, and they host both an undergraduate and graduate conference each year. The collaborative environment, rather than a set project, seems to be the focus of this institute.

Proposal for the Institute for the Public Life of Arts and Ideas
Appendix C

Call for Faculty Statements of Interest for teaching and research on the theme Memory and Echo
(distributed to all academic staff in the seven Faculties and Schools)

MEMORY AND ECHO—CALL FOR EXPRESSIONS OF INTEREST

The future is foretold from the past and the future is only possible because of the past. Without past and future, the present is partial. All time is eternally present and so all time is ours. There is no sense in forgetting and every sense in dreaming. Thus the present is made rich. Thus the present is made whole.

- Jeanette Winterson, *The Passion* (1997)

What is art – and what are ideas – if not memory and echo? How does the radical originality of thought and creation emerge from memory? Memory both defines us and is defined by us: individually, collectively, historically, institutionally. Where does it come from, how does it change, and where does it go? What is the archive but the store and sepulcher of memory? How does the archive organize the stuff of memory and make it available as knowledge?

What is the relationship between memory and echo? An echo comes unbidden; it haunts us and is not ours. Perhaps we are destined to repetition: cultural echoes in our lives, our institutions, and our art, like a hall of mirrors or some narcissistic reflection. Perhaps every echo is a change, every repetition the birth of the new. Perhaps memory is the antidote to echo, our capacity to reflect and examine our histories and the ghosts that haunt us. Listen to the voices and resonances around us. Look at the memorials in stone and wood, language and flesh. In every faculty and every institution, memory and echo perform their orchestration of conservation and transformation.

The Institute for the Public Life of Art and Ideas is a new body which supports interdisciplinary research and teaching at McGill University. It includes members from seven faculties and schools at McGill: Arts, Law, Education, Religious Studies, Management, Music and Architecture. We hope to offer a partial course release to support the interdisciplinary teaching of those involved in delivering Institute courses, research space and institutional support at the Institute's premises at 3610 McTavish, and a research fund to support projects related to the theme. Further information can be found in the attached document.

Starting in 2009 our first two-year theme will address multiple aspects of memory and echo. We invite submissions – no more than two pages – from colleagues interested in becoming a Resident Fellow of the Institute. Submissions should describe a research interest around the Institute's theme, and say how the Institute's interdisciplinary membership might help develop or transform it; and should outline an interdisciplinary course they would be interested in developing with the support of the Institute. We envisage two interdisciplinary seminars, one graduate and one undergraduate, and a large, team-taught undergraduate lecture course, so applicants should imagine the involvement of a colleague from another discipline for the seminars and a larger interdisciplinary team for the lecture course.

Courses might include, for example—

- ✦ Remembering and Forgetting: Reconciliation, Record, and Forgiveness (with possible contributions from law, literature, history, politics, post colonial studies)

- ✦ Memory and Technologies (art history, music, cultural studies, communication)
- ✦ Constituting Ourselves: the Political Economy of Memory—rhetoric, memorials, archives (politics, philosophy, law, architecture, religious studies)
- ✦ Story-telling: Truth, Narrative, and Identity (law, psychology, literature, psychoanalysis, history, ethics, religious studies)
- ✦ Echoes and Ghosts (classics, philosophy, ethics, literature, cultural studies)
- ✦ Methodologies and Theories of Memory (law, education, psychology, religious studies, management, history, literature)
- ✦ Memory and Echo in Art and Myth (arts, art history, music, communications)
- ✦ Performing Memory (drama, music, education)
- ✦ Memory and Prediction: Indicators and Measurement (law, architecture, management, social sciences)
- ✦ Written on the Body (communication, art, architecture, religious studies)

These suggestions should in no way constrain your imagination. We invite you to think creatively of connections between current issues and perplexities in your field(s) and the Institute's theme, and about how interdisciplinary perspectives could cast new light or forge new paths. We particularly invite you to think of how best these exciting developments might be metamorphosed into research and teaching opportunities at McGill's Institute for the Public Life of Arts and Ideas.

Like an echo or a memory, this call seeks a response. Send proposals by **February 1** to the Institute Co-ordinator, leigh.yetter@mcgill.ca. For more information see the attached précis or speak to your Institute faculty member.



Waterhouse, *Echo and Narcissus*, 1903

*For Echo was a Nymph, in olden time,
and, more than vapid sound, possessed a form:
and she was then deprived the use of speech,
except to babble and repeat the words,
once spoken, over and over.*

*...One day, when she observed
Narcissus wandering in the pathless woods,
she loved him and she followed him, with soft
and stealthy tread...*

*How she longed to make her passion known!
To plead in soft entreaty! To implore his love!*

*...Presently the youth,
by chance divided from his trusted friends,
cries loudly, "Who is here?" and Echo, "Here!"
replies. Amazed, he casts his eyes around,
and calls with louder voice, "Come here!" "Come here!"
She calls the youth who calls. -- He turns to see
who calls him and, beholding naught exclaims,
"Avoid me not!" "Avoid me not!" returns...*

– Ovid, *Metamorphoses* (8 A.D.)

Proposal for the Institute for the Public Life of Arts and Ideas
Appendix D

Narrative of the IPLAI proposal for the Catalyst Grant from the Metanexus Institute

Participating team members:

Desmond Manderson (lead)

Paul Yachnin

Mark Antaki

Ricardo Castro

Douglas Farrow

Steven Huebner

Jacob Levy

Karl Moore

Teresa Strong-Wilson

GLOBAL NETWORK INITIATIVE CATALYST GRANT- MEMORY AND ECHO: A TRANSDISCIPLINARY PROPOSAL

PROPOSAL NARRATIVE

A NEW TRANSDISCIPLINARY RESEARCH INSTITUTE

The Institute for the Public Life of Arts and Ideas (IPLAI) is a brand new transdisciplinary institute which bridges seven participating faculties and schools at McGill University—Architecture, Arts, Education, Law, Management, Music, and Religious Studies. It will begin active operations in September 2009 and seeks to advance a commitment to interdisciplinary study in the humanities. IPLAI is dedicated to understanding how the arts (literature, painting, film, theatre, music, industrial and artistic design, architecture) and new ideas come into being in a range of settings (schools, the law courts, markets, the Web, the book trade, state institutions), and in relation to social, cultural, and institutional practices. It strives to understand how the startling unexpectedness of art and ideas is able to transform the private world of the individual, the greater world of public matters, and the relationship between the two. The focus, then, is on the dynamic life of art and ideas—their relationship to public and private life; their relationship to a range of social practices; their formative passage through or continuing existence in education, business, religion, and law; their embeddedness in collective and individual action, feeling, expression, and cognition; and their contribution to remaking the world into which they are born. IPLAI brings together scholars from a range of disciplines and also provides opportunities for artists and scholars to work in collaboration on matters of shared concern.

By creating an organized space for serious play among scholarly disciplines and between artists and scholars, IPLAI enhances opportunities for leading-edge research and defends the role of interdisciplinary work in the humanities as a core human and cultural value. The scientism and narrow disciplinarity of 19th and 20th-century Western thought has increasingly impoverished our understanding of learning and of meaning-making in society, to the detriment of our universities and to the loss of cultural richness and literacy. IPLAI aims to respond to these pressures with passion and vigour.

In particular the Institute is committed to a thick form of trans-disciplinary scholarship which will transform the research perspectives of its participants and the teaching experiences of its students. One of the Institute's core ambitions is to provide

institutional support and structure to facilitate the development of collaborative, interdisciplinary teaching and learning at undergraduate and graduate level. It facilitates and promotes interdepartmental and interfaculty teaching, helping to create lines of connection among units that have tended to be separated by dint of administrative rather than intellectual boundaries. IPLAI courses put into action the principle that university teachers must never cease being students. These are courses in which the teachers actively learn new material and deepen their understanding of complex issues and at the same time provide students an open-minded, active, collaborative, and responsible approach to learning. Initially, the Institute hopes to offer three interdisciplinary courses per year linked to the current research theme. Undergraduate teaching, especially, focuses on introducing students to multiple literacies. The range of courses offered will expand as the Institute matures, with the goal of establishing an undergraduate minor in the Public Life of Arts and Ideas.

In addition to its commitment to sustaining genuinely interdisciplinary teaching methods around innovative and imaginative themes, IPLAI will support up to ten Resident Faculty Fellows as well as Visiting Scholars and Artists. It aims to provide funding and bursaries to support graduate and undergraduate students' involvement in the work of the Institute. The Institute is committed to offering workshops, art exhibitions, and public symposia highlighting specific aspects of the relationship among the arts and humanities, ideas, and society.

The current application reflects the transdisciplinary commitments of the Institute's activities and aspirations. The applicants are all established and internationally known scholars in their fields, come from a wide range of disciplinary backgrounds, and embody the belief in transforming teaching models and research projects through the realization of IPLAI's core values. The lead applicant, Professor Desmond Manderson, holds the Canada Research Chair in Law and Discourse (Tier 1), and is an international figure in transdisciplinary approaches to the integration of law and the humanities, including recent major work on law and art, law and literature, continental philosophy, contemporary ethics, justice and social policy. The team he has assembled reflects a rich range of expertise across multiple fields, united in a belief in the importance of the institutional transformation of disciplinary silos through personal interaction and scholarly engagement.

MEMORY AND ECHO

IPLAI recognizes the importance of building not just general aspirations but specific projects and, in light of the goals and criteria of the Global Network Initiative Catalyst Grant, has developed through a series of focus groups and workshops, a two-year theme which will be the core of the Institute's activities during 2009-11. That theme is *Memory and Echo*. What is art – and what are ideas – if not memory and echo? But how, why, and to what effect? Memory defines us and we seek to define it: individually, collectively, historically, institutionally. Where does it come from, how does it change,

and where does it go? What is the archive but the store and sepulcher of memory? What is memory but the store and sepulcher of experience? What is the relationship between memory and echo? An echo comes unbidden; it haunts us and is not ours. Is a memory the internal form of an echo? Is an echo the ghostly emanation of memory? Perhaps we are destined to repetition: cultural echoes in our lives, our institutions, and our art, like a hall of mirrors or some narcissistic reflection. Or perhaps every echo is a change, every repetition the birth of the new. Listen to the voices, sounds and resonances all around us. Look at the memorials in stone and wood, language and flesh. In every faculty and every institution, memory and echo perform their dance of conservation and transformation.

We think that the question of memory is both an ideal focus for transdisciplinary exploration and a crucial question in the modern world. It is crucial to the changing nature of our identities in a world of increasing technological and social fragmentation, the processes of justice and transition across the world, and our understanding of our relationship to histories, traditions, and myths. It is crucial to how we talk about ourselves and others, our culture and others, our time and others. As we struggle to deal with the past and to cope with the future, 'memory and echo' is one way of shedding light on the ways in which we mediate and make sense of these deep and abiding questions; and the ways in which disciplines as disparate as neuroscience, art, law, history, and politics may contribute to unraveling their subtle and often secret power.

The current proposal is committed to turning these provocative connections and ideas into significant research questions and course modalities. Over the next several months, through a continuing process of workshops and proposals, the Institute will identify specific frameworks of analysis within the broad canvas of memory and echo. Each potential framework or set of research questions is characterized by the way in which it lends itself to an interdisciplinary learning and teaching process within the faculties, departments, and personnel who are already involved in IPLAI. In accordance with the ambitions of the Global Network Initiative Catalyst Grant, and under the guidance of the named applicants, the current project has already begun to expand and enrich the network of local scholars, in order to secure as many disciplinary perspectives as possible in our comprehensive re-imagining of the role of memory and echo in the modern world. Frameworks which lend themselves to both teaching development and research initiatives will include:

- Remembering and Forgetting: Reconciliation, Record, and Forgiveness (contributions from law, literature, history, politics, postcolonial studies)
- Memory and Technologies (art history, music, cultural studies, communication)
- Constituting Ourselves: the Political Economy of Memory—rhetoric, memorials, archives (politics, philosophy, law, architecture, religious studies)
- Memoirs: Truth, Narrative, and Identity (law, psychology, literature, psychoanalysis, ethics, religious studies)

- Echoes and Ghosts in Art and Myth
(arts, art history, music, communications, classics, philosophy, literature, cultural studies, psychoanalytic theory)
- Methodologies and Theories of Memory
(law, psychology, psychoanalysis, religious studies, history, literature)
- Performing Memory
(drama, music, contemporary art)
- Memory and Prediction: Indicators and Measurement
(law, architecture, management, social sciences)
- Written on the Body
(communication, art, architecture, religious studies)

The goal of these themes has been to draw attention to areas of contemporary scholarship which cut across existing disciplinary boundaries and instead offer exciting new possibilities to rethink and to re-imagine underlying social and human issues. Thus the question of memory and justice addressed in the first example above will bring together legal questions of transitional justice with contemporary work on the philosophies of forgiveness, with the rich literary traditions of writing as atonement and confession, and with the problematic politics and histories of regime change. The transdisciplinary framework adopted under this rubric not only allows similar questions being explored in very different disciplines to learn from each other, but fundamentally transforms the researchers' – and the students' – understanding of what is at stake and how it might be approached. So too the last example explores the corporeal experience of memory in all its manifestations and makes surprising and far-reaching connections between religious rituals, performance art, and contemporary theories of communication. Finally, the theme of Echoes and Ghosts not only draws our attention to strands of recent scholarship in these areas, which has become surprisingly vibrant in areas as diverse as post-structural philosophy, psychoanalysis, and art history; by embedding this discussion in the long standing traditions of representation of these themes in classical mythology and tragedy and in art history, it establishes striking connections between past and present, between the rational world and the traces of mythology that continue to haunt us. This process allows us to understand particular discourses in disciplines as being part of a more complex web of social thought and resonances; again, for students and teachers alike such a strategy is not only the route to a richer and more complex understanding of poorly understood rhetorical figures; it gives us a sense of our own relationship to a web of cultural traditions that extends right across the humanities and social sciences.

Therefore in essence the project of IPLAI – and the project of Metanexus – lies in the resistance it offers to alienation; to fragmentation; to a belonging which is in the modern world increasingly thin, isolated, and specialized; to a world of sound bites, cynicism, and hyper-individualism in which we are ever more alone with our thoughts and our experiences. Such a dystopic world is all echo and no memory. With the support of a Global Network Initiative Catalyst Grant, IPLAI will not merely represent transdisciplinary scholarship as an enhanced problem-solving tool, but will stand for

something greater than that, since its goal is to build a network of meaning stretching across the disciplines and across time, creating not only intellectual sophistication but human solidarity. Memory and Echo is one small way to begin that ambitious and idealistic task.

SPECIFIC PROGRAM FUNDING

The Global Network Initiative Catalyst Grant which this project seeks will be used to support three specific aspects of the Memory and Echo program:

1. The design of teaching materials in accordance with the theme of Memory and Echo is a substantial intellectual labor, particularly in circumstances in which new collaborations between disciplines is attempted. The project envisages the development of no less than three new interdisciplinary courses, two at undergraduate and one at graduate level, over the next two years. The grant will be used to provide Research Assistance to appointed Resident Fellows of the Institute specifically to help them in the development of best practice interdisciplinary course materials for students. In this way the Global Network Initiative Catalyst Grant will not only directly sustain research and teaching on the transdisciplinary issues of memory and echo; it will also help to educate the next generation of students in the merits of transdisciplinary study and provide them with crucial role models of innovative pedagogy. Above all, it has been the experience of the applicants (Yachnin and Manderson, in particular, have strong experience participating in interdisciplinary teaching and research, for example through the Shakespeare Moot Project they jointly direct) that the development and collaborative teaching of an interdisciplinary course is the very best way to build an enduring scholarly relationship between professors. Designing and teaching a course in a new area is not only an ideal way to clarify and elaborate a research agenda; it builds the personal understanding and collegiality without which transdisciplinary and collaborative scholarship cannot succeed. It is our belief therefore that focusing on transdisciplinary teaching is the best way to establish a strong network of scholars on this theme.
2. In addition to supporting Resident Fellows from the Institute's participating faculties, the Institute proposes to establish a series of workshops and seminars which will be led by invited Visiting Scholars and Artists around the theme of Memory and Echo. This process not only expands the intellectual community being built by IPLAI to reach out to other institutions and bodies, but will invigorate the research work being done by resident fellows and will help establish IPLAI as an important North American centre for transdisciplinary humanities-based work. The grant will be used to support the Visiting Scholar and Artist in Residence program of the Institute, which we anticipate will allow us to host 2 – 3 visitors annually.

3. The application proposes to design and curate an exhibition on the subject of Memory and Echo as the culmination of the Institute's first two-year theme. The exhibition will articulate the ideas developed by members of the institute over the course of the program and will promote the transdisciplinary and humanist values of the Institute. The Global Network Initiative Catalyst Grant will be supplemented from other competitive grant sources in due course and will be used specifically to support the visit of a senior academic to the Institute around the theme of the exhibition.

COST-EFFECTIVENESS NARRATIVE

In order to appreciate the cost-effectiveness of this proposal it is important to place the application for funds in the context of the other support the institute has or seeks. Core funding is being negotiated with the participating faculties and schools. Housing and seminar space has already been provided and fitted out for the Institute. Fellowships to support graduate and undergraduate students working in transdisciplinary areas of art and ideas will be funded by participating faculties. Participating faculties are also committed to offering meaningful administrative support, such as through partial teaching release to members of their faculties who wish to be involved in the Institute's teaching and research projects. In addition, our first intake of fellows will work, in due course, on collaborative and interdisciplinary research grants of their own. But at this initial point, the Global Network Initiative Catalyst Grant will provide specific contributions to the building of this ambitious initiative in areas both crucial to the program's viability, unfunded from other sources, and directly related to the ambitions and ideals of Metanexus. The grant will considerably enrich the activities and vibrancy of the Institute as it begins operations, and will directly impact three clearly identified areas:

- 1) teaching effectiveness and network relationships;
- 2) international expansion of the local network; and
- 3) public outreach of the merits and relevance of imaginative transdisciplinary thinking in and across the humanities.

The cost effectiveness of the proposal lies firstly then in its carefully targeted nature; and secondly in the fact that the project already has strong buy-in from the local academic community. The institute has held three workshops in the course of past six months to identify possible themes for transdisciplinary work, to develop and articulate them, and finally to choose from a short list built through this reflexive dialogue with the academic constituency. These workshops have been exceptionally well attended (up to 50 participants) and showed enormous desire at McGill for the kind of

transdisciplinary teaching and research structures being developed. Accordingly, the success of the project amongst the local community is already well underway and collaborations between participants from diverse disciplinary backgrounds – educational theorists and musicians, psychologists, philosophers, and political scientists, lawyers and Renaissance scholars – is already begun. The particular aspects to which the Global Network Initiative Catalyst Grant relates aim to expand and solidify that core network: by ensuring effective teaching and dialogue in and beyond the classroom; by connecting the project to scholars at other institutions; and by designing a public exhibition which will reach out into the wider Montreal and national community.

The project is cost effective because it identifies areas in which relatively small amounts of funding can be meaningfully deployed. The infrastructure and the personnel to support teaching, workshops, and visitors is already in place; the funds requested are (with the exception of 3) adequate to achieve the goals sought; and the goals themselves are clearly outlined and identified. Our ability both to identify measurements of success, and our ability to achieve them, are both very high. In addition, the lead applicant is highly experienced in designing conferences, workshops, visiting speakers, and in curating exhibitions. This expertise will ensure that the preparation and circulation of brochures and other publicity material is effectively handled and reaches its target audience. This is particularly important in relation to (3) where the target audience extends beyond the scholarly community, but is also important in relation to (2) where securing strong participation from members and supporters of the Institute and from the wider academic community at McGill will be important.

Finally the project is cost effective because of its relationship to the overall Institutional development it promotes. The Global Network Initiative Catalyst Grant will be significant in getting Memory and Echo, IPLAI's first thematic cycle, 'off the ground', and providing specified deliverables to students, to researchers, to the broader community of interdisciplinary scholars, and to the community at large. The real success of the project will lie in the life and visibility it affords to IPLAI in the first two years of its operation. The effectiveness of the project will lie ultimately in the long term viability of the institute it helps to create. We do not think this can be overstated. The success or failure of any new Institutional venture is determined largely by its initial operations which then effect both the level of recognition it receives from institutional and non-institutional actors, the level of enthusiasm and support it earns from participants, and particularly whether neutral or sympathetic colleagues decide to become involved or not. Nothing can compensate for the effect of an active and interactive program in the first two years of a new venture's operations. It is precisely because IPLAI is envisaged not as the mere vehicle for this or other grants, but as an expanding institutional network for transdisciplinary teaching and research in the humanities at McGill, that the support of Metanexus will be so important and its effects so long-lasting.

The goals of the Metanexus Global Network Initiative are—

- promoting transdisciplinary exploration

- stimulating university-wide engagement
- promoting international collaboration
- transforming higher education

It is the firm belief of the applicants to this proposal that IPLAI's Memory and Echo program meets each and every one of these goals, and does so in a clear, specific, and persuasive fashion. We look forward to hearing from your organization and we welcome the opportunity to work with you in conjunction with the Global Network Initiative Catalyst Grant, and well into the future.

Proposal for the Institute for the Public Life of Arts and Ideas
Appendix E

Consultations and approvals history with documentation

Beginning in late 2007, Professor Paul Yachnin met with representatives of each of the seven targeted faculties and schools and presented the Institute's mission and implementation progress to a range of university bodies. Below is a list of key events and outcomes.

Faculty of Arts

In addition to multiple meetings with Dean Manfredi, the Chairs of the Arts departments, and Arts faculty members across 2007-09

Presentation to general Faculty of Arts Meeting	22 January 2008
Presentation to the Arts Planning Committee	21 November 2008
Presentation to the Chairs and Directors Meeting	06 January 2009
Presentation to general Faculty of Arts Meeting	20 January 2009

Approval granted by Faculty of Arts

Faculty of Law

In addition to multiple meetings with Dean Kasirer

Presentation to the Faculty of Law	20 February 2008
Presentation to the Faculty Council (by Desmond Manderson)	04 February 2009

Motion to approve passed by Faculty Council; text of motion enclosed

Faculty of Religious Studies

Presentation to the Faculty of Religious Studies	08 April 2008
Meeting with Dean Aitken	12 September 2008
Presentation to the Faculty of Religious Studies	04 November 2008

A Letter of Approval from the Faculty of Religious Studies is enclosed

Schulich School of Music

Meeting with Dean McLean and Associate Dean Minorgan	31 October 2007
Meeting with Dean McLean and Associate Dean Minorgan	16 September 2008

Letter of Approval from the School of Music is enclosed

School of Architecture in the Faculty of Engineering

In addition to multiple meetings with Professor Jemtrud, Director of the School of Architecture

Meeting with Associate Dean Mongeau

26 March 2008

Meeting with Associate Dean Mongeau

08 December 2008

A Letter of Support from the School of Architecture is enclosed

Faculty of Education

Meeting with Dean Perreault

19 September 2008

Presentation to the Faculty of Education

25 January 2008

Support from the Faculty of Education is pending

Desautels Faculty of Management

Meeting with Dean Todd

16 September 2008

Meeting with Associate Dean Toulan

16 December 2008

Meeting with Associate Dean Sarigollu

18 December 2008

Support from the Faculty of Management is pending

University Administration

Consultation with Provost Masi and Laura Winer (Special Advisor to the Provost)

02 July 2008

Consultation with Provost Masi and Laura Winer

22 September 2008

Consultation with Provost Masi

16 December 2008

Consultation with Deputy Provost Mendelson

05 November 2008

Library Participation

Meeting with Janine Schmidt (Dir. of Libraries), planned

18 February 2009

Meeting with Law Library (Desmond Manderson)

January 2009

Faculty Participation

The initial working group that conceived of the Institute included representatives of each of the seven faculties and schools:

Languages, Literatures, and Cultures Working Group

Paul Yachnin, Chair

Arts

Lara Braitstein

Religious Studies

Laurette Dubé

Management

Steven Huebner

Music

Michael Jemtrud	Architecture
Rod Macdonald	Law
Anthony Paré	Education
Griet Vankeerberghen	Arts

Two committees are currently overseeing the organization of the Institute and its programs; each has representation from the seven faculties and schools:

Management Committee

Desmond Manderson, Chair	Law
Mark Antaki	Law
Ricardo Castro	Architecture
Douglas Farrow	Religious Studies
Steven Huebner	Music
Jacob Levy	Arts
Karl Moore	Management
Shirley Steinberg	Education

Implementation Committee

Paul Yachnin, Chair	Arts
Arash Abizadeh (to 12/08)	Arts
Nancy Adler	Management
Isabelle Arseneau (fr. 12/08)	Arts
Kim Brooks	Law
Michael Jemtrud	Architecture
Torrance Kirby	Religious Studies
Roe-Min Kok	Music
Teresa Strong-Wilson	Education

Proposal for the formal approval as a faculty appointing department of

the Institute for Health and Social Policy
Institut sur les politiques sociales et de la santé
 at McGill University

I. Identification

a. Name: The Institute for Health and Social Policy (IHSP)

b. Faculties:

The IHSP is currently a university-wide research and teaching unit. The Director of the IHSP reports to the Provost, Vice Principal (Research and International Relations), and Deans of Medicine and Arts. As even university-wide institutes have a fiscal reporting structure within one faculty, the IHSP fiscally reports to the Faculty of Medicine.

c. Name of proposer and affiliation:

Dr. Jody Heymann, Director, Institute for Health and Social Policy
 Professor, Departments of Political Science and Epidemiology, Biostatistics and Occupational Health
 Canada Research Chair, Global Health and Social Policy

The McGill *Nomenclature of entities* reference document defines an "institute" as an academic unit that is engaged in research and teaching graduate level courses only, combining the characteristics of Research Centre and Program, and to which staff members are appointed. This definition fits units such as the Institute of Comparative Law, the Institute and Centre of Air and Space Law, the Institute of Islamic Studies, and the Institute of Parasitology. At McGill, the term "institute" is also applied to research units that are not directly engaged in offering graduate courses, for example the McGill Institute for Advanced Materials, the Bellairs Research Institute, the Pulp and Paper Research Institute, the McGill Institute for Learning and Retirement, the International Executive Institute, etc.

In its launching phase, the IHSP has focused on activities that are characteristic of a research institute. It has been engaged in research, teaching graduate level courses, and developing and sponsoring fellowship and internship programs for graduate students and advanced undergraduates (as described below).

d. Consultations:

In order to build an institute of world-class research and training on the full range of health and social policy, it is crucial to have the involvement of leading faculty members from a wide range of disciplines. From its initiation, Deans from diverse faculties at McGill - ranging from Medicine to Dentistry, Arts to Management, and Education to Law - brought together faculty members to help shape the Institute. During its first three years, over 200 faculty and students at McGill have been involved in the Institute's activities, including members of eight faculties and over 12 departments. Appendices provide examples of collaborations to date.

II. Rationale

a. Context:

Extensive research underscores the enormous impact of poverty, inequalities, labour conditions, trade, education, and other social conditions and policies on the health and well-being of individuals, families, and populations.

Now, in an era of increasing globalization, the nature of how social conditions affect the health of children and adults is changing, and both the opportunities for and the obstacles to improving these conditions are rising. The IHSP will take on these challenges.

b. Past history:

Please see Appendix C for research and teaching activities. The Institute for Health and Social Policy 2005-07 Review contains both a description of past history and proposed activities. The 2007-08 Annual Review Report described the next steps taken to begin to accomplish these proposed activities.

c. Consultations:

Prior to opening its doors, the Institute for Health and Social Policy had consultations with Deans and faculty members in the faculties of Medicine, Dentistry, Arts, Management, and others. Since its formation, it has held consultations with such university-wide faculty as those at the McGill School of Environment, among others. Each of the major initiatives has also involved advisory groups from across the university. (See Appendix A for details)

III. Objectives

a. Description of the proposed institute:

The Institute was designed to conduct and support world-class research and training about how social and economic conditions impact on health and to lead programs designed to translate research findings into policies and programs on national and global scales that change the conditions under which the worst off live.

b. Health and social policy:

On August 29th 2008, the WHO Commission on Social Determinants of Health issued its final report. The paucity of data available to drive decisions on policies to improve health was important enough that the Commission focused one of its three overarching recommendations on the need to markedly improve our ability to “measure and understand the problem and assess the impact of action”. They urged nations to “invest in generating and sharing new evidence on the ways in which social determinants influence population health and health equity and on the effectiveness of measures to reduce health inequalities through acting on social determinants”, and to train highly qualified personnel in research on the social determinants of health and the policies to address them. These are precisely in line with the long-term goals of the Institute for Health and Social Policy.

Social conditions ranging from the extent of education to the quality of employment, from the nature of living conditions to the strength of social networks, have been shown to dramatically affect health and longevity. In fact, research has suggested that social conditions are as important a determinant of health as healthcare system use and expenditures. In Canada, it has been estimated that 56% of the variation in life

expectancy is due to social factors. Through reports like the Lalonde Report, the Epp Report, and the Kirby Report, Canadian policy-makers have recognized the impact of influences outside of the medical system on health. Despite these crucial steps, failure to address social determinants remains an obstacle to good health for millions of Canadians.

The common characteristic among the social determinants of health is that they are fundamentally aggregate level factors that influence health status, and over which individual patients and doctors have little control. Changing, increasing, or decreasing any one of these factors, by definition, requires policy or social change. Moreover, the translation of research to policy in these areas is particularly challenging because this research has implications primarily for public policies that do not have the improvement of health status, as their principal objective. Health policy-makers need little or no prompting to examine relationships between healthcare financing policy and health outcomes. However, policy-makers in other fields may well need prompting to examine relationships between market policies and health, or between early childhood development policies and health.

It is for these reasons that it is essential to form a research group focused on health and social policy. The research challenges and the obstacles to translating research into policy are too formidable for individual researchers to overcome alone. Over the course of the coming years, the Institute for Health and Social Policy will focus on social policy research and developing the most effective policies to translate research findings into improved health and well-being outcomes.

c. Mission, goals, and activities:

At its core, the Institute has four closely integrated objectives: (1) building a unique health and social policy data centre, (2) carrying out research on programs designed to address the social determinants of health, (3) providing interdisciplinary research training to students, and (4) bridging the gap between research and policy.

(1) Health and Social Policy Data Centre

In order to conduct studies on the relationship between social policy and the health and well-being of populations, it is necessary to have data on people living in a wide range of social, economic, and demographic conditions. Because a great deal of social variation occurs at the national level, it is important to have data on as many countries as possible in addition to provinces and territories. Collaborators at the Institute are creating a Population Health Data Centre of comparative data on: 1) social and demographic conditions, 2) public policies that are important in shaping health outcomes, and 3) health and well-being outcomes.

(2) Research on Policies and Programs Designed to Address Social Determinants of Health

The Institute is home to an effort to examine provincial and national efforts moving from the research evidence on key social determinants of health to creating and sustaining effective policies and programs to improve health. *Population Health: Moving from Evidence to Effective Public Policy* couples in-depth research on the evidence base for problems central to population health with investigations into effective policies and programs. The project includes: recommendations for policy-makers; development of teaching materials; and an annual top-level expert conference involving Canadian and international policy and academic leaders.

(3) Inter-disciplinary Research Training

The Institute training programs' objectives include post-doctoral and doctoral fellowships focused on how social and health policy affect health and other outcomes. The Institute also has an internship program designed specifically to help graduate and undergraduate students build health and social policy research skills, and a fellowship program designed to help student-trainees gain expertise in moving from research to policy.

(4) Bridging the Gap Between Research and Policy

A range of public testimonies, high level policy meetings, and other activities with policy-makers are conducted in support of IHSP's mission to translate research into policies and programs that improve the lives of the worst off.

d. Areas:

The long term scientific objectives of the Institute are to address the full range of ways in which social policies, social supports, and social conditions impact on health. The scientific objectives in the first years of the Institute's life will focus on five areas. These areas have been selected both because of the central role they play as social determinants of health in affecting population well-being and because of the scientific strength and leadership in these fields by Institute members and collaborating researchers. The five areas are:

- How poverty and living conditions associated with poverty impact on health
- How the availability, nature, and conditions of work impact on health
- How the quality, accessibility, affordability, and nature of education impact on health
- How discrimination and inequality across social domains impact on health
- How social supports across the life-course from early childhood to old-age impact on health

Poverty and Health: Poverty has a dramatic effect on health. Canadians with lower economic status are burdened with the most disease and use health services more often than any other income group. In Canada, adults from the highest income households were twice as likely (34%) to report being in excellent health compared with adults from the lowest income households (16%). Marked health effects of poverty are well documented in other high-income countries, as well as in low-income countries. As just one example, in the United States, living in a federally-designated "poverty area" increased mortality risk by 1.7 times. Even in Finland, which has a strong social welfare system, a large nationally representative study showed that men and women of the lowest 10% income group have death rates 1.7 to 2.4 times higher than those in the highest 10% income group. Children are particularly vulnerable to the effects of poverty. One recent study found that for 31 health and development indicators measured in the United States and Canada, child outcomes worsened as family income fell.

Addressing labour conditions faced by the poor: Lower-income workers generally face worse working conditions than their higher-income counterparts. For example, they are significantly more likely to lack basic benefits, the ability to decide when to take breaks, and the ability to adjust their schedules to meet health needs. Working conditions can have a profound affect on health. For example, a landmark study of Whitehall employees in England discovered a gradient of mortality from the top to the bottom of the employment hierarchy. Specific evidence suggests a strong relationship between one's risk for coronary heart disease and control over one's work day. One recent Canadian study has shown that stress in the workplace may initiate or accelerate chronic degenerative disease processes and that those most affected are often low-wage workers who face greater threats of termination and job loss, as well as more unstable work environments.

Inequalities in education: From early education to university, there is evidence across many countries that higher educational attainment is associated with a lower risk for a variety of poor health outcomes. The availability and quality of childhood education and care is strongly predictive of later educational outcomes. Yet, in 2003, nearly three million children under 12 in Canada lived in households where both parents worked, while less than 800,000 regulated childcare spaces were available - almost half of which were in Quebec. Likewise, tertiary education is predictive of many adult health outcomes. Yet, due largely to reductions in government funding, undergraduate tuition fees have increased on average across Canada by nearly 180% since 1990, increasing the burden on low-income families. Moreover, inequalities in education influence inequalities in the workforce, and thus both directly and indirectly affect health.

Discrimination and health: Discrimination and social exclusion, whether because of gender, race, ethnic group, immigration status, disability, sexual orientation or another characteristic, can lead to poor educational attainment, labour market segregation, high rates of unemployment, residential segregation, substandard housing, and increased poverty, all of which are linked to poor health outcomes. As an example, the 2006 Task Force on the Full Participation of Black Communities in Quebec Society revealed that the unemployment rate in black communities continues to be roughly twice that of the Quebec average and emphasized the exclusion experienced by black youth in Quebec, especially in the business and entrepreneurship sectors. In 2001, Aboriginal peoples in Canada were unemployed at more than twice the rate of the general population, and Aboriginal children were more than twice as likely to be living in poverty. Moreover, women are consistently over-represented in occupations with lower pay, status, and benefits. In Canada, an average pay difference of approximately 29% existed in 2003 between male and female employees working full-time jobs. Both the discrimination itself and the inequalities which result from it lead to marked health disparities.

Social supports across the life-course: Caregiving, and the social conditions that facilitate it, are essential to health across the life-course. Studies have shown that sick children have fewer symptoms and shorter recovery times if their parents are involved in their care. The ability of parents to provide this care often depends on their working conditions. Even after demographic differences are accounted for, parents who receive paid leave from work are more than five times as likely to be able to care for sick children. Paid leave also facilitates the ability of working adults to care for older family members, and social supports - including family members and friends - have been linked with lower mortality rates among the elderly and reduced severity of coronary disease. However, lower-income employees are significantly more likely to lack the ability to take days off to care for sick children or older adults. Working conditions also have consequences for family income and socioeconomic status, among others, which in turn affect family and population health.

The Institute for Health and Social Policy will develop research and training across these areas. These issues will be addressed in ways outlined in our core objectives, including: by developing a unique, comparative, policy data centre that will make new research into the effectiveness of different policy approaches possible; by carrying out studies of policies and programs designed to address social conditions in each of these areas; and by providing graduate and post-graduate training in these areas.

Far more research is conducted to examine the determinants of good and poor health among children and adults than to effectively examine what can be done about it. Often the only way to truly know what will work best to improve the health of a certain population is to design programs and policies based on the best available evidence and then test them, because of the marked impact that developing and evaluating model programs can have. We are seeking funding to expand our research over the coming years to carry out intervention trials on the impact of specific social interventions on health and development in order to develop model programs.

e. **Value added:**

Ever since its inception, the Institute has been working actively with partners in government and in civil society and will continue these partnerships in the future. As one example, the Institute brought together academics and policy-makers from across Canada to examine how best to meet the needs of the working poor. This initiative included a high-level invitational working meeting with senior governmental policy-makers, NGO leaders, and academics, as well as a public conference which included participation by 130 researchers and policy-makers. The conference featured speakers and participants from eight countries, five provinces, and 14 universities; 17 representatives of the Canadian Senate, House of Commons, and national and provincial ministries; 21 representatives from NGOs, research groups and international organizations; and faculty and students from universities across Quebec. The conference resulted in a special issue of *Policy Options* on the working poor which reached thousands of policy-makers and academics across Quebec and Canada, including members of the National Assembly of Quebec, the House of Commons, the Senate, and the executive branch.

The Institute's report, *The Work, Family, and Equity Index*, provides a second example. This was the first venture to systematically define and measure successful public policies for working families in 177 countries, representing a wide range of political, social, and economic systems. The report used extensive data from independent research, government sources, academic institutions, professional organizations, and a wide range of international bodies including the United Nations (UN), Organisation for Economic Co-operation and Development (OECD), the World Bank, and the International Labour Organization (ILO). The 2007 *Work, Family, and Equity Index: How Does the U.S. Measure Up?* had significant impact upon its release in February 2007 in Washington. Findings from the report were cited by more than 600 media outlets including CBS, CNN, Fox, NBC and NPR networks, *Good Morning America*, the *New York Times*, the *Washington Post*, the *Wall Street Journal*, and *BBC News*. The week the *Index* was published, the McGill University website received a quarter of a million visits (more than ten times the usual number). In 2008, the Institute focused on a report examining Quebec and Canada. In response to enquiries from other countries, the Institute is developing further indices for Australia, India, and China.

The Institute's work on Trade and Health provides a third example. Trade has crucial implications both for the delivery of health care to people who are sick and for the social factors that determine who becomes sick in the first place. Arising from an international conference held at McGill, the publication of the edited book titled *Trade and Health* answers a fundamental question: how can we formulate trade policy so as to simultaneously achieve growth and improve its impact on health? The book presents original material from across Canada and around the world, and provides both research evidence and practical recommendations for policy-makers. The contributors represent the full range of stakeholders in the trade-health debate, including medical professionals, civil society representatives, academics from a range of disciplines, and negotiators and policy-makers at the national and global levels. Upon publication by McGill-Queen's University Press, the WHO distributed *Trade and Health* to over 100 countries.

Aside from these specific contributions, the Institute's additional important areas of value added include, among others:

- Providing a unique university-wide forum for addressing health and social policy, a topic which by its nature requires skills from a wide range of disciplines.
- Building on McGill's immense strength in health, social sciences, law, and other fields to address issues of global importance.
- Creating an institute which is committed not only to world-class research but also to the translation of that research into improving the lives of the worst off. While research of commercial value frequently has sufficient corporate mechanisms to ensure uptake, research into

addressing poverty, and other social problems requires concerted efforts from a variety of fields to ensure that the evidence is translated into action. Just to take one example, to address the impact of economic disadvantage on health requires those with expertise in economics, social programs addressing poverty, health, law, management, among other fields. The Institute provides the expertise and the mechanisms to assist faculty and students entering in this process.

f. Contribution to training:

Policy Fellowship Program: A unique Policy Fellowship program was started in the fall of 2006. The program is part of the IHSP Project, *Population Health: Moving from Evidence to Effective Public Policy*. Through research, field experience, and sessions with national and international research and policy experts, fellows participate in developing recommendations designed to help policy-makers reduce disparities in Canada and other countries. The program is one of the first to combine theoretical and practical training in research with concrete steps towards policy development.

Each year, the Policy Fellowship Program examines policies and programs that have significantly improved one particular social determinant of health. In 2007, IHSP policy fellows examined policies in Canada and globally designed to improve the labour conditions faced by the poor, and in 2008, fellows focused on policies addressing educational inequalities. Open to students from all departments and faculties, fellows from backgrounds as diverse as Law, Medicine, Linguistics, Political Science, Music, Educational and Counselling Psychology, Development Politics, Social Studies of Medicine, and Anthropology have already been trained. (See Appendix B for list of Policy Fellows)

Research Internship Program: The Research Internship provides students with an unique opportunity for intensive training in policy research. A highly competitive program, the Research Internship program has typically received several times as many applicants as there are positions. The topics covered by the Research Internship have included the impact of child labour on life chances, the history of paid leave and minimum wage policies, educational inequalities and their impact on health and life chances, and the relationship between health and working conditions, among many others.

The Research Internships have served not only as an important source of training for students but also as an important way to pull together unique research resources, as well as policy-relevant findings for Quebec and Canada. Two of the Research Interns gathered comparative data from all Canadian provinces and territories to examine basic labour standards, as well as supports available to working families. This resulted in the publication of the *Work Canada Equity Index: Where the Provinces Stand*. The Quebec government has requested that a summary of the findings be written for their own publications. The findings were similarly requested for submission to a special issue of the Canadian Journal of Public Health. (See Appendix B for list of Research Interns)

Doctoral and Post-doctoral Fellowships: Just as the Policy Fellowship and Research Internship opportunities are available to students across disciplines, so too are the doctoral and post-doctoral fellowships. These are designed to supplement training in specific disciplines and provide the skill-base for fellows to be able to carry out high quality policy-relevant research in their fields of interest. Doctoral and post-doctoral fellows are provided with funding as well as support in submitting their own first grant applications. They are mentored in research, data analysis, writing, and publication of academic journal articles. (See Appendix B for list of doctoral and post-doctoral fellows)

Courses offered: While the topics vary, courses by faculty that cover a range of social determinants of health have been offered. To date, these have included: Businesses in a Global Economy, Global Health and Social Policy: Moving from Research to Action, and Health and Development.

g. Research funding opportunities:

The Institute has applied for and received funding as Canada Research Chairs, from the Canadian Foundation for Innovation (CFI), the Government of Quebec, and student fellowships from FRSQ. Additional proposals have been submitted and are currently under review at CFI and FRSQ.

IV. Strategic positioning

a. Importance to faculties

The work of the Institute is enhancing opportunities at individual faculties. Examples of this include: enhancing the development of population health research at the Faculty of Medicine; developing the research tools that can enhance the type of research that can be conducted in Sociology, Political Science, Economics, and other disciplines in the Faculty of Arts; developing a unique global legislative database relevant to the Faculty of Law; and developing new courses and training materials at the intersection between business and its impact on population health and welfare that are relevant to the Faculty of Management.

b. Importance to McGill University:

The Institute for Health and Social Policy plays an important role in helping McGill reach its strategic objectives. McGill's strategic plan calls for a greater focus on public policy and on society and health—both together making up the central mission of this institute. Moreover, the overall strategic plan calls for an increase in interdisciplinary work, which is at the core of the Institute's modus operandi. The Institute has become a magnet for initiatives involving health and social policy. Students, faculty, and staff see the IHSP as a forum from which it is possible to reach audiences both on campus and beyond.

c. Relation to other units / research centres at McGill University or elsewhere:

A cross-faculty approach has continued from the Institute's founding through to the building of every initiative. For example, the *Population Health: Moving from Evidence to Effective Public Policy* program, which combines both research on effective interventions and a policy fellowship training program, forms scientific advisory committees based on the substantive area being treated. The scientific committee advising on the equity and discrimination initiative bridges Sociology, Political Science, Law, Social Work, Public Administration, and Education. In addition to leading academics, the committee also includes non-academic experts.

The range of students from different disciplines drawn to the Institute is a second clear demonstration of the cross-faculty involvement in the Institute's activities. Both the Research Internship and the Policy Fellowship programs draw students from across all faculties at McGill. Applicants for the 2009 program came from disciplines as diverse as Law, Political Science, Medicine, Education, Anthropology, Nursing, Industrial Relations, Philosophy, Economics, Physiology, Social Work, and Mathematics.

The conferences to date provide a third example. They have involved faculty and students from across research units, departments, and faculties throughout McGill and have drawn significant participation from across Canada. Finally, other units have come to the Institute to bridge faculties. For instance, a faculty member from the Department of Educational and Counseling Psychology and Social Policy,

Advocacy, Research, Community (SPARC) approached the Institute to co-host a celebration for this year's UN International Day for Persons with Disabilities. The Institute was seen as a natural partner for this multi-disciplinary project to help address the needs and celebrate the strengths of the disability community.

V. Membership and Structure

a. Directorship:

The criteria for the director include: 1) Extensive policy expertise at national and global levels, 2) Extensive research and teaching experience in health and social policy, and 3) Experience working in and building interdisciplinary initiatives. The Institute for Health and Social Policy is currently directed by Dr. Jody Heymann. The Provost and the Principal selected Dr. Heymann to direct the IHSP, recognizing that she met those criteria. The goal is to always have a director who can bridge policy and research and can naturally bridge faculties.

b. Membership and the Executive Committee:

The Institute for Health and Social Policy has designed its structure to have an open format for membership. We are aware that some centres and institutes select a closed format for membership. We consider as members all those who have actively engaged in one or more of the Institute initiatives in research, training, and policy development. Fashioned after inclusive social participation models of the twenty-first century, faculty and students from across the university will be invited and are welcome to participate in those activities which are most likely to enhance research and training and are the best fit for their own work.

This open structure has allowed us to build strong links to the leadership of a variety of centres and institutes, and will ensure that the research resources the Institute develops are made available to the widest potential group of researchers in Canada and abroad. Examples include collaborations with the Canadian Institutes of Health Research Network on Globalization and the Health of Canadians and Quebec's Population Health Research Network. In developing the global research platform, collaborations are being developed with the Human Early Learning Partnership, UNESCO, Laboratoire de Recherche du Programme en Nutrition, Child Trends, Harvard University Institute for Quantitative Social Science, Canadian Research Institute for Social Policy, Centre for Excellence for Child Welfare, and Desmarais Global Finance Research Center, among others. An executive committee composed of faculty members from diverse faculties and departments advises the director.

c. Board:

The director reports to a Board which includes the Provost, the Vice-Principal of Research, and the Deans of Medicine and Arts who currently oversee the Institute and will be joined by nationally and internationally recognized leaders in the policy field.

VI. Resources: required and obtained

a. Budget and sources of funding:

The Provost, VP Research, and the Deans of Medicine and Arts have already committed annual core funding to the Institute for operations. To supplement the core funding, the Institute has sought and will continue to seek funding for specific research and training initiatives. These include CFI funding for the building of global data centres and Max Bell Foundation funding for training programs.

b. Faculty positions and staffing:

The Provost and Deans of Medicine and Arts have committed a Canada Research Chair for the Director, two additional Canada Research Chairs in Global Health and Social Policy, and six additional faculty positions. These faculty positions are joined by research and professional staff, successfully building many of the core operations of the Institute.

c. Physical resources:

McGill has provided the Institute with its own building, Charles Meredith at 1130 Pine Avenue West, Montreal, within which the Institute has committed space, not only to housing the Data Centre, but also to training facilities for post-doctoral fellows and graduate students. The Institute has developed two student laboratories: one for Policy Fellows and another for Research Interns. In addition, there is an operational laboratory for doctoral students and post-doctoral fellows working with researchers at the Institute on social policy and health.

The Institute is equipped with computer servers providing both Windows and Unix platforms for research, full daily backup, and high security. The servers were purchased by the Institute with CFI funding to allow remote and secure access by members nationally and internationally.

Appendices:

- A. Committee members
- B. Participants in recent training programs
- C. IHSP reports (2007-2008 and 2005-2007)

Appendix A
Committee members

Allison, Paul	Dean	Faculty of Dentistry	McGill University
Berrang-Ford, Lea	Professor	Department of Geography, Faculty of Science	McGill University
Maioni, Antonia	Director, Associate Professor	McGill Institute for the Study of Canada, Faculty of Arts	McGill University
Paradis, Gilles	Professor	Department of Epidemiology, Biostatistics, and Occupational Health, Faculty of Medicine	McGill University
Trocmé, Nico	Professor	School of Social Work	McGill University
Amor, Meir	Assistant Professor	Department of Sociology, Faculty of Arts	Concordia University
Benoit, Francois			National Collaborating Centre for Healthy Public Policy
Black, Jerome	Associate Professor	Department of Political Science, Faculty of Arts	McGill University
Blackett, Adelle	Associate Professor	Faculty of Law	McGill University
Brotman, Shari	Associate Professor	School of Social Work	McGill University
Burgos, Giovanni	Assistant Professor	Department of Sociology, Faculty of Arts	McGill University
Campbell, Angela	Assistant Professor	Faculty of Law	McGill University
Chicha, Marie-Thérèse	Professeure	École de Relations Industrielles	Université de Montréal
Flanagan, Tara Dawn	Assistant Professor	Department of Educational and Counseling Psychology, Faculty of Arts	McGill University
Galabuzi, Grace-Edward	Professor	Department of Politics and Public Administration, Faculty of Arts	Ryerson University
Ghanea-Hercock, Nazila	Senior Lecturer	Department of International Law and Human Rights, Faculty of Law	University of Oxford
Ghosh, Ratna	Professor	Department of Integrated Studies, Faculty of Education	McGill University
Grenier, Amanda	Assistant Professor	School of Social Work	McGill University
Hanley, Jill	Assistant Professor	School of Social Work	McGill University
Hoodfar, Homa	Professor	Department of Anthropology, Faculty of Arts	Concordia University
Icart, Jean-Claude	Research	Chaire de recherche sur l'immigration,	Université du Québec à

	Associate	l'ethnicité et la citoyenneté	Montréal
Kunz, Jean Lock	Associate Director		Policy Research Initiative
Labelle, Micheline	Professeure	Département de sociologie, Faculté des sciences humaines	Université du Québec à Montréal
Lamarche, Lucie	Professor	Faculty of Human Rights Law	University of Ottawa
Loft, Mike	Professional Associate	School of Social Work	McGill University
McAll, Christopher	Professeur	Département de sociologie, Faculté des sciences humaines	Université de Montréal
Mégret, Frédéric	Assistant Professor	Faculty of Law	McGill University
Moulin, Stéphane	Professeure	Département de sociologie, Faculté des sciences humaines	Université de Montréal
Narain, Vrinda	Assistant Professor	Faculty of Law	McGill University
Niezen, Ronald	Professor	Department of Anthropology, Faculty of Arts	McGill University
Paterson, Stephanie	Assistant Professor	Department of Political Science, Faculty of Arts	Concordia University
Potvin, Maryse	Professeure	Département d'éducation et formation spécialisées, Faculté des sciences de l'éducation	Université du Québec à Montréal
Quesnel-Vallée, Amélie	Assistant Professor	Departments of Sociology and Epidemiology, Biostatistics and Occupational Health, Faculty of Medicine	McGill University
Richler, Diane	President		Inclusion International
Ryan, Bill	Adjunct Professor	School of Social Work	McGill University
Salée, Daniel	Professor	Department of Political Science, Faculty of Arts	Concordia University
Sheppard, Colleen	Associate Professor	Faculty of Law	McGill University
Shariff, Shaheen	Associate Professor	Department of Integrated Studies, Faculty of Education	McGill University
Simard, Carolle	Professeure	Département de science politique, Faculté de science politique et de droit	Université du Québec à Montréal
Soroka, Stuart	Associate Professor	Department of Political Science, Faculty of Arts	McGill University
Stewart, Frances	Director	Centre for Research on Inequality, Human Security and Ethnicity	Oxford University
Strumpf, Erin	Assistant Professor	Departments of Economics and Epidemiology, Biostatistics and Occupational Health, Faculty of Medicine	McGill University
Thomson, Wendy	Director	School of Social Work	McGill University
Weinfeld, Morton	Professor and Department Chair	Department of Sociology, Faculty of Arts	McGill University

Bergeron, Pierre	Director	Directorate of Healthcare Systems and Services	Institut national de santé public du Québec
Bernstein, Stephanie	Professeure	Faculté de droit	Université du Québec à Montréal
Coiquaud, Urwana	Professeure adjointe	Service de l'enseignement de la gestion des ressources humaines	École des hautes études commerciales de Montréal
Fortin, Sarah	Research Director		Institute for Research on Public Policy
Frank, John	Scientific Director		Institute of Population and Public Health
Hanley, Jill	Assistant Professor	School of Social Work	McGill University
Hunt, Jennifer	Professor	Department of Economics, Faculty of Arts	McGill University
Jalette, Patrice	Professeur	École de relations industrielles	Université de Montréal
Kouri, Denise	Director		National Collaborating Centre for Healthy Public Policy
Kuhonta, Erik	Assistant Professor	Department of Political Science, Faculty of Arts	McGill University
Laszlo, Sonia	Professor	Department of Economics, Faculty of Arts	McGill University
Lee, Mary Dean	Professor	Faculty of Management	McGill University
Lero, Donna	Associate Professor	Department of Family Relations and Applied Nutrition, College of Social and Applied Human Sciences	Guelph University
Merrigan, Philip	Professeur	Département des sciences économiques, École des sciences de la gestion	Université du Québec à Montréal
Morissette, Lucie	Professeure adjointe	Centre de recherche sur la mondialisation et le travail	École des hautes études commerciales de Montréal
Mustard, Cameron	President and Senior Scientist		Institute for Work and Health
Oxhorn, Philip	Associate Professor	Department of Political Science, Faculty of Arts	McGill University
Paradis, Gilles	Professor	Department of Epidemiology, Biostatistics and Occupational Health, Faculty of Medicine	McGill University
Parent, Daniel	Professor	Department of Economics, Faculty of Arts	McGill University
Perez-Altman, Paola	Professor	Faculty of Management	McGill University
Quesnel-Vallée, Amélie	Assistant Professor	Departments of Sociology and Epidemiology, Biostatistics and Occupational Health, Faculty of Medicine	McGill University
Raynault, Marie-France	Directrice	Département de médecine sociale et préventive, Faculté de médecine	Université de Montréal
Ross, Nancy	Assistant	Department of Geography, Faculty of	McGill University

	Professor	Science	
Roy, Paul-Martel	Professeur associé	Département des sciences économiques, École des sciences de la gestion	Université du Québec à Montréal
Sheppard, Colleen	Associate Professor	Faculty of Law	McGill University
Smith, Mike	Professor	Department of Sociology, Faculty of Arts	McGill University
Smucker, Joseph	Adjunct Professor and Professor Emeritus	Departments of Sociology and Anthropology, Faculty of Arts	Concordia University
Thomson, Wendy	Director	School of Social Work	McGill University
Tremblay, Diane-Gabrielle	Professeure	Département de travail, économie et gestion, École des sciences de la gestion	Université du Québec à Montréal
Turner, Sarah	Associate Professor	Department of Geography, Faculty of Science	McGill University
van den Berg, Axel	Professor	Department of Sociology, Faculty of Arts	McGill University
Vosko, Leah	Professor	Department of Political Science, Faculty of Arts	York University
Giri, Nabanita	Director	Strategic Policy Research Division	Public Health Agency of Canada
Harty, Siobhan	Senior Director	Emergency Management Planning Unit	Public Safety Canada
Heymann, Jody (Co-Chair)	Founding Director	Institute for Health and Social Policy	McGill University
Mackay, Diane	Associate Director	Education and Learning	The Conference Board of Canada
Maioni, Antonia (Co-Chair)	Director, Associate Professor	McGill Institute for the Study of Canada, Faculty of Arts	McGill University
Manson Singer, Sharon	President		Canadian Policy Research Networks
Mendelson, Michael	Senior Scholar		Caledon Institute of Social Policy
Morales, Sofia Leticia	Senior Advisor	Millennium Development Goals and Health Targets	World Health Organization
Tupper, Shawn	Director General	Social Policy Development	Human Resources and Social Development Canada
Burgos, Giovanni	Assistant Professor	Department of Sociology, Faculty of Arts	McGill University
Campbell, Angela	Assistant Professor	Faculty of Law	McGill University
Fallon, Kathleen	Professor	Department of Sociology, Faculty of Arts	McGill University
Flanagan, Tara Dawn	Assistant	Department of Educational and	McGill University

	Professor	Counseling Psychology, Faculty of Arts	
Fortin, Sarah	Research Director		Institute for Research on Public Policy
Genesee, Fred	Professor	Department of Psychology, Faculty of Arts	McGill University
Ghosh, Ratna	Professor	Department of Integrated Studies, Faculty of Education	McGill University
Mitchell, Claudia	Professor	Department of Integrated Studies, Faculty of Education	McGill University
Quesnel-Vallée, Amelie	Assistant Professor	Department of Epidemiology, Biostatistics and Occupational Health, Faculty of Medicine	McGill University
Richler, Diane	President		Inclusion International
Rousseau, Stephanie	Professeure adjointe	Département de sociologie, Faculté des sciences humaines	Université Laval
Shariff, Shaheen	Associate Professor	Department of Integrated Studies, Faculty of Education	McGill University
Stewart, Frances	Director	Centre for Research on Inequality, Human Security and Ethnicity	Oxford University
Strumpf, Erin	Assistant Professor	Department of Epidemiology, Biostatistics and Occupational Health, Faculty of Medicine	McGill University
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Appendix B
Participants in recent training programs

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Connolly, Chris	Department of International Development Studies, McGill University
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Sirett, Erin	Culture & Values in Education, McGill University
MacLennan, Mary	Economics, Biomedical Sciences, McGill University
Wisken, Robyn	School of Social Work, McGill University
Chivi, Maya	Integrated Studies in Education, McGill University

Baird, Steve	Department of International Development Studies, McGill University
Bertorell, Ebony	Department of Political Science, McGill University
Mcinnis, Shannah	Faculty of Education, McGill University
Brar, Aneel	Department of Political Science, McGill University
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Wilkinson, Nathan	Department of Psychology, McGill University
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Morantz, Gillian	Faculty of Medicine, McGill University
Boileau, Catherine	Institute for Health and Social Policy
Lahaie, Claudia	Institute for Health and Social Policy
Ruiz-Casares, Monica	Department of Psychology, McGill University