



McGill University

Strengths and Aspirations

A white paper call to action regarding McGill University's future

Université McGill

Atouts et ambitions

Livre blanc sur l'avenir de l'Université McGill

Professor Anthony C. Masi, Provost

MESSAGE FROM THE PRINCIPAL

“The mission of McGill University is the advancement of learning through teaching, scholarship and service to society, by offering to 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 those ways for which we are well-suited by virtue of our academic strengths.”

The essence of excellence

For more than 185 years, the greatest strength of McGill University has been its unwavering commitment to excellence and its willingness to be judged by the highest standards in the world. And by these standards, our university has excelled far beyond any reasonable expectations. McGill has produced a disproportionate number of Nobel laureates and world-famous musicians, renowned writers and Olympians, management gurus and medical pioneers. From Sir William Osler to Ernest Rutherford to Julie Payette, the university has been the renowned home of countless remarkable individuals who have shaped the course of this country and of history itself. This has been true for many decades and indeed, it is true now: we, the heirs to a great tradition of accomplishment, share our campuses with many international leaders in a wide variety of fields. The unwavering commitment to excellence is alive and well at McGill.

It is a calling of the highest order to serve such a university, and since 2003, I have had the great honour of being the Principal and Vice-Chancellor of Canada’s foremost research and teaching institution. This is a unique privilege, one that carries the responsibility to do even better. My colleagues in the administration, our professors, and indeed the entire McGill community are committed to continuing a spectacular record of achievement, realising our highest aspirations and expanding our distinctive contributions.

As we look to the future, McGill is superbly positioned to outperform its past in fulfilling our mission to advance knowledge through teaching, scholarship and service to society. As individuals and as an institution, we must seize every opportunity to aim higher, to perform better, to fight complacency, to recruit the best minds and provide them with the support they need to excel. We move forward or we fall back.

There are no shortcuts to being among the best in the world. McGill’s success has been hard-won. The vision of our founders was prophetic. Our motto-- “Grandescunt Aucta Labore”— translates to: “By hard work, all things increase and grow.” In an increasingly international and competitive world, those words are deeply relevant today. The McGill community is committed to overcoming limitations that might hold others back as it always has. Our success in fulfilling our mission as a leading, public research and student-centred university will bring

enormous benefits to our students, to the economy and to the health of society as a whole, as well as to the advancement of knowledge in the world at large.

This document charts an ambitious plan for the coming years, one that builds on our core and multidisciplinary strengths in teaching and research, our distinctive legacy of excellence and achievement. It focuses on our commitment to the highest academic, intellectual and ethical standards of performance, the remarkable quality of our faculty, students, staff, alumni, and programs. As well, it puts a large focus on our distinctive international makeup, reach and outlook.

The White Paper, which is the result of an extensive planning exercise led by McGill's provost, deans and other academic leaders, outlines the priorities and goals we have set for ourselves and provides a framework for the necessary discipline and action to seize every opportunity for success. It is a valuable roadmap, built on hundreds of hours of discussion among those dedicated to McGill, to scholarly achievement, and to greater heights of excellence. It is a reflection of our shared aspirations for McGill, for the quality and impact of our programs at the local, national and international levels.

I would like to offer my profound and sincere thanks to the provost who framed and wrote this document as well as to the deans, colleagues and friends who have contributed to it by offering focus and direction to our collective high aspirations.

Challenge to all

Universities fuel our social, cultural and economic institutions, and they help shape our communities. Universities promote the free exchange of ideas and encourage open and meaningful debate. The health of democratic society depends on that debate and exchange. Universities wrestle with our most difficult problems, and formulate solutions to dilemmas across the spectrum of human activity. How do we sustain a life-giving environment? What is the role of the free market? How can we cure cancer? These are the questions we tackle. Universities have become the defining institutions of modern life, devoting themselves to finding deeper definitions, deeper meanings and deeper resolutions.

This "White Paper Call to Action" outlines a plan to build on our areas of core academic and research strength, a way in which to create a better learning and research environment for our students and professors, one which offers the support and services they need to excel at McGill. It also contains a crucial challenge for every member of the McGill community. Our university's future success depends on each and every one of us playing a role to advance progress on every front. With a collective focus on our future success, we can be more strategic in the face of intense international competition for both talent and financial resources.

The future is ours to create. In a global society where knowledge is emerging as the most valued and mobile currency, we have an obligation to ensure that McGill prospers. A

university that is renowned for saving lives, enriching human experience and building prosperity deserves our energy and imagination.

We have much to be proud of at McGill: we recruit the brightest students from across Quebec and Canada, and from more than 140 countries around the world. Once here, they continue to perform, leading in national awards and graduation rates. Our academic and professional programs are recognized around the world for quality and high standards. McGill is Canada's leading research-intensive university: our research successes and citations are among the highest in Canada. We are recruiting the brightest professors from around the world: more than 600 in the past six years alone. But as we build on our core strengths, we must nurture an atmosphere of excellence, and continue to aim high.

Realising our goals

Several important themes emerge in the White Paper Call to Action. The environment in which McGill operates is increasingly competitive and international. We need to continue to attract the best students and faculty, the best minds and ideas, and, effective, competitive levels of funding for teaching and research. The recruitment and retention of outstanding faculty members, providing appropriate levels of financial and academic support for graduate students, the availability of infrastructure and operating support for research, the provision of top quality services for our faculty and students: these are among our major challenges.

In this regard, we have set clear targets:

Advance further into the top ranks

- Aggressively recruit the very best minds and build on our areas of academic research strength, enhancing not only core disciplines, but building heightened spikes of excellence in such areas as the neurosciences, public policy, environment, computation and statistical modelling, nano-science and advanced materials, integrative systems biology, languages, literatures and cultures, and pain research. As well, develop further key interdisciplinary areas of research and teaching, including public policy and environmental studies.
- Enhance our academic and research programs in our areas of excellence to achieve world leadership in targeted areas of strength. As such, we aim to win more international prizes, awards of distinction, and yes, bring Nobel Prizes back to McGill and Canada.
- Build on our strength as Canada's top-ranked university in research funding and publications. Achieve the top position nationally on a per-faculty basis with regard to number and impact of citations and in the top ranks internationally.
- Maintain our position as Canada's number-one university on the world stage and enhance McGill's reputation internationally as a research-intensive and student-centered university with the highest standards of achievement.

Strengthen graduate student programs and support

- Increase the proportion of graduate students, retaining the lead among Canadian universities.
- Enhance the financial and other support we provide to graduate students to rank with the best, so as to recruit the very best minds, thereby ensuring that the quality of our graduate students is uniformly high, ranking with the best in North America and worldwide.
- Guarantee high quality supervision across every graduate program and improve all aspects of graduate studies.

Focus on support and quality for undergraduate students

- Guarantee that students have access to meaningful research experiences during the course of their studies. Expand the research opportunities for our students by creating optimal synergies between teaching and research at the undergraduate, as well as graduate levels and in professional programs.
- Enhance accessibility and support to undergraduate students to ensure that no qualified student will be denied an education because of insufficient financial means.
- Streamline and improve the support for students to ensure the highest quality service from all areas, enriching the student experience and ensuring that they receive the support they need to use their talents fully. The Principal's Task Force on Student Life and Learning is making recommendations to improve services and support to enhance the student experience at McGill. These include improvements to academic and career advising, mentoring by faculty, achieving optimal class sizes and financial support, and creating opportunities so that students may take full advantage of our unique location, our international character, plus our networks in Quebec, Canada and around the world. These are our goals.
- Guarantee that undergraduate students have opportunities to study and work closely with tenured faculty, ensuring that each student knows at least one professor well enough to receive an informed letter of reference upon graduation.

Improve the physical and human environment

- Beautify the campus by carefully planning sustainable development of our physical plant, guided by our mission and by the principles of respect for our patrimony and the environment.
- Ensure an environment that is welcoming, safe, progressive, accessible and pleasant, that instils pride, a sense of belonging and community, and that fosters a positive engagement of staff, students and faculty in a dynamic, diverse and high-quality context of research, learning and discovery.
- Promote further an environment of tolerance, understanding and civility, freedom of expression and association within the academic context, and encourage behaviour that

is always accountable, respectful of others and reinforcing of a strong university community.

Achieve appropriate levels of funding

- Achieve and sustain appropriate levels of public funding on a predictable and stable basis, competitive with the best public universities.
- Achieve private funding levels that will enable us to recruit the very best professors and students, enhance support for our teaching and research activities, and our student services. Push the boundaries of excellence in a way that is not possible through public funding alone.

Boost and measure our progress

- Enhance professional development for staff.
- Implement a full range of meaningful internal performance indicators and peer-institution benchmarking to track our progress in achieving our goals.

A new era of potential

Around the world, the intellectual landscape is shifting as new configurations of knowledge emerge. We will structure our teaching and research resources to foster the interaction of intelligence within the university and beyond. We must be in a position to respond quickly to emerging multidisciplinary avenues of discovery and innovation. We will further develop critical masses of excellence in targeted areas of teaching and research in order to compete with the best in the world. This requires planning and marshalling our resources in a more focused and strategic way, especially in highly promising areas of fundamental and interdisciplinary activities linked to our distinctive strengths and mission. We must also continue to advance our overall strengths at the departmental and faculty levels. We will do more to encourage and reward top performance, and we will all be accountable for progress and performance.

In an increasingly complex world, it is essential to take full advantage of our distinctive international makeup to enrich our learning environment and research. We will make the most of our unparalleled connection to networks of people, knowledge and technology both at home and around the world. We will also capitalize on McGill's essential characteristics so that more students will benefit from our international character, as well as from our uniquely bilingual and bicultural location in Quebec.

Our students and the quality of education at McGill are, along with research, at the core of our mission. We aim to rank first among North America's leaders in enhancing the quality of undergraduate education with the quality of our research. We will improve the student experience by placing more emphasis on providing support and student-centered teaching and learning.

We are committed to nurturing a learning environment in which students are offered an exceptional educational experience, enabling them to reach their full potential, in which research and enquiry flourish in a culture of innovation and excellence, and in which diversity and the exchange of ideas are cherished in an atmosphere of tolerance and understanding.

We are at a special moment in the life of our great institution —a moment full of promise, talent and quality. At the same time, we face significant challenges. At McGill, we have the capability and potential to reach an optimal level of performance as laid out in the White Paper.

A stronger McGill

Throughout its history, McGill has demonstrated a remarkable capacity to achieve greatness under conditions both optimal and otherwise. It is not good enough to live up to McGill's illustrious history. With confidence and excitement, we look to the future and take on the challenges of advancing even further into the top ranks of the world's greatest universities.

As we commit ourselves to the plans and undertakings that will build on the very best of McGill's historical and current strengths, and position us distinctively at the highest world level for tomorrow, we must commit boldly and with conviction to increase our momentum - and we will. I thank you all for your contributions to this worthy goal, and to our success.

1. INTRODUCTION

In the Fall 2003 the Principal of McGill University charged the Office of the Provost:

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|---|--------------------------------------|
| ➤ to lead the academic community in a review of our successes and failures, a systematic exposition of McGill's internal strengths and weaknesses; | Review successes and failures |
| ➤ to measure the challenges we are likely to face over the next five to ten years, and assess the threats that have emerged in McGill's external environment; | Measure challenges |
| ➤ to set new strategic directions for the University; | Set strategic directions |
| ➤ and, to verify or modify existing policies, processes, procedures, and practices in support of continuous academic planning. | Continuous planning |

This mandate also called for assurance that all of our teaching and research programs continue to have significant measurable impact and to meet the highest international standards of exceptional academic quality.

Significant impact
Exceptional academic quality

Based on extensive consultations with Deans and their Faculties, as well as on an evaluation of written submissions and based on interactions on preliminary version of this document at Senate, the Board of Governors, and in various forums around McGill's campuses, the Provost has:

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| ➤ reviewed the goals of each Faculty ¹ and unit separately; | Academic priorities |
| ➤ assessed these objectives against current and projected resources; | Resources required |
| ➤ and identified a set of academic priorities with broad cross-university resonance. | Broad resonance |

The academic plan presented in this document:

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| ➤ summarises the conclusions of these deliberations; | The cornerstone:
values and priorities |
| ➤ states the fundamental values and goals that will guide McGill; | |
| ➤ and, outlines the most important actions to be taken over the next five years. | |

¹ To avoid confusion between faculty as professors and Faculty as an academic unit, the convention of using lowercase for academics and uppercase for units will be observed.

An annual cycle of evaluation and iterative adjustments of academic goals and objectives provide respectively the cornerstone and the framework of current planning efforts. The academic values and priorities of the University as laid out in this document provide the structure from which other planning activities and resource allocations are or will be derived.

**Implementation,
evaluation and
adjustment cycle**

**Resource allocations
to academic
priorities**

First, planning identifies academic priorities and allows for integrated multi-year budgeting so that resource allocations in turn are based on the identified academic priorities. This represents a significant change from the previous McGill practices of annual formulaic or discretionary distributions and fragmented requests by Deans to a variety of central administrators for resources. It also requires the Board of Governors to endorse and support the administration's longer-term goals by accepting the multi-year time horizon.

**Integrated multi-
year budgeting**

Second, the very same academic priorities that inform multi-year budgeting are also the key to all other resource allocations to each Faculty, administrative unit, and support service. Quality-driven and accountability-based "annual operational compacts" with each Dean and Faculty will reflect achievable annual objectives based on the multi-year priorities and goals. Consequently, all short-term resource commitments, regardless of source, will correspond to or provide significant support for stated and agreed upon academic priorities. The implementation of the procedures that is necessary to guarantee such coordination also marks a significant change in McGill's current practices.

**Annual operational
compacts**

Third, this strategic academic plan and its concomitant evaluations, adjustments, and iterations will provide the principal inputs in support of the new "McGill Physical Master Plan", due to be presented and adopted in fall 2006. Any proposed re-allocation or development of facilities will guarantee that the resulting physical layout of our campuses supports the academic priorities that have emerged from the consultative process with Deans and their Faculties or the Directors and their administrative units or those that provide professional services. Consonant with this approach, even short-term space allocations will reflect academic priorities and these will require greater cooperation among Deans, Directors and Chairs in the assignment and sharing of University space.

**Master Plan for
physical
development**

Fourth, academic priorities will guide the establishment of goals and targets as well as assist in the preparation of support materials for the comprehensive advancement campaign underway in order to maximize

**Comprehensive
advancement
campaign**

McGill's revenue stream and asset base.

The design of McGill's academic plan and priorities is based on an understanding of universities as dynamic institutions that are best guided by building on the already existing quality of academic activities and by providing a flexible blueprint for future directions for development. Indeed, the future of McGill rests on the dedicated application of the talent and skills of all of our professors, students, service professionals, and administrative and support staff, in the university administration and in the Faculties, who will build that future, albeit under a range of not always predictable circumstances.

Building on existing strengths

Flexible blueprint

Talented and skilled people in the McGill community

By the very nature of their work, researchers respond to new challenges and open new avenues for investigation and study. Consequently, professors routinely modify the curricula they teach and change the academic programs they offer. As part of a normal cycle of research-generated knowledge in their fields of inquiry, professors often radically alter their research and teaching programs in the face of paradigm-changing discoveries. The academic plan and the proposed priorities contained herein are a sign of the respect we have for that reality. We will also take stock of where we may be offering too many choices and where we are adding new courses without revisiting the optimal complement of course offerings.

Dynamic curricula, academic programs, knowledge

Paradigm-changing discoveries

Universities are also in a dynamic relationship with those who fund them. Government programs, donor generosity, and student preferences provide new opportunities for development consistent with our academic priorities. Federal, provincial, and even municipal governments modify funding programs and set new and sometimes conflicting objectives that will often intersect with our stated priorities. A publicly funded university must anticipate wherever possible and respond rapidly whenever desirable to these shifts in emphasis at all levels of government, without losing sight of its core mission and objectives. The contributions of private donors to the core resource base are increasingly an essential element in the evolution of the University's capacity to meet challenges and optimise quality in a timely and effective manner. Students choose programs that reflect their interests and meet their academic and professional goals, and these choices contribute to the evolution of the University's plans and programs. Once again, this document reflects these dynamics.

Government programs

Donor generosity

Student preferences

By many measures, McGill is already a successful, ambitious research-intensive and student-centred university operating in an internationally competitive environment. To remain successful, we will set demanding goals and put in place mechanisms to make possible their attainment.

Research-intensive, student-centred

We will recognise opportunities and be poised to take advantage of those that occur. McGill will be forward looking: our past achievements alone will not carry us to future successes.

Forward looking

As a community, we will take measure of the future we want to create and work together and strategically towards it. Today the pace of discovery, the rapidity of change, and an intensive internationally competitive environment allow talented professors to be highly mobile, provide gifted students with more options, and make financial resources more volatile. In short, we will attend to McGill's future consciously, conscientiously, and with passion. We will contemplate and move actively towards the attainment of our goals, mindful of the strategic approach to be employed in order to be successful.

Create the future

Professors are mobile

Students have options

Financial resources are volatile

The academic priorities described in this document represent consultation and reflection and provide an invitation to do ever better those things that we have always done well and to start new undertakings so as to be leaders from the beginning.

Invitation to do better

Our quality and distinctiveness as a university, our civility, collegiality and community engagement, and our diversity and international character are valuable in their own right. The attributes and characteristics of honesty, trust, respect, fairness, and responsibility also make significant contributions to our great academic strengths.

Quality and distinctiveness

We will:

- achieve and sustain excellence in teaching based on sound pedagogical principles;
- produce the best quality and highest impact research and scholarship;
- have the most highly regarded programs;
- and, engage and contribute to the world around us in a powerful and constructive way.

Excellent teaching

Best quality, high impact research

Highly regarded academic programs

Engagement in the world

McGill is an outstanding university, already at home among the best. Yet, we will continue to enhance our quality, improve our performance, increase our impact and augment our resources. Acting to build on our strengths as well as to recognize and seize our opportunities, we now aim to act collectively to be better yet, and to improve our place among the top public universities in the world. To do so, we will benchmark our progress against peer publicly funded research-intensive universities, in Canada, North America, and the

Benchmarking indicators

world, using appropriate indicators. This is a task that all Deans and Directors will now take on.

This white paper, a call to action, outlines McGill's distinctive opportunities, goals, and challenges, those things that are at the very heart of who we are and have been for 185 years. It also provides a roadmap for actions that we as a community will undertake in order to guarantee that we retain and enhance our position among the world's truly great research universities.

Call to action

A university is defined by its people: students, faculty, professionals, administrative and support staff. McGill's profile is changing because of the increasingly diverse international nature of our people: students, new faculty members and administrative and support staff drawn from both around the world and the multicultural reality of Montreal.

McGill: defined by our people

These strategic directions going forward will add new dimension to McGill's distinctive features while building upon the core values and attributes of McGill: a strong, dedicated, and dynamic professoriate that excels in research and teaching; students at all levels who value the unique educational experience that the University offers; administrative and support staff, service professionals, and administrators who understand and support the academic mission and priorities of the faculty and students; alumni whose dedication and commitment to the institution is unrivalled in Canada; and friends who sustain McGill's efforts to enhance its position among the world's best publicly funded, research-intensive, and student-centred universities.

Core values and distinctive features

Enhance McGill's position among the world's universities

The following sections will elaborate our strategies in the following areas:

Outline

- overarching goals,
- the professoriate,
- the undergraduate experience,
- graduate studies and research preparation,
- fundamental disciplines and interdisciplinary themes,
- academic support services,
- support staff,
- quality assurance and benchmarks,
- next steps.

2. MCGILL: PURPOSE, CULTURE, VALUES, CONTEXT, AND OVERARCHING GOALS

Universities embody a hard-won, time-honoured tradition of free inquiry, of following knowledge where it leads, of a tireless quest for data, knowledge, and truth. All of which ensure that diverse points of view are not only heard, but embraced. These fundamental academic freedoms must be preserved as they protect our society's legacy of intellectual and scientific accomplishments and its need to pursue the vigorous – though often messy – process of innovation. The dynamic tensions inherent in a university are a source of strength and vigour; they are also, of course, a dare. Some order is necessary for the system to function, so the reconciliation of strategic method and creativity, and rights and responsibilities, represents both a challenge and opportunity.

Free inquiry

Academic freedoms

Reconciliation of method and creativity

Universities, by their very nature, provide some distance from everyday concerns. This distance is not a luxury, but is essential to a university's functioning. Nonetheless, universities should and do constantly engage the world which surrounds them. At some times we report from a distance on our world and our culture and at other times we show the way, indeed we lead by example.

Balance of engagement and distance

At their best, universities are communities and a sense of community undoubtedly defines McGill. The interplay of scholars, the exchanges between teachers and their students, the apprenticeship-like quality of research degrees, even the way in which we govern ourselves, collegially, are manifestations of our community. The involvement and contributions of administrative and support staff, friends, and benefactors further enrich this sense of community. McGill's community is large and diverse: ranging from the solitary scholar writing the definitive book to the large research team of thirty or more people working at the frontiers of science, and everything in between. The sense of McGill community is particularly strong among alumni. Realising and reinforcing excellence in practice within McGill, with almost forty thousand students, faculty, and support staff, and over 180,000 living alumni, requires constant self-examination of all aspects of our programs and activities and reinforcement of the strengths and value of the institution as a whole. McGill is committed to repeated internal evaluation; confidence in our own value will be combined with critical appraisal that can lead to strategic repositioning.

University as community

Strong alumni support

Confidence in our own value

Universities come in many shapes and sizes. Among research-intensive universities, ours is of medium size by North American standards.

Research quality and intensity

McGill has an intensely strong research culture and is often recognised as the leading research university in Canada, certainly when measured in per capita terms based on the number of faculty. McGill has gained a well-deserved international reputation due to the significance and impact of its research and scholarly work. We also have, by any standard, a remarkable student body and a commitment to research-informed teaching and learning. McGill has a long history and a deep sense of its tradition and culture, one where quality and community engagement as well as intangible academic values are of crucial importance.

Remarkable student body

Intangible academic values

McGill has been characterised by strong local initiatives as well as by a sturdy bond of institutional culture, values, and shared goals. Faculties are given significant local autonomy to do their work within this institutional framework and it is our Faculties, and the interaction among them, that ultimately define McGill's success and impact by giving expression to the academic priorities of the university. A major challenge in any planning exercise is reconciling and preserving core academic initiatives while giving the whole functional coherence. We will realise strategic gains through institution-wide collaboration and engagement so that the combined efforts will produce results greater than those that would be obtained from individual efforts. McGill is therefore somewhat of a hybrid with respect to operational framework – neither wholly centralized nor decentralized, but rather well-positioned to build on the strengths of a strong federated model.

Faculties give expression to academic priorities

Functional coherence

Strategic gains

There is a remarkable culture of civility at McGill: fierce debate takes place in a collegial context, respect for the other's voice is manifest, and commitment to the mission of the institution is a prime value. People and purpose matter at this university.

Culture of civility, people matter

McGill is a publicly-funded English-language university with its principal campus in the downtown core of Montreal, the only French metropolis in North America. For decades, it has been possible for our students to write their papers and take exams in French. Our community is more bilingual in Canada's two official languages than perhaps any other. Montreal is a vibrant city, home to people of many languages and cultures. Indeed, the cosmopolitan character of Montreal influences the ways and means of university studies and research at McGill in myriad ways. This diversity in and of itself is an important strength for McGill.

English-language university in a French metropolis

McGill in Quebec

Our commitments to high quality university academic programs and exceptional teaching, to outstanding research, to broad outreach within Quebec, Canada, and across the world play a major role in helping to shape and to build Quebec's cultural, social, economic and political

Outreach activities

future. McGill is proud and committed to play a significant role in that future by means of excellent outreach programs, such as the Office for Science and Society and the Redpath Museum, and through a variety of continuing education efforts.

We are also deeply rooted in the Canadian experience. Our history, our scientific and scholarly work, and the fact that we continue to prepare so many national leaders, make McGill a powerful force on the Canadian landscape as well. McGill provides Canada with some of its best talent and is the source of many of its greatest innovations.

**McGill in the
Canadian experience**

No other Canadian university can claim McGill's enviable international reputation and global reach: we are in many ways Canada's national and international university. McGill has successfully recruited faculty and students from across the world. Every kind of diversity is discernible in our community of scholars, yet we are firmly linked to one another through a university-wide commitment to academic freedoms, excellence, and impact. Our research and scholarship contribute to global debates on how to build a more secure, tolerant, and respectful world. Recognising that knowledge has no borders, McGill participates in a wide range of distinguished international programs and networks and searches for partnerships with universities who share common interests, academic values and research strengths. We also maintain strong links with our alumni who span the globe.

**Canada's most
international
university**

McGill's well-proven capacity to integrate its multiple identities as a Montreal, Quebec, Canadian and international university of excellence is one of our strongest assets. This integrity of identities allows McGill to act both locally and internationally from a powerful base. We bring together the best students, the best faculty, and dedicated staff and alumni to create and disseminate knowledge and build innovation. This is a great asset for Montreal, Quebec and Canada as a whole.

**Integrated multiple
identities**

In the sections that follow, this white paper sets out a vision and a plan, as well as a draft roadmap to implement and support McGill's academic mission. The context has many familiar players, each defining values, goals, and objectives, but now filling roles, taking on characteristics, and accepting accountabilities that are new to them. Our academic priorities will be expressed, stewarded and held accountable at the institutional and Faculty levels, with considerable local autonomy in program implementation consistent with this framework.

**Roadmap to
implementation**

We at McGill are firmly committed to achieving our mission and realising our ambitions within the framework of a publicly-funded institution. However, public funding alone is not sufficient to do either.

**Framework of public
funding**

New and diverse resources will be found to supplement, not replace, a firm commitment by government to supporting universities. However, it is imperative that we recognise current resource constraints and prepare ourselves to reallocate resources to the highest academic quality and impact as represented in our academic priorities. Consequently, we have changed and are ready to continue to change the way we plan for and build McGill's future.

Diversify resource sources

Even as direct funding from government, in the form of operating grants, decreases as a percentage of the University's budget, there is an increase in the expectations of government and the public for accountability regarding our performance in teaching and research. Operating grants and research funding now come with more up-front controls and targeted spending, rather than an expectation of after-the-fact accountability. Consistent with the growing culture of accountability, we will both undertake serious representations to governments to increase support for the basic mission of the university and work to free our hands to raise revenues in an accountable, but re-regulated way.

Increased accountability

Targeted spending

Re-regulation and accountability

McGill University and its community are committed to realise the highest aspirations and the noblest values in the attainment of our mission. Achieving our goals and objectives, given constrained resources and in the current context of fierce international competition for talent, requires that McGill develop and maintain the infrastructure needed to attract and retain world-class professors, service professionals, and administrative and support staff. To do so will require a plan, determination and strategic leveraging of resources.

Fierce international competition for talent

Despite McGill's proud history of significant scholarship and continuing excellence, there are several areas that we must strengthen if they are not to turn into weaknesses and vulnerabilities:

Areas to strengthen

- graduate student funding for those enrolled in research programs,
- needs-based student financial aid at all levels,
- co-ordination of resource allocations,
- recruitment and retention of the highest quality faculty,
- relative research performance,
- and, infrastructure, facilities, and support services.

Graduate student funding
Student financial aid
Co-ordinated resource allocations
Recruiting and retaining faculty
Relative research performance
Support structures

In order to plan our future,, we need meaningful indicators of our performance in these areas using our peer publicly-funded research intensive universities as benchmarks.

Need for benchmarking

A planning exercise, especially one as ambitious as this one, will be about the choices we are going to make and the concrete actions, activities, and tools we will employ to achieve them. We must have broad engagement on our academic priorities to provide:

- strategic directions,
- guidance to annual resource allocations in the annual operational compacts,
- a backdrop for the Master Plan's development of our physical facilities,
- and, priorities in support of the comprehensive capital campaign.

Overarching goals: McGill will consistently rank among the top ten publicly-funded, research-intensive universities worldwide and in selected areas our performance will unambiguously position the University among world leaders. We will achieve this aided by our plans and implementation of them, measuring our progress and readjusting our roadmap against our successes, our areas of progress, and the challenges and opportunities we meet.

Our performance expectations include but are not limited to:

- maximising our funding with federal and provincial granting councils;
- maintaining our position as Canada's most research-intensive university by all indicators
- providing graduate student funding equal to or exceeding our peer institutions;
- achieving top rank among North America's leaders in the impact of our research and the quality of our teaching programs;
- attaining recognition for a leadership role in student-centred learning;
- improving the quality of student life and learning;
- optimising the synergy between our strengths and those of Montreal and Quebec;
- ensuring sufficient aid so that financial exigencies do not block access to qualified applicants at the undergraduate level;
- achieving funding levels that are predictable, sustainable, and competitive with our peer public research universities in Canada, North America, and worldwide;
- successfully attracting national and international awards and

Choices and actions

Academic priorities

**Strategic directions
Operational compacts**

Physical Master Plan

**Comprehensive
capital campaign**

**Overarching goals: in
the service of
excellence**

**Maximise federal and
provincial research
funding**

Research-intensity

**Graduate student
funding**

**Top rank in impact of
research and quality
of teaching programs
Student-centred
learning
Quality of student life
Capitalising on
geography
Sufficient student aid**

**Predictable,
sustainable,
competitive funding
levels
Attracting awards and
prizes**

- prizes of distinction for our deserving faculty members;
- participating as valued partners in key international networks linked to our priority research areas;
- and, enhancing our national and international reputation based on our distinctive character, high quality, and significant impact.

**International research
networks
International
reputation**

These goals are ambitious but attainable if we identify academic priorities, and if we design an implementation strategy that also allows our resource base to grow and ensures that all allocation decisions support these academic priorities and the advancement of excellence.

**Academic priorities to
drive resource
allocations**

3. THE PROFESSORiate: SUPPORT AND RENEWAL

Objective I: McGill will pursue an aggressive academic renewal plan.

Intensive academic renewal

Excellence in research, teaching and service is directly attributable to the quality of a university's professors. Professors create the academic environment that attracts talented students at both the undergraduate and graduate levels; it is professors who build the curricula and realise the discoveries that lead to new knowledge and innovation.

Quality of professors key

McGill has been able to attract exceptional faculty from around the world for nearly 200 years and we are now in a particularly intense period of academic renewal. Over the past five years, we have hired over 500 new tenure track staff for a net increase of approximately 250 professors. We are engaged in one of the most intense recruitment efforts among universities of our size in North America. Already, the excitement associated with new, dynamic faculty is evident, and we plan to continue this renewal until 2010. By that time the professoriate at McGill will have been profoundly transformed: there will be approximately 1000 tenured or tenure-stream professors, out of an estimated total of approximately 1550, with less than a decade of experience at McGill. The projected number of tenure-track professors is based on a set of revenue and expense assumptions built into a multi-year planning and budgeting framework that has been approved by the Board of Governors, and is consonant with appropriate student to professor ratios in different disciplines.

Net increase in number of professors

Professoriate transformed

Academic renewal requires that we attend to three important tasks:

- nurturing the early careers of new professors,
- supporting the careers of established professors,
- and, managing the retirements of professors who have dedicated their careers to McGill.

Strategy I.1: McGill will use named chairs to ensure both the recruitment and retention of excellent professors.

Recruit and retain excellence

The Canada Research and McGill-Dawson Chairs, together with privately endowed chairs, about 110 in all, recognise peaks of achievement of our faculty members and reflect well on the reputation

Chairs are a form of recognition

of our University. These forms of recognition of excellence are to be maintained and new ones will be developed.

Action I.1.1: The University will continue to use its CRC allocations to strengthen areas of strategic importance through external hires.

Recruit with CRCs

McGill will continue to recruit the very best professors. Uniquely among our peers, we have used our allotment of approximately 160 Canada Research Chairs (CRC) exclusively to recruit exceptional professors from around the world.

Action I.1.2: The University will recognise the merits of worthy internal candidates by continuing the McGill-Dawson program and through endowed named chairs.

Retain with McGill-Dawson program

McGill will aim whenever possible to retain the very best professors. We have created the James McGill, William Dawson and MacDonald Chairs to reward current outstanding McGill professors. The number of internal Chairs matches the number of our CRC chairs. We will aim to significantly increase resources in support of endowed chairs.

Strategy I.2: McGill will ensure that monetary and other working conditions support recruitment and retention.

Offer competitive conditions

We must continue to offer attractive conditions for teaching and research and assist junior and recently hired professors as they build their research and teaching careers and seek external research funding.

Action I.2.1: McGill will maintain academic salary and benefits packages and working conditions that are competitive with top tier peer institutions in the G10.

Salary and benefits

The total compensation packages we offer to our academic staff will be competitive with those offered by the top tier of research-intensive universities in Canada to attract and retain world-class staff. Subject to budgetary constraints, McGill will continuously strive to keep average salaries for professors in the top tier of the most research-intensive universities in Canada.

Action I.2.2: McGill will continue to recognise and reward staff on the basis of merit.

Recognise and reward merit

We will maintain our merit-driven annual salary policy, which is supported by the McGill Association of University Teachers, to

provide to staff both incentives for and recognition of achievement.

Strategy I. 3: The University will facilitate the transition of new faculty and their families into the McGill environment.

Offer support for transition

As we recruit, we will be mindful of the needs of faculty and their families when they arrive at McGill and in Montreal. We know that moving to a new city or country is a significant undertaking and can be disruptive to both family life and professional performance.

Action I.3.1: The University will enhance services that address family concerns and issues of integration into the community.

Enhanced integration services

We are extending our services to assist with spousal employment, day-care, schooling, healthcare, immigration and the resolution of integration and transitional adjustments as necessary. This is an area of our operation where we seek significant improvements immediately. We will design and implement policies, procedures, and practices to help integrate partners/spouses of our tenure track hires into the local labour market. We will work to ensure that all of our incoming faculty are offered the opportunity and resources to become fluent in French.

Family concerns

Significant improvement

Fluency in French

Action I.3.2: Faculties will institute formal mentorship programs with the support of the Academic Personnel Office.

Formal mentorship programs

We know that good mentorship is essential in a variety of situations. Mentoring can improve teaching performance. It can be crucial in the development of a career: in the preparation for teaching, success of a research proposal or in the development of a tenure file. We will formally institute mentoring programs that will engage deans, directors and department chairs as well as established faculty colleagues to engage in effective mentoring, and to support new colleagues in building vibrant, high quality research collaborations and teaching programs across the university.

Career development

Strategy I.4 The University will help its faculty members, in particular new faculty members, to develop full and productive research careers.

Full and productive research careers

At McGill, tenure-track professors are expected to be actively involved in competitively funded research throughout their careers, as well as teaching. Faculty members are responsible for generating the majority of their research support from Quebec, Canadian, and international sources, and the University will support the environment in which this can happen. Grants are a means to an end; they are also

Competitively-funded research

a metric of performance in key areas of university research activity and contribute to the leveraging of a range of resources. Variations across disciplines and the nature of available grants will be taken into account.

Contextualize the grant as metric

Action I.4.1: The University will provide tangible support for new faculty to engage in research.

Tangible support

Early in their careers, we will provide start-up grants to new faculty members to improve their chances of success in attracting competitive research grants. Start-ups are meant to ensure that upon arrival at McGill new professors have operational laboratories, equipment and other resources that allow them to conduct their research and to seek competitive research funding opportunities.

Start-up grants

Action I.4.2: The University will provide appropriate infrastructure for all faculty to engage in research.

Library and information technology infrastructure

We will strive to realise the highest levels of support for information technology needs and state-of-the-art library and information services.

Strategy I.5: The University will help its faculty members, in particular new faculty members, to develop full and productive teaching careers.

Full and productive teaching careers

We will aim for and support the development of high level teaching skills, noting that these require nurturing.

Action I.5.1: The University will expand support for enhanced and improved teaching to individuals, departments, and units.

Enhanced and improved teaching

The Provost, deans, and departmental chairs, supported in part by the newly reconfigured Teaching and Learning Services, will be responsible for providing leadership and assistance to individual faculty members and to academic units. Teaching and program quality are monitored through the student evaluation of teaching and courses and through intense quality assurance practices that are incrementally and constantly adapted and augmented in a meaningful and thoughtful fashion to provide every opportunity to succeed.

Leadership and assistance

Student evaluation of teaching and courses

Quality assurance practices

Strategy I.6: The University will support professors as they prepare

Support in tenure preparation

for tenure.

We have high expectations of our professors and we aim to fully support them as they prepare for tenure and the establishment of an exciting academic career at McGill. Our support for faculty is also tied to our belief in the tenure process and to the high standard that being awarded tenure at McGill implies.

Action I.6.1: The University will insure appropriate information, support and mentoring are available for professors as they prepare their tenure dossiers.

Improve availability of information, support and mentoring for tenure

Strategy I.7: The University will develop and implement appropriate policies for non-tenure track academic staff.

Policies for non-tenure-track academic staff

While tenured and tenure-track faculty members form the core of the academic strength of the University, other academic personnel are also important to our success. Part-time instructors with special competencies, librarians, research assistants, post-doctoral fellows, and other types of professional and research associates form an integral part of the academic fabric of the University.

Action I.7.1: McGill will develop appropriate guidelines for development and recognition of the careers of non-tenure track academic staff.

Offer rewarding careers to non-tenure stream academics

We are taking stock of employment conditions at McGill with the goal of providing fair and rewarding careers and roles to all academic staff, and to our administrative and support staff.

4. THE UNDERGRADUATE EXPERIENCE: STUDENT LIFE AND LEARNING

Objective II: McGill University will continue to be the Canadian university with the highest proportion of undergraduate students from across Canada and around the world by offering an enriched student life experience in terms of both program offerings and services to students.

Internationalisation and enriched student life experiences

McGill recruits outstanding undergraduate students from Quebec, Canada and over 140 other countries in the world. While here, our students benefit from the learning that occurs in the classroom and beyond, through exchanges with equally outstanding and internationally diverse professors and with other gifted students.

Local, national and international students

Strategy II.1: McGill will maintain the quality of the undergraduate student population.

Action II.1.1: McGill will increase its undergraduate enrolments modestly and only in a targeted fashion consistent with growing excellence over the next three to five years.

Modest increase in enrolment over the next five years

We attract far more highly qualified applicants than we can admit. Every year nearly 25,000 individuals apply to one or more of our undergraduate degree programs, but we currently can only accept fewer than 5,500 new students. As part of our planning exercise with the deans of our teaching Faculties, we have identified some areas where, based on an assessment of already committed resources and under-subscription of students in programs, enrolments could grow, consistent with sustaining and/or improving our quality, and other areas where we simply cannot sustain any increases. Working closely with the deans and their associate deans, we will set our enrolment targets to allow for a modest increase in undergraduate students where appropriate, which will be carefully monitored to ensure that we can offer a place at McGill to more of the talented individuals who wish to study here without jeopardizing our capacity to provide them with a highly rewarding university experience.

Our capacity to recruit talented students is a source of pride, but it should not be a source of complacency. We need to improve the undergraduate experience of our students in a number of ways.

Action II.1.2: As student tuition and fees increase, McGill will systematically and proportionately increase the amount of financial aid available to students and facilitate the application procedures for obtaining it.

Increase quantity of and access to student aid

We will continue to recruit talented students from a broad and diverse population. While we recruit students from everywhere in Quebec, Canada, and indeed across the world, we want to ensure that financial need is not a barrier. To this end, we are making it possible for students to request student aid upon application rather than after they have actually enrolled. We have reinvested a significant portion of new international student tuition and fees into financial aid and will be seeking to grow the level of aid we can offer, especially in relation to tuition increases at the domestic level, with a target of between 20% and 30% of incremental increases in tuition.

Facilitate application procedures for financial assistance

Strategy II.2: McGill will enrich the academic experience of its undergraduates by enhancing its academic programs.

Improve undergraduate experience at McGill

Actions II.2.1: All Faculties will develop programs and approaches to ensure that research conducted by McGill professors actively informs the design of courses, programs, and teaching at the undergraduate level.

Provide undergraduates with research experiences

We are working with Faculties to introduce research as an essential element in our curricula; we will improve teaching laboratories; and we will develop a range of opportunities within and across Faculties for our undergraduate students to participate directly in research projects and promote these opportunities through the creation of a network of undergraduate research offices in our Faculties. Professors will have the opportunity, as appropriate, to emphasise team research projects, ensure that program curricula are updated continuously to take into account research developments, develop research seminar courses and other approaches. Departments will be polled to find out how they integrate tenure-track faculty early on into the undergraduate programs and facilitate outstanding senior researchers teaching introductory courses. All of these initiatives will be monitored in the performance of the annual allocation of resources via the operational compacts of our strategic planning process.

Undergraduate research offices

Bring research into the classroom

One of the great strengths of the undergraduate educational experience offered by McGill is our research-informed teaching and learning. Our professors bring research into the classroom, and we aim for them to bring undergraduate students to research. In comparison with the ten most research-intensive universities in Canada, we have done well in this regard. A recent analysis of the National Survey on Student Engagement (NSSE) survey indicated that McGill's undergraduate

Research-informed teaching and learning

students in their latter years explicitly recognise that the research conducted by their professors is used to inform teaching in the classroom. Yet more can and will be done so that this becomes one of the hallmarks of undergraduate education at McGill.

Action II.2.2: The University will maintain and shape appropriate accreditation for professional programs.

Accreditation of 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. That being said, McGill will take a stronger leadership role in shaping these standards and processes to be progressive and optimally useful.

Action II.2.3: The University will expand the range of international experience available to its students.

Student mobility

One of the features of an international university is “student mobility”. McGill supports student exchanges that are accessible to undergraduate students. Over the last few years, however, McGill has been receiving more international students on exchange programs than it sends to partner universities. All students benefit from the presence of international students in their classes, but they could also benefit greatly from the experience of attending another peer university for a semester or a year. McGill will seek to enhance the international experience of all students by expanding opportunities to participate in study abroad including international exchanges, field study programs, and formal internships, all of which bring our students into first-hand contact with people, problems, and issues from other cultures and backgrounds. The quality of our international undergraduate programs abroad and broad participation in these will become another hallmark of the McGill undergraduate experience. As in other programs of study, we recognise that such teaching programs depend fundamentally on the excellence and viability of the research efforts of McGill’s faculty members.

Increase the number of McGill students who have the opportunity of going on an exchange

Strategy II.3: McGill will enrich the undergraduate academic experience of its undergraduates by enhancing its services.

Guarantee availability and quality of academic advising

Action II.3.1: All Faculties will develop programs to increase the amount and improve the quality of academic advising available to students.

We must increase both the availability and quality of academic advising. Evidence from other North American campuses and our own experience at McGill shows that students appreciate and benefit from

Uniformly good quality advising within different models

services geared to their personal needs and interests. Academic advising will take different forms in different Faculties, but we must collectively ensure that all undergraduates have the kind of strong service and personal contact that will help them make the best academic choices as well as identify the resources they need to best profit from their time at McGill and to deal with unexpected problems that may arise. We will explore ways to provide small, personal student experiences in a research-intensive university that often requires large classroom teaching.

Action II.3.2: The University and the Faculties will devise methods for implementing the recommendations of the Principal's Task Force on Student Life and Learning as soon as they are available.

Principal's Task Force on Students

We recognise that a full and rich undergraduate experience includes life outside the classroom. McGill already provides a range of student services, athletics facilities and sports teams, residences, and creative and active student societies. In order to assess the overall quality of student life, the Principal has established a Task Force whose report, expected in fall 2006, is already serving as a guide to future actions and initiatives. The Task Force is divided into work groups to address the following themes:

- the place of students in the McGill community,
- administrative supports; personal well-being; counselling and special support in times of personal crisis; residences; financial assistance,
- diversity among our students and the internationalization of education,
- McGill and the Quebec experience,
- the e-experience for both academic goals and campus life.

**Students in the community
Administrative supports
Diversity
Quebec
e-Experience
Increase residential opportunities**

Action II.3.3: McGill will strive to improve the residential experience in all types of accommodations that are provided and to make such accommodations available to students at all levels.

Availability to all students

The experience of living in a university residence will be available to all entering students at McGill whether they come from around the corner or half way around the world. We have been gearing up to provide additional residence spaces and we plan to expand the number of residence rooms and beds so that such accommodations will be available to all students who wish it, including upper-year undergraduates and graduate students.

Improve communication with families

Finally, as our undergraduate students enter into the McGill community, we must be equally welcoming to their families. Our welcome must begin at the time students are first recruited and extend beyond convocation and graduation. Our students and their families can help us learn to do even better what we already do well and help us build the shared sense of community on which the McGill identity and successes rest.

McGill's research-intensity not only offers a stimulating and challenging environment for undergraduates, it is the principal reason that graduate students and post-doctoral fellows are drawn into our community of scholars.

5. GRADUATE STUDIES AND RESEARCH PREPARATION

Objective III: McGill will substantially improve all aspects of the graduate studies environment.

Improved environment for graduate studies

Graduate studies are an essential part of the research mission of the University. Insofar as McGill places such a high value on research and on research-informed teaching and learning, we also have a concomitant interest in the quality of our graduate programs. This comes with a responsibility to manage these programs carefully, mindful of the resources that we need to do so. Today, as never before, a nation's prosperity, health, social well-being and security are best served by ensuring that a significant portion of its population has access to university education and the knowledge and other assets that flow from our universities. Recognition of this is often encapsulated in expressions such as "knowledge-based economy" or "*société du savoir*". The demand for individuals with post-graduate degrees is also increasing rapidly as the impact of post-graduate studies on individual life quality and the productivity of communities is well-established.

Strategy III.1: McGill will increase the number of graduate students who are admitted to research programs.

Increase post-graduate enrolments in research programs

Action III.1.1: McGill will adjust the admissions proportions between masters and doctoral programs.

Our goal is to augment the number of students admitted to our graduate research degree programs (doctoral and thesis masters) by 25% by 2010 to approximately 7500 individuals. In addition, we will shift the current proportions by placing greater emphasis on attracting doctoral students and by encouraging "fast-tracking" research masters students into doctoral programs. This increase in the number of graduate students we wish to enrol at McGill is consistent with the investments we are and will continue to make in academic renewal. A rule of thumb derived from peer universities, while variable across disciplines, is that on average each professor is able to supervise 5 graduate students.

By 2010, increase students admitted to research degrees by 25%

Action III.1.2: McGill will allocate resources and develop new funding sources in order to increase graduate student funding to levels equal to or greater than those of our major peer competitors.

Increase graduate student funding to that of peer institutions

To maintain the quality of our admissions while simultaneously increasing the number of graduate students, we must find ways to increase our financial packages and support and to publicise our graduate student programs effectively. Our specific guarantees of financial support to our graduate students must compare well with those of our peer publicly funded, research-intensive universities.

We will pursue all opportunities to attract talented graduate as well as undergraduate and professional students in Canada and internationally, in part by improving our current capacity to offer funding guarantees by finding the needed resources to compete well, by allocating those resources effectively, and by providing optimal supervision and working and learning conditions.

Strategy III.2: McGill's Faculties, Departments, Schools and Institutes will improve completion rates for post-graduate degree programs and reduce the time to completion for these degrees.

Improve completion and time to completion rates

McGill will increase the number of students who obtain post-graduate degrees each year by improving supervision, increasing retention rates and reducing time to completion. The cost of attrition, for students, for the institution, and for society is too high. McGill's aim is to become a performance leader among North American research universities in terms of doctoral program quality and completion rates. Reduction in time to degree completion will allow for an increase in the number of students admitted each year, without greatly expanding the overall number of registered students.

High cost of attrition

Graduate student success requires more than competitive funding to students. The University must guarantee superior supervision. This requires commitment from faculty members and the strong support of department chairs and deans.

Superior graduate supervision

Action III.2.1: McGill will improve the monitoring of graduate student progress.

Active monitoring of graduate student progress

In addition, Faculty deans must be increasingly active in monitoring graduate student program quality and progress and providing the necessary guidance and mentoring to students, to their supervisors, and to heads of graduate programs. This careful tracking of student progress will help more graduate students to finish their degrees in a timely and successful fashion.

Action III.2.2: McGill will insure that no programmatic obstacles to timely completion exist.

We will review all of McGill's academic programs. Faculties will evaluate carefully the structure and content of their graduate degree offerings to ensure that there are no impediments to quality and to effective and timely completion. Indeed, as we develop more interdisciplinary programs, McGill will have to adjust the support mechanisms available to graduate students.

No impediments to timely completion of graduate degrees

Action III.2.3: McGill will improve space for graduate students.

To increase the quality of the graduate experience and to provide our students with a better academic environment, McGill will also improve the quality of office space made available to graduate students, ensure the quality of the equipment and surroundings in their laboratories, and establish spaces for students from different fields to meet informally.

Create quality space for graduate students

For our graduate students to understand better the complex, interdisciplinary challenges described below in Chapter 6, we must develop new paradigms for learning and preparation that promote interaction, not only among departments, but also among Faculties. We will equip our students with the necessary skills to work in their research environment, improve their preparation in research ethics and safety, and support them as they undertake teaching-related activities.

Adopt a more systematic approach to teaching research ethics and laboratory safety

McGill graduate students will be well-educated in their core disciplines and sufficiently methodologically sophisticated to participate in and enrich our emerging interdisciplinary themes and activities. We will take greater steps to prepare our graduate students for success in their future careers, be they academic or non-academic.

Prepare students for life after university

6. PUSHING DISCIPLINES BEYOND THEIR BOUNDARIES

Knowledge, though traditionally divided into rather static and fixed disciplines, does not always respect these somewhat arbitrary boundaries. Disciplinary boundaries shift, expand, and increasingly intersect. A university's structure, by and large, reflects disciplinary divisions that provide intellectual homes, points of attachment, and are meant to--and do--foster fruitful interactions. However, such units can also be subject to difficulties in communication, and potentially hinder efforts that cut across boundaries. This latter must be avoided.

Lead in creation and dissemination of new knowledge

Objective IV: McGill will re-enforce its foundational disciplines in Faculties and across them in order to ensure that they can contribute significantly to inter-disciplinary developments.

Re-enforce foundational disciplines

We will continue to ensure that our students have a strong grounding in foundational knowledge, as well as the skills to move into new areas, by articulating graduate attributes for all McGill graduates. There are, however, significant opportunities when two or more existing bodies of knowledge meet head-on. As with traditional disciplinary work, the justification for "inter-disciplinary" endeavours remains the quality of what is produced; the fact of being inter-disciplinary is not a value in itself.

The value of inter-disciplinarity

Strategy IV.1: McGill will support an effective range of vehicles to promote sound inter-disciplinary research and education.

Inter-disciplinary research and education

Universities facilitate development both within and across disciplines. Professors and students meet in many meaningful ways. At McGill, the institutional vehicles for such meetings are, among others, centres, institutes and schools. Several of these, such as the Montreal Neurological Institute, the McGill Cancer Centre, the Brace Water Resources Centre, McGill School of the Environment, the McGill Institute for the Study of Canada, and the Centre for Intellectual Property Policy, among others, have been very successful. All have strong institutional and faculty linkages and operate with administrative and governance oversight as determined by the University.

Strategy IV.2: McGill will support strategic inter-disciplinary research efforts.

Support for strategic inter-disciplinary research

There is a practical factor driving inter-disciplinary interaction: optimizing synergies of talent and funding the cost of major shared research infrastructures. Much of modern scientific and engineering research requires expensive infrastructures that should be shared for optimal use. These research platforms require both resources and appropriate administrative and governance mechanisms.

Action IV.2.1: McGill will develop and manage appropriate shared infrastructure platforms, equipment, networks, and technology and knowledge transfer apparatus to support inter-disciplinary research efforts.

Develop and manage the appropriate shared infrastructure research platforms and equipment

Several co-ordinated infrastructure platforms, based on shared goals and principles, will be developed: for example, imaging at all scales, biotechnology, genomics-proteomics, phenotyping, animal models, translational medicine, materials and nanotechnology, intensive computation, simulation and visualisation, and environmental monitoring facilities. No doubt other platforms will be added over time.

We are fully aware that there is a world outside McGill. It is important for us to participate in, indeed to initiate, widespread “networks of knowledge”. McGill must ensure that the quality of its performance is maintained by giving additional support for the participation in national and international research networks. In addition, our reach into the not-for-profit, government programs and industrial and technology investment and transfer sectors need to be developed, and so McGill will commit to a vigorous and redesigned model for partnerships, and technology and knowledge transfer.

Participate in and initiate networks

Develop better technology and knowledge transfer

Action IV.2.2: Beginning with the areas listed below, McGill will target several broad initiatives that cut across disciplinary boundaries with the objective of consolidating or becoming among the world leaders in these fields.

Become world leader in targeted initiatives

McGill is committed to initiatives on broad subjects that cut across traditional Faculty and disciplinary boundaries. We believe that such initiatives hold significant promise and we are committed to providing them with both intellectual and physical homes that will

allow them to flourish. The list will no doubt lengthen in time. For the moment, we have identified the following main themes that are collaborative, inter-Faculty, and inter-disciplinary and are based solidly on the strong foundational disciplines of the researchers and scholars who work in them.

1. Cognitive, biological and behavioural neurosciences

The field of neurosciences, from molecular to behavioural-cognitive and onto clinical studies has been historically one of McGill's primary strengths. Our neuroscience programs have been internationally recognised among the world's best, and it is our intention to build on that tradition. In addition to the Montreal Neurological Institute, the Douglas Hospital Research Centre, and the Alan Memorial Institute of Psychiatry, there is a significant presence at the MUHC and the JGH as well as in a variety of departments and schools such as biology, physiology, psychology, pharmacology, linguistics, and human communications disorders.

Physiology
Psychology
Linguistics
Medicine
Education
Biology
Neuroscience
Imaging
Nutrition
Developmental biology
Brain functions
Environment
Nutrition

For example, research on cognition and behaviour takes root in the neurosciences and extends outward in a rich, interdisciplinary fashion in the Centre for Language, Mind and Brain that links researchers from the Faculty of Medicine (human communications sciences and disorders) to researchers from three other Faculties: Education (educational and counselling psychology), Arts (linguistics), and Science (psychology). Cognitive research into music, pain, perception, memory, learning, reasoning and problem solving are also related to this thematic area. Areas of particular note moving forward include neuro-psychology, neuro-linguistics, neuronal regeneration and stem cells, muscle cell biology and its pathologic expressions, neuro-immunology, and neuro-imaging techniques to understand brain function.

The neurosciences also have application to a variety of health problems including mental health, diet, aging, chronic pain, and developmental disorders. This theme also includes studies on the effects of environmental contaminants, diet, and nutrition level on brain development and function.

2a. Public and social policy

Public and social policy is a broad area that touches on law, medicine, management, politics, society, economics, interfaith and religious studies, and history. One Faculty typically takes the lead for a specific thematic area, including but not limited to health and

Law
History
Sociology

society, the impact of media and technology on society, inter-faith studies, ethnic conflict, the interplay of human rights and social diversity, as well as the legal and policy issues surrounding intellectual property. The field of social statistics provides key support to research on public and social policies.

Religious Studies

Several priorities of the Faculty of Arts find expression within this broad thematic area: the Centre for Research on Children and Families, concerned with programs and policies for children, youth and families in difficulty; the Institute of Islamic Studies, concerned with the emerging and changing aspects of Islam in the modern world; and an institute for nations, development and states, concerned with issues related to ethnic conflict, human rights, new nations, economics and development.

Political Science

Economics

Social Statistics

Islamic Studies

Social Work

Communications

Women's Studies

Health and Social Policy is a clearly emerging priority area at McGill, focused on the better understanding of factors underlying conditions of health and illness and on the development of public and social policies that reflect the right of health of all citizens. The power of media in today's world and the question of regulatory power are a focus of Media and Communications, while Women, Gender and Sexuality studies the ways in which the voice of women and other marginalized groups are heard when social and economic policy decisions are made. The McGill Institute for the Study of Canada (MISC) looks at Canadian and Quebec public policy, and Social Statistics is concerned with ensuring that accurate statistics and analyses are available, a necessity for high-quality research in these areas.

Education

Medicine

Agriculture and Environmental Studies

MISC

Nutrition

In the Faculty of Law, public policy ramifications are the direct result of scholarly and teaching initiatives. The Human Rights and Legal Pluralism Centre is a focal point for innovative legal and interdisciplinary research, dialogue, and outreach on human rights and legal pluralism. The goal of the Centre for Intellectual Property Policy is to explore new perspectives on intellectual property so as to offer useful policy options to governments, the business community, researchers and developing economies.

Intellectual property rights

In Education, an area of emphasis will be educational policies and practices designed to strengthen information and knowledge transfer to equip learners with knowledge and skills for the future. Given a multicultural and multilingual society, and with significant challenges posed by demands for greater accountability, the media, and lifestyle factors generally, initiatives include school-based and post-secondary instruction and reform, student diversity and

Educational policies and practices

inclusiveness of both culturally and developmentally challenged persons, the role of technology in knowledge transfer and learning, youth and gender identity, youth substance and gambling abuse, and health and lifestyle studies. These initiatives, which support child, adolescent, and young adult learning and development, are directly related to health and economic issues addressed by related strategic themes. In Management, there is considerable strength in international business, trade, and finance which lines up nicely with Arts' expertise in international development and Law's work on trade, mobility, and enterprise.

Management

Law

**McGill
School/Institute of
public policy**

McGill will explore the creation of a "School/Institute of Public Policy", with an emphasis on citizenship rights and responsibilities within the context of a global, internationalised world.

2b. Health and society

While clearly a part of the broader theme of public and social policy, the health and society initiative has as its goal the development of a cluster of professors at McGill studying medicine, culture, and society, all broadly defined. McGill has been successful in attracting scholars and researchers in economics, anthropology, sociology, and public policy together with innovative thinkers in philosophy, epistemology of medicine, biomedical ethics, trans-cultural medicine and language.

Medicine

Dentistry

Agriculture

Sociology

Philosophy

Economics

Anthropology

Ethics

Geography

Nutrition

Management

Religions Studies

Social Work

Education

Nursing

P&O T

Infectious diseases

This broadly-based initiative will lead to the development of a new University Institute for Health and Social Policy as a major subset of the public policy initiative. We must, as a society, determine not only how individuals develop illnesses but also how the cultural, geographic and other "environments" such as diet contribute to health. Further, we must define social policies and legal structures that permit the dissemination of new methods of prevention, treatment and the promotion of healthy lifestyles to larger segments of national and international societies.

How the fruits of basic biomedical research are translated into modern policy, programs and practices is the province of the sociologists and philosopher as much as that of the pharmacologist and epidemiologist. The Institute will have connections to the Centre for Indigenous Peoples' Nutrition and Environment (CINE) with its work on aboriginal health that encompasses ethno-botany, particular susceptibility to infectious disease and the effect of nutrition on such susceptibilities.

3. Environment

Environmental research and studies encompass another broad theme, with interconnections and extensive resonance in the Faculties of Arts, Agricultural and Environmental Sciences, Law, Management, Science, and Engineering, Religious Studies and embodied as a program of study in the McGill School of Environment. This scientific environmental agenda encompasses questions ranging from the science of global systems modelling (earth systems science, climate), ecology in its various forms, to more applied questions of production systems and the environment, whether in chemical manufacture (green chemistry), food manufacture, forestry, land use, energy supply or water use and infrastructure. Considerations of urban design and healthy environment come into play through our School of Architecture; eco-friendly design arises in Engineering; protection of land and water resources and biodiversity; sustainable development, conservation and habitat, and environmental ethics in Arts supported by the activities of two interdisciplinary research centres, the Centre for Developing Area Studies and the Centre for Society, Technology and Development, and the Faculty of Law. From a structural point of view, the McGill School of the Environment might take the lead to coordinate preparation among several Faculties, and help co-ordinate the efforts of several research centres working on environmental problems and to increase our understanding of the environment and our interactions with it.

Environmental Studies

Arts

Science

Agriculture

Atmospheric and Oceanic Science,

Earth and Planetary Science

Chemistry

Law

Engineering

4. Computation, statistical inference and modelling

The area of computation and modelling is an expanding theme throughout science, as effective computational models allow one to advance science in silico as well as in vitro and in vivo. There have been a number of major developments at McGill in this interdisciplinary thematic area over the past few years, as exemplified by the crucial role that bioinformatics has played in developing genomics. More generally, mathematical modelling and inference in the life sciences is a priority, at all scales, encompassing the cell (genomics, proteomics), the organism (imaging, bio-engineering, physiological modelling) and populations (ecological modelling).

Bioinformatics

Medical Informatics

Genomics

Mathematics

Computer Science

Linked to this are initiatives with a strong base in theoretical computer science such as artificial intelligence and systems, robotics (Centre for Intelligent Machines), geographic information science, and software engineering. A major initiative is underway to remodel

<p>engineering around the theme of design, with a concomitant emphasis on the themes of mathematical modelling and high performance visualisation.</p>	<p>Engineering</p> <p>Ecology</p>
<p>The area of medical informatics and health care delivery, interfacing with management, is also emerging, building on the considerable expertise at McGill in clinical trials and epidemiology with particular attention to the question of public health in the face of emerging infectious diseases. The aim is to determine the most effective use of clinical and epidemiological data in both population and individual interventions and to examine the delivery of health care to the population.</p>	<p>Design</p> <p>Epidemiology</p>
<p>Furthermore, in the context of the evolution of our population and the increased costs of health care delivery, the study of the effectiveness of health care interventions is particularly relevant. This research typically takes the form of clinical trials of therapies, but also includes an important methodological basis. Its findings integrate with initiatives on public policy related to health and with areas of interest in the health and society theme such as the emphasis on exercise and wellness in the Department of Kinesiology and Physical Education.</p>	<p>Health Care delivery</p> <p>Kinesiology</p> <p>Finance</p>
<p>Social Statistics methods and the supporting infrastructure facilitates making productive use of provincial, national and international data bases to examine questions critical to social and public policy concerning demography, the provision of social services, and analysis of labour force dynamics, the new economy, and social differentiation and poverty.</p>	<p>Social Statistics</p>
<p>Information sciences and computational modelling also figure in the initiatives that will build on McGill's considerable concentration of researchers in risk management and finance as well as in social statistics. Social statistics methods and the infrastructure that support them ensure that McGill remains at the forefront of research utilising provincial, national, and international databases to examine critically social and public policy concerning demography, the provision of social services, labour force dynamics, the new economy, and social differentiation and poverty.</p>	<p>Risk management</p> <p>Finance</p>

5. Nano-sciences, nanotechnology, and advanced materials

Advanced materials science is one of the major growth areas in science and technology at McGill, with extensive applications in engineering and in the biomedical sector. To support and reflect its

the development of new metaphors of normalcy and illness.

These ideas will then be applicable to an understanding not only of eukaryotic cells, but to the various microbes and parasites that infect them. The host-parasite interface will provide an important sphere of biomedical research that will lead to novel therapies and diagnostics. Finally, the application of genetic, structural and, indeed, environmental research to understanding susceptibility to diseases will lead naturally to developments in drug design and drug receptor interactions. These advances will support the development of novel by-products. Models of current medical interest include major psychiatric syndromes, chronic inflammatory conditions including bowel disease, asthma and rheumatoid arthritis, diabetes and malignancies.

Because a significant portion of McGill's medical research is performed in our affiliated hospital environment, our success in biomedical research will depend very much on an alignment of its many science-based themes with the affiliated hospitals' disease-based research. The integrative approach applies to both university and hospital settings. For example, cancer research, one of the major medical research priorities at McGill, involves the fundamental molecular and animal model approaches of the Molecular Oncology Group of the MUHC and scientists from the Cancer Centre and other campus-based units in collaboration with the clinical and translational research approaches at the Jewish General Hospital, the MUHC and other McGill affiliated hospitals.

7. Languages, literatures, and cultures

The humanities are central to the university's responsibility to cultivate the habits and knowledge that give meaning and substance to citizenship. This is especially true in the context of the pluralism and dynamism that characterize our local and national communities, as well as the international communities we inhabit with the diverse peoples of the world. Education and research in the humanities that is alive to the pluralism of the human condition should play a key role in stimulating our appetites for justice and well-being, and should nurture our capacity for recognition, understanding and respect across cultural differences. In the midst of what is often presented as unlimited technological possibility, the humanities also equip us to ask the questions we must about the ends we seek, and the means we choose to pursue them. The humanities are thus an essential component of the university's intellectual and social responsibility, not an option or luxury.

Social and Public Policies

Illness and wellness

Parasitological

Medical therapeutics and diagnostics

Psychiatry

Cancer

Diseases

Affiliated teaching hospitals

Molecular and animal approaches

Clinical and translational approaches

Arts

Law

Education

Management

Support for the humanities is often long on rhetoric, and short on substance. By contrast, McGill will affirm materially and substantively the central place of the humanities in the university's mission. The university will commit anew to its strong tradition of excellence in research and teaching in the humanities, and will work strenuously to establish McGill as a leading international centre for humanities scholarship.

Scholars in humanities and related fields are engaged in some of the most exciting interdisciplinary research initiatives at McGill. The university has developed strengths in the areas of media and public culture, law and society, languages and literature, Canadian and trans-national urban culture, Shakespeare studies, religious studies, and history and philosophy of science and technology, to name but a few. Research in these and other areas generate the controversies and knowledge needed to engage thoughtfully and critically with our history, our present and our future. McGill commits to support collaborative, interdisciplinary research initiatives that draw upon these strengths, as well as those that break new ground. Recognizing that the foundation of humanities research remains intensive study by disciplined scholars, McGill also commits to increase its support and promotion of the excellent work being done by its traditional, disciplinary scholars in the humanities.

Media
Public culture
Law and society
Languages and literature
Collaborative, interdisciplinary research

8. Pain

Pain research at McGill University is carried out by the McGill Centre for Research on Pain, which comprises researchers from the Faculties of Medicine, Dentistry and Science. The main goal of the Centre is to bring together the McGill community of basic and clinical pain researchers to promote research that will result in cures for chronic pain. Through its own activities and international collaborations, the Centre focuses on new discoveries and their clinical applications that will improve the prevention and treatment of chronic pain. McGill researchers have already identified the genetic basis for the different ways in which men and women experience pain and respond to it.

Dentistry
Medicine
Science
Engineering
Arts

Action IV.2.3: Additional areas will be added to build on existing strengths or where the interests of several Faculties coincide in developing new directions where McGill can become a world leader.

**Medicine
Dentistry
Engineering
Science
Agriculture
Arts**

In particular, we will develop even tighter integration and solid working partnerships with our affiliated teaching hospitals and their research institutes and by so doing work effectively to create a McGill Academic Health Sciences Network.

7. ACADEMIC SUPPORT:

LIBRARIES, TECHNOLOGY, LABS, CLASSROOMS, AND OTHER SPACES

Objective V: McGill will support its academic priorities by ensuring the highest quality service from all support areas.

Strategy V.1 McGill will continue to develop its Library resources.

Libraries

The traditional view of a library as simply a place where you can find books and journals has changed enormously in the last few years. Today, libraries define their mission more broadly as one of access to information wherever it may be and whatever form it might take, indeed they are a fundamental learning support and research partner to faculty and students.

Access to information

Action V.1.1: McGill will commit significant resources to improving its Library to make it competitive with the top tier in North America, placing emphasis on special collections consistent with our academic priorities, information, service, and innovation.

The pace of innovation and technological change is felt across the University but perhaps nowhere as continuously as in our libraries. Library development is intimately linked with the development of new technologies. Library users can now access much information online from the comfort of their offices, labs, homes and classrooms. No longer does the user have to go to the library to get information.

New technologies and new techniques

Yet, the electronic medium has not replaced the comfort of holding an actual book and the need for a space to hold books we want to share. Paradoxically, though electronic information may indeed be as long-lasting, it is only the book that gives us a sense of permanence. It is also the book that in some fields provides the basis for dissemination of research and scholarly work. Journals, of course, do so as well and these are increasingly available online. It is nevertheless unlikely that we will abandon the book as an important artefact of knowledge any time soon. So libraries must be everything that they were and more still. Our Library must be at the cutting edge of the boundary between

The continuing role of the book and other printed matter

text and technology.

Libraries are growing in importance as interactive space for students, both amongst themselves and with a wide range of digital and traditional media objects. This importance of physical space with continuous access has grown despite the “paperless” nature of many of the interactions.

Leadership role in library services

Focus on quality of service

The role of the librarian is enhanced in this digital world, as their fundamental role in building collections and information infrastructure, as well as teaching and instructing faculty and students to ensure that they achieve their teaching, research and learning objectives takes on even greater importance with the explosion of information sources.

Evolving role for librarians

Within Canada, McGill has the necessary elements in place to take a prominent role in leading the nation in the quality of library services. These include highly qualified librarians, close ties with the three other large Montreal-area universities, support for research productivity, and a respected university press, McGill-Queens, supported by two universities where new models and practices can be tested.

McGill-Queens Press

McGill’s libraries will be at the forefront of innovation and technological enhancement of library services and focus particularly on the quality of service. Library information systems will be fully integrated with those of the University as a whole, providing unparalleled support for both research and teaching. In addition, libraries are an ideal place to locate social space for students, staff, and faculty to interact informally.

Library systems to be integrated with those of the University as a whole

Strategy V.2 McGill will optimise its Information Systems and Technology resources.

The conduct of research activities and the quality of the instruction we offer students are dependent on McGill’s information systems and technology (IST). The expectations of our students regarding IST have been rising and they are demanding higher levels of service.

Co-operative, “federated” model of IST

Action V.2.1 McGill will improve its information systems and technology in support of the University’s strategic teaching, learning, and research efforts with the objective of providing the highest quality of service and the avoidance of costly duplication. Several major projects will be undertaken immediately and others will be added as needed.

Upgrade IST infrastructure and services

As we advance a progressive system of administration and governance and realise strong benefits from our interdisciplinary studies, we will create optimal synergies and economies of scale in our development and use of information systems and technology infrastructure.

To accomplish higher levels and better quality of service, McGill must continually monitor, review, upgrade, and support appropriate IST infrastructure and services. McGill will develop and adopt information technology solutions enabling timely, efficient, and secure access to the University's information resources. Supporting these solutions will be policies and procedures to ensure the integrity and authenticity of McGill's record keeping in support of its mission.

There are several major new services that we must provide to our students and professors, as well as to our support staff.

Action V.2.1.1. The University will develop a McGill University portal.

University portal

First, we will develop a "McGill University Portal" to enable each individual to create a customised and personalised interface to the services and support that we provide. Enabling the level of customisation and personalisation desired depends on our systems and technologies seamlessly sharing information.

Action V.2.1.2. The University will insure easy access to IST services.

McGill will adopt a common identity management solution to allow for appropriate authentication and authorisation so that *any* McGill user can log-in from *any* computer that is connected to our university network and get access to all of his or her services. We will come as close to a "single-sign on" to all relevant services and platforms as we can while ensuring security.

Identity management

Single sign on

We will also guarantee ubiquitous wired and wireless access from anywhere on campus to any service, any time someone requires it, regardless of the device being used. This will require the elimination of Faculty- and department-based approaches to the purchase and support of hardware and systems, replacing these with an approach led at the institutional level.

Universal access

Action V.2.1.3. The University will provide necessary storage capabilities.

Storage on demand

Students, staff, and professors will have virtually unlimited storage space for their files and e-mail.

Action V.2.1.4. The University will provide an upgraded learning management system to meet existing and emerging requirements.

McGill will immediately upgrade its learning management software so that students, faculty members, and teaching support personnel can tailor the system to meet new and emerging requirements. We need to maintain and enhance the real-time connectivity between the learning management system, the student information system, and the library system.

Robust and enhanced learning management system

Action V.2.1.5. The University will develop a course evaluation system that provides accurate and timely information as well as support for interpretation of results and subsequent improvements.

On-line course evaluations

In order to ensure accurate and timely course evaluation information, we will ensure appropriate policies and link the student information system to an on-line evaluation module. Indeed, appropriate evaluation questions, interpretation of results and follow-up consultations will become part of the services offered by the Teaching and Learning Services. Using the results of evaluations for the explicit goal of improving teaching must become part of the culture, and can be achieved by better use of the learning management system.

Action V.2.1.6. The University will continue to upgrade and enhance the enterprise resource planning software.

Upgrade ERP and support add-ons

We will upgrade and enhance our enterprise resource planning software with a more efficient web-based mode of access, with appropriate add-ons such as organisational charts and electronic procurement, and with greater functionality to support business decision-making as well as pedagogical and research features.

Strategy V.3 McGill will attract resources and move effectively to continue to develop its laboratories, classrooms, museums, and other spaces.

Enhance space to support learning

The dynamics of the use of space in the University are changing. Laboratories are increasingly opening to allow professors and students to interact; classrooms will be equipped with multi-media equipment, and will have wireless internet connections. Our deeper understanding of how learning occurs has direct implications for the design of optimal learning spaces; interaction between the professor and the students and among students will be possible in both formal and informal learning contexts. Student life requires common areas, and the whole must be flexible.

Action V.3.1: McGill will immediately undertake a series of renovations to modernise existing laboratory, classroom, and museum spaces, and integrate that thinking into its Master Plan for physical developments.

Increase efficient use of classrooms and other spaces

The University is committed to this evolution and indeed is in the process of developing a Master Plan, with an aim to having longer term infrastructure and campuses master plans that complement and support our academic ambitions.

Our resources are not infinite and we must optimise our use of the space that we have. A more efficient system for allocation of classrooms will be put into place over the next few years. In addition, our Master Plan will maximise the potential of Macdonald Campus and allow us to explore innovative uses of the spaces that we currently occupy.

Steward our heritage buildings

We have the mixed blessing of a large number of beautiful, old, heritage buildings. These are a wonderful addition to the character of our campuses and make our University a special place, indeed an architectural museum. They are, however, expensive to maintain and do not offer much flexibility. Nonetheless, the University is committed to preserving these buildings and to making good use of this heritage. We are working to have the historic nature of buildings recognised as part of the funding formula and to reduce their deferred maintenance load to more manageable levels.

Decrease level of deferred maintenance

8. ADMINISTRATIVE AND SUPPORT STAFF: INCLUSION AND SERVICE

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.

Manage the changes in the organization of work and needs of the our staff

We face major challenges in the next decade: changes in the composition of the workforce, changes in the nature and organization of work, the need for staff development, health and safety, work and life balance, succession planning, equity and diversity issues.

Strategy VI.1: McGill will work in a variety of ways to improve the working conditions and professional development opportunities of the administrative and support staff whose work makes possible the achievements of our professors and the success of our students.

Emphasis on agility and flexibility

Budget cuts, downsizing and labour relations were at the forefront of our concerns in the mid 1990's, combined with an urgent need to modernize existing systems, practices and procedures. We met these challenges. Our compensation plan has been completely reviewed with an emphasis on agility and flexibility. Performance Dialogues were also introduced. A new HRIS (Human Resources Information System) has been developed and deployed.

Increase professional development of supervisors

Building on the loyalty and commitment of staff, our collective desire to improve processes, results, and services, and the contribution of new talents, we are now focusing on providing high quality services to respond to the needs of the student and academic communities and will monitor our success in this endeavour.

Introduce competencies-based model for job classification

McGill will ensure that safety of all individuals—students, staff and visitors--and the environment are not compromised in the pursuit of excellence in research and teaching. A safe and healthful environment is vital at all times. Safety is an essential component of all activities and is a shared commitment of all members of the University community.

Action VI.1.1: McGill will support its employees to achieve new processes and outcomes in our renewed focus on service and communicate to them that their contributions are valued.

**Focus on service
and results**

Continuous process improvements targeted on results will drive the new work environment. Merit pay, teamwork, staff training and development, the new supervisory training program and the introduction of a competencies-based model now support this renewed focus on service. McGill will continue to publicly and tangibly recognize contributions that employees make, both in terms of length of service via the Staff Recognition Awards, and merit-based via the Principal's Awards for Administrative and Support Staff. These awards recognize the outstanding contributions of this group to the University, and serve to highlight to the community the wide scope of contributions necessary to support attaining excellence.

Action VI.1.2: McGill will develop a policy on Employment Equity.

Action VI.1.3 McGill will develop a Safe Disclosure Policy.

9. QUALITY ASSURANCE: BENCHMARKS AND BALANCE

Objective VII: McGill will develop internal performance indicators and measure progress externally against selected peer institutions and programs and national and international ranking exercises with the aim of always advancing in the top tier of such exercises.

Maintain and enhance McGill's reputation

McGill's performance as a comprehensive research and teaching university has already placed it among a handful of the leading universities in the world. McGill is determined to protect and enhance its position in the world, maintain its reputation for excellence while it continues to improve. These objectives are related but not identical.

Strategy VII.1: McGill will monitor its performance internally against agreed-upon performance indicators for each Faculty and administrative unit and externally against chosen peer institutions in order to enhance our standing among the world's publicly-funded research-intensive universities.

We will sustain and build on our performance and reputation: to monitor and guarantee the quality of all we do with respect to our teaching, learning and research by defining the indicators that can best serve for us to monitor quality with rigor and discipline; to constantly attract excellent students; to retain and hire the very best faculty; to increase the presence of research in the undergraduate experience; to have our faculty be increasingly recognized in national and international awards; and to offer high quality services to our students outside the classroom.

Attract the best students

Hire the best faculty

Have faculty members recognised by prestigious awards

Offer high quality services

A careful examination of what we do and how we might do it better is essential to the achievement of our overarching goal of being among the top ten publicly-funded research-intensive universities in the world. But such internal reviews and careful actions to seek always the very best, while essential for our mission, are not enough to guarantee that we will be the best we can. Although the intrinsic motivation for excellence inherent to the pursuit of knowledge in the academy creates a climate of ever pushing to be better, to go farther in developing new understanding, this intrinsic motivation is a necessary but not sufficient condition for excellence. Indeed, to be our very best we need to compete with the very best and that is in essence what benchmarking is.

Develop precise data on substantive performance indicators to drive improvement

Based on a variety of publicly available data, McGill has consistently

ranked first in Canada in research dollars per faculty member. This is generally accepted as a reliable measure of research intensity. In addition, we rank second in its competitive research support for graduate students through the major funding councils notwithstanding our status as a mid-size university. Several studies of the citations of research publications indicate that the impact of our professors places McGill in a position of national and international leadership. Indeed, McGill's research citations are greater than that of all other Quebec universities combined.

Sustain informed debate and review of quality measures and indicators in all settings – academic, management and governance

All these facts are quite properly a source of pride. They also have limitations: aggregate funding figures may lead to undervaluing disciplines with access to fewer research dollars; global citation rates are not the best indicator in areas that do not have a vigorous citation culture, and a paper may be cited for reasons that are not laudable. As academics we must judge ourselves by the quality of our research and of our teaching. The factual nature of numbers can help us in challenging our assumptions and force us to look again. We will be careful not to resort to simply using facile numerical criteria instead of embracing the qualitative as well as quantitative dimensions of academic judgements. We want the numbers to inform our judgement and to drive a constant re-examination of ourselves, but we certainly do not want them to substitute for serious questioning and qualitative improvements.

Quantity is important, quality is indispensable

Action VII.1.1. McGill will continue to undertake review and reflection exercises in the context of transparency and openness.

To ensure precision and nuance in our self-assessment and planning, academic program review and course evaluations have become a constant feature of Faculty operations. There is a greater commitment to transparency of review and the quality and meaning of data. Resources have been committed to strengthening the University's building of accurate statistics on performance accompanied by an enhanced capacity for self-analysis and reflection.

Analyze and report on data

Increase frequency of academic program review and operations audits, benchmarking against the best.

As we monitor and build on excellence, we will communicate our excellence publicly and with key partners. Public rankings help us do this, but they are not enough. We will continue to participate in key exercises and work behind the scenes to shape these ranking exercises to improve them as a meaningful reflection of academic quality and excellence. At the same time we will build our own tools for benchmarking and report on our efforts in ways that will communicate the complex nature of the University to a broad and interested public.

Contribute to building good data and defining the variables that signal quality

10. NEXT STEPS:

CALL FOR SHARED ASPIRATION AND COLLECTIVE ACTION

Our strengths are many. Our ambitions are great and to achieve them will require the support of many.

First, we will require the commitment of McGill's professors and academic staff. They provide the talent and energy needed to produce the knowledge and teaching that marks a truly great university. They, and only they, can offer the deep engagement that is the most enduring hallmark of excellence. They support one another and must be supported in turn.

Build consensus around our future

Second, success will require the commitment of administrative and support staff, who define their work as leadership, service and guidance and excellence in what they do. Administrators, whether in Faculties, libraries, student services, research centres or in institutional support functions, will need to be attentive to emerging talent and nurture it wherever it appears.

Provide strong professional development for administrators

Third, we require the engagement of our governance bodies. It is in these different forums, at Senate and at the Board of Governors, that the critical policy decisions are made and where debate and discussion guide the choices we make as opportunities arise and new challenges face us. We have just recently completed a major review of our Board governance and are confident that we will create increased engagement for all who serve there. Those who serve on Senate and on the Board must answer complex questions about what is best for McGill--for the advancement of knowledge, for learning, for scholarship, and for innovation. While we are mindful of the need to steward our resources with great care, we also need to keep our eyes and our hearts focused on our mission, and ensure that our mission serves as the touchstone for our decisions and actions.

Set high standards for governance

Increase the quality of institutional data and analysis in support of governance work and accountability

Fourth, we require better funding from the public we serve. Our government partners must not only believe in excellence but must find ways to support the university effectively. Simply providing access to university education is not enough to keep Québec and Canada at the

Increase institutional analysis serving public advocacy

forefront of wisdom and prosperity. The great public universities require a broad public commitment to quality in order to thrive. They require the financial support and the enlightened policies which make it possible for us to reach our most compelling and challenging aspirations.

Fifth, we require the support of all those individuals everywhere across the world who have seen what McGill at its best can do. From the student of the 1940's from a far-away country for whom McGill opened up an entirely new world and better life, to our recent graduates who are making their way in this world, to our current students, we need each of them to care passionately about McGill and to support our quality in every way they can.

Increase our presence with alumni in all regions

Finally, we need our friends and our supporters to share our common vision of a future built on talent, excellence, knowledge, and innovation. Universities have been a part of Western culture for over 900 years. Universities contribute to the education of inquisitive minds, responsible citizens and future leaders; they provide forums for peaceful and respectful exchanges of ideas and opinions in a common search for truth and knowledge, and towards perfecting skills and finding solutions to challenges and problems. They have led to new ways to heal the sick, to build peace, to explore the universe and to give meaning to our lives.

Communicate what we do and what we wish to achieve - better, more often and to a wider audience

McGill has played a part in this wondrous journey and needs the support of all who believe in the infinite possibilities of our future prospects to be the great university of the 21st Century.

Support is needed to make it happen

Through the iterative process of annual operational compacts, within the framework of multi-year budgeting, we can be assured that academic priorities will drive all resource generation and allocation. We have set expectations high, as we must. McGill is faced with many constraints and to create brilliant successes going forward, tough decisions will be made about the deployment of our resources, even as we increase our resources to support ambitious academic priorities and aspirations.

Mechanisms are in place

Tough decisions going forward

We are focusing on McGill's distinctiveness, the unique experiences our University brings to the world and positioning for future success.

We can raise our aspirations

11. OVERVIEW OF RESOLUTIONS, PLANS AND ACTION ITEMS

It is from our strengths as well as in recognition of our vulnerabilities that we now aim to act collectively to be better yet and to retain our place among these top public universities in the world.

Improve performance

We will build on our past achievements, and approach the future creatively, prepared to address the need for change through innovation, and fully aware that the previous successes alone will not be sufficient for future successes.

New actions

McGill will be innovative

The McGill Physical Master Plan and its priorities will leverage the already existing quality in our academic activities and provide a flexible blueprint for future developments; they are cognizant of dedication, talent and skills of the professors, students, and support staff, of the fact that circumstances are not predictable, and that McGill operates in an internationally competitive environment.

This white paper is a “call to action”, outlining McGill’s distinctive opportunities, goals, and challenges.

Call to action

Identifying the goals:

Academic priorities will guide the goals and targets for the upcoming comprehensive advancement campaign.

Academic priorities

McGill’s academic leadership will set demanding goals, but will also put in place mechanisms to make possible their attainment.

Academic leadership

We will benchmark against peer publicly funded research intensive universities using appropriate indicators.

Benchmarking

McGill will recruit and retain the very best professors.

Recruit and retain

We will remain competitive over the full range of factors:

- offer attractive conditions for teaching and research
- be mindful of the needs of faculty and their families when they arrive at McGill and in Montreal
- ensure good mentorship.

Our administrative and support staff:

To achieve the objectives outlined in this document, we need the commitment of McGill’s professors, students, and administrative and support staff.	Staff commitment
Support staff will be given opportunities for professional development that will enhance their skills and capacities while improving their contributions to McGill’s academic mission.	Support staff
Administrators will define their work as leadership, service and guidance and seek excellence in what they do.	Administrative staff
The administration will engage our governance bodies, Senate and the Board, in order to secure their backing for the academic priorities and their implementation and their support for the mechanisms needed to obtain them.	Good governance
We will provide start-up grants to new faculty members to improve their chances for success for competitive research grants.	Start-up grants
We will support the development of high-level teaching skills.	Excellence in teaching
McGill will set and adhere to the highest standards in the award of tenure.	High tenure standards
We will offer rewarding careers to non-tenure track academics as well as to support staff in all categories.	Rewarding careers
Our undergraduate students:	
McGill will continue to attract outstanding undergraduate students locally, nationally, and internationally.	Outstanding undergraduate students
There will be modest increases in undergraduate enrolments over the next several years.	Modest increase in undergraduates
Residence spaces will be increased for all students.	Increased residence space
Financial aid will be increased and made available at enrolment.	Improved advising
McGill will increase the quality and availability of academic advising and of priority student services.	
Faculties will place emphasis on “research informed teaching and	

learning”, including an increase in the opportunities for undergraduates to participate directly in research activities.

Research informed teaching and learning

McGill will enhance the student experience through furthering internationalisation, increasing student mobility through study abroad, exchanges, field studies, internship programs and other vehicles.

Enhanced student experience

The Principal’s Task Force on Student Life and Learning will make recommendations in five broad areas:

Principal’s Task Force

- the place of students in the McGill community
- administrative supports
- diversity and internationalisation
- Quebec and Montreal
- Electronic resources.

McGill will enhance its information and outreach services to the parents of our students.

Information and outreach

Our graduate students:

McGill plans to increase the number of students who obtain post-graduate degrees each year by improving retention rates and reducing time to completion, with a goal to augment the number of students admitted to our graduate research degree programs.

Improvements for graduate students

We will improve our current capacity to enrol research graduate students by offering funding guarantees that are competitive with our peer institutions.

Funding guarantees

Faculty deans will monitor graduate student progress and provide the necessary guidance and mentoring to students, to their supervisors, and to heads of graduate programs.

Monitoring and mentoring

Within the context of detailed reviews of all of McGill’s academic programs, Faculties will evaluate the structure and content of their graduate degree offerings to ensure that there are no impediments to quality and effective and timely completion.

Eliminate impediments

McGill will improve the quality of office space for graduate students, ensure the quality of the equipment and surroundings in their laboratories, and establish spaces for students from different fields to meet informally.

Improved space

We will equip graduate students with extra-disciplinary skills in their

Enhanced skills

research environment, improve their preparation in ethics and safety, and develop their teaching skills.

Our programs:

Strategically and based on careful quality assessments, McGill will support a range of vehicles to promote sound inter-disciplinary research and education. We will also ensure that proper administrative and governance mechanisms are in place to ensure their continuing success.

Range of inter-disciplinary vehicles

Several co-ordinated infrastructure platforms, based on shared goals and principles, will be developed.

Co-ordinated infrastructure

McGill will develop incentives to encourage professors not only to participate in, but indeed to initiate and lead, widespread “networks of knowledge”.

Networks of knowledge

McGill will commit to a vigorous and redesigned model for knowledge and technology transfer.

McGill will commit to initiatives on broad subjects that cut across traditional Faculty and disciplinary boundaries:

Knowledge and tech transfer

- cognitive, biological, and behavioural neurosciences
- public policy (including but not limited to health and social policy, social statistics, international and development studies)
- environmental sciences and studies
- computation, inference, and modelling
- advanced materials
- integrative systems biology
- languages, literatures, and cultures
- pain studies.

**Cross-cutting areas:
Neurosciences
Public policy
Environment
Computation
Advanced materials
Integrative systems bio
Languages, literatures, cultures**

Our resources:

McGill will augment its resources to continue to exercise leadership among the world’s premier publicly funded research-intensive universities, including outreach and service to the community.

Delivery of quality services

McGill’s libraries will be at the forefront of innovation and technological enhancement of services and focus on the quality of their delivery.

Library excellence and integration

Library information systems will be fully integrated with those of the

University as a whole.

We will develop a “McGill University Portal” that will enable each individual to customise and personalise her/his interface to services and support.

Portal

McGill will adopt a common identity management solution to allow for appropriate authentication and authorisation so that any McGill user can log-in from any computer that is connected to our university network and get access to all of his or her services via a single sign-on.

Identity management

Students, staff, and professors will be provided with virtually unlimited storage space for their files and e-mail.

Unlimited storage space

McGill will immediately upgrade its learning management software so that students, faculty members, and teaching support personnel can tailor the system to meet new and emerging requirements.

Learning management software

In order to ensure accurate and timely course evaluation information, we will develop appropriate policies and then link the student information system to an on-line evaluation module.

Course evaluations

McGill will upgrade and enhance its enterprise resource planning software with a more efficient web-based mode of access, with appropriate add-ons such as organisational charts and electronic procurement, and with greater functionality to support business decision-making as well as pedagogical and research features.

ERP functionality

The University will develop a Master Plan, with an aim to having physical plans that complement and support our academic ambitions.

Facilities in support of priorities

We will develop a more efficient system for allocation of classrooms and other spaces.

Classrooms

The “McGill Physical Master Plan,” due to be presented and adopted in fall 2006, will ensure that the physical layout of and the allocation of space on our campuses are based on our academic priorities.

Physical Master Plan

Our new Master Plan will consider carefully how McGill’s Macdonald Campus can be used innovatively to support the University’s mission and strategic vision.

Mac campus

McGill will improve its data analytic capacity in order to provide accurate and timely data by means of standard and once-off reports that will help us understand our place in various rankings of the performance

Data analytic capacity in support of planning

of universities.

Funding:

Rather than using a single-year time frame, McGill is building momentum around its new integrated multi-year budget framework that has been informed by and with the adoption of this strategic white paper will be firmly based on established academic priorities.

**Integrated,
multi-year
budgeting**

These academic priorities will drive annual resource allocations to each Faculty within that multi-year budget framework by means of quality-driven and accountability-based operational compacts.

**Quality-driven,
accountability-
based**

McGill will work tirelessly to obtain better funding from the public we serve.

Better funding

Rally support

We will also work to obtain the support of all those individuals everywhere across the world who have seen what McGill at its best can do and want to be part of it.

**Better support
worldwide**

12. SUMMARY OF GOALS, OBJECTIVES, STRATEGIES AND ACTIONS

Overarching goals: McGill will consistently rank among the top ten publicly-funded, research-intensive universities worldwide and in selected areas our performance will unambiguously position the University among world leaders. We will achieve this aided by our plans and implementation of them, measuring our progress and readjusting our roadmap against our successes, our areas of progress, and the challenges and opportunities we meet.

Objective I: McGill will pursue an aggressive academic renewal plan.

Strategy I.1: McGill will use named chairs to ensure both the recruitment and retention of excellent professors.

Action I.1.1: The University will continue to use its CRC allocations to strengthen areas of strategic importance through external hires.

Action I.1.2: The University will recognise the merits of worthy internal candidates by continuing the McGill-Dawson program and through endowed named chairs.

Strategy I.2: McGill will ensure that monetary and other working conditions support recruitment and retention.

Action I.2.1: McGill will maintain academic salary and benefits packages and working conditions that are competitive with top tier peer institutions in the G10.

Action I.2.2: McGill will continue to recognise and reward staff on the basis of merit.

Strategy I.3: The University will facilitate the transition of new faculty and their families into the McGill environment.

Action I.3.1: The University will enhance services that address family concerns and issues of integration into the community.

Action I.3.2: Faculties will institute formal mentorship programs with the support of the Academic Personnel Office.

Strategy I.4 The University will help its faculty members, in particular new faculty members, to develop full and productive research careers.

Action I.4.1: The University will provide tangible support for new faculty to engage in research.

Action I.4.2: The University will provide appropriate infrastructure for all faculty to engage in research.

Strategy I.5: The University will help its faculty members, in particular new faculty members, to develop full and productive teaching careers.

Action I.5.1: The University will expand support for enhanced and improved teaching to individuals, departments, and units.

Strategy I.6: The University will support professors as they prepare for tenure.

Action I.6.1: The University will insure appropriate information, support and mentoring are available for professors as they prepare their tenure dossiers.

Strategy I.7: The University will develop and implement appropriate policies for non-tenure track academic staff.

Action I.7.1: McGill will develop appropriate guidelines for development and recognition of the careers of non-tenure track academic staff.

Objective II: McGill University will continue to be the Canadian university with the highest proportion of undergraduate students from across Canada and around the world by offering an enriched student life experience in terms of both program offerings and services to students.

Strategy II.1: McGill will maintain the quality of the undergraduate student population.

Action II.1.1: McGill will increase its undergraduate enrolments modestly and only in a targeted fashion consistent with growing excellence over the next three to five years.

Action II.1.2: As student tuition and fees increase, McGill will systematically and proportionately increase the amount of financial aid available to students and facilitate the application procedures for obtaining it.

Strategy II.2: McGill will enrich the academic experience of its undergraduates by enhancing its academic programs.

Actions II.2.1: All Faculties will develop programs and approaches to ensure that research conducted by McGill professors actively informs the design of courses, programs, and teaching at the undergraduate level.

Action II.2.2: The University will maintain and shape appropriate accreditation for professional programs.

Action II.2.3: The University will expand the range of international experience available to its students.

Strategy II.3: McGill will enrich the undergraduate academic experience of its undergraduates by enhancing its services.

Action II.3.1: All Faculties will develop programs to increase the amount and improve the quality of academic advising available to students.

Action II.3.2: The University and the Faculties will devise methods for implementing the recommendations of the Principal's Task Force on Student Life and Learning as soon as they are available.

Action II.3.3: McGill will strive to improve the residential experience in all types of accommodations that are provided and to make such accommodations available to students at all levels.

Objective III: McGill will substantially improve all aspects of the graduate studies environment.

Strategy III.1: McGill will increase the number of graduate students who are admitted to research programs.

Action III.1.1: McGill will adjust the admissions proportions between masters and doctoral programs.

Action III.1.2: McGill will allocate resources and develop new funding sources in order to increase graduate student funding to levels equal to or greater than those of our major peer competitors.

Strategy III.2: McGill's Faculties, Departments, Schools and Institutes will improve completion rates for post-graduate degree programs and reduce the time to completion for these degrees.

Action III.2.1: McGill will improve the monitoring of graduate student progress.

Action III.2.2: McGill will insure that no programmatic obstacles to timely completion exist.

Action III.2.3: McGill will improve space for graduate students.

Objective IV: McGill will re-enforce its foundational disciplines in Faculties and across them in order to ensure that they can contribute significantly to inter-disciplinary developments.

Strategy IV.1: McGill will support an effective range of vehicles to promote sound inter-disciplinary research and education.

Strategy IV.2: McGill will support strategic inter-disciplinary research efforts.

Action IV.2.1: McGill will develop and manage appropriate shared infrastructure platforms, equipment, networks, and technology and knowledge transfer apparatus to support inter-disciplinary research efforts.

Action IV.2.2: Beginning with the areas listed below, McGill will target several broad initiatives that cut across disciplinary boundaries with the objective of consolidating or becoming among the world leaders in these fields.

- *Cognitive, biological and behavioural neurosciences*
- *Public and social policy*
- *Health and society*
- *Environment*
- *Computation, statistical inference and modelling*
- *Nano-sciences, nanotechnology, and advanced materials*
- *Integrative systems biology*
- *Languages, literatures, and cultures*
- *Pain*

Action IV.2.3: Additional areas will be added to build on existing strengths or where the interests of several Faculties coincide in developing new directions where McGill can become a world leader.

Objective V: McGill will support its academic priorities by ensuring the highest quality service from all support areas.

Strategy V.1 McGill will continue to develop its Library resources.

Action V.1.1: McGill will commit significant resources to improving its Library to make it competitive with the top tier in North America, placing emphasis on special collections consistent with our academic priorities, information, service, and innovation.

Strategy V.2 McGill will optimise its Information Systems and Technology resources.

Action V.2.1 McGill will improve its information systems and technology in support of the University's strategic teaching, learning, and research efforts with the objective of providing the highest quality of service and the avoidance of costly duplication. Several major projects will be undertaken immediately and others will be added as needed.

Action V.2.1.1. The University will develop a McGill University portal.

Action V.2.1.2. The University will insure easy access to IST services.

Action V.2.1.3. The University will provide necessary storage capabilities.

Action V.2.1.4. The University will provide an upgraded learning management system to meet existing and emerging requirements.

Action V.2.1.5. The University will develop a course evaluation system that provides accurate and timely information as well as support for interpretation of results and subsequent improvements.

Action V.2.1.6. The University will continue to upgrade and enhance the enterprise resource planning software.

Strategy V.3 McGill will attract resources and move effectively to continue to develop its laboratories, classrooms, museums, and other spaces.

Action V.3.1: McGill will immediately undertake a series of renovations to modernise existing laboratory, classroom, and museum spaces, and integrate that thinking into its Master Plan for physical developments.

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 the working conditions and professional development opportunities of the administrative and support staff whose work makes possible the achievements of our professors and the success of our students.

Action VI.1.1: McGill will support its employees to achieve new processes and outcomes in our renewed focus on service and communicate to them that their contributions are valued.

Action VI.1.2: McGill will develop a policy on Employment Equity.

Action VI.1.3 McGill will develop a Safe Disclosure Policy.

Objective VII: McGill will develop internal performance indicators and measure progress externally against selected peer institutions and programs and national and international ranking exercises with the aim of always advancing in the top tier of such exercises.

Strategy VII.1: McGill will monitor its performance internally against agreed-upon performance indicators for each Faculty and administrative unit and externally against chosen peer institutions in order to enhance our standing among the world's publicly-funded research-intensive universities.

Action VII.1.1. McGill will continue to undertake review and reflection exercises in the context of transparency and openness.