



ASAP 2012-2017: Achieving Strategic Academic Priorities

A plan for McGill

**Submitted for the consideration by and endorsement of the
University Senate**

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1. Executive Summary

ASAP 2012: Achieving Strategic Academic Priorities is the formal statement of McGill University's academic plan that builds on the successes, and will fill the remaining gaps, of *Strengths and Aspirations*, the 2006 white paper call to action. It is an iteration that responds to the economic, political, social and technological changes of the past six years. The plan's explicit purpose is provide the framework to ensure that McGill University has well-articulated academic priorities that will be the core drivers of resource allocations and related processes over the next five years.

The intention of *ASAP 2012* is to state clearly and precisely a shared vision of the University's strategic priorities and at the same time to set the parameters for an implementation that are consistent with McGill's mission, academic aspirations, financially sustainable, and yet remains adaptable to inevitably and rapidly changing circumstances. Every unit at McGill will be expected to find appropriate ways to express the objectives outlined in this strategic plan with their own concrete actions.

The planning process that informed *ASAP 2012* was itself guided by a single, but double-barrelled, question: "What makes McGill a great university, and what are the hallmarks that distinguish our institution among its peers?" The answers informed the priorities, goals, themes, and objectives that must be achieved to ensure McGill's continued leadership among the world's great universities:

- ***McGill is: a place of choice for the best students, faculty and staff; a dynamic research and educational environment; a reflection of the highest university ideals and values, including academic freedom, freedom of expression and peaceful assembly, and respect for diverse opinions; a nurturing and equitable environment characterised by inclusive and sustainable policies, processes, and practices; an arena for producing sought-after graduates, alumni whose educational experience lasts a lifetime; a culture that is sensitive to, and contributes to, the needs of the local, national, and international community.***

ASAP 2012 was developed with wide-ranging and robust consultation across the McGill community. Beginning in spring 2010 and continuing through 2011-2012, the Provost engaged in an extensive program of outreach and communications that involved Deans and other governance leaders, faculty, students and administrative and support staff. Outreach activities included open forums meetings with Faculty and Library Councils, chairs and directors, Student Councils and associations, presentations to Senate, and online consultation, and feedback six work groups, and submissions from academic and administrative units.

The consultation process produced thoughtful consideration and useful feedback as well as lessons learned. McGill has incredible strengths in human resources—students, faculty, staff; but our accomplishments must be better communicated, both internally and externally; there is also a pressing need for more effective communication about McGill’s extensive community engagement efforts; there is considerable interest on campus in furthering opportunities for collaboration across academic and administrative units; we must take advantage of, and harness, technological advances that have transformed research, teaching and learning on campus, in the community, and around the globe. *ASAP 2012* reflects previous University planning efforts, the campus-wide feedback, and the lessons learned from this process.

There are three broad strategic priorities that frame *ASAP 2012* and they are further elaborated in terms 6 broad goals, 3 cross-cutting themes, and 10 major strategic objectives that contribute to three overarching strategic priorities.

6 broad goals emphasize McGill’s efforts to (1) maintain world leadership in research and creative activity; (2) develop stronger collaborations across Faculties, schools, departments, and other units; (3) extend outreach in areas of research, scholarship, and educational strength; enhance the quality of services and support to students, faculty and staff; (5) further a culture of inclusion that welcomes diversity of origin and ideas; (6) renew facilities and infrastructure.

3 cross-cutting themes: Internationalization, Sustainability and Innovation offer the means for achieving a variety of valued ends: enhancing the quality and scholarship and discovery; producing globally aware and innovative graduates who may become engaged alumni; and furthering a commitment to service that addresses, proposes and contributes sustainable solutions to world problems.

10 major strategic objectives, described in terms of rationale, strengths and challenges, aim to fortify faculty renewal; enhance undergraduate and graduate student educational and experiential environments; implement transformative research programs; apply the best administrative practices to all operations, both academic and administrative; enhance career development opportunities; measure progress for improved performance; extend and promote McGill's service to Quebec, Canada, and the global community; encourage diversity; and reinvigorate professional programs.

3 overarching strategic priorities emanating from the goals, themes and objectives have been identified to guide us forward in the next five years. All our actions should ensure:

- **Advancing McGill's academic success, profile, and reputation for excellence nationally and internationally, as one of the world's leading research-intensive universities.**
- **Achieving a sustained student-centred focus that will enhance the educational, research, and extracurricular life and learning experiences of students at all levels.**
- **Managing existing resources and diversifying and optimizing revenue sources to ensure maximum impact in support of educational programs, research activities, and community engagement.**

Finally, a framework for assessing progress according to a core set of metrics that include KPIs and qualitative measures and a budget companion to the plan will identify and determine resources allocations. These mechanisms will be developed at the implementation stage in consultation with academic and administrative units.

2. Introduction

ASAP 2012: Achieving Strategic Academic Priorities is the formal statement of a proposed five-year strategic academic plan for McGill University. This plan iterates on the objectives and actions identified in *Strengths and Aspirations: A White Paper Call to Action*, the 2006 statement of strategic objectives, and has been designed to extend the achievements of its on-going implementation.¹ Both plans build on a tradition of excellence established by generations of McGill students, faculty, staff, governance leaders, alumni and other stakeholders.

Based on extensive consultation and feedback from people from every corner of the University, *ASAP 2012* has been fashioned to further the University's mission, aspirations, and goals in a shifting economic, social, political and technological environment. A framework for responding to current and rapidly changing circumstances, *ASAP 2012* is meant to be flexibly adaptive with respect to future opportunities. Its explicit purpose is to establish a roadmap for the next five years, ensuring that academic priorities for research and teaching remain the core drivers for other strategic statements and continue to guide all resource allocation processes. It should be clear that *ASAP 2012* is a planning document, not a prescription for implementation and that it will be used as a catalyst to enhance our strengths, and where needed, to accelerate positive change. Every unit at McGill will be expected to find appropriate ways to express the strategic objectives outlined in *ASAP 2012*.

As with *Strengths and Aspirations (2006)*, the academic values and priorities described in *ASAP 2012* provide “the structure from which other planning activities and resource allocations are or will be derived.”² McGill's multi-year budget, which itself must be based on sustainable financial ways and means, will flow directly from the strategies and actions outlined in this document. *ASAP 2012* reinforces the centrality of McGill's academic priorities as the reference for this and all other University plans by ensuring that all University-wide and unit-

¹http://www.mcgill.ca/provost/sites/mcgill.ca/provost/files/Strengths_and_Aspirations_June_2006.pdf

² *Strengths and Aspirations*, p.2

level plans are developed in alignment with this academic plan, and that each incorporates the this plan's strategic objectives.

ASAP 2012 seeks to advance McGill's mission by defining goals, objectives and strategies and actions that will further our ability to pursue:

“ . . . the advancement of learning through teaching, scholarship and service to society: by offering outstanding undergraduate and graduate students the best education available; by carrying out scholarly activities judged to be excellent when measured against the highest international standards; and by providing service to society in which we are well suited by virtue of our academic strengths.”³

This current iteration is designed to move forward McGill's aspiration of ranking among the top ten publicly funded universities in the world. As stated in 2006:

“McGill will consistently rank among the best ... research-intensive and student centred universities worldwide, and in selected areas our performance will unambiguously position the University among the world leaders. McGill will achieve these goals guided by our plans and their implementation, measuring our progress and readjusting our roadmap against our successes, our progress, and the challenges and opportunities we encounter.”

Central to the ASAP 2012 planning processes was a single, double-barrelled, driving question: “What makes McGill a great university, and what are the hallmarks that distinguish our institution?” The answers follow and inform the priorities, goals, themes, and objectives for continuous institutional improvement. McGill is:

- a place of choice for the best students, faculty and staff;
- a dynamic research and educational environment;
- a reflection of the highest university ideals and values , including academic freedom, freedom of expression and peaceful assembly, and respect for diverse opinions;

³ <http://www.mcgill.ca/secretariat/mission>

- a nurturing and equitable environment characterised by inclusive and sustainable policies, processes, procedures, and practices;
- an arena for producing sought-after graduates, alumni whose educational experience lasts a lifetime;
- a culture that is sensitive to, and contributes to, the needs of the local, national, and international community.

In order to secure for the future these important aspects of McGill's identity and place in the world, **three broad strategic priorities** have been identified to guide us forward through the next five years. Our actions should ensure:

- 1. advancing McGill's academic success, profile, and reputation for excellence, nationally and internationally, as one of the world's leading research-intensive universities;**
- 2. achieving a sustained student-centred focus that will enhance the educational, research, and extracurricular life and learning experiences of those studying here at all level; and,**
- 3. managing existing resources and diversifying and optimising revenue sources to ensure maximum impact in support of educational programs, research activities, and community engagement.**

Section 1 contains an executive summary, **Section 2** is the introduction that has restated a commitment to McGill's mission and aspirations, acknowledged the strong connection to *Strengths and Aspirations* (2006), and identified the three above-noted strategic priorities. The remainder of *ASAP 2012* is structured as follows:

Section 3 is a **preamble** that places *ASAP 2012* in the context of strategic academic planning at McGill, states the guiding principles, outlines the extensive consultation and feedback, and identifies the lessons learned from these processes.

Section 4 titled *ASAP 2012 by the numbers*, discusses the **broad goals and the crosscutting themes** that have emerged from the various presentations of earlier drafts of this document via Open Forums, Faculty and Library Councils, Student Councils and associations, Management Forum, meetings with other stakeholders, and by means of written submissions.

Section 5 is the heart of the plan which outlines the **major strategic objectives**.

Section 6 outlines strategic objectives and actions in terms of **rationale, strengths, and challenges**.

Section 7 describes **assessment**.

Section 8 is the **final section** concludes with a **discussion** that unites broad priorities, goals, cross-cutting themes strategies, and actions with a strategic focus.

Section 9 describes **next steps** for implementation of an ambitious plan for McGill's proximate future.

Section 10 is a call for feedback and continued action.

Two **appendices** follow, the first maps objectives and actions and the second provides an acronym key.

McGill is a comprehensive medical doctoral university with eleven Faculties and twelve Schools housed on two campuses; in such an environment, administrative arrangements can be complex. This strategic academic plan is designed and intended to support quality and excellence across every academic and administrative unit, and wherever possible to suggest ways to simply and make more transparent decision making and responsibility for implementation.

3. Preamble

3.1 The McGill Context

McGill is one of a group of world-class research-intensive, yet student-centred, universities for which the creation of new knowledge and the education of the next generation of scholars and citizens lie jointly and comfortably at the heart of their mission. McGill's peers are found among institutions in *Universitas 21* across the globe, in the Canadian U15 universities, and with fellow members of the prestigious Association of American Universities (AAU), of which McGill is one of only two Canadian institutions. McGill operates in a global context of faculty and student recruitment, research collaboration and partnerships, and service with local, national, and increasingly international, consequence.

First and foremost, McGill demonstrates an unyielding commitment to quality, excellence, and academic freedom in all these endeavours. At a time when the prosperity and strength of our nation and world depend on universities to cultivate the discovery of new knowledge, to translate those discoveries in ways that benefit society, and to prepare highly educated citizens, McGill and its sister institutions must continue to play a vital role. In this context perhaps more than ever, a thorough and on-going strategic planning process, responsive both to internal and external forces, is an imperative.

Despite significant commonalities with other premier research universities, McGill exhibits a combination of exceptional features that distinguishes our University from its peers.⁴ McGill is one of the most acclaimed research-intensive universities in North America, with a long tradition of excellence that includes such celebrated scholars as Sir Ernest Rutherford, Wilder Penfield, Donald Hebb, Otto Maass, C.P. Leblond, Brenda Milner, Charles Taylor, among many others. The University consistently ranks among the top 100 universities in the world in the Shanghai Jiao Tong Academic Ranking of World Universities (AWRU); in the top 25

⁴ The distinctive character of McGill, briefly summarized here, has been described elsewhere in more detail. See *Connections: Principal's Report 2010-2011* <http://www.mcgill.ca/principals-report/> and *Perspectives de développement* (Octobre 2010).

in the QS- World University rankings, and over the last decade has been first or second in *MacLean's* national university ranking of Canadian medical-doctoral institutions.⁵

As stated in *Strengths and Aspirations*, “McGill’s well-proven capacity to integrate its multiple identities as a Montreal, Quebec, Canadian and international university is one of our strongest assets.”⁶ The University is a truly international institution as reflected in its student body and academic staff, and in the international reach and impact of its research and teaching programs.⁷ The locations of the downtown Montreal and suburban West Island Macdonald campuses, in a city that is home to nine institutions of higher education and that has one of the highest student populations per capita of all North American major metropolitan areas, provides McGill faculty, staff, and students with extensive opportunities for academic, cultural, and social interaction and growth. At the same time, through engagement with communities beyond our gates and beyond Montreal, McGill makes a significant contribution to the education, health, and welfare of Quebec, Canada and the global community.

3.2 Strategic Planning at McGill

In a complex and changing environment, a university strategic plan traditionally serves as a general framework to guide decisions about where to invest resources (i.e., time, effort, and money). Rarely are such plans so detailed as to prevent creative interpretation or expression at the Faculty or unit level.⁸ Over the course of our history, and especially during recent decades, strategic academic planning has been an on-going process at McGill.⁹ However,

⁵ McGill’s 2012 ARWU rank is 63, up from 64 in 2011, third in Canada behind University of Toronto (27th from 26 last year) and UBC (39th from 37th last year).

⁶ *Strengths and Aspirations*, p.8

⁷ For further discussion see University Master Plan https://secureweb.mcgill.ca/campusplanning/sites/mcgill.ca/campusplanning/files/2008_master_plan_principles_report_-_final.pdf

⁸ This definition was proposed in the Strategic Plan Discussion Document prepared by the Office of the Provost, 6 August 2002.

⁹ There have been a number of quasi strategic academic plans developed in the last 20 years. See for example, Report of the Academic Policy and Planning Committee, “Academic Directions and Budget Strategies for the Next

Strengths and Aspirations, presented to Senate six years ago, was the first systematic attempt to link academic planning to a new multi-year budget framework and to suggest the importance of empirical measures by which to assess progress against our own stated and agreed upon objectives (baseline) and to compare explicitly McGill with our peers (benchmark). That earlier planning process actually began in 2003 when the Principal charged the Office of the Provost with task of leading the academic community in a systematic review of McGill's aspirations and opportunities. Joining in this process, Deans brought forward Faculty-based plans that were grounded in existing strengths and suggested future directions

Based on these inputs, the Office of the Provost, with additional contributions from the Principal, Vice-Principal (Research), and Deans, identified areas of academic excellence and possible expansion that would strengthen McGill's comparative advantage. These academic priorities and objectives found their expression in multi-year budget and resource models coordinated via compacts, the binding agreements between the Office of the Provost and the Deans of the Faculties, supported in budget and other resource allocation decisions. In advance of launching the current planning process, the Office of the Provost examined strategic academic priorities from 2006 to determine what had been accomplished. It was clear that rather than an entirely new plan, an iteration on *Strengths and Aspirations* would best serve the University – a tune up, rather than a full engine job. We have of course realigned existing objectives and integrated new priorities in light of rapidly changing internal and external circumstances. Among these realignments are three strategic objectives identified in earlier planning documents that are in need of further exploration and development. For examples of successes based on the 2006 white paper call to action, see the following link:

https://secureweb.mcgill.ca/provost/system/private_files/strengthsaspirations_update_summary_feb22v3.pdf¹⁰.

Five Years" approved by Senate in Fall 1996. Office of the Principal and Vice-Principal (Academic) Consolidated Strategic Plan for Academic Renewal (Spring 2001); for an earlier period see: Henry Mintzberg and Jan Rose, Strategic management upside down: Tracking strategies at McGill University from 1820 to 1980", *Canadian Journal of Administrative Sciences*, 20(4), 270-290.

¹⁰ Members of the McGill community can access this document using their McGill ID and password.

3.3 Guiding Principles

ASAP 2012 has been developed in accordance with the following guiding principles:

- wide-ranging consultation with the McGill community to produce a clear, easily communicated and shared vision;
- frequent opportunities to communicate on draft proposals and to incorporate of feedback into an evolving plan and its possible implementation process;
- clear and precise strategic priorities that would be designed to be easily integrated within a multi-year and sustainable budget and compact processes;
- recognition of the need for unbiased analysis and measurement that will reinforce understanding of trade-offs and contradictions;
- coordination with recommendations from other University task forces and planning exercises, including
 - the Principal's Task Force on Student Life and Learning at McGill (December 2006) and its administrative response;¹¹
 - McGill's Strategic Research Plan (2008)¹² and its current iteration;¹³
 - Principal's Task Force on Diversity, Excellence and Community Engagement (2011),¹⁴
 - Campaign McGill and other fund-raising initiatives,¹⁵

¹¹ <http://www.mcgill.ca/principal/focus/final/>;
http://www.mcgill.ca/files/provost/PTF_SLL_Final_Administrative_Response_27NOV07.pdf

¹² http://www.mcgill.ca/files/strategic/McGill_University_SRP_10032008.pdf

¹³

http://www.mcgill.ca/research/sites/mcgill.ca.research/files/srp_draft_august_20_2012_online_consultation_final_0.pdf Three strategic objectives will guide the implementation process:

¹⁴ <http://www.mcgill.ca/files/principal/PTFDECE-ReportFinal.pdf>;
https://secureweb.mcgill.ca/senate/sites/mcgill.ca.senate/files/d11-60_admin_response_to_ptfdece.pdf

¹⁵ <http://www.mcgill.ca/campaign/>

- McGill University Physical Master Plan (2008) and Vision 2020,¹⁶
 - the Strategic Enrolment Management (SEM) Plan (March 2011);¹⁷
- acknowledgment that strategic planning must position McGill to advance within changing natural, cultural, and economic environments.

In concert with these principles, *ASAP 2012* is meant to further the University's mission, aspirations and progress by identifying high-level strategies that can be interpreted and expressed in local contexts; by recognizing that academic priorities must drive the University's sustainable, multi-year financial plans and budget allocation decisions and that all other strategic planning at the University must be consonant with the academic priorities identified in *ASAP 2012*; and by providing a roadmap that sustains and advances University leadership among the world's great universities.

ASAP 2012 is supported by an approach developed as part of a "Strategic Reframing Initiative" (SRI), a series of administrative enhancement projects launched in October 2010 to boost levels of quality, performance and overall efficiency in operations. By exploring deeply HOW we should do the things we CHOOSE to do, the SRI helped to design a deep systematic process for the management of change. The SRI offers a distinctive methodology aimed at streamlining and modernizing administrative processes and operations, reducing bureaucracy, and acquiring new resources and making better use of existing resources.¹⁸ In short, while *ASAP 2012* advances the WHAT of McGill's strategic academic planning, the SRI provides explicit guidance about HOW to address our ambitions. The most significant of these projects for present purposes aims to forge a tight integration between planning and budgeting on the one hand, and financial services, support, and systems on the other hand, in order to reinforce the allocation model driven by academic priorities and guided by the Office of the Provost.

¹⁶https://secureweb.mcgill.ca/campusplanning/sites/mcgill.ca.campusplanning/files/2008_master_plan_principles_report_-_final.pdf and Vision 2020 <http://www.mcgill.ca/sustainability/vision2020>

¹⁷<https://secureweb.mcgill.ca/senate/sites/mcgill.ca.senate/files/D10-50StrategicEnrolmentManagementPlan.pdf>

¹⁸<http://www.mcgill.ca/sri/why-sri-matters>

In addition, for purposes of management and governance as well as compliance and reporting, McGill has developed an accompanying series of Key Performance Indicators (KPIs) to document and measure, inform, and appraise progress, “an important expression of our accountability to those we serve.”¹⁹ These indicators help us in measuring our institutional performance against McGill’s Quebec, Canadian, and international peers. Other academic analytics and processes, including a recently redesigned policy and procedure for the cyclical review of academic units (soon to be expanded to administrative units as well), have institutionalised the practice of routine self-study, benchmarking, and analysis with which to measure and improve progress.

3.4 Consultation and Feedback

ASAP 2012 has been developed with broad consultation across the McGill community. During 2010-2011, the Provost engaged in a university-wide conversation with students, faculty, and staff that produced thoughtful engagement and considerable feedback.²⁰ Outreach included multiple open forums (many offered jointly with the Vice-Principal - Research and International Relations), presentations to Senate, sessions with Deans, senior administration, and chairs and directors; Faculty and Library Councils, Student Councils and associations; discussions with the Management Forum and other employee groups, and conversations with other stakeholders.²¹ These consultations produced multiple suggestions for fine-tuning, modifying, or adding to the goals, objectives, and proposed actions that substantially shape this strategic academic plan.

¹⁹<http://www.mcgill.ca/principals-report-09>

²⁰The Provost has provided presentations and updates about *ASAP 2012* to Senate, Faculty and Library Councils, chairs and directors of academic departments and programs, and the SSMU Council, the PGSS Council, Management Forum, chairs and directors’ meetings, and in other venues. Some of these presentations were in collaboration with the Vice-Principal for Research and International Relations. For a schedule and selection of these presentations visit the Provost’s website at <http://www.mcgill.ca/provost/consultations>. <http://www.mcgill.ca/provost/asap2012>.

²¹ The Provost’s presentations to Senate can be found in the Senate Meeting Documents for 2011-2012 at <http://www.mcgill.ca/senate/archives>. The *ASAP 2012* White Paper Discussion Document Executive Summary was distributed to Senate in May 2011 (D10-64 Appendix A) <https://secureweb.mcgill.ca/senate/sites/mcgill.ca.senate/files/D10-64ASAP2012.pdf>

Considerable additional consultation was achieved through a series of work groups that were convened by the Provost, and tasked with investigating specific areas and offering concrete recommendations for potential inclusion directly in *ASAP 2012* or for implementation and expression at institutional and local levels. Work groups were struck for those areas identified in the assessment of *Strengths and Aspirations* where additional exploration and follow-up were needed, and addressed the following

- Academic Renewal, Hiring, Retention, Leadership Development
- Best Practices in Academic Endeavours/Services for Students at McGill
- Career development for Administrative and Support Staff across the University
- Service to Quebec and Canada
- Service to the Global Community
- 21st Century Education for the Professions

Each work group was chaired or co-chaired by a member of the faculty and brought together students, professors, and staff from almost every academic and administrative unit on campus. By nature of their activities, these work groups extended participation to other faculty, students, and administrative and support staff across the two campuses.²² Indeed, without the dedication, hard work, and intelligent briefs prepared by the work groups, and their collation by staff members in the Office of the Provost, *ASAP 2012* would not have seen the light of day.

3.5 Lessons Learned

The process of consultation and feedback across the McGill community produced a number of valuable lessons learned that inform this planning process. Based on these lessons, *ASAP 2012* signals the following:

- McGill is, and must remain, a truly international university in every sense of the word and one with considerable global outreach;

²² See Provost Website for *ASAP 2012* Work Group membership, Terms of Reference, and Reports to date (<http://www.mcgill.ca/provost/asap2012>)

- there are incredible strengths in human resources at our institution ranging from exemplary students, to superlative faculty, and their achievements are possible thanks to the efforts of an extraordinarily talented administrative and support staff;
- the vast array of expertise and significant accomplishments that already characterise McGill's presence in the local, national, and international arenas need to be better communicated to all stakeholders;
- there is considerable interest in furthering opportunities for collaboration across Faculties, Schools, Departments, Centres and other units involved in research, teaching and learning, and community engagement;
- McGill must harness information technology advances that are rapidly transforming research, teaching and learning, and engagement with individuals and communities on and beyond the campus;
- McGill must respond more quickly and more aggressively to the major changes that have emerged since 2006—economic, political, social, and technological.²³

Planning for *ASAP 2012* acknowledges, expands on, and makes full use of, these lessons learned.

²³ See also *Research universities and the future of America; Ten breakthrough actions vital to our nation's prosperity and security for critical challenges and proposed strategic actions*.

Prepared by Committee on Research Universities, National Research Council. Principal Heather-Munroe-Blum participating. Summary available at http://www.nap.edu/catalog.php?record_id=13299

4. ASAP 2012-2017 by the Numbers

ASAP 2012 is developed around six broad goals, three cross-cutting themes, and ten major strategic objectives that culminate in three over-arching strategic priorities. Goals, themes and objectives were identified through the consultation process, from submissions and suggestions from academic and administrative units, and previous planning documents. Where relevant, sources are indicated in parenthesis.

4.1 Three strategic priorities

1. Advancing McGill's academic success, profile, and reputation for excellence, nationally and internationally, as one of the world's leading research-intensive universities.
2. Achieving a sustained student-centred focus that will enhance the educational, research, and extracurricular life and learning experiences of those studying here at all levels.
3. Managing existing resources and diversifying and optimising revenue sources to ensure maximal impact in support of educational programs, research activities, and community engagement.

4.2 Six Broad Goals

1. Maintaining world leadership in research and creative activities, and engaging in a process of continuous institutional and individual improvements to advance this leadership. (*Strengths and Aspirations* 2006; PTFDECE; Campaign McGill)
2. Developing and facilitating stronger connections across Faculties, Schools, Departments, Institutes, Centres and other academic units to enhance educational opportunities for students, interdisciplinary and interdepartmental research and teaching collaborations for faculty, and sharing of best practices across academic and administrative units. (*Strengths and Aspirations* 2006; Campaign McGill)

3. Connecting more strongly our outreach and public engagement to areas of strength in research, scholarship and education and effectively communicating these contributions to the McGill and external communities. (Budget Book FY 2013; PTFDECE; Work Group on Service to the Global Community; Work Group on Service to Quebec and Canada)
4. Enhancing the quality and level of services and support to students, faculty, staff, and alumni and friends in pursuit of McGill’s academic mission. (Budget Book FY 2013; SRI workforce planning project; SEM)
5. Extending a campus culture that welcomes and embraces diversity of origin and ideas and fosters inclusion of differences to enrich the communal and individual experience. (PTFDECE and preliminary administrative response; SEM)
6. Renewing our facilities and infrastructures to support 21st century research, teaching and learning while recognizing a stewardship role for our historic buildings and natural heritage. (Budget Book FY 2013; University Master Plan; Vision 2020)

4.3 Three Cross-cutting Themes: Internationalization, Sustainability, Innovation

4.3.1 Internationalization

As expressed by the Principal’s 2011 Annual Report, “McGill is a truly international university, built in an international context and on the meeting of cultures. Not only are we importing diverse cultural perspectives by increasing our international student and faculty recruitment efforts. We are continually exporting new knowledge around the planet through a wealth of new and established partnerships and initiatives.”²⁴

For the purposes of *ASAP 2012*, “internationalization” refers to an evolving and dynamic educational and research environment that is being continually reshaped by the world-wide context in which McGill and its peers operate. The term “globalization,” on the other hand, refers to the world-wide interdependence, and scholarly interchange that is manifested in the knowledge, economic, political, cultural and social spheres. The increased mobility of goods, services, and people and the accelerating use of information and communications technologies

²⁴ http://www.mcgill.ca/principals-report/sites/mcgill.ca/principals-report/files/princreport11_web_en.pdf

are central to this process.²⁵ These trends are manifest in a competitive global marketplace for faculty and students, international research partnerships and collaborations, and translation of scientific discoveries with far-reaching implications and locations.

McGill embraces both internationalization and globalization in ways that inform every aspect of University life. Ours is one of the most international universities in North America, with 20 per cent of our undergraduate students, and an even higher proportion of our graduate students, coming from countries other than Canada, and with nearly half of our students reporting a mother tongue other than English (and the considerable number who can converse fluently in three or more languages).²⁶ Sixty per cent of McGill's tenure-track faculty members and half of the postdoctoral fellows and other research collaborators who have joined the McGill community over the last decade have been recruited from outside Canada, including the repatriation of Canadian academics from abroad. Another strong international connection comes from the fact that McGill alumni now reside in over 180 countries around the globe.

As noted above, contributing to this international character, McGill is located in bilingual Montréal, where 31 per cent of the city's 1.6 million residents are from other countries and in Québec with a very fast growing foreign-born population in the Canadian context which is already very accommodating to large numbers of immigrants and foreign workers.

International engagement is clearly prevalent in the University's research, teaching, service to the local, national, and global communities, and in outreach to members of the McGill family wherever they are located. McGill fosters a remarkable richness of learning, social and research experiences, and has a truly global outlook and reach. Students are involved

²⁵ International Association of Universities (April 2012). *Affirming academic values in the internationalization of higher education: A call for action* . <http://globalhighered.files.wordpress.com/2012/04/affirming-academic-values-in-internationalization-of-higher-education.pdf>; for information about internationalizing curricula and student experiences, see Greene, M.F.(2005). *Measuring internationalization at research universities*. Washington, D.C.: American Council on Education,. http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/pubs/ace/Measuring_Research.pdf

²⁶ Deputy Provost (SLL) Student Demographic Survey 2011
<http://www.mcgill.ca/deputyprovost/sites/mcgill.ca.deputyprovost/files/DiversitySurvey2009.pdf>

internationally through internships and study abroad exchanges. Faculty members in every unit collaborate with research partners across the globe. *ASAP 2012* builds on McGill's inherent international strengths and relationships with a timely and renewed vigour appropriate to the changing demands of the Canadian and the global environment in which we operate.²⁷

4.3.2 Sustainability

In recent years, an over-arching emphasis for McGill has been on achieving sustainable stewardship of financial, human, and natural resources. Since 2006, the University has become a proud leader among campuses that have implemented sustainable practices through day-to-day activities, in facilities and operations, and outreach to the broader community.²⁸ We have furthered sustainability through teaching, research, and through creating a sense of shared responsibility.²⁹ McGill advances these principles through investment in energy efficiency in the physical development of our campuses. The culmination of these efforts is McGill's "Sustainability Policy", drafted by a work group of students, faculty and administrative staff that was approved by Senate and by the Board of Governors in spring 2010.

ASAP 2012 reaffirms the campus commitment to all that sustainability encompasses—social equity, diversity of origin and ideas, environmental management, and economic sustainability. This approach encourages us to take responsibility for the present as well as the future by enhancing the quality of life for all people, sustaining the natural environment, and reinventing our capacity to thrive in a diverse and changing climate. As such, sustainability provides a timely theme for this iteration of McGill's strategic academic plan.

²⁷ See Advisory Panel on Canadian Innovation.(2012) .*International education: A key driver of Canada's future prosperity*. <http://www.international.gc.ca/education/report-rapport/strategy-strategie/index.aspx?lang=eng&view=d>

²⁸ Vision 2020 : Creating a Sustainable McGill Situation Analysis (Spring 2012) at https://secureweb.mcgill.ca/sustainability/sites/mcgill.ca.sustainability/files/2012-07-11_mcgill_situational_analysis_final.pdf

²⁹ Vision 2020 <http://www.mcgill.ca/sustainability/vision2020>; Sustainability Policy <http://www.mcgill.ca/sustainability/about/policy/sustainability-policy>

4.3.3 Innovation

Innovation is the third cross-cutting theme that informs *ASAP 2012*. Since 2006, the landscape of higher education has been characterized by transformative, or some are beginning to say “revolutionary,” change. Future historians and sociologists of science may refer to this period as one in which higher education has undergone a true paradigm shift, with technology and access to information as the main drivers. Social innovation has led to “the development and application of new or improved activities, initiatives, services, processes or products designed to address social and economic challenges faced by individuals and communities.”³⁰

A potentially bewildering array of options—online communication, social media tools, technologically supported collaborations through electronic networks—connect individuals internationally in distant locations, from varied backgrounds and disciplines, with varied interests and expertise, to facilitate advances in research, teaching and learning, and community engagement.

McGill must continually renew efforts to identify best practices for harnessing these technological tools to support and advance our research, teaching and community outreach. In particular, we are integrating technology into pedagogy and practice to encourage students to become authentic learners who discover, create, collaborate and inspire.

Universities must demonstrate a capacity for innovation in the way in which they do research, teach, and provide service in order to survive, thrive, and continue to be the drivers for societal and economic advances. Recognizing innovation as a third cross-cutting theme, McGill will respond to the fundamental shifts that are defining the emerging transformation that is itself predicated on research, teaching and learning models that are new to the information age.

³⁰Goldenberg, M. 2004. *Social innovation in Canada*, Ottawa: Canadian Policy Research Networks. For further discussion, see Goldenberg, M., Kamoji, W, Orton, L. & Williamson, M. 2009. *Social innovation in Canada: An update*. Ottawa: Canadian Project Research Networks.

It is important to acknowledge, however, that the three cross-cutting themes of internationalization, sustainability, and innovation are not goals in and of themselves. Rather, they provide lenses through which we can monitor the achievement of a variety of valued ends—enhancing the quality of scholarship and discovery, producing globally aware, competent and informed graduates, alumni who are sensitive to the communities around them, who embrace service that addresses, and possibly contributes to, solutions for world problems. In this way, these themes are contributors to the development of a strategic plan that furthers overall institutional effectiveness.

5. ASAP 2012 Major Strategic Objectives³¹

5.1 Transition from Strengths and Aspirations (2006) to ASAP 2012

This *ASAP 2012* strategic academic planning document takes a comprehensive approach for responding to the changing external and internal environments in which McGill operates. In the context of broad goals and cross-cutting themes, *ASAP 2012* proposes ten strategic objectives for ensuring that we realize our goals.

In the list below, the seven objectives presented in *italics* were identified in *Strengths and Aspirations* and to which we still strive, their updated versions are presented immediately after them in **bold** type. There are also three new objectives also presented in **bold** that reflect additional priorities that have been identified for going forward from 2012.

5.2 Restated and modified objectives from Strengths and Aspirations (2006)

1. *Pursue an aggressive academic renewal plan for new faculty hiring* → **Achieve new directions in faculty recruitment, hiring, retention, career development and leadership**
2. *Be a truly pan-Canadian and international university with a highly geographically diverse student population based on offering an enriched student life experience, appropriate program offerings and quality services for students* → **Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented population groups**
3. *Improve all aspects of the graduate studies environment* → **Ensure innovation in graduate students experience based on disciplinary and interdisciplinary research strengths and competitive funding**

³¹ The terminology used in strategic planning efforts varies considerably. The approach in this plan is to use major strategic *objectives* to document the primary ends of concern and proposed actions as the means with which to achieve those ends. The objectives and actions are developed to focus on people, educational experiences, research and innovation, and service to the local, national and global communities and are based in part on the principle dimensions of the university mission.

4. *Re-enforce foundational disciplines to insure that they can contribute significantly to inter-disciplinary developments* → **Develop and implement transformative research initiatives based on competitive advantage**
5. *Support academic priorities by ensuring the highest quality service support for all areas* → **Develop a culture of “best practices” in support of academic endeavours**
6. *Offer opportunities for professional development and growth and create a work environment to enhance productivity and job satisfaction for all personnel* → **Enhance career development and mobility opportunities for administrative and support staff**
7. *Develop internal performance indicators and measure programs externally against peers* → **Implement new approaches to academic analytics, processes, tools and feedback loops**

5.3 Additional objectives for ASAP 2012-2017³²

8. **Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact**
9. **Ensure and embrace the diversity in origin and ideas among students, faculty, and staff with appropriate programs and services**
10. **Attain pre-eminence in education for the professions in the 21st century by means of leadership initiatives.**

³² These three objectives emerged from previous planning, including *Strengths and Aspirations* and the Principal’s Task Force on Diversity, Excellence and Community Engagement but needed further exploration and development. They are “new” in the sense that they were not specific objectives in the 2006 planning document.

6. ASAP 2012 Major Strategic Objectives, Strategies and Actions

The major strategic objectives, which are designed to provide direction for upholding McGill's mission, are linked below to more concrete strategies and actions that should advance our aspiration to be consistently recognised and ranked among the top publicly-funded, research-intensive, and student-centred universities worldwide.

Each objective is addressed in terms of rationale, strengths and challenges, and a set of strategies and proposed action items for achieving them over the next five years. Strategies and actions were suggested through submissions from academic and administrative units, feedback from consultations, and work group reports. Where relevant, sources are indicated in parentheses following the strategy or action.

Objective 1: Achieve new directions in faculty hiring, retention and career development and leadership

Rationale: The aggressive academic renewal plan, designed nearly a decade ago, but which was reconceptualised and reinforced by actions emanating from *Strengths and Aspirations* (2006), has resulted in a substantial net increase in tenured and tenure-track professorial appointments, notwithstanding a considerable funding gap when compared to peer institutions in Canada and worldwide. Indeed, over time we were able to increase the numerical targets and achieved them. Now, however, we must turn attention to supporting McGill faculty members throughout their careers from recruitment to retirement, but without falling into the common trap, even among top universities, of completely stopping new tenure-track hiring.

As noted in the McGill Staffing Report 2011, our faculty shape, define and characterise the University. They have an impact on the academic units in which they teach, conduct research, administer their local affairs collegially and University governance through representation on Senate, and in which they, advise, mentor and supervise students. Research and scholarship, teaching and academic leadership at McGill depend on a robust, implementable, and sustainable plan and effective programs for supporting academic careers.

Academic renewal invigorates our teaching and educational programs, encourages and supports graduate students and faculty to conduct cutting edge research, and contributes to the collegial model of University governance.

Strengths: There has been a substantial net increase in tenure stream positions across the University through hiring of 1,071 new faculty members from within and outside Canada during the last decade. In December 2011, of 1,628 academic staff, 895 (55%) had been recruited since January 2000. Successful overall retention for faculty with tenure (McGill has less than 2% attrition) and for pre-tenured faculty (less than 4% attrition) compares favourably to Association of American University (AAU) peers.³³

Tenure and promotion processes are being streamlined with continuing progress in this area. Policies concerning non-tenure track faculty are being strengthened. The Academic Leadership Forum (ALF), a program of faculty professional development, offers orientations for new faculty and new academic administrators, and continuing leadership development for chairs, directors and academic unit heads. While professors at all levels will be offered professional development opportunities, special programs will be designed for associate professors. The Associate Provost (Academic Staff and Priority Initiatives) also plans to reintroduce a series of Faculty Matters forums, starting with a session addressing issues of special concern to associate professors.

Challenges: Within the confines of our present resources, increases in the overall complement of tenure track staff will be responsive to areas of high strategic importance that express and advance University strategies and objectives, as identified by the Provost in consultation with the Deans in the budgetary compact process, and where resources permit. We must be vigilant in placing significant emphasis and effort on retention, support, and leadership development. (McGill Staffing Report 2011)

³³ https://secureweb.mcgill.ca/senate/sites/mcgill.ca.senate/files/d11-11_aaude_coache.pdf

During the last decade, more women were recruited and hired at the assistant professor level, but recruitment, retention, and promotion of women professors in some disciplines and departments remains slow and below expectations. Given significant hiring at the assistant professor level, a resulting age gap creates a pressing need to identify, prepare and mentor the next generation of academic leaders—the department chairs, directors of programs, schools, centres and institutes, and in particular principal investigators—who will lead the University’s academic efforts and units during the coming decades.

Interdisciplinary collaboration across Faculties and schools has shown some progress; nevertheless, a fine-tuning of the hiring process as well as the development of structures that facilitate arrangements and recognition of interdisciplinary teaching and research are needed to encourage inter-, cross-, trans-, and multi-disciplinary collaboration among academic units. Going forward, on-going consultations with Deans will develop a new five-year academic staffing plan, with yearly iterations.

Strategies and proposed actions for Objective 1 draw on the Provost mandates and priorities, report of the Academic Renewal Work Group, Teaching and Learning Services (TLS) submission, and other submissions.

Strategy 1.1: McGill will recruit, develop, and retain academic talent in identified priority areas by means of renewed approaches to hiring, retention, and leadership development. (FY2013 Budget Book; Work Group on Academic Renewal³⁴)

Strategy 1.2: McGill will develop and implement mechanisms that will facilitate opportunities for, cluster hiring at the University. (also fulfils Objective 4)

Action 1.2.1: Work with the VP-RIR to use the compact process with Deans to identify and implement innovative alignments and collaborations among academic units and among individuals.

Strategy 1.3: McGill will develop and implement mechanisms that will facilitate opportunities for collaboration, including interdisciplinary collaboration, across Faculties, schools,

³⁴ Items in parentheses indicate source of strategy or proposed action. For example, the overall strategy for Objective 1 derives from the FY 2013 budget book and the Work Group on Academic Renewal..

departments, and centres as well as with individual researchers. (Academic Renewal Work Group)

Action 1.3.1: Implement a variety of specific models for interdisciplinary tenure-track hiring in areas identified in the Strategic Research Plan. (Provost Report to Senate 20 October 2010—“Develop a cluster hiring model for implementation; Academic Renewal Work Group)

Action 1.3.2: Develop and implement policies, processes and practices that reinforce interdisciplinary teaching and research. (Provost’s presentation to Senate 20 October 2011; Academic Renewal Work Group; TLS)

Strategy 1.4: McGill will foster and enhance career development for academic staff and academic administrators. (Provost’s mandate)

Action 1.4.1: Manage trends in faculty hiring and retention, including age distribution and its relationship to reputation, gender composition, and other factors to favour faculty development across the career spectrum. (Academic Renewal Work Group)

Action 1.4.2: Ensure recruitment and appointment of chairs and directors is carried out in a timely and consistent fashion, including regularization of processes, practices, and compensation according to best practices at peer universities.

Action 1.4.3: Institute formal mentorship programs in all academic units for tenure-track and tenured faculty, including preparation for research leadership and components for evaluating individual academic performance. (Academic Renewal Work Group) (Also fulfils Objective 4)

Action 1.4.4: Redesign existing and introduce new mechanism for ensuring that appropriate support and mentoring are available to faculty at critical junctions (e.g., as they prepare for tenure or assume positions of academic leadership) (Academic Renewal Work Group)

Action 1.4.5: Increase and expand opportunities for faculty preparation in the use of innovative pedagogical technologies.

Strategy 1.5: McGill will foster effective career development and advancement, based on best practice benchmarks for peer universities, of qualified women and under-represented minority candidates into positions of academic and administrative leadership. (Provost mandate; PTFDECE) (Also fulfils Objective 9)

Action 1.5.1: Implement and adapt, as appropriate, “best practices” relating to diversity in hiring and increased representation in the academic ranks through training and sensitization workshops for search committees and promotion and tenure committees, etc., across our campuses.

Action 1.5.2: Institute across all Faculties special mentoring programs for members of under-represented groups. (PTFDECE)

Action 1.5.3: Strengthen existing mechanisms to ensure equity considerations are understood fully and implemented vigorously in all recruitment, promotion, compensation and in all arenas relative to recognition through honours, prizes, and awards.

Strategy 1.6: McGill will support faculty throughout their careers at McGill—from their recruitment through retirement and with programs that enhance academic performance. (SRI; Academic Renewal Work Group report; R2R project under the auspices of the Associate Provost (Academic Personnel and Priority Initiatives)) (Academic Renewal Work Group)

Action 1.6.1: Develop and implement an electronic recruitment to retirement (R2R) process to map faculty experiences from recruitment to retirement. (SRI, CIO; Academic Personnel Office; Planning and Institutional Analysis (PIA); Provost mandate)

Strategy 1.7: McGill will augment recognition programs and incentives for outstanding research and scholarship, and expand acknowledgement for research and community service. (FY 2013 Budget Book; PTFDECE)

Action 1.7.1: Enhance or create appropriate mechanisms for the nomination and rewarding of qualified candidates for awards in ways that reflect representation across all groups. (PTFECE)

Action 1.7.2: Continue efforts in support of dual-career couples by instituting new practices regarding such appointments.

Objective 2: Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve access to underrepresented population groups

Rationale: McGill must remain a “university of choice” for talented undergraduate and graduate students from Quebec, Canada, and internationally, and provide them with innovative academic programs and opportunities for research for students at all levels of instruction.

Strengths: During the past six years there have initiatives to improve student life and learning.³⁵ These include streamlined student services, increased financial aid, enhancements to technology that facilitate innovative teaching and learning, and increased opportunities for undergraduate research. (Strategic Enrolment Management (SEM); Budget Book FY 2013)

Advances in university-wide course management systems enable more effective delivery of learning opportunities. Internships and practical learning opportunities, some supported with gifts by McGill alumni, expand student learning and leverage relationships with the public sector. Processes for consultation and communication between student groups and members of McGill administration have been strengthened.

Challenges: Despite robust applicant pools, there has been more limited success in recruiting and enrolling students from lower socio-economic groups, from underserved groups, or other emerging clienteles. Communicating information about services available to students can be strengthened through effective website presentations and other information and communications technologies would enhance the goal of serving students without subjecting users to too many steps to find answers. Enhanced preparation for academic and administrative staff who work directly with students is needed. Expansion of universal design practices will enhance the fit of each student to the environment. (Services for Students Work Group)

Strategy 2.1: McGill will continue to attract and retain the most talented undergraduate, graduate students, and post-doctoral fellows, from Quebec, Canada, and around the world by aligning enrolment management strategies with its focus on research intensity, academic distinction and student quality. (SEM, FY 2013 Budget Book, PTFDECE)

Action 2.1.1: Diversify student population by providing substantial financial support for those from lower socio-economic statuses or from under-served and under-represented groups, with special emphasis on those from First Nations. (Also fulfils Objective 9)

³⁵ Many of these innovations are based on recommendations from the Principal's Task Force on Student Life and Learning (December 2006) and the Provost's administrative response (March 2007).

Action 2.1.2: Increase retention and lower time to graduation for undergraduate students by carefully monitoring trends and managing to specific achievable targets.

Action 2.1.3: Maintain McGill's ratio of undergraduate students to tenure stream faculty among the lowest in the U15 and ensure that undergraduate students have appropriate access to these professors.

Strategy 2.2: McGill will enhance further the quality and level of support services, including advising, mentoring, and other mechanisms that reflect McGill's primary academic mission and goals and ensure that all students at McGill feel a part of an open and supportive institution. (Budget Book FY 2013; Services for Students Work Group)

Action 2.2.1: Enhance services for emerging clientele, including those students with exceptional abilities or challenges, while continuing to improve services for all students. (KPI indicator) (Services for Students Work Group)

Action 2.2.2: Adopt universal design principles and practices in new, renovated, and updated technological systems and physical environments, and also in systems and processes to extend access for all service users. (PTFDECE)

Action 2.2.3: Provide new and/or enhanced professional development opportunities for academic and administrative staff who work directly with students. (Services for Students Work Group)

Strategy 2.3: McGill will use information from cyclical unit review process to strengthen and improve viable and competitive educational programs with special emphasis on innovative and cutting edge approaches.

Action 2.3.1: Develop processes and procedures for the appropriate and improved use of cyclical reviews for improving programs and services.

Strategy 2.4: McGill will enhance and strengthen the international component of student learning in all programs and at all levels.

Action 2.4.1: Establish a co-ordinating mechanism for international activities to further research, teaching, and service with a global emphasis.

Action 2.4.2: Increase student opportunities for internships, and other participation in international research partnerships and outreach

activities. (Work Group on Service to Global Community)(Also fulfils Objective 9)

Strategy 2.5: McGill will continue to extend opportunities for undergraduate research.
(*Strengths and Aspirations*; TLS Nexus Project)

*Action 2.5.1: Mandate all Faculties to Increase or initiative undergraduate research opportunities, including summer research opportunities, and to monitor and report on them regularly.*³⁶

Rationale: To ensure a continued commitment to providing McGill students with the highest quality of teaching and learning the University will encourage and incentivise pedagogical approaches and services that are at the forefront of progressive methodologies, and state of the art pedagogies that keep pace with the latest effective innovations, and that make effective use of advances in information and communications technologies (ICTs).

Strengths: Over the last decade, we have already made extraordinary gains in support services for teaching and learning at McGill, both pedagogically, and in terms of information technologies. Grounded in a commitment to use innovative practices to strengthen delivery of learner-centred educational programs, McGill has developed a highly connected and information-rich technological environment grounded in a pioneering four-pronged approach. The four contributing elements are (1) the design and implementation of innovative teaching practices, (2) a new Learning Management System (LMS), (3) innovative physical spaces including active learning classrooms, and (4) advances in accessing information through McGill's Libraries. We will continue to build a solid foundation of evidence-based pedagogy that links teaching, learning, and research (TLS).

³⁶ Interdisciplinary undergraduate programs and undergraduate research opportunities are described in Boyer Commission on Undergraduate Education in the Research University, *Reinventing Undergraduate Education* (Stony Brook, N.Y.: State University of New York, 1998). For a critical assessment of teaching and learning issues, see Raymond Perry and John C. Smart (Eds.), *The Scholarship of Teaching and Learning in Higher Education: An Evidence-Based Perspective* (Springer, 2007). For a recent report on undergraduate research, see Jenkins and Healey, Institutional strategies to link teaching and research. The Higher Education Academy, 2005; Association of American Universities, 2001, *Undergraduate Research at Six Research Universities: A Pilot Study for the Association of American Universities*.

Challenges: The fast pace of change in the availability of technological options has created a pressing need to assess and implement technological arrangements that can deliver the most potential for the McGill context. To achieve our goals, we must move from incremental changes to a platform ready to launch transformation in response to increasingly demanding stakeholder expectations through evolving delivery mechanisms and assessment tools. A results-based, metric-driven system of assessment will characterize this process. Failure to make the required investments will undoubtedly weaken our position among world university leaders.

Rising national and international university involvement with on-line educational delivery requires serious investigation and analysis of these technological options. McGill will continue to explore the benefit of partnerships with like-minded peer institutions with a view toward scaling up and expanding these elements, and in order to generate a sufficiently large, varied, and valid data base of experience with Massive Open Online Courses (MOOCs) that will be used not only for the distance education experience, but more significantly for what we are and what we do at McGill University to further the on-campus learning experience. To accomplish this, we must investigate rapidly and decisively how to move from a series of continual incremental changes to a platform ready to launch a true transformation. We must respond to increasingly demanding stakeholders' expectations, continually evolving delivery mechanisms and assessment tools, and an unforgiving empirically grounded, results-based, metric driven system of assessments for campus-based higher education.

Strategy 2.6: McGill will extend current and create new technological learning environments based on best practices in empirically informed pedagogy. (University Master Plan, TLS; Libraries)

Action 2.6.1: Ensure that all Faculties enhance undergraduate education through the use of the creative linking of pedagogical research to progressive use of information and communications technologies (ITS strategic orientation, SEM proposed action) and the creation of new innovative learning environments (University Master Plan; TLS; Libraries)

Strategy 2.7: McGill will build on strengths inherent in the 4-pronged combination of transformative teaching and learning services, innovative Learning Management Systems, dynamic learning environments and classroom spaces, and Libraries' provision of access to information resources.

Action 2.7.1: Study the integration of information technology into pedagogy in ways that strengthen teaching and learning for the campus-based experience, but based on analytics derived also from Massive Open Online Courses (MOOCs).

Strategy 2.8: McGill will investigate the value of engaging with open source platforms for the delivery of on-line education in conjunction with one or more partner consortiums of peer institutions.

Action 2.8.1: Analyse the value-added of new ICT platforms and approaches for the University community and for society.

Action 2.8.2: Identify collaborators and establish partnerships that will drive change forward, engage in research about the impact of technology on teaching and learning and their value to the student, to the institution, and to society.

Strategy 2.9: Transform Libraries from warehouses of print materials to high-tech flexible learning spaces while fulfilling their role as guardians of the human record of learning. (Libraries; Also fulfils Objective 1—Academic Renewal; Objective 3—Graduate Education; Objective 4)

Action 2.9.1: Identify physical and digital storage options for certain parts of McGill's library collections and implement them quickly and efficiently with the least disruption possible

Action 2.9.2: Enhance digital Library and archival collections and ensure their effective deployment to end-use.

Action 2.9.3: Develop new and creative uses of library space to enhance student learning while recognizing the Libraries' historical spaces and symbolic significance.

Action 2.9.4: Develop partnership(s) with other research universities for additional shared networks of resources and research about student learning

Action 2.9.5: Design, develop, and deploy a robust repository for McGill investigators and authors with a focus on establishing independence in these endeavours..

Objective 3: Ensure innovation in graduate studies based on research strengths and competitive funding

Overall strategy 3.1: McGill will attract, retain and better support graduate students through enhanced funding, improved supervision, and reduced time to completion. (Budget Book FY 2013; GPS)

Strategy 3.2: McGill will implement a dynamic on-line application process, including the collection and storage of electronic supporting documentation. (Provost mandate)

Strategy 3.3: McGill will ensure that graduate student support packages, especially at the doctoral level, are even more competitive to help Faculties attract the best students, both domestic and international. (*Strengths and Aspirations*; GPS)

Rationale: In order to be successful as a world-class research-intensive university, McGill must remain competitive in Canada and internationally in the recruitment, enrolment and retention of talented graduate students. Further to fulfil our commitment to be the premier graduate school in the nation and among our peers around the world, we must find ways and means to fund graduate education at levels commensurate with comparable institutions.

Strengths: Thanks to the implementation plan that accompanied *Strengths and Aspirations* (2006), in recent years McGill has increased graduate student recruitment efforts significantly. Indeed, practices including student-authored blogs, a social media presence and a network of links on departmental sites have made the graduate recruitment website one of the most visited at McGill. Enrolments of domestic and international graduate students in research-based programs was planned and based on Strategic Enrolment Management (SEM) targets for Faculties and specific programs have achieved significant increases. At the same time, graduate student support derived from the operating budget of the University has increased considerably over the period since *Strengths and Aspirations* was presented to Senate some six years ago. Recent consolidation of relevant support services for graduate and undergraduate students, recently introduced, are expected to streamline services, making them more accessible and efficient.

Strategy 3.4: McGill will build on the success of the well-respected graduate student program development support (SKILLSETS) program. (GPS)

Action 3.4.1: Develop and implement plans to expand graduate professional development programming to address unmet needs.

Graduate and Postdoctoral Studies (GPS) has launched a number of initiatives, including the nationally and internationally recognized SKILLSETS workshops,³⁷ to enhance graduate education. There are beginning efforts to track graduate career outcomes. The interdisciplinary doctoral program in neurosciences, and the creation of the Institute for Public Life of Arts and Ideas (iPLAI), enhances interdisciplinary research and educational opportunities. An Outcome Tracking Survey (2009) polled graduates who received degrees between 2003 and 2009 about their preparation and post-graduation experience. (GPS)

Challenges: The Graduate Admissions Project (GAP) was designed to streamline processes, to improve efficiency, and to reduce bureaucracy. While progress has been made, much still needs to be done to turn this project into our regular practice. Online and paperless procedures remain incomplete, and paper-driven support services are still far too cumbersome and slow. Results from a survey of students who did not enrol at McGill indicated that the delays in receiving their firm offers was a primary reason for choosing to go elsewhere, even when McGill was their first choice.

Action 3.4.2: Ensure that research grants in relevant disciplines provide support for graduate students and increase success rates in provincial, federal, and international competitions.

Graduate aid increases, as noted above, now comes close to at least the mid-point of competitor peer universities in Canada. Our goal is to make McGill comparable to the top peers and not just with the average of the U15 reference group. This, of course, requires diversification of revenue streams and a considerable increase in the total amount of funding available for this purpose.

³⁷ SKILLSETS Professional Development Workshops for Graduate Students
<http://www.mcgill.ca/ipn/continuing/events/skillsets>

Action 3.4.3: Develop well-defined and transparent processes, including electronic procedures for recruitment, retention, and for the tracking, monitoring of graduate student milestones and time to completion.

Strategy 3.5: McGill will establish processes and practices for improving times to completion for graduate students.

Action 3.5.1: Enforce times to completion commensurate with disciplinary norms.

Improving times to completion for graduate programs remains is a core challenge, and even though it is not unique to McGill, we must find home-grown solutions because this variable is intertwined with every other issue that affects the graduate student experience. (GPS) Various efforts have been identified for helping to reduce time to completion have been identified but more work needs to be done, particularly related to the effective monitoring of progress towards the degree. Local level implementation of specific strategies and a search for and broad implementation of best practices will be a major, early effort in the coming years. (GPS, SEM)

There is also a need for better integration of graduate students and postdoctoral fellows into the McGill and Montreal communities. Together with appropriate preparation for academic staff who supervise graduate students or serve as advisors, and expanded programming in course design and teaching, the Dean of Graduate and Postdoctoral Studies and the Deans of the Faculties must work with departments, centres, and institutes to address these matters forthrightly.

Space issues continue to create problems for some Faculties who indicate that chronic shortages of offices and study halls for graduate students limits their ability to increase enrolments and provide satisfactory environments for those in the second and third cycles of higher education. Our physical planning efforts will be more tightly integrated with enrolment targets, especially for graduate students in research programs.

Strategy 3.6: McGill will develop and create interdisciplinary graduate programs and programs in emerging disciplines. (GPS submission, (Also fulfils Objective 1, Objective 4)

Action 3.6.1: Identify and develop areas where programs in emerging disciplines and interdisciplinary programs should be implemented to ensure McGill's academic success and reputation.

Although McGill has had some success in developing interdisciplinary graduate programs, there are many challenges (e.g., faculty workload issues, credit for supervision and teaching, availability of teaching assistantships and research assistantships for students with interdisciplinary interests or assignments; Complex channels of communication between and among units and unit enrolment targets may inhibit expanded development of interdisciplinary programs. Further, the level and type of data to support current and new initiatives for both programs in emerging disciplines and interdisciplinary programs and ready access to that data is limited. (GPS) This is a theme that has been indicated in other areas of this strategic paper as well, and one that must and will be addressed at the earliest possible moment in the implementation phase.

Strategy 3.7: McGill will implement, in partnership with units across the University, a program to enhance all aspects of graduate supervision. (Provost mandate)

Action 3.7.1. Implement enhanced programs for both supervisors and supervisees for improving the supervisor-supervisee relationship. (GPS)

Action 3.7.2: Implement requirements that ensure graduate students, regardless of funding, become directly involved with faculty research. (GPS)

Action 3.7.3: Use the "Outcome Tracking Survey" of McGill graduate student degree holders to enhance student recruitment and to create graduate development support mechanisms. (GPS)

Objective 4: Develop and implement transformative research and creative activity initiatives based on competitive advantage

The Office of the Vice-Principal (Research and International Relations) (VPRIR) is responsible for developing McGill's Strategic Research Plan (SRP), from which a summary version is filed with the CRC and CFI granting agencies to ensure that McGill's applications for

support are well-defined in terms of their relationship to the University's overall research profile. The full SRP is more comprehensive and informs the research strategic objectives in *ASAP 2012*.

The next version of the Strategic Research Plan is in development. Seven broad Areas of Research Excellence have been identified as:

- Explore fundamental questions about humanity, identity, and expression
- Strengthen public policy and create a deeper understanding of social transformation
- Capitalize on the convergence of life sciences, natural sciences, and engineering
- Support health research and improved delivery of care
- Unlock the potential of the human brain and the entire nervous system
- Redefine the limits of technology and its applications in the Digital Age
- Harness the power of the Earth, space, and the universe

A draft of the SRP can be found [here](#).

The following strategies and actions were noted in *Strengths and Aspirations (2006)*, or suggested by the Academic Renewal Work Group, and by the Office of the Associate Provosts.

Strategy 4.1: McGill will create new interdisciplinary and disciplinary research opportunities with high impact on the provincial, national, and international scene and will nurture a research environment that encourages cross-pollination across disciplines.³⁸

Action 4.1.1: Develop and manage appropriate shared platforms, equipment, networks, and technology and knowledge transfer apparatus to support interdisciplinary research efforts.³⁹

Action 4.1.2: Create tools and extend their use to enable researchers to access relevant information, including grant notification, information, in a timely fashion.

³⁸ *Strengths and Aspirations*, Strategy IV.2, McGill will support strategic interdisciplinary efforts.

³⁹ *Strengths and Aspirations*, Action IV.2.1

Action 4.1.3: Faculties are asked to take into account complementarity with the SRP when they develop their academic recruitment plans.

Strategy 4.2: McGill will prepare faculty researchers to assume roles as research leaders.
(Academic Renewal Work Group)

Action 4.2.1: Expand faculty-based review and mentoring programs to prepare faculty for research leadership (Academic Renewal Work Group). Note: implementation through the collaboration of VPRIR and Office of the Provost.

Strategy 4.3: McGill will improve research development and administration performance.

Action 4.3.1: Develop mechanisms that will increase the ability to measure research performance in comparison with peers.

Action 4.3.2: Revisit and determine the criteria and related policies for the formation and termination of a centre. Associate Provost for Policies, Procedures, and Equity)

Note: implementation through collaboration of VPRIR and Office of the Provost.

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

Rationale: Recognizing the role of sound administrative practice as integral to McGill’s academic mission, the University continually seeks to improve practices and technological services that support of the academic mission. In a constrained resource environment, there is always a very pressing need to optimize existing resources and identify new resources. Further, our research intensity requires that we spend considerable funds and dedicate significant human resources to compliance and reporting functions. Last, but by no means least, we have to provide top quality front-line services to students and professors. In short, we need to ensure that we have the optimal services in support of sustaining and furthering McGill’s academic mission.

Strengths: There are many efforts underway in Faculties and administrative units that are designed to enhance existing administrative practice. The Chief Information Officer (CIO) has

identified, and is implementing, projects that will streamline processes and responses and use technological solutions in innovative ways. There are several programs developed locally that have potential for expansion to other units. (GPS, ITS, CIO)

Challenges: While many potential changes have been identified, there are multiple needs to develop and implement processes responsive to changes in the economic, political, social environments and technological advances and options.

Strategies and Proposed Actions:

Strategy 5.1: McGill will continue to use existing resources and new resources strategically and cost-effectively, and in support of best practices (SRI) and will continue to identify opportunities for enhancing administrative efficiencies and enhanced services. (SRI)

Strategy 5.2: McGill will engage in critical scrutiny of current practices and staffing plans in order to identify and improve functions that best support mission critical academic excellence. (SRI Workforce Planning Initiative)

Action 5.2.1: The Provost working with the Deans and the VP (Administration and Finance) working with the unit heads of large support and services units will identify and actively implement best practices in their respective areas.

Some activities of this nature are already underway, such as those in Arts and Medicine; the experiences in these Faculties will be carefully monitored and ported to other Faculties, when and where appropriate. Those aspects of these experiences that are directly transferable to other units will be adapted for use in other units across the University.

Action 5.2.2: Where there are clearly advantages, implement a model of shared administrative services that are sufficiently decentralized to respond to local challenges using focused expertise.

Strategy 5.3: McGill will emphasize effective management of regulatory processes.

Action 5.3.1: Develop a program to promote understanding of the concept of conflict of interest and ensure broad promulgation of existing policies and modifications as appropriate.

Objective 6: Enhance career development and mobility opportunities for administrative and support staff

Rationale: McGill aims to be continually recognized among Canada's Best 100 employers.⁴⁰ Alignment of institutional goals with individual career goals and objectives is necessary for supporting McGill's academic mission.

Strengths: McGill already employs a highly qualified administrative and support staff. Advances in professional development and identification among Canada's best employers have resulted in a concerted focus on talent management and professional and career development.

McGill's Employment Equity Policy, which was identified as priority in *Strengths and Aspirations* (2006), was approved by Senate and by the Board of Governors in May and June 2007, respectively.⁴¹ McGill Human Resources (HR) has initiated programs for building capacity and accountability throughout the organization through peer advisory programs that share in best practices and cross-fertilization.

Human Resources (HR) and the Academic Personnel Office (APO) have piloted developmental programs for Academic Leaders based on components of the Leadership Development Program and best practices at other institutions.

Challenges: Work Force Planning (WFP), a major SRI project under the direction of the VP (A&F) and the AVPHR, will require considerable effort and effective communication for successful implementation.

McGill loses a number of our management category (M-Staff) employees before they have completed five years on the job. (HR Presentation: "Career Development for M's: A

⁴⁰ Competition managed by Mediacorp Canada. <http://publications.mcgill.ca/forum/2011/10/25/mcgill-among-canada%E2%80%99s-top-100-employers-for-fourth-consecutive-year/>

⁴¹ <https://secureweb.mcgill.ca/secretariat/sites/mcgill.ca.secretariat/files/Employment-Equity-Policy.pdf>

Shared Responsibility”) This trend undermines the provision of continuous and excellent support for professors, students and other staff.

Action 6.0.1: HR will undertake careful quantitative and qualitative analyses of those who leave McGill by means of systematic exit surveys and by working with supervisory staff our HR professionals will develop mechanisms for the “early detection” of skilled individuals who may be thinking of leaving the University but who would be difficult to replace.⁴²

While there are many excellent programs that exist, these HR initiatives appear not to have been well communicated to many employees. (Career Development Work Group; Management Forum)

Action 6.0.2: HR and the APO will develop appropriate communications tools to communicate the message to staff about opportunities for career development or about the provision of services. (Career Development Work Group)

Strategy 6.1: McGill will identify and promote organizational and cultural values that support a career development program that aligns individual and institutional goals in support of our academic mission. (Career Development Work Group, Restatement of *Strengths and Aspirations* Objective VI Strategies and Actions)

Action 6.1.1: Create, through broad consultation, a uniform set of cultural values and management and leadership principles that are central to career development and ensure that these activities are applied consistently across all administrative and academic units.

Strategy 6.2: McGill will implement career development for administrative and support staff which recognizes talent management and takes productive advantage of the partnership

⁴² Carried forward from *Strengths and Aspirations*:

Objective VI: McGill will offer opportunities for professional development and growth and create a work environment conducive to enhanced productivity and improved job satisfaction for all personnel—administrative, secretarial, technical and clerical

Strategy VI.1: McGill will work in a variety of ways to improve working the working conditions and professional development opportunities and support staff . . . (Strategy VI.1)

Action VI.1.2: McGill will support its employees to achieve new processes and outcomes in our renewed focus on serve and communicate them to that their contribution is valued.

among the University, the manager, and the individual. (AVPHR, Career Development Work Group)⁴³

*Action 6.2.1: Maintain and enrich a plan for career development and skill development and competencies required to maintain McGill's competitive edge.*⁴⁴ (AVPHR, Career Development Work Group)

Strategy 6.3: McGill will retain and attract a talented and diverse work force of administrative and support staff employees supported through suitable professional preparation and dynamic career development.

Action 6.3.1: Maximize chances of retention and career success for current employees through effective orientation, updating, and mentoring programs and a structured transparent process for talent identification and development. (Associate Provost [Academic Personnel and Strategic Initiatives], AVPHR, Career Development Work Group)

Action 6.3.2: Maximize chances of retention and career success for new hires through effective on-boarding, orientation and mentoring programs. (AVPHR, Career development Work Group)

Action 6.3.3: Ensure that all policies, processes, procedures, and practices foster diversity and equity in access to career development and training. (Associate Provost - Academic Personnel and Strategic Initiatives; AVPHR)

Strategy 6.4: McGill will strengthen the link between University, unit, and individual priorities in ways that draw on and utilize local experience, including practices and processes in academic and administrative units. (AVPHR; Career Development Work Group)

Action 6.4.1: Recognize the distinct roles of the Academic Personnel Office (APO) and the HR office and coordinate their different, but in

⁴³ AVPHR indicates submissions in response to request for feedback to ASAP 2012 objectives, submitted on 6 July 2011).

⁴⁴ In this context, *career development* is defined as “a strengths-based approach to learning and growth that is a co-responsibility of employee and supervisor acting to fulfil the employee’s highest potential and professional aspirations.” Senge, P.M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday. *Career development* also refers to a system that offers employees the opportunity to envision a desirable career path as a way to achieve job satisfaction, motivation and well-being. *Job development* refers to positions in which individuals define or expand areas of responsibility and acquire additional skills. (Miner, A.S, & Estler. (1985). Accrual mobility: Job mobility in higher education through responsibility accrual. *Journal of Higher Education* 56,2; 121-143.; Miner, A.S, (1987). Idiosyncratic jobs in formalized organizations. *Administrative Science Quarterly* 32,3: 327-351.

many instances, related approaches; ensure that the community is aware of the programs.

Action 6.4.2: Recognize and utilize more effectively the inter-relationships between and among academic unit, administrative units, and HR offices.

Action 6.4.3: Develop implementation mechanism for the “Work Force Planning Project” that reflect University and unit priorities and the need for succession planning.

Strategy 6.5: McGill will improve communications about career development and job development opportunities.

Action 6.5.1: Identify and use feedback from client groups to develop, implement, and enhance an effective communications strategy (Career Development Work Group).

Action 6.5.2: The administration will ensure that an appropriate communications strategy is in place to inform the McGill community about existing and planned career development, skills development and job development opportunities.

Action 6.5.3: Institute an annual process for measuring and reporting on progress with associated communications strategies.

Action 6.5.4: Implement Recruitment to Retirement (R2R) Project to improve and automate processes pertaining to administrative and support staff management. (CIO, HR, APO)

Objective 7: Implement new approaches to academic analytics, processes, tools and feedback loops

Rationale: University progress must be transparent, analytical and measured across all activities. Plans for going forward must be grounded in such evidence.

Strengths: Six years ago, we began to develop appropriate analytics as a way to monitor progress. The Strategic Reframing Initiative (SRI) recommendations provided additional focus in this regard and Planning and Institutional Analysis (PIA) has undertaken the development of tools we need to address this approach. The goal of improvement must be the key driver for any

type of measurement. The KPIs, which measure progress in a range of teaching, research, and service areas, is the first step to achieving these goals.

Challenges: Data is dispersed across many units. There is a need to consolidate multiple sources of information housed units throughout the campus including Planning and Institutional Analysis (PIA), Registrar, Enterprise Data Warehouse (EDW), among others. There is the concomitant need to develop a process that moves beyond counting to allow for analysing measurement and progress and a level required for University decision making data collection and analysis activities will expand through continuing and new partnerships that allow for external benchmarking. As part of the implementation plan, we are developing a framework for assessment progress according to a core set of metrics, supplemented with qualitative assessments including unit reviews, for determining institutional progress.

Strategies and Proposed Actions:

Strategy 7.1: McGill will establish and augment a clear Accountability Framework to articulate its strategic priorities and develop a systematic approach to a relevant and manageable number of measures for assessing progress in consultation with academic and administrative units.

To this end, McGill's strategic priorities across this strategic plan can be grouped as outlined above:

- a. advance McGill's academic and research excellence as one of the world's leading publicly funded universities;
- b. achieve as sustained student-centred focus by enhancing educational, research, and extracurricular life and learning experiences; and,
- c. effectively manage financial, capital, and human resources on a multi-year basis.

In all our efforts we must aim to raise further McGill's external visibility, success and reputation.

Strategy 7.2: McGill will develop a shared sense that measurement of progress will provide useful information and the basis for informed decisions.

Strategy 7.3: McGill will routinely measure and document progress using Key Performance Indicators and other academic analytics.

Strategy 7.4: McGill will keep in mind international and national rankings to inform our progress in the pursuit of excellence.

McGill's KPIs are presently organized by theme:

- Students (Undergraduate and Professional Students)
- Talent (Academic Staff, Administrative and Support Staff)
- Research & Innovation (Research Performance & Strategic Partnerships)
- Resources (Financial Management, Physical Infrastructure)
- International Profile (Internationalization of Students and Research)
- Service and Reputation (Outreach, Alumni relations, Development)⁴⁵

Objective 8: Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact

For the purposes of *ASAP 2012*, the Work Group on Service to the Global Community has defined service as “an organized period of substantial engagement and contribution to the local national or world community, recognized and valued by society, and with minimal compensation to the participant.” Service also may be thought of as focusing on improving elements of social and economic development, where both the served and the server benefit

⁴⁵ KPIs: Indicator #1: Full-time equivalent student to full-time professoriate ratio. Indicator #2: Student Retention rates. Indicator #3: Student Graduation rates. Indicator #4: Number of additional positions dedicated to supporting students with special needs. Indicator #5: Amount dedicated to teaching and learning resources. Indicator #6: Resources dedicated to improving competitiveness in obtaining research infrastructure grants. Indicator #7: Number and amount of research grants and contracts received from the private sector and federal funds. Indicator #8: Number of world-class professors or researchers recruited. Indicator #9: Number/proportion of international students. Indicator #10: Number and importance of projects with national and international collaborations in the areas of excellence. Indicator #11: Board members sitting on committees of strategic importance to the institution's management. Indicator #12: Targets associated with maintaining a balanced budget and eliminating fiscal deficits and accumulated deficit Indicator #13: Growth rate of total compensation compared to the Quebec Government's salary policy. Indicator #14: Annual targets for revenues from donations made through the fundraising campaign. Indicator #15: Percentage of doctoral/total degree-seeking students. Indicator #16: Average funding: student financial support. Indicator #17: Deferred maintenance. Indicator #18: Quality of Faculty Supervision and Advising. Indicator #19: Innovation in Pedagogy. Indicator #20: Faculty Satisfaction and Retention. Indicator #21: Research Intensity: the measures described under Indicators 6, 7, and 10 will contribute to reach the objective of this indicator). Indication #22: Number of joint contracts (MUHC agreement).

from programs instituted.”⁴⁶ Under these definitions, aspects of McGill faculty, students, and staff, service and related activities may contribute to service to the local Quebec, Canada, and the global communities. (Work Group on Service to the Global Community; Work Group on Service to Quebec and Canada; PTFDECE)

Rationale: McGill must affirm its commitment to the 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. (PTFECE) More effective communication about McGill’s outreach to the local, regional, provincial, national and global community will serve as a source of pride and foster recognition.

Strengths: McGill is already engaged in extensive and far-reaching outreach activities in Quebec, Canada, North America and throughout the world. There are hundreds of McGill-led projects touch the lives of citizens in Montreal, throughout the province, throughout Canada, and around the world. (PTFECE)

McGill faculty, staff and students are involved in numerous local, national, and international outreach activities. These include activities related to McGill’s academic mission (scientific meetings, conferences, field work, internships, etc.) and community work as well as social action (or both). Service learning is an integral part of student engagement in their communities. It provides not only opportunities to develop awareness and an increased sense of citizenship, but provides unequalled possibilities for applying theoretical knowledge to real world situations, thereby fostering deep learning. Examples include: McGill’s contribution to the *Quartier de l’innovation* for development and other on-going support that put research into action in the community. (Recommendations from the Principal’s Task Force on Diversity, Excellence, and Community Engagement were reinforced by the Work Group on Service to

⁴⁶These definitions were provided by the Work Group on Service to the Global Community from the following sources: First definition: Sherredn, M. 2001. *Civic Service: Issues, Outlook, and Institution Building*. St. Louis, MO: Center for Social Development, Washington University. Second definition: McBride, A.M and M. Sherraden. 2004. Toward a global research agenda on civic service. *Nonprofit and Voluntary Sector Quarterly*, 33: 3S-7S.

Global Community and Work Group on Service to Quebec and Canada, Social Equity and Diversity Education (SEDE)).

Challenges: Information about these activities has not been appropriately communicated across the campus or to the community. McGill is host to a rich and diverse set of activities that serve society. The University serves as a research and teaching institution and also serves through direct engagement of students, professors, and staff with organizations and individuals at the local, provincial, national and global levels. Community engagement takes many forms. Some of this engagement transfers new knowledge or technology that benefits society. Others have direct benefits for the community, for example, well trained professionals who contribute to societal improvement.

Strategy 8.1: McGill will continue to endorse, encourage and support diverse forms of community engagement as integral to a research-intensive, student-centred university. (PTFDECE; Work Group on Service to Quebec and Canada)

Action 8.1.1: Identify ways to promote the integration of an emphasis on community service in teaching and research, especially when the latter has direct links to constituencies. (Work Group on Service to Quebec and Canada, SEDE)

Action 8.1.2: The University community must be encouraged to identify ways to further support community engagement. (Work Group on Service to Quebec and Canada, SEDE)

Strategy 8.2: McGill will build on and promote the multiple service initiatives to local, provincial, national, and global communities to further increase university-wide collaboration in support of these initiatives. (PTFDECE, Work Group on Service to Global Community and Work Group on Service to Quebec, SEDE)

Action 8.2.1: Establish a University-wide system for tracking and supporting international educational and service activities to the local, national, and international communities. (PTFDECE; Work Group on Service to Global Community; Work Group on Service to Quebec and Canada)

Strategy 8.3: McGill will engage in strengthened internal and external communication about the extensive local, provincial, and national, and international service activities on our two

campuses. (Work Group on Service to Global Community; Work Group on Service to Quebec and Canada)

Strategy 8.4: McGill will enhance recognition and visibility of community service activities.

Action 8.4.1: Advance recognition in the internal and external communities about the extensive service activities on campus. (Work Group on Service to Global Community, Work Group on Service to Quebec and Canada, SEDE)

Action 8.4.2: Encourage and facilitate hosting international events and activities, including conferences, with high-level international organizations. (Work Group on Service to Global Community)

Action 8.4.3: Improve communications with aboriginal communities.

Objective 9: Encourage diversity in origin and ideas among students, faculty, and staff.

Rationale: McGill recognizes the need in an increasingly global environment to build a work force that is representative of academic and administrative staff and of the institutional responsibility to extend access to under-represented groups, including those in underserved socio-economic groups.⁴⁷

Strengths: McGill has an Employment Equity Policy passed by the Senate (May 2007) and the Board of Governors (June 2007).⁴⁸ Principal's Task Force on Diversity, Excellence, and Community Engagement (PTFDECE) and its Administrative Response outlined strategies and actions for advancing the equity agenda. (SEM)

Challenges: McGill has not been as successful as desired or even plan in recruiting and enrolling students from lower socio-economic groups. Our outreach efforts in this regard have not been sufficient to encourage students from these and other underserved groups to come to McGill or probably even to consider coming to McGill.

⁴⁷ "Diversity" is reflected not only in race, national or ethnic origin, colour, religion, sex, age or mental or physical disability, but also in language, sexual orientation, gender identity, community, politics, culture, way of life, economic status, and interests. [PTFDECE Preliminary Administrative Response]

⁴⁸ Employment Equity Policy <http://www.mcgill.ca/files/secretariat/Employment-Equity-Policy.pdf/>

Strategy 9.1: McGill will work to build a diverse work force that is representative of the pool of potential candidates with appropriate qualifications from designated groups while retaining individual merit and achievement as the prime criteria for all staffing decisions. (Employment Equity Policy June 2007).

Strategy 9.2: McGill will recruit, retain, and provide appropriate professional development and support for a diverse administrative and support staff.

Action 9.2.1: Evaluate existing programs and establish new programs and provide resources to implement programs aimed at increasing diversity of qualified students, administrative and support staff.

Action 9.2.2: Promote and improve communication about the activities of the Aboriginal work force subgroup.(SEDE)

Strategy 9.3: McGill will reinvigorate efforts to recruit and retain qualified students from diverse socio-economic backgrounds and under-represented minority groups, including Aboriginal students.

Action 9.3.1: Strengthen mechanisms, such as the development of outreach programs and portfolio review for under-represented and Aboriginal students.

Action 9.3.2: Promote and improve communication about activities conducted the Aboriginal Community Outreach coordinator.

Action 9.3.3: Broaden academic unit participation in activities related to Aboriginal students.

Action 9.3.4: Demonstrate a commitment to making the University more physically accessible through the implementation of Universal Design principles.

Objective 10: Attain pre-eminence in education for the professions

Rationale: Since 2006, there has been an increasing tendency by some of the Professional Orders and accrediting bodies to influence the educational mandate of universities. In a context of overlapping roles between universities and some Professional Orders, it has become increasingly confusing for some academic units to manage the requirements of accreditation and/or respond to the demands of these Professional Orders.

Strengths: McGill has a distinguished history in education for the professions. The first faculty of the University was in fact a professional school (Medicine). Educating for the professions at McGill continues to prepare future professionals such as medical doctors, agronomists, musicians, Church ministers, dentists, teachers, engineers, lawyers and accountants. Professional education at McGill is sustained and enriched by a research university environment where disciplinary and interdisciplinary approaches are highly valued. Professional education covers a vast variety of programs that are accredited by Canadian and/or U.S. accrediting bodies and allows its graduates to be admitted to a variety of Professional Orders in Quebec and elsewhere. Every McGill Faculty and the School of Continuing Studies offer professional programs.

Challenges⁴⁹: *Strengths and Aspirations* (2006) noted that the “University will maintain and shape accreditation for professional programs . . . at the undergraduate and graduate level” and that McGill “will take a stronger leadership role in shaping [accreditation] standards and processes” Given the variety of professional programs affected by external orders and accrediting bodies, and the complexities inherent in these and related processes, efforts are needed to ensure clear direction, effective coordination and leadership.

Strategy 10.1: McGill will promote the contribution of professional programs to the welfare of society in Quebec, in Canada, and internationally. (21st Century Education for the Professions Work Group)

Action 10.1.1: Acknowledge education for the professions in the University’s mission statement and allow it to influence strategic decisions in the future.

Action 10.1.2: Communicate to internal and external audiences the value of service provided by McGill’s professional programs to the local, national, and global communities.

⁴⁹ *Strengths and Aspirations*: Strategy II: Action II.2.2: The University will maintain and shape appropriate accreditation for professional programs. Professional programs at the undergraduate and graduate levels must respect appropriate accreditation standards in order to guarantee a continuing recognition of our quality and reputation.

Strategy 10.2: McGill will aim to have a more significant influence within Professional Ordres and more specifically within the Education Committees of the Ordres (*comités de la formation*). (21st Century Education for the Professions Work Group)

Action 10.2.1: Develop closer ties with sister Quebec universities to address common issues and increase McGill's presence within the Ordres.

Strategy 10.3: McGill will recognize that academic units that offer professional programs have additional needs and requirements, in particular and not limited to, accreditation exercises. (21st Century on Education for the Professions Work Group)

Action 10.3.1: Create an Advisory Committee to the Provost on Professional Programs and strengthen communication, coordination and support for the University's professional programs.

Strategy 10.4: McGill will recognize the contribution of professional programs contribute to the welfare of society provincially, nationally and internationally. (21st Century Education for the Professions Work Group)

Action 10.4.1: Investigate the option of acknowledging professional students in the University mission statement.

Strategy 10.5: McGill will emphasize an increased presence within the Orders and more specifically within the Education Committees of the Orders (*comités de la formation*). (21st Century Education for the Professions Work Group)

Action 10.5.1: Develop closer ties with sister Universities in Montreal and Quebec to address common issues.

Strategy 10.6: McGill will recognize that professional programs have special needs independent, including role of clinical personnel, from those of the parent unit. (21st Century Education for the Professions Work Group)

Action 10.6.1: Maintain the present work group as an Advisory Committee to the Provost.

7. Assessment

The implementation of *ASAP 2012* will require the development of a framework for assessing progress. Such a framework must reflect multiple empirical measures for a given strategy or action. The plan will specify, in addition to KPIs noted above, a core set of metrics for assessing institutional progress will have to be specified. Such metrics will include directly or be supplemented by qualitative assessments, including academic unit reviews, surveys, and other measures. These mechanisms will be developed at the implementation stage in consultation with academic and administrative units.

8. Conclusion

ASAP 2012 has been drafted in order to clarify the centrality of an academic strategic plan as the reference for other University plans at all levels, and ensure that all strategic plans are developed in conjunction with the academic plan, and that each incorporates the impact of its decisions into all other plans.

The Broad Goals, Cross-cutting Themes, and Major Strategic Objectives of this strategic academic plan are addressed through three over-arching strategic priorities:

- 1. Advancing McGill's academic success, profile, and reputation for excellence, nationally and internationally, as one of the world's leading research-intensive universities.**
- 2. Achieving a sustained student-centred focus that will enhance the educational, research, and extracurricular life and learning experiences of those studying here at all levels.**
- 3. Managing existing resources and diversifying and optimising revenue sources to ensure maximal impact in support of educational programs, research activities, and community engagement.**

9. Next steps

- 1) Extend planning and implementation exercises to all Faculties and large administrative units by means of an invitation to interpret ASAP 2012 in local contexts. This process will make clear that local and specific plans must express in a meaningful way this strategic document.
- 2) Ensure that such alignment of planning efforts at all levels, wherever and whenever possible, has precise timing and defined duration.
- 3) Bring these matters forward for discussion to appropriate administrative and governmental bodies, whenever and wherever such planning and resource allocations have strategic, policy, and accountability dimensions.
- 4) Coordinate the priorities, themes, goals, objectives, and actions with concrete measures in budget and resource planning and allocation by making them drivers for the next five years.
- 5) Bring these matters forward for direction to appropriate administrative and governance bodies whenever and wherever such planning and resource allocation have strategic, policy and accountability dimensions.
- 6) Present to Senate and the Board of Governors for consideration, endorsement and/or approval during Fall 2012.

10. A Call for feedback and a continued call for action

The intention of *ASAP 2012* is to develop a shared vision of McGill's strategic priorities and to set the parameters for its implementation that are:

- a) consistent with our mission and our academic aspirations,
- b) financially sustainable, and
- c) adaptable within inevitably changing circumstances.

All members of the McGill community are encouraged to continue to provide written feedback with comments, suggestions, or questions regarding specific implementation issues by using the ASAP 2012 [webpage feedback form](#) or by sending an email to whitepaper@mcgill.ca

Appendix A—A Mapping of Objectives, Strategies and Actions

Objectives	Strategies	Actions
<p><u>1: Achieve new directions in faculty hiring, retention and career development and leadership</u></p>	<p>1.1: McGill will recruit, develop, and retain academic talent in identified priority areas by means of renewed approaches to hiring, retention, and leadership development.</p>	
	<p>1.2: McGill will develop and implement mechanisms that will facilitate opportunities for, cluster hiring at the University.</p>	<p><i>1.2.1: Work with the VP-RIR to use the compact process with Deans to identify and implement innovative alignments and collaborations among academic units and among individuals.</i></p>
	<p>1.3: McGill will develop and implement mechanisms that will facilitate opportunities for collaboration, including interdisciplinary collaboration, across Faculties, schools, departments, and centres.</p>	<p><i>1.3.1: Implement a variety of specific models for interdisciplinary tenure-track hiring in areas identified in the Strategic Research Plan. (Provost Report to Senate 20 October 2010—“Develop a cluster hire model for implementation.</i></p> <p><i>1.3.2: Develop and implement policies,</i></p>

		<p><i>processes and practices that reinforce interdisciplinary teaching and research.</i></p>
	<p>1.4: McGill will foster and enhance career development for academic staff and academic administrators.</p>	<p><i><u>1.4.1:</u> Manage trends in faculty hiring and retention, including age distribution and its relationship to reputation, gender composition, and other factors to favour faculty development across the career spectrum.</i></p> <p><i><u>1.4.2:</u> Ensure recruitment and appointment of chairs and directors is carried out in a timely and consistent fashion, including regularization of processes, practices, and compensation according to best practices at peer universities.</i></p> <p><i><u>1.4.3:</u> Institute formal mentorship programs in all academic units for tenure-track and tenured faculty, including preparation for research leadership and components for evaluating individual academic performance</i></p> <p><i><u>1.4.4:</u> Redesign existing</i></p>

		<p><i>and introduce new mechanism for ensuring that appropriate support and mentoring are available to faculty at critical junctions (e.g., as they prepare for tenure or assume positions of academic leadership).</i></p> <p><i><u>1.4.5:</u> Implement Recruitment to Retirement (R2R) Project to improve and automate process pertaining to academic staff.</i></p>
	<p>1.5: McGill will foster effective career development and advancement, based on best practice benchmarks for peer universities, of qualified women and under-represented minority candidates into positions of academic and administrative leadership.</p>	<p><i><u>1.5.1:</u> Implement and adapt, as appropriate, “best practices” relating to diversity in hiring and increased representation in the academic ranks through training and sensitization workshops for search committees and promotion and tenure committees, etc., across our campuses).</i></p> <p><i><u>1.5.2:</u> Institute across all Faculties special mentoring programs for members of under-represented groups. (PTFDECE)</i></p> <p><i><u>1.5.3:</u> Strengthen existing</i></p>

		<i>mechanisms to ensure equity considerations are understood fully and implemented vigorously in all recruitment, promotion, compensation, and in all arenas relative to recognition through honours, prizes, and awards.</i>
	1.6: McGill will support faculty throughout their careers at McGill—from their recruitment through retirement and with programs that enhance academic performance.	<i><u>1.6.1:</u> Develop and implement an electronic recruitment to retirement (R2R) process to map faculty experiences from recruitment to retirement.</i>
	1.7: McGill will augment recognition programs and incentives for outstanding research and scholarship, and expand acknowledgement for research and community service.	<i><u>1.7.1:</u> Enhance or create appropriate mechanisms for the nomination and rewarding of qualified candidates for awards in ways that reflect representation across all groups.</i> <i><u>1.7.2:</u> Continue efforts in support of dual-career couples by instituting new practices regarding such appointments.</i>
<u>2: Emphasize innovative delivery of educational programs and appropriate levels of student aid to improve</u>	2.1: McGill will continue to attract and retain the most talented undergraduate, graduate students, and post-	<i><u>2.1.1:</u> Diversify student population by providing substantial financial support for those from</i>

<p><u>access to underrepresented population groups</u></p>	<p>doctoral fellows, from Quebec, Canada, and around the world by aligning enrolment management strategies with its focus on research intensity, academic distinction and student quality.</p>	<p><i>lower socio-economic statuses or from under-served and under-represented groups, with special emphasis on those from First Nations.</i></p> <p><i><u>2.1.2:</u> Increase retention and lower average time to graduation for undergraduate students by carefully monitoring trends and managing to specific achievable targets.</i></p> <p><i><u>2.1.3:</u> Maintain McGill's ratio of undergraduate students to tenure stream faculty among the lowest in the U15 and ensure that undergraduate students have appropriate access to these professors.</i></p>
	<p>2.2: McGill will enhance further the quality and level of support services, including advising, mentoring, and other mechanisms that reflect McGill's primary academic mission and goals and ensure that all students at McGill feel a part of an open and supportive institution.</p>	<p><i><u>2.2.1:</u> Enhance services for emerging clienteles, including those students with exceptional abilities or challenges, while continuing to improve services for all students.</i></p> <p><i><u>2.2.2:</u> Adopt universal design principles and practices in new, renovated, and updated technological systems and physical environments,</i></p>

		<p><i>and also in systems and processes to extend access for all service users.</i></p> <p><i><u>2.2.3:</u> Provide new and/or enhanced professional development opportunities for academic and administrative staff working directly with students.</i></p>
	<p>2.3: McGill will use information from cyclical unit review process to strengthen and improve viable and competitive educational programs with special emphasis on innovative and cutting edge approaches.</p>	<p><i><u>2.3.1:</u> Develop processes and procedures for the appropriate and improved use of cyclical reviews for improving programs and services.</i></p>
	<p>2.4: McGill will enhance and strengthen the international component of student learning in all programs and at all levels.</p>	<p><i><u>2.4.1:</u> Establish a co-ordinating mechanism for international activities to further research, teaching, and service with a global emphasis.</i></p> <p><i><u>2.4.2:</u> Increase student opportunities for internships, and other participation, in international research partnerships and outreach activities.</i></p>
	<p>2.5: McGill will continue to extend opportunities</p>	<p><i><u>2.5.1:</u> Mandate all Faculties to increase or</i></p>

	for undergraduate research.	<i>initiative undergraduate research opportunities, including summer research opportunities, and to monitor and report on them regularly.</i>
	2.7: McGill will build on strengths inherent in the 4-pronged combination of transformative teaching and learning services, innovative learning management systems, dynamic learning environments and classroom spaces, and the Libraries' provision of access to information resources.	<i><u>2.7.1:</u> Study the integration of information technology into pedagogy in ways that strengthen teaching and learning for the campus-based experience, but based on analytics derived from McGill's own MOOCs.</i>
	2.8: McGill will investigate the value of engaging with open source platforms for the delivery of on-line education in conjunction with one or more partner consortiums of peer institutions.	<i><u>2.8.1:</u> Analyse the value-added of new ICT platforms and approaches for the University community and for society. <u>2.8.2:</u> Identify collaborators and establish partnerships that will drive change forward, engage in research about the impact of technology on teaching and learning and their value to the student, to the institution, and to society.</i>
	2.9: Transform Libraries	<i><u>2.9.1:</u> Identify physical and</i>

	<p>from warehouses of print materials to high-tech flexible learning spaces while fulfilling their role as guardians of the human record of learning.</p>	<p><i>digital storage options for certain parts of McGill's library collections and implement them quickly, and efficiently, and as painlessly as possible.</i></p> <p><i><u>2.9.2:</u> Enhance digital library and archival collections and ensure their effective deployment to end-use.</i></p> <p><i><u>2.9.3:</u> Develop new and creative uses of library space to enhance student learning while recognizing the Libraries' historical patrimony and symbolic significance.</i></p> <p><i><u>2.9.4:</u> Develop partnerships with other research universities for additional shared networks of resources and research about student learning.</i></p> <p><i><u>2.9.5:</u> Design, develop, and deploy a robust repository for the research of McGill investigators and authors with a focus on establishing a certain independence from distorted reliance on badly structured markets for scholarly endeavours.</i></p>
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<p><u>3: Ensure innovation in graduate studies based on research strengths and competitive funding</u></p>	<p>3.1: McGill will attract, retain and better support graduate students through enhanced funding, improved supervision, and reduced time to completion.</p>	
	<p>3.2: McGill will implement a dynamic on-line application process, including the collection and storage of electronic supporting documentation.</p>	
	<p>3.3: McGill will ensure that graduate student support packages, especially at the doctoral level, are even more competitive to help Faculties attract the best students, both domestic and international.</p>	
	<p>3.4: McGill will build on the success of the well-respected graduate student program development support program (SKILLSETS).</p>	<p><i>3.4.1: Develop and implement plans to expand graduate professional development programming to address unmet needs.</i></p> <p><i>3.4.2: Ensure that research grants in relevant disciplines provide support for graduate students and</i></p>

		<p><i>increase success rates in provincial, federal, and international competitions.</i></p> <p><u>3.4.3</u>: <i>Develop well-defined and transparent processes, including electronic procedures for recruitment, retention, and for the tracking, monitoring of graduate student milestones and time to completion.</i></p>
	<p>3.5: McGill will establish processes and practices for improving times to completion for graduate students.</p>	<p><u>3.5.1</u>: <i>Enforce times to completion commensurate with disciplinary norms.</i></p>
	<p>3.6: McGill will develop and create interdisciplinary graduate programs and programs in emerging disciplines.</p>	<p><u>3.6.1</u>: <i>Identify and develop areas where programs in emerging disciplines and interdisciplinary programs should be implemented to ensure McGill's academic success and reputation.</i></p>
	<p>3.7: McGill will implement, in partnership with units across the University, a program to enhance all aspects of graduate supervision.</p>	<p><u>3.7.1</u>. <u>Implement enhanced programs for both supervisors and supervisees for improving the supervisor-supervisee relationship.</u></p> <p><u>3.7.2</u>: <i>Implement requirements that ensure graduate students,</i></p>

		<p><i>regardless of funding, become directly involved with faculty research.</i></p> <p><i><u>3.7.3:</u> Use the “Outcome Tracking Survey” of McGill graduate student degree holders to enhance student recruitment and to create graduate development support mechanisms.</i></p>
<p><u>4: Develop and implement transformative research and creative activity initiatives based on competitive advantage</u></p>	<p>4.1: McGill will create new interdisciplinary and disciplinary research opportunities with high impact on the provincial, national, and international scene and will nurture a research environment that encourages cross-pollination across disciplines.</p>	<p><i><u>4.1.1:</u> Develop and manage appropriate shared platforms, equipment, networks, and technology and knowledge transfer apparatus to support interdisciplinary research efforts.</i></p> <p><i><u>4.1.2:</u> Create tools and extend their use to enable researchers to access relevant information, including grant notification, information, in a timely fashion.</i></p>
	<p>4.2: McGill will prepare faculty researchers to assume roles as research leaders.</p>	<p><i><u>4.2.1:</u> Expand faculty-based review and mentoring programs to prepare faculty for research leadership.</i></p>
	<p>4.3: McGill will improve research development</p>	<p><i><u>4.3.1:</u> Develop mechanisms that will</i></p>

	and administration services	<p><i>increase the ability to measure research performance in comparison with peers.</i></p> <p><i><u>4.3.2:</u> Revisit and determine the criteria and related policies for the formation and termination of a centre.</i></p>
<u>5: Develop a culture of “best practices” in support of academic endeavours</u>	5.1: McGill will continue to use existing resources and new resources strategically and cost-effectively in support of best practices (SRI) and will continue to identify opportunities for enhancing administrative efficiencies and enhanced services.	
	5.2: McGill will engage in critical scrutiny of current practices and staffing plans in order to identify and improve functions that best support mission critical academic excellence.	<p><i><u>5.2.1:</u> The Provost working with the Deans and the VP (Administration and Finance) working with the unit heads of large support and services units will identify and actively implement best practices in their respective areas.</i></p> <p><i><u>5.2.2:</u> Where there are clearly advantages, implement a model of shared administrative services that are</i></p>

		<i>sufficiently decentralized to respond to local challenges using focused expertise.</i>
	5.3: McGill will emphasize effective management of regulatory processes.	<i>5.3.1: Develop a program to promote understanding of the concept of conflict of interest and ensure broad promulgation of existing policies and modifications as appropriate.</i>
<u>6: Enhance career development and mobility opportunities for administrative and support staff</u>		<p><i>6.0.1: HR will undertake careful quantitative and qualitative analyses of those who leave McGill by means of systematic exit surveys and by working with supervisory staff our HR professionals will develop mechanisms for the “early detection” of skilled individuals who may be thinking of leaving the University but who would be difficult to replace.</i></p> <p><i>6.0.2: HR and the APO will develop appropriate communications tools to communicate the message to staff about opportunities for career development or about the provision of</i></p>

		<i>relevant services.</i>
	6.1: McGill will Identify and promote organizational and cultural values that support a career development program that aligns individual and institutional goals in support of our academic mission.	<i>6.1.1: Create, through broad consultation, a uniform set of cultural values and management and leadership principles that are central to career development and ensure that these activities are applied consistently across all administrative and academic units.</i>
	6.2: McGill will implement career development for administrative and support staff which recognizes talent management and takes productive advantage of the partnership among the University, the manager, and the individual.	<i>6.1.1: Create, through broad consultation, a uniform set of cultural values and management and leadership principles that are central to career development and ensure that these activities are applied consistently across all administrative and academic units.</i>
	6.2: McGill will implement career development for administrative and support staff which recognizes talent management and takes productive advantage of the partnership among the University, the manager, and the	<i>6.2.1: Maintain and enrich a plan for career development and skill development and competencies required to maintain McGill's competitive edge.</i>

	individual.	
	6.3: McGill will retain and attract a talented and diverse work force of administrative and support staff employees supported through suitable professional preparation and dynamic career development.	<p><i>6.3.1: Maximize chances of retention and career success for current employees through effective orientation, updating, and mentoring programs and a structured transparent process for talent identification and development.</i></p> <p><i>6.3.2: Maximize chances of retention and career success for new hires through effective on boarding, orientation and mentoring programs.</i></p> <p><i>6.3.3: Ensure that all policies, processes, procedures, and practices foster diversity and equity in access to career development and training.</i></p>
	6.4: McGill will strengthen the link between University, unit, and individual priorities in ways that draw on and utilize local experience, including practices and processes in academic and administrative units.	<p><i>6.4.1: Recognize the distinct roles of the Academic Personnel Office (APO) and the Human Resources (HR) office and coordinate their different, but in many instances, related approaches; ensure that the community is aware of the programs.</i></p>

		<p><i>6.4.2: Recognize and utilize more effectively the inter-relationships between and among academic unit, administrative units, and HR offices.</i></p> <p><i>6.4.3: Develop implementation mechanism for the “Work Force Planning Project” that reflect University and unit priorities and the need for succession planning.</i></p>
	<p>6.5: McGill will improve communications about career development and job development opportunities.</p>	<p><i>6.5.1: Identify and use feedback from client groups to develop, implement, and enhance an effective communications strategy.</i></p> <p><i>6.5.2: The administration will ensure that an appropriate communications strategy is in place to inform the McGill community about existing and planned career development, skills development and job development opportunities.</i></p> <p><i>6.5.3: Institute an annual process for measuring and reporting on progress with associated</i></p>

		<p><i>communications strategies.</i></p> <p><i>6.5.4: Implement Recruitment to Retirement (R2R) Project to improve and automate processes pertaining to administrative and support staff management.</i></p>
<p><u>7: Implement new approaches to academic analytics, processes, tools and feedback loops</u></p>	<p>7.1: McGill will establish and augment a clear “Accountability Framework” to articulate strategic priorities and develop a systematic approach to a relevant and manageable number of measures for assessing progress in consultation with academic and administrative units.</p> <p>7.2: McGill will develop a shared sense that measurement of progress will provide useful information and the basis for informed decisions.</p> <p>7.3: McGill will routinely measure and document progress using Key Performance Indicators and other academic analytics.</p> <p>7.4: McGill will keep in</p>	

	mind international and national rankings to inform our progress in the pursuit of excellence.	
<u>8: Provide service to Quebec, Canada and the global community by means of activities and international collaborations with measurable impact</u>	8.1: McGill will continue to endorse, encourage and support diverse forms of community engagement as integral to a research-intensive, student-centred university.	<i>8.1.1: Identify ways to promote the integration of an emphasis on community service in teaching and research, especially when the latter has direct links to constituencies.</i> <i>8.1.2: The University community must be encouraged to identify ways to further support community engagement.</i>
	8.2: McGill will build on and promote the multiple service initiatives to local, provincial, national, and global communities to further increase university-wide collaboration in support of these initiatives.	<i>8.2.1: Establish a University-wide system for tracking and supporting international educational and service activities to the local, national, and international communities.</i>
	8.3: McGill will engage in strengthened internal and external communication about the extensive local, provincial, and national, and international service activities on our two campuses.	

	8.4: McGill will enhance recognition and visibility of community service activities.	<p><i><u>8.4.1:</u> Advance recognition in the internal and external communities about the extensive service activities on campus.</i></p> <p><i><u>8.4.2:</u> Encourage and facilitate hosting international events and activities, including conferences, with high-level international organizations.</i></p> <p><i><u>8.4.3:</u> Improve communications with aboriginal communities.</i></p>
<u>9: Encourage diversity in origin and ideas among students, faculty, and staff.</u>	9.1: McGill will work to build a diverse work force that is representative of the pool of potential candidates with appropriate qualifications from designated groups while retaining individual merit and achievement as the prime criteria for all staffing decisions.	
	9.2: McGill will recruit, retain, and provide appropriate professional development and support for a diverse administrative and support staff.	<i><u>9.2.1:</u> Evaluate existing programs and establish new programs and provide resources to implement programs aimed at increasing diversity of qualified students.</i>

		<p><i>Administrative and support staff.</i></p> <p><i><u>9.2.2:</u> Promote and improve communication about the activities of the Aboriginal work force subgroup.</i></p>
	<p>9.3: McGill will reinvigorate efforts to recruit and retain qualified students from diverse socio-economic backgrounds and under-represented minority groups, including Aboriginal students.</p>	<p><i><u>9.3.1:</u> Strengthen mechanisms, such as the development of outreach programs and portfolio review for under-represented and Aboriginal students.</i></p> <p><i><u>9.3.2:</u> Promote and improve communication about activities conducted the Aboriginal Community Outreach coordinator.</i></p> <p><i><u>9.3.3:</u> Broaden academic unit participation in activities related to Aboriginal students.</i></p> <p><i><u>9.3.4:</u> Demonstrate a commitment to making the University more physically accessible through the implementation of Universal Design principles.</i></p>
<u>10: Attain pre-eminence</u>	10.1: McGill will promote	<u>10.1.1:</u> Acknowledge

<p><u><i>in education for the professions</i></u></p>	<p>the contribution of professional programs to the welfare of society in Quebec, in Canada, and internationally.</p>	<p><i>education for the professions in the University's mission statement and ensure that it influences strategic decisions.</i></p> <p><i><u>10.1.2:</u> Communicate to internal and external audiences the value of service provided by McGill's professional programs to the local, national, and global communities.</i></p>
	<p>10.2: McGill will aim to have a more significant influence within Professional Orders and more specifically within the Education Committees of the Quebec "Ordres" (comités de la formation).</p>	<p><i><u>10.2.1:</u> Develop closer ties with sister Quebec universities to address common issues and increase McGill's presence within the Ordres.</i></p>
	<p>10.3: McGill will recognize that academic units that offer professional programs have additional needs and requirements, in particular and not limited to, accreditation exercises.</p>	<p><i><u>10.3.1:</u> Create an Advisory Committee to the Provost on Professional Programs and strengthen communication, coordination and support for the University's professional programs.</i></p>
	<p>10.4: McGill will recognize the contribution of professional programs</p>	<p><i><u>10.4.1:</u> Investigate the option of acknowledging professional students in</i></p>

	contribute to the welfare of society provincially, nationally and internationally.	<i>the University mission statement.</i>
	10.5: McGill will emphasize an increased presence within the Orders and more specifically within the Education Committees of the Orders (<i>comités de la formation</i>).	<i>10.5.1: Develop closer ties with sister Universities in Montreal and Quebec to address common issues.</i>
	10.6: McGill will recognize that professional programs have special needs independent, including role of clinical personnel, from those of the parent unit.	

Appendix B—Acronym Key

APO—Academic Personnel Office

ASAP—Achieving Strategic Academic Priorities

EDW—Enterprise Data Warehouse

FY—Fiscal Year

GAP—Graduate Admissions Project

GPS—Graduate and Postdoctoral Studies

HR—Human Resources

iPLAI—Institute for Public Life of the Arts and Ideas

PIA—Planning and Institutional Analysis

PTFDECE—Principal’s Task Force on Diversity, Excellence and Community Engagement

SEDE—Social Equity and Diversity Education

SEM—Strategic Enrolment Management

SRI—Strategic Reframing Initiative

SRP—Strategic Research Plan

TLS—Teaching and Learning Services

U15—Top Canadian peer universities (comparator group)

WFP—Work Force Planning