

# VISION 2020: CREATING A SUSTAINABLE MCGILL

VISION & GOALS REPORT

*McGill University*

*DRAFT—January 16, 2013*



vision  
2020

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## INTRODUCTION

*Vision 2020: Creating a Sustainable McGill* is a year of conversation and planning to set a long-term sustainability strategy for—and from—the McGill community.

This process was undertaken to fulfill a directive in the Sustainability Policy adopted by McGill’s Senate and Board of Governors in 2010:<sup>1</sup>

*Among other initiatives undertaken in support of this Policy, the University will:*

- *Prepare and regularly update a sustainability plan with specific goals and objectives; and*
- *Establish sustainability indicators to enable accountability, to communicate specific goals, and to monitor and report on progress;*

This Vision and Goals report is an interim deliverable of the Vision 2020 process, which has three phases.

| PHASE   | QUESTION   | DELIVERABLE                       | TIMELINE              |
|---------|--|-----------------------------------|-----------------------|
| Phase 1 | What is the McGill community currently doing around sustainability and how do these efforts compare to those of its peers and to best practices? | Situational Analysis <sup>2</sup> | February – May 2012   |
| Phase 2 | Where do we want to be on sustainability in the year 2020?   | Vision & Goals report             | March – December 2012 |
| Phase 3 | How do we get there and how will we measure our progress?  | Sustainability Strategy           | January – April 2013  |

During winter 2013 more detailed objectives and indicators will be developed, along with a preliminary plan for implementation. A comprehensive Sustainability Strategy incorporating these components will be delivered to the McGill community and McGill’s governing bodies for approval in spring 2013.

Below are the answers to several common questions about Vision 2020.

### WHY WAS THE VISION 2020 PROCESS NEEDED?

There is an urgent imperative for both institutions and individuals to shift toward sustainability. Universities have an important role to play in supporting and informing societies as they transition toward a more sustainable future. McGill has embraced this role and the McGill community has advanced a sustainability agenda quite quickly in the past decade. There have been a number of important high-level McGill commitments to sustainability, including the Environmental Policy (2001) and the Sustainability Policy (2010). The last several years also saw the creation of McGill’s Office of Sustainability (2009) and the flagship Sustainability Projects Fund (2010).

<sup>1</sup> <http://www.mcgill.ca/sustainability/about/policy/sustainability-policy>

<sup>2</sup> [http://www.mcgill.ca/sustainability/sites/mcgill.ca.sustainability/files/mcgill\\_situational\\_analysis.pdf](http://www.mcgill.ca/sustainability/sites/mcgill.ca.sustainability/files/mcgill_situational_analysis.pdf)



Over this period, there has been a groundswell of projects and initiatives around sustainability. These initiatives have spanned McGill's downtown campus in the heart of Montreal, its Macdonald campus in Sainte Anne de Bellevue, and the networks that connect it with communities near and far. They have covered a broad range of topics from operations to academics to culture. Yet this action has been somewhat disconnected from the more conceptual policies that are in place. Priorities have been emergent, actions have been decentralized, and the process has been driven by grassroots energy, particularly from students. This progress has occurred in the absence of an over-arching strategy for and from the whole university community.

As directed in the Sustainability Policy (2010), Vision 2020 is developing a community-wide strategy to unite students and staff around a mandate to integrate sustainability into all aspects of McGill's research, education, operations and culture.

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## WHAT IS MEANT BY SUSTAINABILITY?

Sustainability is often thought of in terms of "being green," but it is much more than that. Although there is debate about how to define and measure sustainability, it is commonly understood that sustainability includes social, economic, and environmental dimensions.

The Vision 2020 process has intentionally steered away from extensive conversations about the definition of sustainability, choosing instead to prompt conversations with a broad concept of sustainability grounded in McGill's Sustainability Policy:

***A future orientation: working together toward a shared vision for a better future in a manner that integrates social, economic, and environmental dimensions.***

From this starting point, Vision 2020 has essentially crowd-sourced a more nuanced understanding of what sustainability means for McGill. The content of Vision 2020 has been built from the ground up, drawn from McGill community members through consultation and engagement. When asked to envision a sustainable future, McGill's students, staff, faculty and administrators answered with the ideas presented here. In many ways, therefore, the answer to "what is meant by sustainability?" can be found in the contents of this document.

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## WHAT SHOULD I KNOW ABOUT VISION 2020?

Vision 2020 is not a typical top-down strategic planning process. It is a broad community engagement process led by McGill's Office of Sustainability and funded by the Sustainability Projects Fund. The process is guided by a 26-member multi-stakeholder Vision 2020 Steering Committee and supported by a 13-member project team that includes staff and students who work for the Office of Sustainability, the Office of Communications Services and External Relations, and the Students' Society of McGill University. Of the project team, nine are students or recent McGill graduates. A list of key Vision 2020 contributors is available in Appendix C.

The Vision 2020 process is guided by a set of core principles, striving to be *representative* and *inclusive* of the McGill community, *receptive* to existing knowledge, *transparent* in decision-making and prioritizing and *holistic* in approach to engagement visioning and planning, generating community collaboration and recognizing the valuable roles played by all.



The Vision 2020 core team and Steering Committee are deeply committed to ensuring that the final strategy reflects the will of the McGill community and flows smoothly into implementation. To accomplish this, Vision 2020 has built a process that engages the McGill community from the grassroots to the senior administration in creative and sometimes unexpected ways.

Since February 2012, over one thousand McGill community members have contributed their visions to this process through over 20 public events, dozens of presentations, and online. Vision 2020 maintains an active website, blog, Twitter, and Facebook accounts, and has received significant coverage in the McGill campus press. More information about Vision 2020's consultation and engagement is available in Appendix A.

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## WHERE DID THE PROPOSALS IN THIS VISION AND GOALS REPORT COME FROM?

The contents of this Vision and Goals report come from the community, through the many consultations Vision 2020 has held with McGill community members.

By reaching out to people in different contexts, the Vision 2020 core team engaged participants and collected their ideas and critiques (data). These data were analyzed using content analysis to pull out themes and categories. These were built from the ground up by looking for common themes in what people were talking about, ranging from 'Applied Academics' to 'Community Building' to 'Energy Systems'. The 22 emergent themes were then grouped into the five overarching categories that frame this document (Research, Education, Connectivity, Operations, Administration & Governance). Finally, goals were developed around the themes in each category.

In crafting the vision and goals presented here, the Vision 2020 core team and Steering Committee have sought to balance realism and ambition, asking both "Is this possible?" and "Is this enough?" When in doubt, the balance has been tipped toward ambition at this stage in the process, recognizing the value of an aspirational touchstone and realizing that there will be many opportunities for realism assert itself during the transition to implementation.

Data summaries are available on the Vision 2020 website<sup>3</sup> and detailed data reports are available on request.

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## HOW DOES VISION 2020 ALIGN WITH OTHER PLANNING PROCESSES CURRENTLY UNDERWAY AT MCGILL?

McGill is currently in the final stages of several high-profile planning processes with mandates that overlap with Vision 2020's. The three most relevant to sustainability are *ASAP 2012: Achieving Strategic Academic Priorities*,<sup>4</sup> the *Strategic Research Plan* (draft)<sup>5</sup> and the *Principal's Task Force on Diversity, Excellence and Community Engagement*.<sup>6</sup>

There is a high degree of alignment between the goals being advanced by Vision 2020 and the goals identified through these other processes, providing significant opportunities for collaboration in their implementation.

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<sup>3</sup> <http://www.mcgill.ca/sustainability/vision2020/what/steering-committee-and-process-documents>

<sup>4</sup> [http://www.mcgill.ca/provost/sites/mcgill.ca/provost/files/asap\\_2012\\_a\\_plan\\_for\\_mcgill.pdf](http://www.mcgill.ca/provost/sites/mcgill.ca/provost/files/asap_2012_a_plan_for_mcgill.pdf)

<sup>5</sup> [http://www.mcgill.ca/research/sites/mcgill.ca/research/files/srp\\_endorsed\\_by\\_senate\\_nov\\_14\\_2012.pdf](http://www.mcgill.ca/research/sites/mcgill.ca/research/files/srp_endorsed_by_senate_nov_14_2012.pdf)

<sup>6</sup> <http://www.mcgill.ca/principal/sites/mcgill.ca/principal/files/ptfdece-reportfinal.pdf>



Importantly, the breadth and depth of Vision 2020's engagement process means that the goals in this report have strong community support.

For a more detailed comparison of the alignment between Vision 2020's goals and those of these complementary processes, see Appendix B.

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### IS THIS GOING TO BE A "POLICY ON THE WALL"?

Absolutely not. The purpose of the Vision and Goals report is to inspire change and guide action. A wide cross-section of the McGill community has contributed to building this vision, and we all share a responsibility to turn it into a reality. Though roles will necessarily differ, individuals, units, departments, and organizations across McGill will be expected to commit to work together toward the future that this document lays out.

The complete Sustainability Strategy, to be delivered in spring 2013, will provide more detail about the potential roles that McGill community members can play.

To learn more about the Vision 2020 process and what you can do to contribute to sustainability at McGill, please contact the McGill Office of Sustainability at [vision2020@mcgill.ca](mailto:vision2020@mcgill.ca) or visit the Vision 2020 website at <http://www.mcgill.ca/sustainability/vision2020>. Questions and ideas are always welcome.



## MCGILL'S SUSTAINABILITY VISION

*This vision describes a desired future. It is written in the present tense to make that future easier to imagine.*

*Shifts in attitudes, behaviours and culture will be necessary in order to transition from where we are today to where we want to be. These shifts are urgently needed—the accelerating effects of climate change, rising inequality, and recent global economic crises are a few of many examples that point to the same conclusion: maintaining the status quo is not an option. Human societies must learn to live within the limits of a finite planet.*

MCGILL RECOGNIZES AND EMBRACES THE UNIQUE RESPONSIBILITY OF UNIVERSITIES TO SUPPORT SOCIETIES IN THEIR TRANSITION TOWARD SUSTAINABILITY. WE GENERATE THE KNOWLEDGE NEEDED TO CREATE A MORE SUSTAINABLE FUTURE. WE CULTIVATE CITIZENS AND LEADERS WHO HAVE THE SKILLS AND COMMITMENT TO PUT THAT KNOWLEDGE INTO PRACTICE. THIS IS ONE OF THE LEADING PLACES IN NORTH AMERICA TO STUDY AND LEARN ABOUT SUSTAINABILITY.

MCGILL—AS AN INSTITUTION AND A COMMUNITY—“WALKS THE WALK” OF SUSTAINABILITY IN ALL THAT WE DO. OUR DECISIONS AND ACTIONS REFLECT OUR ROLE AS PART OF NATURE AND OUR DUTY TO CURRENT AND FUTURE GENERATIONS AND THE PLANET. OUR CAMPUS COMMUNITY IS DIVERSE, CARING, AND INCLUSIVE—A PLACE WHERE PEOPLE AND IDEAS FLOURISH.

AT MCGILL, WE STRIVE TO BE ONE OF THE BEST UNIVERSITIES IN THE WORLD BY DOING OUR BEST FOR THE WORLD.

## MCGILL'S SUSTAINABILITY GOALS FOR 2020

Universities play a unique and important role in facilitating societies' shift toward sustainability. Like other institutions, they must act responsibly—and can even serve as models for society—by embracing sustainability in their operations, administration and governance. Because of their mission, however, universities' deepest impacts come from the knowledge that is generated by their research, the way they educate and prepare their students, and the connections that link them with communities near and far.

Sustainability, by its nature, resists categorization. It is about integration, complexity, and the interdependence of systems. When members of the McGill community talk about a more sustainable McGill of the future their ideas do not fall into tidy and mutually exclusive categories. While it is possible to sort and organize the ideas, it is important to keep in mind the limits of any organizational scheme and the fundamental connections among ideas and categories. In many cases, the solutions that will move us toward a more sustainable future must strengthen connections and dismantle boundaries.

This document presents McGill's sustainability goals as they relate to five key ways through which a university can make a difference to society: **research, education, connectivity, operations** and **administration & governance**.

The three dimensions of sustainability (social, economic and environmental) are integrated into the goals in all five categories.

*As with the vision, the goal statements here describe a desired future. They are written in the present tense to make that future easier to imagine, and to make it easier to recognize whether they have been achieved.*

### **CATEGORY EXPLANATIONS**

**Research:** This category encapsulates ideas best described as the 'what', 'why', 'how' and 'who' of research at McGill, and considers research activities conducted both on campus and elsewhere.

**Education:** This category focuses on student learning opportunities (formal curriculum, informal student experience) as well as the learning of faculty, staff and the institution.

**Connectivity:** This category emphasizes the need for strong connections, both at McGill and in the communities within which we are nested, from local to global.

**Operations:** This category encompasses the physical (materials and energy) activities that support the ongoing functioning of the university.

**Administration & Governance:** This category includes considerations about how we run the university in terms of people, funding and finance, decision-making and process implementation.

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## RESEARCH

### VISION FOR 2020<sup>7</sup>

A rich diversity of research is conducted at McGill by faculty, students, staff and community partners. We value both basic and problem-oriented research for their ability to generate knowledge and contribute to society. Recognizing the interconnected nature of complex local, regional and global issues, we collaborate across disciplines to inform and advance solutions to contemporary problems. We are aware of and responsible for the environmental, economic and social implications of our research.

### WE WILL KNOW WE HAVE ACHIEVED THIS WHEN THE FOLLOWING GOALS ARE MET:

- McGill recognizes and supports research that informs and advances solutions to human and environmental problems.
- McGill actively facilitates collaborative research both within disciplines and across disciplinary boundaries.
- The social, economic and environmental impacts of all research activities undertaken by or on behalf of McGill are considered in advance and negative effects are minimized.

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## EDUCATION

### VISION FOR 2020<sup>8</sup>

McGill is a truly student-centered institution and one in which the learning of faculty, staff, and community partners is also actively supported. We learn together and from each other, in and out of the classroom, to become critical and engaged citizens. Concepts of and strategies for sustainability are integrated into our programming, pedagogy and assessment, equipping McGill's students and staff with the skills, experiences, and perspectives to address the grand challenges of the 21<sup>st</sup> century.

### WE WILL KNOW WE HAVE ACHIEVED THIS WHEN THE FOLLOWING GOALS ARE MET:

- McGill's student experience cultivates citizenship and leadership both inside and outside the classroom.
- McGill's academic, administrative and support staff are supported in their professional development and encouraged to be lifelong learners.

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<sup>7</sup> This vision is closely aligned with the vision advanced in McGill's draft Strategic Research Plan (2012) and ASAP 2012: Achieving Strategic Academic Priorities (2012)—see Appendix B.

<sup>8</sup> This vision is closely aligned with the vision advanced in ASAP 2012: Achieving Strategic Academic Priorities (2012)—see Appendix B. It is also congruent with reports of the McGill Inquiry Network and the mandate of the Undergraduate Learning Outcomes working group (2012-2014).



- All McGill graduates have acquired skills that equip them to work across disciplinary, sectoral and cultural boundaries.
- All McGill graduates have practiced translating classroom knowledge to complex real-world situations through an applied learning experience.
- Concepts of sustainability are integrated into the content and pedagogy of all degree programs at McGill.

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## CONNECTIVITY

### VISION FOR 2020<sup>9</sup>

The fabric of the McGill community is strong, and so are our ties with the interconnected communities into which we are woven, from local to global. All members of the McGill community feel welcome, valued, relevant and informed—recognizing themselves as integral participants in the campus community. McGill as a whole values its important role beyond the campus, and is connected with and responsive to Montreal, Quebec, Canada and the world. Strong relationships, accessible information and multidirectional listening and learning are the norm.

### WE WILL KNOW WE HAVE ACHIEVED THIS WHEN THE FOLLOWING GOALS ARE MET:

- McGill supports the health and happiness of students, faculty and staff, and facilitates their integration into the McGill community.
- Community engagement—within and beyond McGill—is valued as a core element of the McGill student, staff and faculty experience.
- McGill sustains many strong, reciprocal relationships with partners in local, regional and global communities.
- Knowledge flows freely in all directions—within McGill, from McGill to the communities to which we belong and from those communities to McGill.

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<sup>9</sup> This vision is closely aligned with the recommendations of the Principal’s Task Force on Diversity, Excellence and Community Engagement (2011). It is also congruent with the Strategic Research Plan and ASAP (2012)—see Appendix B.

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## OPERATIONS

### VISION FOR 2020<sup>10</sup>

Acknowledging the finite limits of the planet, we have re-oriented all activities carried out by or on behalf of McGill to minimize their impact and maximize their contribution to resilient, just and flourishing human and ecological systems. We recognize that this is a responsibility shared by all members of the McGill community—individuals, units, departments and organizations across McGill understand and embrace the role that they play. We consider all activities in light of their life cycle and in light of the question, “Is this really needed?” Operations at McGill are closely integrated with research and education as a mutually beneficial system that encourages adaptation and improvement.

### WE WILL KNOW WE HAVE ACHIEVED THIS WHEN THE FOLLOWING GOALS ARE MET:

- Renewable energy sources supply the vast majority of McGill’s energy needs and McGill is progressively increasing the share of its energy coming from renewable sources while minimizing non-renewables.
- All products and services purchased by McGill are sustainably-sourced.
- Zero waste (energy, water, solid, air) is the target for all activities at McGill. This target is aggressively pursued and improvement is continuous.
- McGill’s natural and built environment supports resilient ecosystems, strong communities and individual well-being.
- McGill’s operations serve as a “living lab” that fosters learning for staff and students through close and mutually beneficial integration with education and research. Experimentation and adaptation are encouraged and lessons are shared within and beyond McGill.

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## ADMINISTRATION & GOVERNANCE

### VISION FOR 2020<sup>11</sup>

All decisions at McGill are made and implemented with a sustainable future in mind. The way we function as an institution and a community matches the values we hold, and supports the commitment McGill has made to sustainability. This can be seen in our recruitment, evaluation, financial portfolio and resource allocation, as well as in our decision-making at all levels. Our institutional structures are flexible and adaptive, nurturing innovation and the development of best practices in administration and governance.

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<sup>10</sup> This vision is closely aligned with McGill’s Sustainability Policy (2010) and Physical Master Plan (2008).

<sup>11</sup> This vision is closely aligned with the recommendations of the Principal’s Task Force on Diversity, Excellence and Community Engagement (2011)—see Appendix B—and with McGill’s Sustainability Policy (2010).



WE WILL KNOW WE HAVE ACHIEVED THIS WHEN THE FOLLOWING GOALS ARE MET:

- McGill attracts, retains and supports students, faculty and staff who have diverse origins, ideas and experiences, and who embody a broad definition of excellence.
- McGill recognizes and rewards commitment to sustainability in its evaluation of the performance of faculty and staff.
- Participation, transparency and accessibility are valued as core components of decision-making at McGill.
- Sustainability is considered in all decisions made at every level at McGill.
- McGill's financial portfolio is accountable to the principles of sustainability (social, economic and environmental).
- McGill's budgetary process and resource allocation demonstrate a commitment to sustainability as a core priority for McGill.

## APPENDIX A. VISION 2020 PROCESS AND COMMUNITY ENGAGEMENT

Vision 2020 is about more than writing a Sustainability Strategy, it is about connecting people and working together toward a vision for a more sustainable future. The Vision 2020 process has reached out to McGill students, staff, faculty, and administrative staff, asking them to imagine a sustainable McGill. Since kicking off the community visioning process in March 2012, Vision 2020 has held multiple events aimed at reaching a broad cross-section of the community—over 1,000 people have participated in targeted events. This appendix summarizes the consultative process that justifies the Vision 2020 claim of being truly a sustainability vision “from and for the community”.

Broadly speaking, engagement has included six major steps. Details behind this process are available on the Vision 2020 website (<http://www.mcgill.ca/sustainability/vision2020>) and blog (<http://mcgillvision2020.com/blog/>). Data summaries are available from the Office of Sustainability upon request.

A 26 member Vision 2020 steering committee, including student, faculty, and administrative representatives, has helped steer this process forward. In addition to the events Vision2020 has organized (described below), Vision 2020 representatives have also met with many groups including, among others, faculty councils, the Student Life and Learning Executive Team, the Student Services’ Directors, the Research Advisory Council, the SSMU Environment Committee, and the Senate Committee on Physical Development

### STEP 1. ENGAGE THE BROAD COMMUNITY

*Timeline:* March – May 2012

The public launch of Vision 2020 began to get people thinking about a long-term sustainability vision and identified ideas for change. Engagement involved large community conversations downtown and at Macdonald campus, presentations to campus groups, and many one-on-one conversations between members of the Vision 2020 project team and Vision 2020 steering committee members, campus sustainability champions and decision-makers.

An enormous breadth of ideas, goals, and visions for sustainability were generated. The Vision 2020 team then used content analysis to identify 12 themes.



*Key events: Community conversations*  
**Total participation: ~400 people**

## STEP 2. DEEPEN CONVERSATION THROUGH WORKING GROUPS

*Timeline:* July 2012

Working groups were convened to discuss four areas important for sustainability at McGill: Research; Teaching; Operations; and Culture. The groups were asked to envision a sustainable McGill and propose goals to advance sustainability. A mix of administrative staff, students, and faculty were invited to each group, as Vision 2020 sought out experts and champions related to each area. Each group met once, although many participants have played ongoing and evolving roles in the Vision 2020 process.



The Vision 2020 team used content analysis to explore the data generated through sticky note exercises. Altogether, 22 themes for sustainability were identified and subsequently grouped into 5 categories: Research, Teaching, Connectivity, Operations, and Administration & Governance. (See table at the end of this appendix.)

*Key events: Four working groups on 'Research', 'Teaching', Operations, and 'Culture'*  
**Total participation: ~60 people**

## STEP 3. RE-LAUNCH AND BROADEN ENGAGEMENT

*Timeline:* September – October 2012

Vision 2020 kicked off the fall semester with fun events during Orientation and a Sustainability Fair. The fair featured exhibits showcasing sustainability efforts at McGill. Participants were asked to contribute their strategic goals for sustainability at five facilitated table discussions on Research, Teaching, Connectivity, Operations, and Administration & Governance. Again, a mix of staff, students, and faculty attended. Vision 2020 also staged nine informal gatherings (called 'Talking Tuesdays') outside on sunny Tuesdays in late summer-early fall. Students, faculty, and administrative staff mingled outside, drank lemonade, and talked about advancing sustainability at McGill.



*Key events: Talking Tuesdays (above) and the Sustainability Fair*  
**Total participation: ~500 people**

The data from these conversations, along with those from all previous rounds of engagement, fed into a draft Vision and Goals document. Goals were developed to coincide with the identified theme areas.

#### STEP 4. REVISE DRAFT THROUGH WORKING GROUPS

*Timeline:* October 2012

Five working groups on the categories of Research, Teaching, Connectivity, Operations, and Governance & Administration were convened to revise a preliminary draft of the Vision & Goals and to brainstorm potential opportunities to collaboratively reach these goals.

The draft was then revised based off of individual and group feedback about gut reactions, major critiques, favourites, and missing elements. Some goals were added, clarified, or made more consistent with the concept of “ambitious realism”.



*Key events: 5 working groups on Research, Teaching, Connectivity, Operations, and Administration & Governance.*

**Total participation: ~80 people**

#### STEP 5. COMMUNITY VALIDATION

*Timeline:* November-December 2012

Multiple approaches were taken to validate the Vision & Goals across the McGill community. An online feedback tool was sent to community members via email, in order to capture any major critiques, favourites, and missing elements. Large-scale copies of the Vision & Goals were placed in seven high-traffic hallways across the downtown and Macdonald campuses, with the goal of getting broad feedback and allowing community members to “track changes” to the document in a visible way. Finally, the draft Vision & Goals was brought forward to the senior administration team for feedback about the Vision & Goals (content) and Vision 2020’s next steps (process).

#### STEP 6. FINALIZE AND TRANSITION TO IMPLEMENTATION

*Timeline:* December – April 2013

The Vision & Goals document will eventually form part of a unified Sustainability Strategy. The Sustainability Strategy will include a finalized set of vision and goals alongside objectives and proposed indicators for monitoring progress. Vision 2020 has already collected some data that will help inform a draft set of objectives. In April 2013, the Sustainability Strategy will be taken out for approval by the McGill community at large and McGill’s governing bodies. It is expected that a more detailed and granular Implementation Plan will follow after the Sustainability Strategy.

**METHODS SUMMARY**

Throughout the process of community engagement, Vision 2020 has been diligently listening to, documenting, and analyzing community member contributions. The ‘data’ of Vision 2020 comes in several forms. Ideas for visions and goals were written on sticky notes (individually) or on large sheets of paper (in groups) at multiple events. Content analysis was used to synthesize these ideas into themes. These themes broadly reflect how people conceptualize ‘sustainability’ at McGill, based on natural patterns in the data. For example, the statement “more gardens” could be coded to a “Food Systems” theme or cross-coded to a “Built Environment” theme.

The themes evolved from Step 1, when student involvement was predominant, to Step 3, when multiple voices contributed to deepening the conversations. An initial set of 12 themes (from Step 1) was expanded and refined to a set of 22 themes, grouped into 5 overlapping categories. The Vision 2020 team used these themes as building blocks for constructing both the vision and goals. Table 1 summarizes the major themes as initially grouped by category. Note that the goals were developed iteratively with the community from this initial set of thematic building blocks.

In later stages of the process, the Vision 2020 team primarily sought feedback on a preliminary draft document. The data is therefore the feedback received from community members in terms of gut reactions, missing elements, major critiques, and favourites as related to the draft. This feedback was incorporated to inform the Vision & Goals report presented here.

**Table:** Themes grouped by category

| RESEARCH   | TEACHING   | CONNECTIVITY   | OPERATIONS  | ADMINISTRATION & GOVERNANCE   |
|--|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Problem focused, Interdisciplinary &amp; Collaborative research</li> <li>• Community/society driven research</li> </ul> | <ul style="list-style-type: none"> <li>• Applied Academics (applied student research, inquiry-based learning)</li> <li>• Engagement &amp; citizen-making</li> <li>• Student experience/Informal learning</li> <li>• Formal curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Break the McGill bubble &amp; outward community engagement</li> <li>• Participation &amp; Engagement at McGill</li> <li>• Accessibility &amp; Communication</li> <li>• Health and Wellness</li> </ul> | <ul style="list-style-type: none"> <li>• Procurement &amp; Contracting</li> <li>• Equipment &amp; Technology</li> <li>• Built /Natural Environments</li> <li>• Transportation</li> <li>• Energy &amp; Carbon</li> <li>• Waste Reduction</li> <li>• Water</li> <li>• Food systems</li> </ul> | <ul style="list-style-type: none"> <li>• Leadership &amp; Excellence</li> <li>• Accountability &amp; Governance</li> <li>• Funding &amp; finance</li> <li>• HR/Personnel</li> </ul> |



## APPENDIX B. ALIGNMENT BETWEEN VISION 2020 AND OTHER PLANNING PROCESSES AT MCGILL

This appendix summarizes the major areas of alignment between Vision 2020's Vision & Goals report and parallel high-level processes at McGill. Although there are many policies, plans, and processes at McGill that may align with Vision 2020's goals, three current high-level initiatives are highlighted here:

1. *ASAP 2012: Achieving Strategic Academic Priorities*;
2. The draft *Strategic Research Plan (SRP) 2013 – 2016: Understanding and Improving the Human Condition in a Globalized World*<sup>12</sup>; and,
3. The recommendations of the *Principal's Task Force on Diversity, Excellence and Community Engagement*

The matrix below summarizes areas of overlap between Vision 2020's draft goals and these existing initiatives. The recommendations and depth of discussion in each document vary, as do the structures used to suggest next steps.

*ASAP 2012: Achieving Strategic Academic Priorities, A plan for McGill* is developed around six broad goals, three cross-cutting themes (one of which is sustainability), and ten major strategic objectives. The objectives are linked to concrete actions that culminate in three over-arching strategic priorities.

The *Strategic Research Plan (SRP)* is organized into a set of five core commitments (one of which is sustainability) and seven areas of research excellence. An SRP Implementation Strategy follows built around three strategic objectives with a set of accompanying drivers.

The *Principal's Task Force on Diversity, Excellence and Community Engagement* is structured according to three strategic recommendations, and a series of actionable measures for each recommendation.

The matrix below has been populated with the following information from each document:

- *ASAP 2012*—statements made at the level of **strategic objectives**, informed by a consideration of the strategies and actions nested under each objective;
- *SRP*—statements made at the level of **drivers**, informed by a consideration of the measures nested under each driver, as well as the core commitments and areas of research excellence;
- *Principal's Task Force on Diversity, Excellence and Community Engagement*—statements made at the level of **recommendations**, informed by a consideration of measures nested under each recommendation.

The matrix does not summarize all potential areas of alignment among the documents. For example, in the case of *ASAP 2012*, many of the actions nested under each strategic objective may directly or indirectly align with Vision 2020 goal statements.

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<sup>12</sup> The analysis presented here is based on the draft of the Strategic Research Plan that was circulated for comment in August 2012.

## VISION 2020 ALIGNMENT MATRIX

| Vision 2020  | ASAP  | SRP   | Principal's Task Force  |
|--|---|---|---|
| <b>RESEARCH</b>  |   |   |   |
| R1. McGill recognizes and supports research that informs and advances solutions to human and environmental problems.   | <b>Objective 1.</b> Achieve new directions in faculty hiring, retention and career development and leadership.  | <b>Driver 1.1.</b> Research planning and development<br><b>Driver 1.2.</b> Comprehensive research administration<br><b>Driver 2.2.</b> Strengthen local and regional connections<br><b>Driver 2.3.</b> Refresh and implement a comprehensive internationalization strategy<br><b>Driver 3.2.</b> Community engagement<br><b>Driver 3.3.</b> Commercialization | <b>Recommendation 2.</b> Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact. |
| R2. McGill actively facilitates collaborative research both within disciplines and across disciplinary boundaries.   | <b>Objective 1.</b> Achieve new directions in faculty hiring, retention and career development and leadership.<br><b>Objective 3.</b> Ensure innovation in graduate studies based on research strengths and competitive funding.<br><b>Objective 4.</b> Develop and implement transformative research and creative activity initiatives based on competitive advantage. | <b>Driver 1.1.</b> Research planning and development<br><b>Driver 3.1.</b> Knowledge mobilization and communication   | <b>Recommendation 2.</b> Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact. |
| R3. The social, economic and environmental impacts of all research activities undertaken by or on behalf of McGill are considered in advance and negative effects are minimized. |   |   |   |
| <b>EDUCATION</b>   |   |   |   |
| E1. McGill's student experience cultivates citizenship and leadership both inside and outside the classroom.   | <b>Objective 2.</b> Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented groups.   | <b>Driver 1.3.</b> Nexus between research and education   | <b>Recommendation 2.</b> Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact. |
| E2. McGill's academic, administrative and support staff are supported in their professional development and encouraged to be lifelong learners.                                  | <b>Objective 1.</b> Achieve new directions in faculty hiring, retention and career development and leadership.<br><b>Objective 6.</b> Enhance career development and mobility opportunities for administrative and support  | <b>Driver 1.2.</b> Comprehensive research administration  |   |

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| <p>E3. All McGill graduates have acquired skills that equip them to work across disciplinary, sectoral, and cultural boundaries.</p>                    | <p>staff.<br/><b>Objective 3.</b> Ensure innovation in graduate studies based on research strengths and competitive funding.</p>  |  | <p><b>Recommendation 2.</b> Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact.</p>   |
| <p>E4. All McGill graduates have practiced translating classroom knowledge to complex real-world situations through an applied learning experience.</p> | <p><b>Objective 2.</b> Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented groups.</p>  | <p><b>Driver 1.3.</b> Nexus between research and education</p>   | <p><b>Recommendation 3.</b> Affirm a commitment to McGill’s positive engagement with, and impact on, outside communities, locally, nationally and globally; build innovatively and progressively on the University’s history of service to society and thereby expand opportunities for research, scholarship, and learning.</p> |
| <p>E5. Concepts of sustainability are integrated into the content and pedagogy of all degree programs at McGill.</p>                                    |   |  |  |
| <p><b>CONNECTIVITY</b></p>  |   |  |  |
| <p>C1. McGill supports the health and happiness of students, faculty, and staff, and facilitates their integration into the McGill community.</p>       | <p><b>Objective 2.</b> Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented groups.</p>  |  |  |
| <p>C2. Community engagement – within and beyond McGill – is valued as a core element of the McGill student, staff, and faculty experience.</p>          | <p><b>Objective 4.</b> Develop and implement transformative research and creative activity initiatives based on competitive advantage.<br/><b>Objective 8.</b> Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact.</p>   | <p><b>Driver 2.2.</b> Strengthen local and regional connections<br/><b>Driver 2.3.</b> Refresh and implement a comprehensive internationalization strategy<br/><b>Driver 3.1.</b> Knowledge mobilization and communication<br/><b>Driver 3.2.</b> Community engagement</p> | <p><b>Recommendation 3.</b> Affirm a commitment to McGill’s positive engagement with, and impact on, outside communities, locally, nationally and globally; build innovatively and progressively on the University’s history of service to society and thereby expand opportunities for research, scholarship, and learning.</p> |
| <p>C3. McGill sustains many strong, reciprocal relationships with partners in local, regional, and global communities.</p>                              | <p><b>Objective 2.</b> Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented groups.<br/><b>Objective 4.</b> Develop and implement transformative research and creative activity initiatives based on competitive advantage.<br/><b>Objective 8.</b> Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact.</p> | <p><b>Driver 2.2.</b> Strengthen local and regional connections<br/><b>Driver 2.3.</b> Refresh and implement a comprehensive internationalization strategy<br/><b>Driver 3.1.</b> Knowledge mobilization and communication<br/><b>Driver 3.2.</b> Community engagement</p> | <p><b>Recommendation 3.</b> Affirm a commitment to McGill’s positive engagement with, and impact on, outside communities, locally, nationally and globally; build innovatively and progressively on the University’s history of service to society and thereby expand opportunities for research, scholarship, and learning.</p> |



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|  | <b>Objective 9.</b> Encourage diversity in origin and ideas among students, faculty, and staff.   |   |   |
| <b>C4. Knowledge flows freely in all directions –within McGill, from McGill to the communities to which we belong, and from those communities to McGill.</b> | <p><b>Objective 2.</b> Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented population groups.</p> <p><b>Objective 4.</b> Develop and implement transformative research and creative activity initiatives based on competitive advantage.</p> <p><b>Objective 6.</b> Enhance career development and mobility opportunities for administrative and support staff.</p> <p><b>Objective 7.</b> Implement new approaches to academic analytics, processes, tools and feedback loops.</p> <p><b>Objective 8.</b> Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact.</p> <p><b>Objective 10.</b> Attain pre-eminence in education for the professions.</p> | <p><b>Driver 2.2.</b> Strengthen local and regional connections</p> <p><b>Driver 2.3.</b> Refresh and implement a comprehensive internationalization strategy</p> <p><b>Driver 3.1.</b> Knowledge mobilization and communication</p> <p><b>Driver 3.2.</b> Community engagement</p> | <p><b>Recommendation 2.</b> Our definition of excellence at McGill shall be broadened to ensure that the indicators of excellence that we value and with which we measure ourselves correspond with our mission, including our broad commitment to positive societal impact.</p> <p><b>Recommendation 3.</b> Affirm a commitment to McGill’s positive engagement with, and impact on, outside communities, locally, nationally and globally; build innovatively and progressively on the University’s history of service to society and thereby expand opportunities for research, scholarship, and learning.</p> |

**OPERATIONS**

**O1. Renewable energy sources supply the vast majority of McGill’s energy needs and McGill is progressively increasing the share its energy coming from renewable sources while minimizing non-renewables.**

**O2. All products and services purchased by McGill are sustainably-sourced.**

**O3. Zero waste (energy, water, solid, air) is the target for all activities at McGill. This target is aggressively pursued and improvement is continuous.**

**O4. McGill’s natural and built environment supports resilient ecosystems, strong communities, and individual well-being.**

**O5. McGill’s operations serve as a “living lab” that fosters learning for staff and students through close and mutually beneficial integration with education and**



research. Experimentation and adaptation are encouraged and lessons are shared within and beyond McGill.

**ADMINISTRATION & GOVERNANCE**

AG1. McGill attracts, retains, and supports students, faculty and staff who have diverse origins, ideas, and experiences, and who embody a broad definition of excellence.

**Objective 1.** Achieve new directions in faculty hiring, retention and career development and leadership.  
**Objective 2.** Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented population groups.  
**Objective 6.** Enhance career development and mobility opportunities for administrative and support staff.  
**Objective 9.** Encourage diversity in origin and ideas among students, faculty, and staff.

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

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

AG2. McGill recognizes and rewards commitment to sustainability in its evaluation of the performance of faculty and staff.

**Objective 1.** Achieve new directions in faculty hiring, retention and career development and leadership.  
**Objective 6.** Enhance career development and mobility opportunities for administrative and support staff.

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

AG3. Participation, transparency and accessibility are valued as core components of decision-making at McGill.

AG4. Sustainability is considered in all decisions made at every level at McGill.

**Objective 5.** Develop a culture of “best practices” in support of academic endeavours.

AG5. McGill’s financial portfolio is accountable to the principles of sustainability (social, economic and environmental).

**Objective 5.** Develop a culture of “best practices” in support of academic endeavours.

AG6. McGill’s budgetary process and resource allocation demonstrate a commitment to sustainability as a core priority for McGill.

**Objective 1.** Achieve new directions in faculty hiring, retention and career development and leadership.  
**Objective 5.** Develop a culture of “best practices” in support of academic endeavours.



## APPENDIX C: CONTRIBUTORS

Thousands have contributed to shaping this document but the contributors listed below have played an integral role in shaping and guiding the Vision 2020 process. See Appendix A for a summary of the Vision 2020 process, including data analysis.

### Vision 2020 Steering Committee

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<sup>13</sup> Consultants played a minor advisory role, reviewing draft documents and responding to questions from the Vision 2020 core team on process design and strategies for successful implementation.