

Since last reporting to the Board of Governors, Senate met on May 8, 2024. This report contains items which are presented to the Board of Governors for its consideration, as well as information.

I. FOR THE CONSIDERATION OF THE BOARD OF GOVERNORS

1. Proposed Policy on Student Safety Abroad [D23-67]

Senate's recommendation concerning the Proposed Policy on Student Safety Abroad is submitted to the Board of Governors for consideration. .

The Policy on Student Safety Abroad is sponsored by the Deputy Provost (Student Life and Learning). It will replace the International Mobility Guidelines which were developed in 2009 and last revised in 2013. This proposed Policy was developed partly in response to an Internal Audit review, which found, among other things, that there was a need for an official University-level policy to formalize and enhance the University's governance framework for international experiential learning activities. Accordingly, the proposed Policy effectively structures and delineate the roles, responsibilities, and reporting lines of all key stakeholders, including students and members of academic and administrative staff with the aim to promote safer experiences for students taking part in University sanctioned international activities. As part of the development process, all relevant stakeholders were consulted, including, but not limited to, the President's executive team (P7), Legal Services, Secretariat, and the Advisory Committees on Enrolment and Student Affairs and International Student Mobility.

This Policy was first presented to Senate for information and discussion at its meeting of March 20, 2024, and was subsequently developed further, following feedback received from Senators at that time. The Policy's associated Procedures are attached for information purposes.

Be it resolved that the Board of Governors, on the recommendation of Senate, approve the proposed Policy on Student Safety Abroad, as presented in Appendix A.

2. Proposed Policy on Indigenous Membership/Citizenship Validation [D23-68]

Senate's recommendation concerning the Proposed Policy on Indigenous Membership/Citizenship Validation is submitted to the Board of Governors for consideration. The Policy is sponsored by the Provost and Executive Vice-President (Academic). It is intended to support a more robust and equitable approach to validating claims to Indigenous citizenship/membership, based on clear evidence and grounded in Indigenous knowledge, lived experiences, and community recognition.

The proposed Policy is a result of an Indigenous-led process conducted over nearly two years by the Indigenous Citizenship Verification in Employment-Related Opportunities working group, involving extensive and meaningful consultation with faculty and staff who self-identify as Indigenous. Honouring principles of Indigenous territoriality and longstanding diplomacies enacted within Tio:take/Mooniyang, the documents were also shared with local/proximate Indigenous communities in Fall 2023. This was done to respect Indigenous protocols and ensure that McGill was moving forward on a specific topic (Indigenous

membership/citizenship validation) in a way that was respectful of our host Indigenous nations/communities. While the work of Indigenous consultation is ongoing, to-date, there is written support from traditional and elected Indigenous governments representing sixteen Indigenous communities. The Policy was put forth for approval, on the understanding that an annual report on its implementation will provide opportunity to see if review is necessary.

This Policy was first presented to Senate for information and discussion at its meeting of April 18, 2024, and was subsequently developed further, following feedback received from Senators at that time. The Policy's associated Procedures are attached for informational purposes.

Be it resolved that the Board of Governors, on the recommendation of Senate, approve the proposed Policy on Indigenous Membership/Citizenship Validation, as presented in Appendix B.

3. Proposed Revisions to the Policy for the Accommodation of Holy Days [D23-69]

Senate's recommendation concerning the Proposed Revisions to the Policy for the Accommodation of Holy Days is submitted to the Board of Governors for consideration, including a change in title to "Policy for the Academic Accommodation of Religious Observances".

The Policy is sponsored by the Deputy Provost (Student Life and Learning). It outlines how scheduling accommodations for Religious Observances can be made for Students in the context of Academic Requirements at McGill University, and speaks to the responsibilities of students, instructor, and academic administrators. The proposed revisions specifically address its alignment with the Policy on Assessment of Student Learning (PASL), which will come into effect in Fall 2024. Additional changes include using "Religious Observance" as a term which includes Holy Days but is more widely applicable, and a new requirement to make the use of a Final Exam Conflict form mandatory across all faculties.

Be it resolved that the Board of Governors, on the recommendation of Senate, approve the proposed revisions to the Policy for the Accommodation of Holy Days, as presented in Appendix C.

4. Proposed Extension of the Strategic Research Plan [D23-70]

Senate's recommendation concerning the Proposed Extension of the Strategic Research Plan (SRP) is submitted to the Board of Governors for consideration. The proposed extension would afford the incoming Vice-President (Research and Innovation) adequate time to develop a new SRP.

The SRP is an essential institutional document that the University needs to have in place to fulfill its research mission. An SRP is a requirement to apply for funding to the Canada Foundation for Innovation (CFI) and to nominate Canada Research Chairs (CRCs). Each university must prepare an SRP, which demonstrates how it will use funding from the CRCs to attract and retain world-class experts. Similarly, demonstrating alignment to an institutional SRP is a requirement of CFI applications.

The current SRP (2019-2024) was endorsed by McGill's Senate in January 2019 and by the Board of Governors in February 2019 until 2024. Its content remains relevant while a new plan

is being developed. It contains 5 core commitments towards research, 7 Research Excellence Themes, and 4 high-level strategic objectives to achieve the University's vision and goals. At the beginning of the incoming Vice-President (Research and Innovation)'s mandate, a process for the development of a new SRP will be established. This process will include consultation with Faculties and the University community.

Be it resolved that the Board of Governors, on the recommendation of Senate, endorse the proposed extension of the Strategic Research Plan until December 2025, as presented in Appendix D.

5. Report of the Senate Nominating Committee [D23-65]

5.1 Appointments to the Committee on Staff Grievances and Disciplinary Procedures

Senate's recommendation concerning an appointment to the Committee on Staff Grievances and Disciplinary Procedures is submitted to the Board of Governors for approval in accordance with the [Regulations Relating to the Employment of Academic Staff](#).

*Be it resolved that the Board of Governors, on the recommendation of Senate, approve the appointment of **Andrew Kirk** to the Committee on Staff Grievances and Disciplinary Procedures, for a term beginning September 1, 2024, and ending August 31, 2027.*

II. FOR THE INFORMATION OF THE BOARD OF GOVERNORS

1. Report of the Senate Nominating Committee [D23-65]

Senate received this report for consideration. On the recommendation of the Senate Nominating Committee, Senate approved appointments to various Senate Standing Committees, various Committees arising from University Regulations, and the Ad hoc Committee to Review the Composition of Senate.

2. Report of the Academic Policy Committee [D23-66]

Senate received this report for consideration. On the recommendation of the Academic Policy Committee, Senate approved the creation of a Graduate Diploma in Oral Medicine (30 cr.).

3. University Budget (2024-2025) [D23-71]

Senate received this report for information. It was the third of three presentations relating to the planning of the University Budget for the upcoming fiscal year (2024-2025).

4. Report of the Board of Governors [D23-72]

Senate received this report for information. It provided an overview of matters considered and activities undertaken by the Board of Governors at its meeting of April 25, 2024, and by the Executive Committee of the Board of Governors at its meetings of March 12, 2024, and March 21, 2024.

5. Report of the Equity, Diversity, and Inclusion Committee (EDIC) [D23-73]

Senate received this report for information. It provided an overview of matters considered and activities undertaken by the Committee at its meeting of April 16, 2024.

6. Annual Report on Scholarships and Student Aid [D23-74]

Senate received this annual report for information. It provided an overview of activities undertaken over the period 2022-2023 in relation to Scholarships and Student Aid, as well as relevant statistics.

7. Annual Report on the Policy on the Disclosure of Wrongdoing [D23-75]

Senate received this annual report for information. It provided an overview of activities undertaken in relation to, or under the scope of, the Policy on the Disclosure of Wrongdoing since its implementation in September 2023, as well as relevant statistics.

8. Report of the Honorary Degrees and Convocations Committee [D23-76]

Senate received this report for consideration. On the recommendation of the Honorary Degrees and Convocations Committee, Senate approved various items relating to Honorary Degrees.

END

May 2024

POLICY	POLICY ON STUDENT SAFETY ABROAD
Approving Body	Senate, Board of Governors
Initial Approval Date	n/a
Date of Last Review	n/a
Next Review Date:	May 2025
Executive Sponsor	Deputy Provost, Student Life and Learning

Related Documents	<ul style="list-style-type: none"> • Student Safety Abroad Policy Appendices: <ul style="list-style-type: none"> • Student Safety Abroad Procedures • Student Acceptance Form Acknowledgment and Consent • International Field Studies Safety Plan Template • McGill Risk Rating System • Travel Exemption Procedure
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PART I – PURPOSE

McGill University is committed to providing students with a 21st century education by increasing the number of and access to international experiential learning opportunities (“University sanctioned international activities”), such as internships, field courses and studies, exchanges, performances and competitions, amongst others. The University further encourages students to include an international experiential learning activity as part of their studies.

The University employs best practices to provide students as well as academic and administrative staff with the information needed for safe international travel and study. However, the University cannot account for all potential risks, inconveniences, and/or incidents that a Student Traveller might experience during a University sanctioned international activity, and shall in no way be held liable for any health and/or safety issues that arise for a Student Traveller or their accompanying academic or administrative staff.

This Policy on Student Safety Abroad (“the Policy”) clarifies the roles and responsibilities of a Student Traveller and McGill academic and administrative staff related to University sanctioned international activities and aims to establish formal University-wide standards and resources for these activities.

SCOPE

This Policy applies to Student Travellers on a University sanctioned international activity travelling outside of Canada and to the academic and/or administrative staff approving, sponsoring, organizing or accompanying them.

Students who travel abroad for a purpose other than a University sanctioned international activity are considered to be travelling as private citizens and are solely responsible for making their own decisions regarding personal safety.

PART II –CONTENT

1. Definitions

“Student”: means (i) any person registered in the University for a course, courses or research, whether or not a candidate for degree, diploma, or certificate; (ii) persons once registered in the University under (i) above who are on leave (iii) persons registered during any preceding term and who have not since that time fulfilled all the requirements for the degree, diploma or certificate for which they were registered; (iv) postdoctoral fellows, who are not employees of the University.

“Student Traveller”: means any student participating in a University sanctioned international activity.

“University Sanctioned International Activity”: means curricular activities (i.e., credit or non-credit course work, exchange programs, field work, music performances and research) and co-curricular activities (e.g. University funded internships, varsity sports) that are officially approved or endorsed by McGill and for which international travel is an essential part of the activity, whether or not the student is pursuing the activity for academic credit or recognition, or receives University or third-party funding.

University sanctioned international activities exclude:

- Activities sponsored or organized by student clubs or associations,
- Activities organized solely by a student or group of students.

“Activity Sponsor”: means the McGill academic and/or administrative staff member(s) who actively approve(s), organize(s), coordinate(s), sponsor(s), give(s) credit for, accompany(ies) or supervise(s) a Student Traveller on a University sanctioned international activity; or if there is no such person(s), the Head of Unit.

“Head of Unit”: means the head of the academic or administrative unit that approves, sponsors or gives credit for a University sanctioned international activity.

“Global Affairs Canada (GAC) Travel Advisories”: means the official travel information and advice issued by the Government of Canada.

“Exchange Partner”: means a university with which McGill has established a student exchange program agreement.

“International Student Mobility Advisory Committee”: means the University committee responsible for international undergraduate student mobility strategies, in accordance with its Terms of Reference.

“McGill Abroad – ODPSLL”: means McGill’s central team in the Office of the Deputy Provost, Student Life and Learning (ODPSLL) that oversees international student mobility opportunities, protocols and procedures.

2. Safety and Travel Planning and Responsibilities

2.1. McGill Abroad – ODPSLL:

- 2.1.1. oversees the implementation and administration of this Policy;
- 2.1.2. informs Student Travellers about health and safety issues related to travel abroad;

- 2.1.3. acts as the University resource for safety abroad and provides expert advice on global safety and security to University leadership, committees, students, Student Travellers, Activity Sponsors and Heads of Units;

Without limiting the generality of the foregoing, McGill Abroad – ODPSLL also:

- 2.1.4. stays informed of changing conditions in the GAC Travel Advisories, communicates these changes to Student Travellers and relevant University units, and implements appropriate protocols in accordance with this Policy and associated Procedures;
 - 2.1.5. administers the McGill Student Travel Registry;
 - 2.1.6. supports crisis management;
 - 2.1.7. develops and delivers safety abroad information, training (e.g., Pre-Departure Orientation) and outreach for Student Travellers;
 - 2.1.8. oversees the administrative procedure for travel exemptions;
 - 2.1.9. oversees the development of policies and procedures pursuant to University sanctioned international activities and travel;
 - 2.1.10. maintains a registry of emergency and contingency plans for University sanctioned international activities; and
 - 2.1.11. evaluates and approves site and host selection for all Exchange partners upon the recommendation of the International Student Mobility Advisory Committee.
- 2.2. A Student Traveller:
- 2.2.1. educates themselves in advance of international travel by researching and assessing the general and personal risks related to their planned trip to ensure their physically and mentally readiness for travel;
 - 2.2.2. conducts themselves in a manner that prioritizes their safety while travelling;
 - 2.2.3. considers information relevant to the nature of their University sanctioned international activity (e.g., location) and the associated risks;
 - 2.2.4. prior to participating in a University sanctioned international activity, and in accordance with the Procedures associated with this Policy:
 - a. registers with the [McGill Student Travel Registry](#) at least 10 working days prior to their departure date;
 - b. completes the [Pre-Departure Orientation](#) offered by McGill Abroad – ODPSLL, unless exempt;
 - c. purchases appropriate and sufficient travel and medical insurance; and
 - d. obtains any authorizations to travel and take part in the University sanctioned international activity that are required.
 - 2.2.5. Failure to complete requirements 2.2.4.a. and 2.2.4.b. of this Policy shall lead to the cancellation of the University sanctioned international activity and/or the activity being deemed as Unauthorized Travel, as defined in Section 6.
- 2.3. Activity Sponsor(s):
- 2.3.1. consults with McGill Abroad – ODPSLL when planning a new University sanctioned international activity;
 - 2.3.2. reviews and authorizes applications to participate in a University sanctioned international activity.

3. Evaluation and Approval of University Sanctioned International Activities

- 3.1. Student Travellers shall not be compelled to travel to a location where they feel their safety may be compromised in order to participate in a University sanctioned international activity. Student Travellers may request to opt out of an activity by writing to the Activity Sponsor(s) or Head of Unit providing justification for the request and requesting an accommodation.
- 3.2. For a University sanctioned international activity in which a Student Traveller is accompanied by Activity Sponsor(s), the Activity Sponsor(s) is responsible for:
 - 3.2.1. evaluating and approving the University sanctioned international activity, including travel plans, safety plans and site selection in accordance with this Policy and accompanying Procedures. The Activity Sponsor must consult the GAC Travel Advisory at the time of the approval to confirm that travel to the proposed destination is allowed pursuant to this Policy.
 - 3.2.2. preparing and submitting a safety plan for each University sanctioned international activity to McGill Abroad – ODPSLL at least two months before the beginning of the activity or the departure, whichever comes first. The Head of the Unit or their delegate shall also record the safety plans prepared by Activity Sponsors.
 - 3.2.3. informing the Student Traveller of the mandatory requirements including those listed in 2.2.4 and ensuring their compliance with 2.2.4.a. and 2.2.4.b.
 - 3.2.4. Cancelling a University sanctioned activity for Student Travellers who do not comply with 2.2.4.a and 2.2.4.b.
- 3.3. For a University sanctioned international activity in which a Student Traveller is unaccompanied by Activity Sponsor(s), the Activity Sponsor(s) is responsible for:
 - 3.3.1. evaluating and approving the University sanctioned international, including site and host selection in accordance with this Policy. The Activity Sponsor must consult the GAC Travel Advisory at the time of the approval to confirm that travel to the proposed destination is allowed pursuant to this Policy.
 - 3.3.2. informing the Student Traveller of the mandatory requirements including those listed in 2.2.4. and ensuring their compliance with 2.2.4.a and 2.2.4.b.
 - 3.3.3. Cancelling a University sanctioned activity for Student Travellers who do not comply with 2.2.4.a and 2.2.4.b.

4. Travel Advisories and Risk Assessment

- 4.1. The University relies on GAC Travel Advisories to determine whether a location is safe for a University sanctioned international activity.
- 4.2. GAC Risk Levels indicate a level of risk associated with travel to a location and these are mapped to University descriptions of the risk and internal ratings. See Annex A for McGill Risk Rating System.
- 4.3. To participate in a University sanctioned international activity, travel to or through a location with a Level 1 or 2 University Risk Rating is permitted.
- 4.4. To participate in a University sanctioned international activity, travel to or through a location with a Level 3 University Risk Rating may be permitted in exceptional circumstances and requires the approval of the Deputy Provost (Student Life and Learning). In most instances, the Activity Sponsor and Head of Unit will be responsible for identifying an alternate destination.

- 4.5. The University does not authorize travel to or through a location with a Level 4 University Risk Rating.

5. Revocation of Authorization

The Deputy Provost (Student Life and Learning) may revoke authorization for a University sanctioned international activity as a result of safety concerns. Such decision must be made in writing and sent to the Dean of the relevant faculty, the Head of Unit, Activity Sponsor(s) and the Student Traveller.

6. Unauthorized Travel

- 6.1. Students who undertake travel without University authorization, or Student Travellers who remain in a location after authorization has been revoked, are considered to be travelling as a private citizen.
- 6.2. University resources or sponsorship will not be provided for unauthorized travel. In the event the University becomes aware of unauthorized travel, the Deputy Provost (Student Life and Learning), in consultation with the Dean of the relevant faculty, shall take corrective measures.

7. Requirements to report a problem

- 7.1. The Activity Sponsor(s) is required to report major health and safety issue(s) affecting a Student Traveller to the Dean of Students upon being made aware of the issue(s).
- 7.2. Student Travellers should report major health and safety issues or concerns to the Activity Sponsor(s) and to the Dean of Students as soon as possible.

PART III – AUTHORITY TO APPROVE PROCEDURES

The Deputy Provost (Student Life and Learning) is the final authority for the approval of Procedures or other secondary documents related to this Policy.

PART IV – REVIEW

This Policy shall be reviewed as needed and no less than every five years.

Appendix A: McGill Risk Rating System

GAC Travel Advisory	Risk Description	University Risk Rating
Take normal security precautions	A Student Traveller should take similar precautions to those they would take in Canada.	Level 1
Exercise high degree of caution	There are certain safety and security concerns in the country, territory, or region, or the situation could change quickly. A Student Traveller must be very cautious at all times, monitor local media and follow the instructions of local authorities.	Level 2
Avoid non-essential travel	Student safety and security could be at risk. McGill Abroad – ODPSLL reviews in collaboration with a Student Traveller and the Dean of their faculty, Head of Unit, and Activity Sponsor the need to travel to this country, territory or region based on academic requirements, knowledge of or familiarity with the region, and other factors. If a Student Traveller is already in the location, McGill Abroad-ODPSLL in collaboration with the Dean of the relevant faculty will determine whether ongoing participation in the University sanctioned international activity is essential or whether a Student Traveller should be advised to leave for safety and security reasons.	Level 3
Avoid all travel	A Student Traveller shall not travel to this country, territory or region. Personal safety and security are at great risk. If a Student Traveller is already in a location that escalates to a Level 4 risk rating, they will be advised to leave if it is safe to do so.	Level 4

Source: <https://travel.gc.ca/travelling/advisories>

PROCEDURE TITLE	STUDENT SAFETY ABROAD PROCEDURES
Executive Sponsor	Deputy Provost, Student Life and Learning
Initial Approval Date	n/a
Date of Last Review	n/a

Related Documents	<ul style="list-style-type: none"> • Student Safety Abroad Policy Appendices: <ul style="list-style-type: none"> • Student Safety Abroad Procedures • Student Acceptance Form Acknowledgment and Consent • International Field Studies Safety Plan Template • McGill Risk Rating System • Travel Exemption Procedure
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1. PURPOSE

The Student Safety Abroad Procedures serves to operationalize the Policy on Student Safety Abroad. The Procedures provide the framework to facilitate travel safety related decisions and establish formal University-wide standards and resources for University sanctioned international activities.

2. APPLICATION/SCOPE

The Student Safety Abroad Procedures applies to Student Travellers on a University sanctioned international activity travelling outside of Canada and to the academic and/or administrative staff approving, sponsoring, organizing or accompanying them.

Students who travel abroad for a purpose other than a University sanctioned international activity are considered to be travelling as private citizens and are solely responsible for all aspects of their travel and safety.

3. DEFINITIONS

“Student”: means (i) any person registered in the University for a course, courses or research, whether or not a candidate for degree, diploma, or certificate; (ii) persons once registered in the University under (i) above who are on leave (iii) persons registered during any preceding term and who have not since that time fulfilled all the requirements for the degree, diploma or certificate for which they were registered; (iv) postdoctoral fellows, who are not employees of the University.

“Student Traveller”: means any student participating in a University sanctioned international activity.

“University Sanctioned International Activity”: means curricular activities (i.e., credit or non-credit course work, exchange programs, field work, music performances and research) and co-curricular activities (e.g. University funded internships, varsity sports) that are officially approved or endorsed by

McGill and for which international travel is an essential part of the activity, whether or not the student is pursuing the activity for academic credit or recognition, or receives University or third-party funding.

University sanctioned international activities exclude:

- Activities sponsored or organized by student clubs or associations,
- Activities organized solely by a student or group of students.

“Activity Sponsor”: means the McGill academic and/or administrative staff member(s) who actively approve(s), organize(s), coordinate(s), sponsor(s), give(s) credit for, accompany(ies) or supervise(s) a Student Traveller on a University sanctioned international activity, or if there is no such person, the Head of Unit.

“Head of Unit”: means the head of the academic or administrative unit that approves, sponsors or gives credit for a University sanctioned international activity.

“Global Affairs Canada (GAC) Travel Advisories”: means the official travel information and advice issued by the Government of Canada.

“Exchange Partner”: means a university with which McGill has established a student exchange program agreement.

“International Student Mobility Advisory Committee”: means the University committee responsible for international undergraduate student mobility strategies, in accordance with its Terms of Reference.

“McGill Abroad – ODPSLL”: means McGill’s central team in the Office of the Deputy Provost, Student Life and Learning (ODPSLL) that oversees international student mobility opportunities, protocols and procedures.

4. PROCEDURE CONTENT

General Travel Procedures

For Student Travellers

4.1. Pre-departure Orientation

Student Travellers travelling outside of Canada must complete the McGill Abroad - ODPSLL online Pre-departure Orientation on MyCourses. It is recommended this be completed 3 to 6 months prior to departure.

4.1.1. Student Travellers exempted from this include:

- Students Travellers travelling to their country of citizenship.
- Students in Nursing, Physical Therapy (PT), Occupational Therapy (OT), and Doctor of Medicine and Master of Surgery (MDCM) because local pre-departure training is coordinated by the McGill

Global Health Programs (GPH) office in collaboration with the Schools of Nursing and Physical and Occupational Therapy, and the Faculty of Medicine and Health Sciences

- Special cases, as approved by the Deputy Provost (Student Life and Learning).

4.2. Registration with Global Affairs Canada

4.2.1. Student Travellers with Canadian citizenship are required to register with the Government of Canada service called “Registry of Canadians Abroad” prior to their departure for a University sanctioned international activity.

4.2.2. Student Travellers who hold other citizenships must register with the Consulate or Embassy of their home country if this service is available.

4.3. McGill Student Travel Registry

All Student Travellers travelling outside of Canada must register their travels in the McGill Student Travel Registry and complete the Student Consent Form (Appendix A) at least 10 working days prior to their departure.

4.4. Insurance

Student Travellers are responsible to ensure they have sufficient travel and medical insurance for the duration of their time abroad.

Activity Sponsors

4.5. Registration with McGill Student Travel Registry

4.5.1. Activity Sponsors must ensure that Student Travellers within their purview register with the McGill Student Travel Registry at least 10 working days prior to their departure date and complete the McGill Abroad- ODPSLL Pre-Departure Orientation on MyCourses, unless exempted.

4.6. Activity Sponsors who accompany Student Travellers on a Field Course or Semester, specifically,

4.6.1. shall inform McGill Abroad - ODPSLL of their travel plans and submit a safety plan to safetyabroad@mcgill.ca at least two months before the beginning of the activity or the departure, whichever comes first. A template safety plan is available (Appendix B).

4.6.2. The Head of the Unit or their delegate shall also record the safety plans prepared by Activity Sponsors.

4.6.3. should be aware that Faculties and/or Departments are advised to offer tailored destination and/or activity specific pre-departure sessions to Student Travellers.

4.7. Non-compliance

McGill Abroad – ODPSLL or an Activity Sponsor will cancel the University sanctioned international activity of any Student Travellers who do not abide by the Policy on Student Safety Abroad or this Procedure.

4.8. Revocation of Authorization

- 4.8.1. The Deputy Provost (Student Life and Learning) may revoke authorization for a University sanctioned international activity as a result of safety concerns. Such decision must be made in writing and sent to the Dean of the relevant faculty, the Head of Unit, Activity Sponsor(s) and the Student Traveller.
- 4.8.2. Should the GAC Travel Advisory of a location change to a risk rating Level 3 or Level 4, the McGill Abroad - ODPSLL will advise Student Travellers via the McGill Student Travel Registry App and the Student's McGill Official email and Activity Sponsors.
- 4.8.3. Student Travellers must leave location if instructed to do so by McGill Abroad - ODPSLL. Student Travellers who refuse to follow instructions of the University will be considered to be on an Unauthorized Travel.

4.9. Unauthorized travel

- 4.9.1. Students who undertake travel without University authorization, or Student Travellers who remain in a location after authorization has been revoked, are considered to be travelling as a private citizen.
- 4.9.2. University resources or sponsorship will not be provided for unauthorized travel. In the event the University becomes aware of unauthorized travel, the Deputy Provost (Student Life and Learning) in consultation with the Dean of the relevant faculty, may take any of the following measures:
 - Suspend or cancel the University sanctioned international activity or the Student's participation in the University sanctioned international activity;
 - Suspend or cancel any funding to the Student from the sources controlled by the University;
 - Subject to applicable laws, advise third parties that the Student is not travelling under the auspices of the University or with the authorization of the University;
 - With the approval of Dean of the relevant faculty, withdraw the Student from registration or place the Student on leave from any course or program related to the travel;
 - Decline to award academic credit for activities undertaken while travelling;
 - Determine that any research conducted while travelling may not be used as a means of meeting a degree requirement at the University.
 - Impose other restrictions as warranted by the situation.

5. REVIEW

The Student Safety Abroad Procedures is revised as needed, and minimally in conjunction with the Policy on Student Safety Abroad.

Appendix A: Student Acceptance Form - Acknowledgment and Consent

**La version en français suivra.*

1. I have chosen to participate in a University sanctioned international activity and I confirm having received the proper authorization from the issuing authority at McGill University. I understand that I am not required to take part in the University sanctioned international activity to complete a McGill degree and acknowledge that my participation in the activity is wholly voluntary.
2. I confirm that I have attended the Pre-Departure Orientation offered by McGill Abroad otherwise known as McGill Abroad – ODPSLL, unless otherwise exempt. Students will learn about university requirements, government travel advisories, health questions, travel documents, sustainable travel and more. Failure to complete the Pre-Departure Orientation may lead to the cancellation of my University sanctioned international activity.
3. I confirm that I have registered my University sanctioned international activity travel dates and required information in the McGill Student Travel Registry. The travel registry is mandatory for all University sanctioned activity outside of the Greater Montreal Area. Failure to complete the travel registry at least 10 working days before my expected travel date, will lead to the cancellation of my University sanctioned activity. (The Greater Montreal Area includes the communities within Montreal, Laval, Longueuil, The North Shore and South Shore.)
4. I have registered my travel for my University sanctioned international activity with the Government of Canada via the Registration of Canadians Abroad website or with a similar agency in my home country (if available) and will monitor the Government of Canada's Travel Advice and Advisories until the date of departure, and while abroad.
5. I will undertake such functions and responsibilities consistent with Pre-Departure Orientation and/or any other related student-training approved by McGill and fully comply with the directions that I may receive from McGill Faculty and staff members.
6. I understand that as a student of McGill, I remain subject to the rules, regulations, and policies of McGill, including but not limited to, those contained in the Handbook of Student Rights and Responsibilities.
7. If necessary, I will undergo a medical examination and receive appropriate immunization prior to the start of the University sanctioned international activity and will provide McGill with an attestation to this effect if requested.
8. I will carry appropriate and sufficient travel and medical insurance that covers medical emergencies, emergency evacuation, and trip cancellation and interruption which will remain valid throughout the duration of my trip.
9. I will travel with a passport that is valid for at least 6 months from my date of departure, visa(s) and an immunization booklet (if required), and return air ticket.
10. I understand that the University sanctioned international activity may involve physically and mentally strenuous activities in areas removed from primary medical care or hospitals.

11. I will behave in such a way as to minimize risk to myself and other participants at all times. I have familiarized myself with and will observe the local laws and customs and will at all times behave responsibly and within the laws of my destination country and will do nothing to bring discredit to McGill University.

12. I understand that participation in the University sanctioned international activity involves risks, dangers, and hazards, including but not limited to those outlined in the Government of Canada's Travel Advisories for my destination country. I have reviewed the current travel advice and advisories for my destination and understand and personally accept the risks outlined therein.

13. Unless my expenses are to be covered by my Activity Sponsor or research grant, I will be personally responsible for all my expenses and declare that I am financially capable of meeting such expenses incurred on my behalf. I will not cause McGill to incur any expense, including but not limited to telephone, telecommunications, and transportation, and will promptly and fully reimburse McGill for any such expenses, as applicable.

14. Unless I hold the necessary authorization to do so, I will not engage in any occupation or trade, whether paid or unpaid, while abroad.

15. I hold McGill harmless from any claims, demands or actions of any kind, and shall indemnify McGill from any loss or expenses incurred, and accept full responsibility for my participation in the University sanctioned international activity.

16. I agree that McGill may terminate my participation in the University sanctioned international activity and require me to return to Canada forthwith for any reason whatsoever.

17. I authorize McGill to contact the person I have named as an emergency contact in case of emergency at their discretion, releasing such information as McGill deems necessary.

18. I authorize McGill to release such personal information about me as is required by government bodies or McGill's partners for the purpose of identifying me and registering me as a participant in the University sanctioned international activity.

19. Knowing that the University communicates with students while they are abroad via their McGill email in addition to the McGill Student Travel Registry app, I agree to continuously monitor my McGill email and respond in the shortest delay to safety related emails.

20. I have requested that the present document be drafted in the English language.

La version française

Formulaire d'acceptation pour les étudiants – Attestation et consentement

J'ai choisi de participer à une activité universitaire à l'étranger:

1. J'ai choisi de participer à une activité universitaire à l'étranger. Je comprends que je ne suis pas obligé (e) de prendre part à cette activité pour obtenir un diplôme de l'Université McGill et je reconnais que ma participation à cette activité est entièrement volontaire.
2. Je confirme que j'ai participé à l'orientation pré-départ offerte par McGill Abroad. Les étudiants prendront connaissance des exigences universitaires, les conseils et avertissements offerts par le gouvernement aux voyageurs, les questions de santé, les documents de voyage, le voyage durable et plus encore lors de cette orientation.
3. Je confirme que j'ai enregistré les dates de mon voyage pour une activité universitaire à l'étranger ainsi que les informations requises dans le McGill Student Travel Registry. Le registre de voyage est obligatoire pour tous les déplacements liés à l'Université en dehors de la région métropolitaine de Montréal. Le non-respect de cette exigence entraînera l'annulation de l'activité universitaire à l'étranger.
4. J'ai signalé aux Services d'enregistrement d'Affaires étrangères Canada ou à tout autre organisme similaire de mon pays d'origine, les déplacements prévus dans le cadre de l'activité universitaire à l'étranger. Je consulterai les éditions subséquentes des Conseils aux voyageurs d'ici mon départ et tout au long de mon séjour à l'étranger.
5. J'assumerai les fonctions et les responsabilités inhérentes au programme de formation étudiante agréé par l'Université ainsi que celles spécifiées périodiquement par ladite université. Je me conformerai entièrement et sans délai aux directives qui me seront communiquées par le corps professoral de l'Université McGill et les membres de son personnel.
6. En tant qu'étudiant de l'Université de McGill, je reconnais devoir respecter les règlements, réglementations et politiques de l'Université McGill, y compris mais sans s'y limiter, ceux spécifiés dans le Recueil des droits et obligations de l'étudiant.
7. Si nécessaire, je subirais un examen médical et veillerai à ce que les vaccins appropriés me soient administrés avant que ne débute l'activité universitaire à l'étranger. À cet égard, je communiquerai sur demande une attestation à l'Université McGill.
8. Je m'assurerai d'avoir des assurances adéquates pour accidents et maladies, y compris une protection en cas d'évacuation d'urgence, pour la durée de l'activité universitaire à l'étranger. Je reconnais que l'assurance de l'université ne couvre pas la perte de biens personnels.
9. Pendant mon voyage, j'aurai en ma possession un passeport valide durant au moins 6 mois après la date de retour de l'activité universitaire à l'étranger, un visa, un livret de vaccination ainsi que mes billets d'avion (aller-retour).
10. Je reconnais que l'activité universitaire à l'étranger peut comporter des activités exigeantes sur le

plan physique et mental dans des zones qui n'offrent pas de soins hospitaliers ou médicaux primaires.

11. Je me comporterai de façon à minimiser en tout temps les risques pour moi-même et pour les autres participants. J'ai pris connaissance des lois et des usages locaux et je m'engage à les respecter. Je m'engage également à me comporter de façon responsable et à respecter les lois en vigueur dans le pays ou la région de destination. Je ne ferai rien qui pourrait nuire la réputation ainsi que la crédibilité de l'université McGill.
12. Je reconnais que la participation à l'activité universitaire à l'étranger comporte des risques dangers et périls, y compris mais sans s'y limiter à ceux décrits pour mon pays/région de destination dans le rapport Conseils aux voyageurs du ministère des Affaires étrangères. J'ai lu la dernière édition de ce rapport et reconnais les risques qui y sont mentionnés.
13. À moins que mes frais ne soient assumés par mon superviseur ou couverts par ma subvention de recherche, j'assumerai la totalité de mes frais et déclare par la présente avoir les moyens financiers nécessaires pour couvrir tous les frais encourus à titre personnel. Je n'occasionnerai aucun frais pour l'université McGill, incluent mais sans s'y limiter frais de téléphone, de télécommunication et de transport. Le cas échéant, je rembourserai sans délai à l'université McGill tous les frais applicables.
14. À moins d'y être durement autorisé (e), je ne me livrerai à l'étranger a aucun travail ou métier rémunère ou non.
15. Je dégage par la présente l'université McGill de toute réclamation, demande ou action, quelle qu'elle soit, m'engage à indemniser l'Université McGill pour toutes pertes ou dépenses encourues, et accepte la pleine responsabilité de ma participation à l'activité universitaire à l'étranger.
16. Je conviens que l'Université McGill puisse mettre fin à ma participation à l'activité universitaire à l'étranger et exiger mon retour immédiat au Canada pour une raison ou pour une autre.
17. J'autorise par la présente l'Université McGill à communiquer à sa discrétion avec la personne que j'ai désignée comme personne-ressource en cas d'urgence, pour divulguer les renseignements que l'université jugera pertinents.
18. J'autorise l'Université McGill à divulguer les renseignements personnels me concernant requis par les organismes gouvernementaux ou les partenaires de l'Université McGill aux fins de d'identifier et de m'inscrire en tant que participant à l'activité de voyage liée à l'Université.
19. La communication avec les étudiants pendant leur séjour à l'étranger se fera via leur adresse électronique institutionnelle de McGill. Je surveillerai celle-ci et répondrai dans les plus brefs délais aux courriels relatifs à la sécurité.
20. J'ai demandé que le présent document soit rédigé en français.

Appendix B: International Field Studies Safety Plan Template

Activity and Travel Details

Description of the activity

Provide specific details of the activity (including location of University-related work, travel dates, host institution, location of accommodation, and nature of activity, number of participants (students and staff)).

Risks at Destination

Please list potential risks associated with conducting the field study in this chosen location. Please reference Global Affairs Canada's Travel Advice and Advisories, including Regional Advisories (if applicable), in your description.

Description of transportation

Describe the routes and modes of transportation that you will use to arrive to the activity location, depart upon completion, and use throughout the activity, if applicable. Please include your flight itineraries, if available.

Host organization

Does the host organisation provide participants with health services including access to mental health resources?

Validity of Insurance

<input type="checkbox"/>	Participants' Travel, Medical and Evacuation insurance will remain valid when participating in all activities, in all activity locations, throughout the duration of the trip.
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Risk Management

Describe the contingency plan in case the activity must be cancelled or travel is interrupted preventing you from initiating the activity.

Describe the contingency plan in case the activity must be cancelled or travel is interrupted preventing you from returning home.

How will potential risks be mitigated?

What security measures are in place to alleviate any potential risks or barriers to student safety and wellness? It is important to take into consideration that everyone shares a different experience and preparing students ahead of time is essential. For example, certain historical landmarks or activities may be triggering to students and therefore a preamble is strongly suggested.

Students may feel a wide range of unexpected emotions while abroad. Please describe how McGill Faculty and accompanying staff will support students in the event of a mental health crisis or concern.

<input type="checkbox"/>	Personal Supplies: Participants have prepared enough essential supplies (i.e. medication, nutritional supplements, hygiene products), to last beyond the expected end date of the field activity.
<input type="checkbox"/>	Travel Documents: Participants have confirmed that their passports, visas, and other important documents will remain valid beyond the expected end date of the field activity.
<input type="checkbox"/>	Insurance Extension: Participants' Travel, Medical and Evacuation Insurance can be extended, while abroad, if required.
<input type="checkbox"/>	Finances: Participants have sufficient financial resources to last beyond the expected end date of the Field Activity.

Pre-Departure Registration of Travel

<input type="checkbox"/>	Participants have registered with the Canadian Department of Foreign Affairs and International Trade (DFAIT) Registration of Canadians Abroad or their home country's equivalent, if available.
<input type="checkbox"/>	Student participants have created an entry for this trip in the McGill Student Travel Registry at least 10 days prior to their scheduled departure.
<input type="checkbox"/>	Faculty and staff participants have completed the University Travel Registration Form.

<input type="checkbox"/>	Student participants, who are travelling internationally, have completed the Pre-Departure Orientation MyCourse.
<input type="checkbox"/>	Participants have completed a field activity specific pre-departure orientation provided by the department.
<input type="checkbox"/>	Participants are clearly aware of risks associated to the field activity and have received either a virtual or in-person training session in preparation for their field course abroad

The following participants are certified to perform First Aid:

1.	Name:	
	Role:	
	Contact:	
2.	Name:	
	Role:	
	Contact:	
3.	Name:	
	Role:	
	Contact:	

In the event of an emergency, the following people in the group will take charge of checking member numbers, contacting emergency services, and informing relevant parties. If the designated person is unavailable or incapacitated, the following person will take charge.

1.	Name:	
	Role:	
	Contact:	
2.	Name:	
	Role:	
	Contact:	
3.	Name:	
	Role:	
	Contact:	

Local Emergency Services

Local Emergency Services (911 or equivalent)	
Phone number:	
Local Police Station	
Address:	
Phone number:	
Local Canadian Consular Services (or equivalent)	
Address:	
Phone number:	

Emergency Assistance for Canadians Abroad	
Email:	sos@international.gc.ca
Phone number:	+1 613 996 8885 (call collect where available)
Website:	https://travel.gc.ca/assistance/emergency-assistance
SMS:	+1-613-686-3658
WhatsApp:	+1-613-909-8881

Nearest Medical Services	
Address:	
Phone number:	

Nearest Local Hospital	
Address:	
Phone number:	

Two Emergency Contacts	
Address:	
Phone number:	
Address:	
Phone number:	

McGill Services

McGill Emergency Services	
24/7 Campus Security is available 365 days a year. Telephone calls will be routed and triaged accordingly	<p>+1-514-398-3000</p> <p>https://www.mcgill.ca/campussafety/security-services</p>
Office of the Dean of Students	<p>+1- 514-398-4990</p> <p>https://www.mcgill.ca/deanofstudents/</p>
24/7 365 days a year online Mental Health Counselling available in over 60 different languages	<p>keep.meSAFE</p> <p>web APP that can be downloaded on a mobile device</p>
Safety Abroad Officer Monday through Friday: 8h30am to 16:30pm EST.	<p>+ 1- 514-398-5995</p> <p>safetyabroad@mcgill.ca</p>

*Please note that working hours may be subject to change.	
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Online Resources for consultation purposes

McGill Abroad Emergency webpage	https://www.mcgill.ca/mcgillabroad/safety/emergencies
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Please indicate the lead contact/staff member for this field course	
Name:	
Title:	
Signature:	
Course title and code:	
Date:	

Appendix C: McGill Risk Rating System

GAC Risk Level	Risk Description	University equivalent travel advisory risk rating
Take normal security precautions	Take similar precautions to those students would take in Canada.	Level 1
Exercise high degree of caution	There are certain safety and security concerns in the country, territory, or region, or the situation could change quickly. Students must be very cautious at all times, monitor local media and follow the instructions of local authorities.	Level 2
Avoid non-essential travel	Student safety and security could be at risk. The University reviews in collaboration with the Student and the Dean of their faculty, Head of Unit and Activity Sponsor the need to travel to this country, territory or region based on academic requirements, knowledge of or familiarity with the region, and other factors. If Student is already there, the University will determine whether the Student participation in the University sanctioned international activity is essential and whether they should be advised to leave for safety and security reasons.	Level 3
Avoid all travel	Students should not travel to this country, territory or region. Personal safety and security are at great risk. If Student is already there, they will be advised to leave if it is safe to do so.	Level 4

Source: <https://travel.gc.ca/travelling/advisories>

Appendix D: Travel Exemption Procedure

Application Prior to Travel

Students who deem travel to a country or region with an “Avoid non-essential travel” advisory as essential to their studies must apply for a Travel Exemption via the Travel Exemption webpage on McGill Abroad website, at least 4 weeks before making any travel arrangement or 2 months prior to travel. Exemptions for travel or stay in a country with an “Avoid all travel” advisory will not be granted. In communications, the student must be reminded that application for a travel exemption does not guarantee approval.

Application While Abroad

Students who are away participating in a university-related activity when an “Avoid non-essential travel” advisory is issued for their destination will be contacted by McGill Safety Abroad and given instructions. Should the Student consider their international activity essential, they will apply for an exemption. Due to the urgency of these requests, its processing will be fast-tracked. In communications, the student must be reminded that application for a travel exemption does not guarantee approval.



POLICY NAME	POLICY ON INDIGENOUS MEMBERSHIP/CITIZENSHIP VALIDATION
Approving Body	Senate: TBD Board of Governors: TBD
Initial Approval Date	TBD
Date of Last Review	n/a
Date of Next Review	TBD
Initial Sponsor	Provost and Executive Vice-President (Academic)
Related Documents	Procedures Related to the Policy on Indigenous Membership/Citizenship Validation

STATEMENT OF PRINCIPLE

McGill's pathway towards reconciliation is outlined in the 2017 Provost's Task Force Report on Indigenous Studies and Indigenous Education. This report, which was McGill's response to the 2015 Truth and Reconciliation Commission of Canada's 94 Calls to Action report, outlines 52 Calls to Action (CTAs) that support increased Indigenous representation and opportunities across our campus community. Notably for the purposes of this Policy, CTAs #44 and #52 of the Report outline specific targets for increasing the number of Indigenous faculty and staff and supporting their flourishing McGill. To ensure that McGill is responding to these CTAs and respecting the inherent and constitutional rights of Indigenous Peoples, the aforementioned opportunities and spaces must be advanced with care, reflecting specific commitments to truth and reconciliation and to broader Indigenization and decolonization efforts.

The University seeks to adopt a robust and equitable process to validate claims of Indigenous membership/citizenship, which is based on clear evidence and is grounded in Indigenous knowledge, lived experiences, and community recognition, and supported by relational hiring practices. Through this Policy, McGill recognizes the deep and persistent legacies of colonialism, notably the harms caused by the Indian Residential School system, which continue to burden many Indigenous people.

The University is situated on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Rotinonhsón:ni¹ and Algonquin Anishinabeg nations.

¹ Haudenosaunee peoples

McGill's physical footprint on Kawennoke Tiohtià:ke² begets specific responsibilities to Kanien'kehá:ka³, the custodians and stewards of these lands. It is with respect to the Kanien'kehá:ka responsibility for Tiohtià:ke that this Policy acknowledges the values embedded in the ceremonies, protocols and teachings, the most notable of which is the Edge of the Woods ceremony, that Kanien'kehá:ka carry regarding what it means to come into relations with these lands, and thus to be in relation to the University as an Indigenous person.

The teachings that ground this Policy are:

We care for one another by being truthful and transparent in our relations;

Honesty is healing and dishonesty causes harm;

It is important to uphold and protect the integrity of Indigenous spaces, knowledges and epistemologies, and of claims about Indigenous membership, citizenship and belonging;

Accurately representing oneself and honoring one's heritage is an important demonstration of self-respect and accountability to community; and

Decisions must be made considering their impact on seven generations to come.

Section 1- Purpose

- 1.1** This Policy seeks to preserve opportunities anchored to truth and reconciliation. It further seeks to validate claims of Indigenous membership/citizenship in situations where that claim is directly relevant to a person's employment by the University.
- 1.2** For greater clarity, this Policy does not aim to investigate or address fraudulent claims of Indigenous identity among persons employed at the University at the time of this Policy's adoption. Fraud, or intentional misrepresentation to gain a material advantage, is misconduct in any case, regardless of the claim in question. It can be, and is, addressed through the University's existing regulatory framework outside of this Policy.
- 1.3** In carrying out the purpose set by section 1.1, the University recognizes the diversity of identities, lived experiences, and perspectives of Indigenous persons, within and beyond the McGill community.

Section 2- Scope

- 2.1** This Policy and its Procedures apply to Indigenous persons who are:
- Aboriginal persons as defined in Section 35 of the Canadian Constitution, that is, First Nations, Inuit, and Métis persons.

² The name of Montréal Island in Kanien'kehá:ka, which translates to, "where the group divided/parted ways."

³ The Mohawk People

- American Indian or Alaskan Native persons who are enrolled members of federally recognized Indian tribes whose reservation boundaries or traditional territories are intersected by the Canada-United States border⁴.

2.2 McGill recognizes that the diversity of Indigenous Peoples as there are thousands of unique Indigenous cultures around the world. The fact that an Indigenous person does not fall within the scope of this Policy does not mean that they are not Indigenous, nor does it prevent them from self-identifying as Indigenous according to their respective Indigenous protocols.

2.3 McGill, as an institution that is both international in character and committed to truth and reconciliation, pursues the objectives of this Policy while fully recognizing and supporting the success and belonging of academic staff who are from Indigenous communities around the world.

Section 3- Situations Where Indigenous Membership/Citizenship will be Validated

3.1 Candidates for employment

3.1.1 A person who applies for an employment position at the University and who falls within the scope of this Policy set by s. 2.1 must provide documentation through a validation process set out in the Procedures that accompany this Policy where the position, as expressly stated in the position posting/advertisement:

- a) is tied to the 52 CTAs of the Taskforce on Indigenous Studies and Indigenous Education; or
- b) requires or gives preference to Indigenous membership/citizenship; or
- c) requires future or ongoing, or recognizes prior, engagement with Indigenous communities.

3.2 Persons Entering into Relations with the University.

3.2.1 A person who self-identifies as an Indigenous person and falls within the scope of this Policy set by s. 2.1 and is invited to enter relations with the University as a speaker at a major lecture (e.g., Beatty Lecture) or a major awardee (e.g., honorary doctorate), whose invitation is expressly tied to their Indigenous lived experience, must provide documentation through a validation process set out in the Procedures that accompany this Policy.

3.3 Current Employees

3.3.1 A University employee who self-identifies as an Indigenous person and who falls within the scope of this Policy set by s. 2.1 must provide documentation through a validation process set out in the Procedures that accompany this Policy where the employee applies or accepts a

⁴ This inclusion acknowledges that the Canada-United States border intersects specific Indigenous Nations and/or their respective communities. It respects the kin relations and pre-confederation Indigenous Nation to Indigenous Nation relationships, treaties, protocols, and agreements that have and continue to be honoured by First Nations, Inuit and Metis Peoples.

nomination for, or seeks the assignment of a new position, major award (i.e., value of \$10,000.00 or more), opportunity, or responsibility at the University that expressly:

- a) is tied to the 52 CTAs of the Taskforce on Indigenous Studies and Indigenous Education; or
- b) requires or gives preference to Indigenous membership/citizenship; or
- c) requires future or ongoing, or recognizes prior, engagement with Indigenous communities.

3.3.1.1 Subject to rules or requirements that may be set by external bodies (e.g., Tri-Agency) that may apply in a given situation, this Policy does not apply to any member of the academic staff already carrying out activities or holding a position, opportunity, or award enumerated by s. 3.3.1 who seeks to continue holding or to renew any such position, opportunity, or award.

3.3.2 This Policy does not affect the criteria for reappointment, tenure, or promotion of current academic staff.

3.3.3 This Policy does not derogate from or supersede the University's *Policy on Academic Freedom*. As such, this Policy does not preclude any member of the University's academic community to engage with topics about Indigenous issues, regardless of their identity.

3.3.4 This Policy does not limit academic units' ability to recruit or recommend the academic appointment, in any discipline or area of study, of Indigenous faculty who do not fall within the Policy's scope.

4. Consequences of a Failure to Meet Validation Requirements

4.1 Where a person who is asked to validate their self-identification as an Indigenous person does not meet the requirements established through the Procedures that accompany this Policy, the body charged with evaluating and making a decision on the position or opportunity concerned will give this outcome due weight. That body shall further be guided by the principles and the university's commitments to reconciliation.

4.2 A person who is asked to validate their self-identification as an Indigenous person but does not meet the requirements established through the Procedures that accompany this Policy will not be, solely by virtue of not meeting the requirement, deemed to have committed fraud.

Section 5 – Promotion of Awareness

5.1 The University, principally through the Office of Indigenous Initiatives, shall develop education initiatives about this Policy and its purpose.

5.2 Notice of this Policy and its Procedures will be provided through the University's online platforms related to employment and other materials related to the 52 CTAs.

Section 6 - Policy Reporting and Review

The Provost, or the Provost's delegate, shall report annually to Senate and the Board of Governors on the implementation and application of this Policy. This report will include information about the number of instances where validation requirements were met and not met and about measures taken to pursue the education objectives of this Policy.

A triennial review of this Policy shall be conducted by a working group chaired by the Provost (or delegate) and comprised of at least one Indigenous faculty member, one Indigenous staff member, and (three) Indigenous community representatives with at least one (1) being Haudenosaunee and one (1) being Algonquin Anishinaabe. This review shall assess and make recommendations on the Policy's educational measures.

DRAFT



PROCEDURE TITLE	PROCEDURES RELATED TO THE POLICY ON INDIGENOUS MEMBERSHIP/CITIZENSHIP VALIDATION
Approving Body	Senate: TBD Board of Governors: TBD
Initial Approval Date	TBD
Date of Next Review	TBD
Initial Sponsor	Provost and Executive Vice-President (Academic)

PART 1- PURPOSE AND SCOPE

1. These Procedures accompany and facilitate the implementation of the Policy on Indigenous membership/citizenship (“Policy”).
2. These Procedures shall be reviewed and amended as necessary to facilitate the smooth implementation of the Policy, and in any case at least every three years, with appropriate stakeholder consultation.
3. Throughout, reference to “Indigenous” reflects Indigenous persons that fall within the scope of the Policy outlined in s. 2.

PART II – PROCEDURAL CONTENT

A. Candidates for Employment

Step 1: At the Application Stage

When a person applies to an employment opportunity at McGill, they are invited to complete employment equity self-identification. Applicants will be informed that should they voluntarily self-identify as Indigenous, if they are shortlisted, they will be asked to validate such self-identification if the employment opportunity falls within the scope of s. 3.1.1 of the Policy. Hyperlinks to the Policy on Indigenous Membership/Citizenship Validation and these Procedures will be provided.

In such instances, should an applicant self-identify as Indigenous and be shortlisted, the chair of the recruitment committee shall contact the Office for Indigenous Initiatives (OII), which will then connect with the applicant (see sample correspondence at Appendix A).

Step 2: Request and Review of Materials

Candidates may validate claims of Indigenous self-identification through one of two options.

A) Option 1 – Documentation

Where the applicant has chosen “**Option 1 – Documentation**”, the process is straightforward and once complete, the process moves directly to Step 3 – Notification.

B) Option 2 – Written Confirmation

Where the applicant has chosen “**Option 2 – Written Confirmation**” the AP-II will, in consultation with McGill’s General Counsel, review the materials and seek appropriate Indigenous leadership counsel external to the University relevant to the applicant’s claim (e.g. if the applicant is claiming Rotinonhsón:ni, recognized Rotinonhsón:ni governing councils will be consulted), following which the AP-II, with advice from General Counsel, will determine whether the materials furnished are sufficient for validation of the applicant’s Indigenous membership/citizenship claim. That decision shall be part of the candidate’s recruitment dossier.

The AP-II, General Counsel, and the recruitment committee chair and members are charged with holding the information received and shared for this purpose in strict confidence.

This process shall be carried out within no more than 30 calendar days unless more time is needed to consult with the Indigenous leadership counsel in question.

Step 3: Notification

Following receipt of materials submitted in accordance with either of the Options set out above, the AP-II will communicate the outcome of the validation process to the chair of recruitment committee. Upon receipt of this determination, the recruitment committee will proceed to carry out its mandate, giving due weight to the outcome of the validation process.

The candidate also shall be notified of the recommendation. In the event of a negative recommendation, the candidate shall be provided with written reasons.

Through this process, no party – including the AP-II, General Counsel, and/or the chair or members of the relevant recruitment committee evaluates an applicant’s right to claim Indigenous ancestry or identity more generally. Rather, they this process is centred on assessing whether materials that an applicant has supplied suffice to meet the requirements of eligibility for positions envisaged by s. 3.1.1 of the Policy.

B. Claims made by Indigenous persons coming into relations with McGill

Should an academic or administrative unit seek to come into relations with an Indigenous person who would be a speaker at a major lecture (e.g., Beatty Lecture) or a major awardee (e.g., honorary doctorate) pursuant to s. 3.2.1 of the Policy, the McGill official extending the

application must contact the OII to facilitate the validation process. The steps that ensue will follow those set out in Part A, above, modified to reflect the context of a prospective lecturer or honoree (see Appendix B).

C. Current Employees

Step 1: At the Identification Stage

Should a McGill employee seeking opportunities enumerated at s. 3.3.1 of the Policy self-identify as Indigenous, the person responsible for the relevant selection, nomination, or appointment process associated must inform the employee concerned of this policy and obtain their consent to proceed with a process to validate Indigenous self-identification.

Where such consent is not given, the employee may withdraw consideration for the opportunities enumerated at s. 3.3.1 and there shall be no further steps taken under this Policy.

Where such consent is given, the person responsible for the relevant selection, nomination, or appointment related to the opportunity envisaged by s. 3.3.1 of the Policy shall contact the OII to facilitate the validation process. The steps that ensue will follow those set out in Part A, above, modified to reflect the context of a current employee (see Appendix C).

Current members of the University community who seek to contest decisions that result from the application of this Policy or its procedures have recourse to grievance processes set by the University regulation, policy, or collective agreement that applies to them.

Appendix A

The following correspondence will be used to both explain and request information from shortlisted job candidates for positions enumerated at s. 4.1.1 of the Policy:

Dear X,

I am contacting you in my role of Associate Provost of Indigenous Initiatives (APII) at McGill University.

In the present period of Truth and Reconciliation across Canada, public institutions, including universities, have increased spaces and opportunities for Indigenous Peoples. The intention, and a principal benefit, of such development is the increased representation of First Nations, Inuit, and Métis people within institutions, recognizing that universities play a key role in the reparative and restorative work of addressing the legacy of colonial education in Canada.

The Honorable Murray Sinclair, former Chair of the Truth and Reconciliation Commission of Canada, has recently stated that the time has come for all universities to recognize that relying solely on self-identification processes with respect to determining who has the right to take up Indigenous opportunities is no longer sufficient. Indigenous Peoples, their communities and respective Nations are calling upon universities to develop more robust processes for validating claims to Indigeneity. This requires thinking about how we move within systems, our values about who we are, and how we recognize each other.

I am writing to provide you with a copy of McGill's Policy on Indigenous Membership/Citizenship ("Policy"). The Policy, which provides a framework for validating of claims of Indigenous membership/citizenship, is rooted in Calls to Action #44 and #52 of [McGill's Report of the Provost's Task Force on Indigenous Studies and Indigenous Education \(TFISIE\)](#). These calls, which are essential to McGill's response to Truth and Reconciliation, outline specific targets for increasing the number of Indigenous faculty and staff and supporting their flourishing McGill.

As you have self-identified as Indigenous in relation to s. 2.1 of the Policy, I write in alignment with the Policy to request validation of your self-identification through either of the two following methods:

Option 1 – Documentation

Please provide one (1) of the following:

- A copy of an Indian status card;
 - NOTE: Non-Status First Nations applicants may provide their parents' and/or grandparents' Indian status card & long form birth certificate or baptismal certificate;

- A copy of a Métis Nation citizenship card from one of the Council Nations officially recognized the Métis National Council; or a valid membership card from one of the Metis Settlements of Alberta, the Northwest Territory Métis Nation, or the Manitoba Métis Federation;
- A copy of an Inuit enrolment card issued by any one of the four Inuit modern treaty bodies—Nunavut, Nunatsiavut, Nunavik, or Inuvialuit;
- A copy of the Haudenosaunee Passport; or
- Written confirmation of membership/enrollment from a US or Canadian federally recognized band/tribal authority.

Option 2 – Written Confirmation

If you do not have any of the documents listed in Option 1, please submit:

1. a letter explaining your self-identification as Indigenous, which includes identifying your Indigenous nation, contemporary community as well as your reasons as to why they are not able to obtain any of documents listed in Option 1; and
2. letter(s) of support. Letters of support may be from:
 - i) A Band Council Resolution; or
 - ii) A letter from Chief and/or Council member confirming the applicant is a non-status member of their First Nation community; or
 - iii) if you are not connected with your community (whether by means of being adopted out and/or other reasons) you may submit at least two sworn affidavits from family members (including customary adoptive and legal adoptions) that clearly identify your nation, community, and reason why you are not connected to your Indigenous community.

When providing the documentation, I ask that you include the following statement: “In providing this documentation, I attest that this documentation extends from my Indigenous ancestry and heritage.”

Upon receipt of this information, I shall review this with General Counsel for the University and will inform the recruitment committee as to the outcome of this process. You will also be apprised of this outcome. All information shared will be treated and held as strictly confidential.

I would like to thank you in advance for your participation in this process and acknowledge your labour in ensuring that we, at McGill, preserve the integrity of Indigenous spaces within our campus community. Should you have any questions or concerns or should you require additional support throughout this process, please do not hesitate to contact me.

Appendix B

The following standard email will be used to both explain and request information from persons entering into relations with the University pursuant to s. 3.2.1 of the Policy:

Dear X,

In the present period of Truth and Reconciliation across Canada, public institutions, including universities, have increased spaces and opportunities for Indigenous Peoples. The intention, and a principal benefit, of such development is the increased representation of First Nations, Inuit, and Métis people within institutions, recognizing that universities play a key role in the reparative and restorative work of addressing the legacy of colonial education in Canada.

The Honorable Murray Sinclair, former Chair of the Truth and Reconciliation Commission of Canada, has recently stated that the time has come for all universities to recognize that relying solely on self-identification processes with respect to determining who has the right to take up Indigenous opportunities is no longer sufficient. Indigenous Peoples, their communities and respective Nations are calling upon universities to develop more robust processes for validating claims to Indigeneity. This requires thinking about how we move within systems, our values about who we are, and how we recognize each other.

I am writing to provide you with a copy of McGill's Policy on Indigenous Membership/Citizenship ("Policy"). The Policy, which provides a framework for validating of claims of Indigenous membership/citizenship, is rooted in Calls to Action #44 and #52 of McGill's Report of the Provost's Task Force on Indigenous Studies and Indigenous Education (TFISIE). These calls, which are essential to McGill's response to Truth and Reconciliation, outline specific targets for increasing the number of Indigenous faculty and staff and supporting their flourishing McGill. Additional components of this report call upon McGill to recognize Indigenous excellence through designated Indigenous awards (Call #23).

As you have self-identified as Indigenous in relation to an opportunity defined by s. 3.2.1 of the Policy, I write in alignment with the Policy to request validation of your self-identification through either of the two following methods:

Option 1 – Memo From Current Employer

If you are at a university or other organization that employs its own Indigenous membership/citizenship verification policy and procedures that has been applied to you, you may provide a letter from your institution confirming that you have met their Indigenous citizenship verification requirements.

Option 2 – Documentation

- A copy of an Indian status card;

- NOTE: Non-Status First Nations applicants may provide their parents' and/or grandparents' Indian status card & long form birth certificate or baptismal certificate;
- A copy of a Métis Nation citizenship card from one of the Council Nations officially recognized the Métis National Council; or a valid membership card from one of the Metis Settlements of Alberta, the Northwest Territory Métis Nation, or the Manitoba Métis Federation;
- A copy of an Inuit enrolment card issued by any one of the four Inuit modern treaty bodies—Nunavut, Nunatsiavut, Nunavik, or Inuvialuit;
- A copy of the Haudenosaunee Passport,
- Written confirmation of membership/enrollment from a US or Canadian federally recognized band/tribal authority, or
- if you are not connected with your community (whether by means of being adopted out and/or other reasons) you may submit at least two sworn affidavits from family members (including customary adoptive and legal adoptions) that clearly identify your nation, community, and reason why you are not connected to your Indigenous community.

When providing the documentation, I ask that you include the following statement: “In providing this documentation, I attest that this documentation extends from my Indigenous ancestry and heritage.”

Upon receipt of this information, I will review this with General Counsel for the University and will inform the committee that has invited you to enter into relations with McGill as to the outcome of this process. You will also be apprised of this outcome. All information shared will be treated and held as strictly confidential.

I would like to thank you in advance for your participation in this process and acknowledge your labour in ensuring that we, at McGill, preserve the integrity of Indigenous spaces within our campus community. Should you have any questions or concerns or should you require additional support throughout this process, please do not hesitate to contact me.

Appendix C

The following standard email will be used to both explain and request information from Indigenous staff members seeking consideration for positions and opportunities enumerated at s. 3.3.1 of the Policy:

Dear X,

I am contacting you in my role of Associate Provost of Indigenous Initiatives at McGill University.

In the present period of Truth and Reconciliation across Canada, public institutions, including universities, have increased spaces and opportunities for Indigenous Peoples. The intention, and a principal benefit, of such development is the increased representation of First Nations, Inuit, and Métis people within institutions, recognizing that universities play a key role in the reparative and restorative work of addressing the legacy of colonial education in Canada.

The Honorable Murray Sinclair, former Chair of the Truth and Reconciliation Commission of Canada, has recently stated that the time has come for all universities to recognize that relying solely on self-identification processes with respect to determining who has the right to take up Indigenous opportunities is no longer sufficient. Indigenous Peoples, their communities and respective Nations are calling upon universities to develop more robust processes for validating claims to Indigeneity. This requires thinking about how we move within systems, our values about who we are, and how we recognize each other.

I am writing to provide you with a copy of McGill's Policy on Indigenous Membership/Citizenship ("Policy"). The Policy, which provides a framework for validating of claims of Indigenous membership/citizenship, is rooted in Calls to Action #44 and #52 of McGill's Report of the Provost's Task Force on Indigenous Studies and Indigenous Education (TFISIE). These calls, which are essential to McGill's response to Truth and Reconciliation, outline specific targets for increasing the number of Indigenous faculty and staff and supporting their flourishing McGill.

As you have self-identified as Indigenous in relation to an opportunity defined by s. 3.3.1 of the Policy, I write in alignment with the Policy to request validation of your self-identification through either of the two following methods:

Option 1 – Documentation

Please provide one (1) of the following:

- A copy of an Indian status card;
 - NOTE: Non-Status First Nations applicants may provide their parents' and/or grandparents' Indian status card & long form birth certificate or baptismal certificate;
- A copy of a Métis Nation citizenship card from one of the Council Nations officially recognized the Métis National Council; or a valid membership card

from one of the Metis Settlements of Alberta, the Northwest Territory Métis Nation, or the Manitoba Métis Federation;

- A copy of an Inuit enrolment card issued by any one of the four Inuit modern treaty bodies—Nunavut, Nunatsiavut, Nunavik, or Inuvialuit;
- A copy of the Haudenosaunee Passport, or
- Written confirmation of membership/enrollment from a US or Canadian federally recognized band/tribal authority.

Option 2 – Written Confirmation

If you do not have any of the documents listed in Option 1, please submit:

1. a letter explaining your self-identification as Indigenous, which includes identifying your Indigenous nation, contemporary community as well as your reasons as to why they are not able to obtain any of documents listed in Option 1; and
2. letter(s) of support. Letters of support may be from:
 - i) A Band Council Resolution; or
 - ii) A letter from Chief and/or Council member confirming the applicant is a non-status member of their First Nation community; or
 - iii) if you are not connected with your community (whether by means of being adopted out and/or other reasons) you may submit at least two sworn affidavits from family members (including customary adoptive and legal adoptions) that clearly identify your nation, community, and reason why you are not connected to your Indigenous community.

When providing the documentation, I ask that you include the following statement: “In providing this documentation, I attest that the documentation extends from my Indigenous ancestry and heritage.”

Upon receipt of this information, I will review it with General Counsel for the University and will inform the [**nomination/advisory/selection**] committee as to the outcome of this validation process. You will also be apprised of this outcome. All information shared will be treated and held as strictly confidential.

I would like to thank you in advance for your participation in this process and acknowledge your labour in ensuring that we, at McGill, preserve the integrity of Indigenous spaces within our campus community. Should you have any questions or concerns or should you require additional support throughout this process, please do not hesitate to contact me.



POLICY NAME	Policy for the Accommodation of Religious Holy Days <u>Proposed name: Policy for the Academic Accommodation of Religious Observances</u>
Approving Body	Board of Governors
Original Approval Date	March 20, 1996 (Senate Minute 92)
Last Revision Date	February 14, 2007 ((Senate Minute 7) April 16, 2007 (Board of Governors Minute 12)
Next Review Date	To be completed by the Secretariat
Related Documents	<p>Related policies, procedures, guidelines, forms:</p> <ul style="list-style-type: none"> • Final Exam Conflict Forms • Policy on Assessment of Student Learning • UGME Short-Term Absences Policy • Handbook of Student Rights and Responsibilities

1. PREAMBLE

~~McGill University recognizes and respects the diversity of its members, including diversity of religious faiths and observances. The aim of this policy is to ensure that the University provides an environment in which its students can fulfil both their university and their religious commitments.~~

McGill University welcomes students who hold and practice a wide diversity of religious identities, traditions, and beliefs. The University embraces this diversity and is committed to providing an academic environment that is respectful and inclusive of all students. As part of this commitment, it is the responsibility of the University, in accordance with applicable legislation, including the *Quebec Charter of Human Rights and Freedoms*, CQLR, chapter C12 (“Charter”), to reasonably accommodate students where there is a conflict between an Academic Requirement and their individual Religious Observances.

2. PURPOSE

In accordance with applicable legislation including the Charter (as defined below), the purpose of this Policy is to outline how scheduling accommodations for Religious Observances can be made for Students in the context of Academic Requirements. The accommodation process is a shared responsibility, where the University, instructors and students work together cooperatively and respectfully to consider potential and reasonable accommodations.

3. SCOPE

This Policy shall apply to all McGill Students, Instructors, and to the University.

4. DEFINITIONS

4.1 **Academic Requirement** means any activity or component that is specified in a course outline.

4.2 **Assessment** means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades (as in the Policy on Assessment of Student Learning).

4.3 **Holy Days** means the list of Holy Days published in the University's multifaith calendar. This calendar is intended to be informative rather than prescriptive and should not be considered exhaustive.

4.4 **Instructor** means the member of the academic staff responsible for instruction, the means of assessment, and the grades to be granted in a course (as in the Policy on Assessment of Student Learning).

4.5 **Religious Observance** means any practice or custom that is observed or practiced by a Student, based on a religion or faith.

4.6 **Student** means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma, or certificate (as in the Policy on Assessment of Student Learning).

5. POLICY

5.1 Students ~~are shall~~ not ~~to~~ be penalized if they cannot write examinations or be otherwise ~~assessed/evaluated on their religious holy days~~ where such activities conflict with their ~~R~~religious ~~O~~bservances.

5.2 In advance of the first day of class, the ~~Registrar~~ Office of the Dean of Students shall distribute to all units a multifaith calendar listing Holy Days for the academic year, along with a copy of this ~~policy~~ Policy.

5.3 While sessional dates, classroom and ~~faculty~~ Faculty activities, and examination dates take into account academic constraints and statutory holidays, where there is flexibility, efforts are to be made by the University and Instructors to schedule assessments on dates and/or at times that do not conflict with ~~religious holy days or to find other appropriate accommodations~~ Religious Observances.

~~5.4 In advance of the first day of class, the Registrar shall distribute to all units a multifaith calendar for the academic year, along with a copy of this policy.~~

~~5.5~~ 5.4 Students who, because of ~~their religious~~ Religious commitment ~~Observance~~, cannot meet ~~their an~~ academic ~~obligations~~ Requirement, other than final examinations, ~~on certain holy days~~ are responsible for informing their Instructor, with two weeks' notice of ~~each the~~ conflict. Possible solutions to the conflict include, but are not limited to:

5.4.1. rescheduling the ~~evaluation~~ Assessment, or

5.4.2. preparing an alternative ~~evaluation~~ Assessment for that particular student, or

5.4.3. shifting the weight ~~normally~~ assigned to the ~~evaluation~~ Assessment ~~to the weight assigned to~~ other components of the ~~evaluation~~ Assessment, in accordance with the Policy on Assessment of Student Learning.

~~5.65.5~~ When the ~~in~~structor and ~~s~~tudent are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean of Student Affairs in the Faculty responsible for administering the course. ~~The Associate Dean may request official documentation confirming the requirements of the religious observance.~~ The Associate Dean of Student Affairs will decide whether reasonable accommodation without undue hardship is possible, and what accommodation is to be made. The Associate Dean of Student Affairs in this instance and will convey the decision to the ~~instructor~~ Instructor and ~~students~~ Student.

~~5.6~~ When the requested accommodation concerns a final examination, ~~students~~ Students are responsible for completing and submitting the Final Exam Conflict Form appropriate for their Faculty at least four weeks before exams begin. Each Faculty is required to have a Final Exam Conflict Form for this purpose. ~~for advising their faculty office as soon as possible and not later than the deadline for reporting conflicts. Additional documentation confirming their religious affiliation may be requested.~~

~~5.7~~ When the requested accommodation concerns a final examination, ~~Possible and provided the students~~ Student complied with 5.6 of this Policy, possible solutions to the conflict include (in order of preference):

- 5.7.1. treating the request as a procedural conflict, and accommodating it within the examination period, or
- 5.7.2. providing a special deferred examination as soon as possible, or
- 5.7.3. granting permission to write a regular deferred examination.

The ~~choice~~ accommodation will depend on the particular circumstances be chosen by the Exam Office after consultation with the student Student.

~~5.8~~ This policy is to be made available to all members of the University Community.

6. REPORTING

To ensure proper governance oversight, an Implementation Committee for this Policy will submit an annual report to the Enrolment and Student Affairs Advisory Committee regarding how this policy is applied in the reference year.

7. AUTHORITY TO APPROVE PROCEDURES

The Deputy Provost (Student Life and Learning) is responsible for the development and approval of Procedures pertaining to the application of this Policy across all Faculties.

8. REVIEW

The Policy shall be reviewed by the Office of the Dean of Students every five years through a process that includes appropriate stakeholder consultation. Proposed amendments must be approved by the Board of Governors.

POLICY NAME	Policy for the Academic Accommodation of Religious Observances
Approving Body	Board of Governors
Original Approval Date	March 20, 1996 (Senate Minute 92)
Last Revision Date	February 14, 2007 ((Senate Minute 7) April 16, 2007 (Board of Governors Minute 12)
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1. PREAMBLE

McGill University welcomes students who hold and practice a wide diversity of religious identities, traditions, and beliefs. The University embraces this diversity and is committed to providing an academic environment that is respectful and inclusive of all students. As part of this commitment, it is the responsibility of the University, in accordance with applicable legislation, including the *Quebec Charter of Human Rights and Freedoms*, CQLR, chapter C12 (“Charter”), to reasonably accommodate students where there is a conflict between an Academic Requirement and their individual Religious Observances.

2. PURPOSE

In accordance with applicable legislation including the Charter (as defined below), the purpose of this Policy is to outline how scheduling accommodations for Religious Observances can be made for Students in the context of Academic Requirements. The accommodation process is a shared responsibility, where the University, instructors and students work together cooperatively and respectfully to consider potential and reasonable accommodations.

3. SCOPE

This Policy shall apply to all McGill Students, Instructors, and to the University.

4. DEFINITIONS

- 4.1 **Academic Requirement** means any activity or component specified in a course outline.
- 4.2 **Assessment** means the process through which the progress and achievements of a student or students are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades (as in the Policy on Assessment of Student Learning).
- 4.3 **Holy Days** means the list of Holy Days published in the University’s multifaith calendar. This calendar is intended to be informative rather than prescriptive and should not be considered exhaustive.

- 4.4 **Instructor** means the member of the academic staff responsible for instruction, the means of assessment, and the grades to be granted in a course (as in the Policy on Assessment of Student Learning).
- 4.5 **Religious Observance** means any practice or custom that is observed or practiced by a Student, based on a religion or faith.
- 4.6 **Student** means any person registered in the University for a course, courses, or research activities, whether or not they are a candidate for a degree, diploma, or certificate (as in the Policy on Assessment of Student Learning).

5. POLICY

- 5.1 Students shall not be penalized if they cannot write examinations or be otherwise assessed where such activities conflict with their Religious Observance.
- 5.2 In advance of the first day of class, the Office of the Dean of Students shall distribute to all units a multifaith calendar listing Holy Days for the academic year, along with a copy of this Policy.
- 5.3 While sessional dates, classroom and Faculty activities, and examination dates take into account academic constraints and statutory holidays, where there is flexibility, efforts are to be made by the University and Instructors to schedule assessments on dates and/or at times that do not conflict with Religious Observances.
- 5.4 Students who, because of their Religious Observance, cannot meet an Academic Requirement, other than final examinations, are responsible for informing their Instructor with two weeks' notice of the conflict. Possible solutions to the conflict include, but are not limited to:
- 10.4.1. rescheduling the Assessment, or
 - 10.4.2. preparing an alternative Assessment for that particular student, or
 - 10.4.3. shifting the weight assigned to the Assessment to other components of the Assessment, in accordance with the Policy on Assessment of Student Learning.
- 5.5 When the Instructor and Student are unable to agree on suitable accommodation, the matter will be referred to the Associate Dean of Student Affairs in the Faculty responsible for administering the course. The Associate Dean of Student Affairs will decide whether reasonable accommodation without undue hardship is possible and what accommodation is to be made. The Associate Dean of Student Affairs will convey the decision to the Instructor and Student.
- 5.6 When the requested accommodation concerns a final examination, Students are responsible for completing and submitting the Final Exam Conflict Form appropriate for their Faculty at least four weeks before exams begin. Each Faculty is required to have a Final Exam Conflict Form for this purpose.
- 5.7 When the requested accommodation concerns a final examination, and provided the Student complied with 5.6 of this Policy, possible solutions to the conflict include (in order of preference):

- 10.7.1. treating the request as a procedural conflict, and accommodating it within the examination period, or
- 10.7.2. providing a special deferred examination as soon as possible, or
- 10.7.3. granting permission to write a regular deferred examination.

The accommodation will be chosen by the Exam Office after consultation with the Student.

5.8 This policy is to be made available to all members of the University Community.

6. REPORTING

To ensure proper governance oversight, an Implementation Committee for this Policy will submit an annual report to the Enrolment and Student Affairs Advisory Committee regarding how this policy is applied in the reference year.

7. AUTHORITY TO APPROVE PROCEDURES

The Deputy Provost (Student Life and Learning) is responsible for the development and approval of Procedures pertaining to the application of this Policy across all Faculties.

8. REVIEW

The Policy shall be reviewed by the Office of the Dean of Students every five years through a process that includes appropriate stakeholder consultation. Proposed amendments must be approved by the Board of Governors.



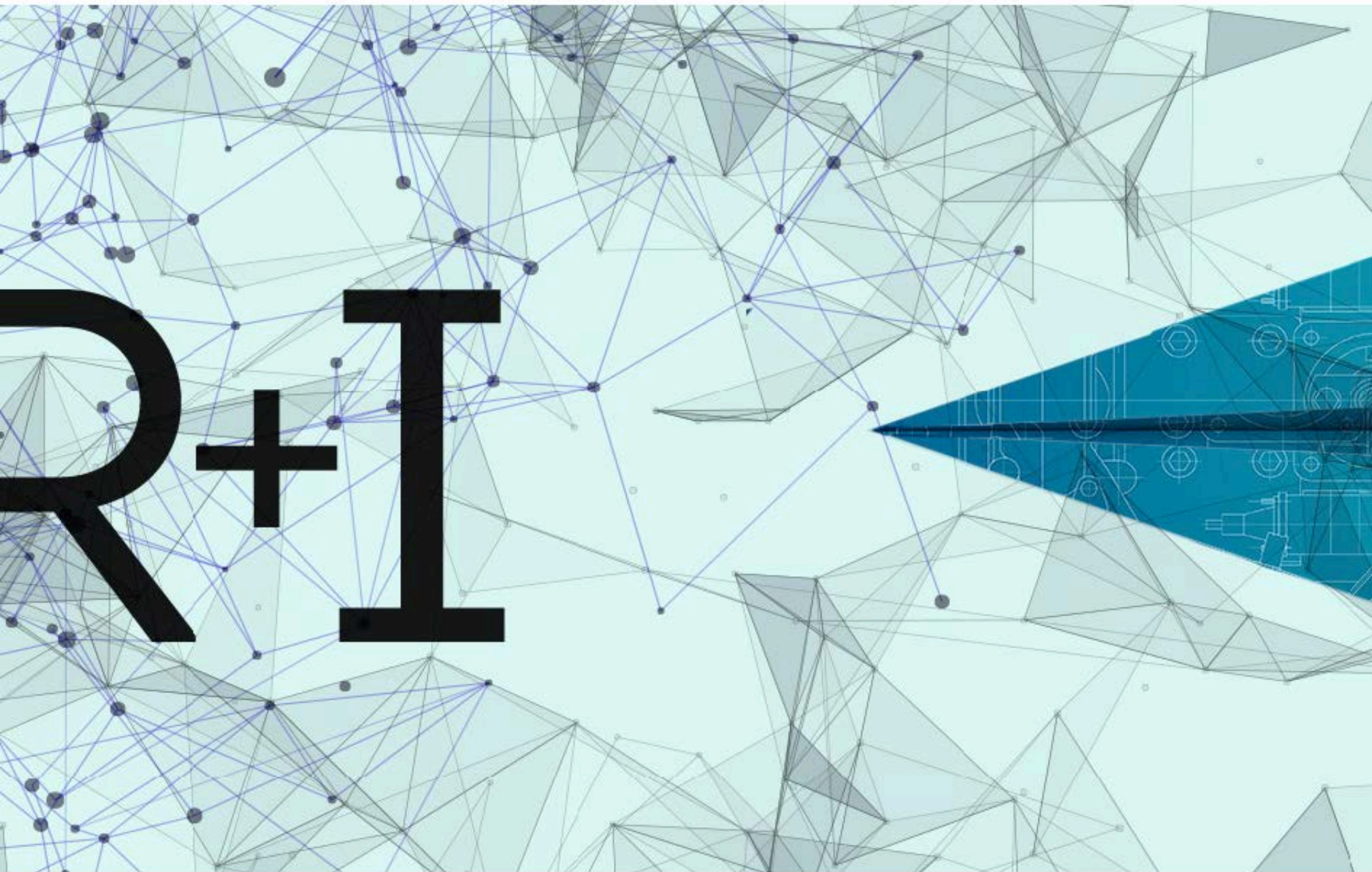
McGill

**Research and
Innovation**

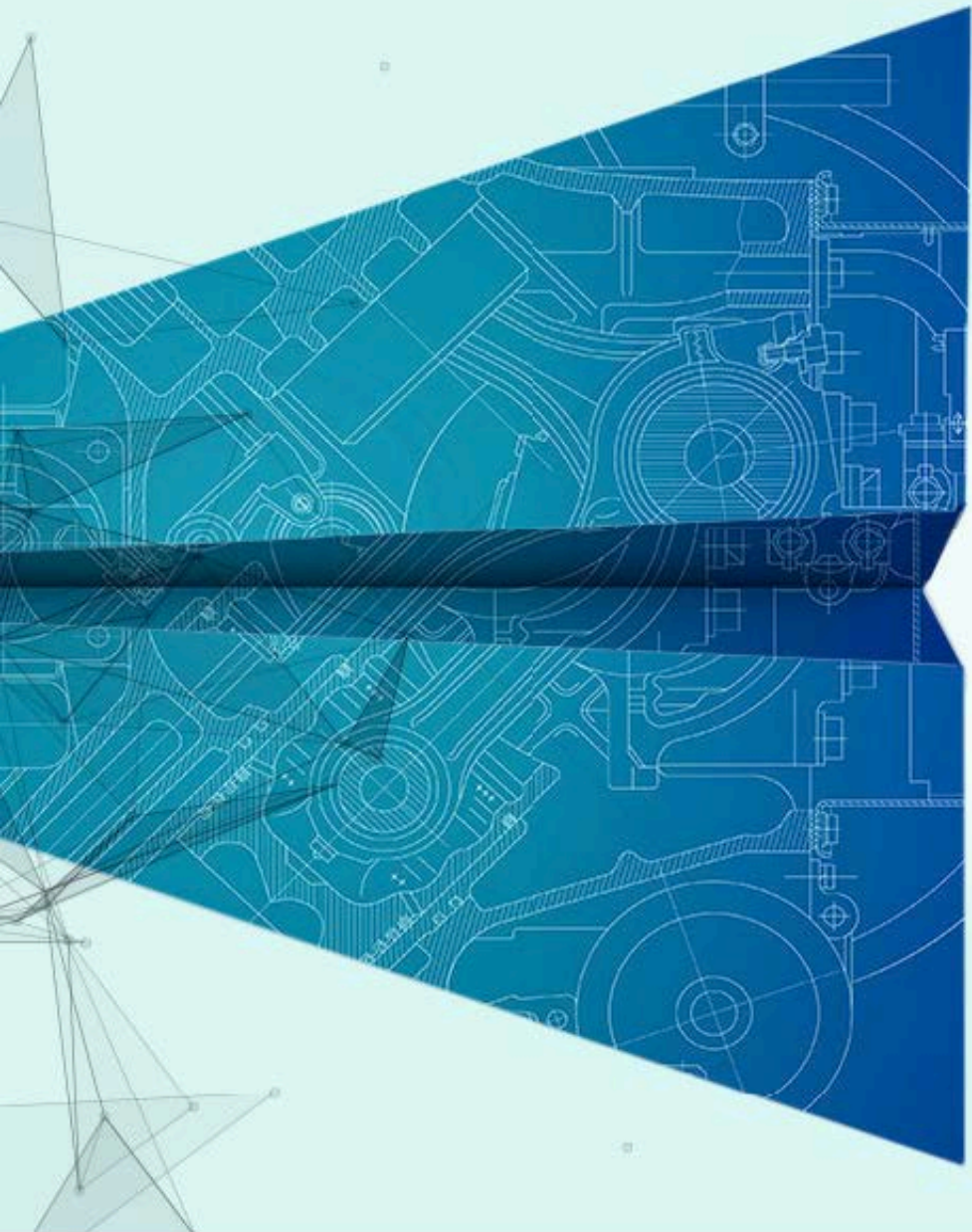
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MCGILL STRATEGIC RESEARCH PLAN





ON THE COVER: HOPE BOYCE, GRADUATE STUDENT (PHYSICS, MCGILL SPACE INSTITUTE) (NORMAND BLOUIN)



MCGILL STRATEGIC RESEARCH PLAN

EXECUTIVE SUMMARY

For close to two centuries, McGill University has attracted some of the world's brightest researchers and young minds. Today, McGill remains dedicated to the transformative power of ideas and research excellence as judged by the highest international standards.

The Strategic Research Plan (SRP) expresses McGill's commitments to fostering creativity; promoting innovation; problem solving through collaboration and partnership; promoting equity, diversity and inclusion; and serving society through seven identified Thematic Areas of Research Excellence.

McGill is a large, diverse institution with research activities spanning two campuses, 10 Faculties, multiple hospitals, research centres and institutes. It is home to more than 1,700 tenured or tenure-track faculty members. Defining Research Excellence Themes that cut across these entities is a difficult but necessary challenge to promote areas of collaboration with partners, attract people and resources, and envision a research future emerging from existing strengths. To that end, we have identified seven Research Excellence Themes, which strive to:

- Develop knowledge of the foundations, applications, and impacts of technology in the Digital Age
- Understand the potential of the human brain and nervous system
- Design and create sustainable materials, technologies, landscapes, and communities

- Advance biomedical and health sciences for healthy populations
- Strengthen public policy and organizations, and create a deeper understanding of society and social transformation
- Explore Earth's biological and physical systems and the universe
- Examine fundamental questions about humanity, identity, and expression

The SRP lays the groundwork for McGill to reach into the future by enhancing its research capabilities, building and strengthening its strategic relationships, and growing its societal impact through knowledge mobilization beyond academia.

The SRP also aims to promote exciting and creative responses to new challenges and opportunities as the research landscape and the social, cultural, economic, and technological realities of our world change.





A researcher works in the McGill Nanotools Microfab (MNM), a state of the art facility in micro and nano-technology. Ultraviolet (UV) blocking filters create an environment suitable to the UV-sensitive photoresist, which is used to pattern micro or nanometre sized structures.



SECTION 1

INTRODUCTION AND OVERVIEW

VISION

McGill is a world-class research-intensive, student-centred university with an enduring sense of public purpose. We are guided by our mission to carry out research and scholarly activities that are judged to be excellent by the highest international standards. Our researchers ask important questions and contribute within and across disciplines to address the most pressing and complex challenges facing humanity and the natural environment in the 21st century.

Fundamental to realizing this vision is the expansion of a culture that nurtures and facilitates research excellence, enabling faculty and student researchers to explore rich intellectual pursuits, respond to new global realities and co-create knowledge with partners that will have impacts at local, national, and global scales.

This Strategic Research Plan (SRP) expresses McGill's core commitments to research, identifies ongoing Research Excellence Themes, and outlines our implementation strategy and objectives over the next five years.

ACHIEVING OUR GOALS

McGill has a strong history of achievement, consistently ranking as one of the top universities in the world across a wide range of disciplines and subject areas. We are renowned for attracting some of the brightest researchers and young thinkers, who contribute immensely to the advancement of knowledge.

This SRP reaffirms our dedication to the transformative power of ideas and research excellence. To these ends, we commit to:

- Fostering creativity
- Promoting innovation
- Problem solving through collaboration and partnership
- Promoting equity, diversity and inclusion
- Serving society

This document goes on to describe the scope and reach of McGill's research enterprise through each of seven Research Excellence Themes. The Research Excellence Themes describe ongoing research but they are also forward looking and imbued with aspirational goals, for example, of advancing technology to improve the human condition, reducing disease burden and building sustainable societies. Under each of the Research Excellence Themes the reader will find examples, provided by our research community, that are intended to bring the Research Themes to life. The final section identifies strategic objectives designed to enhance McGill's ability to provide distinctive contributions to research, teaching and training, and community engagement, both locally and beyond. These objectives build on the University's ongoing and continued efforts to streamline administrative procedures, increase opportunities for interdisciplinary collaboration, and explore new organizational models for strategic research teams.

Overall, the SRP aims to extend the global impact of our research activities, encourage new and stronger partnerships, deliver quality research experiences for trainees, and help McGill tap into the worldwide pool of knowledge while contributing to its advancement.



THE UNIQUE CHARACTER OF MCGILL RESEARCH

Founded in 1821, McGill is a research-intensive university with a history of producing important contributions to the arts and humanities, science and technology, and health. The University both belongs to the world and is firmly rooted in Montreal—a global destination for scholarship and a city where different languages, cultures, and perspectives not only co-exist, but come together to create a unique community that is stronger because of its diverse parts.

McGill University is located on land, which has long served as a site of meeting and exchange among Indigenous peoples, including the Haudenosaunee and Anishinaabeg nations. McGill honours, recognizes, and respects these nations as the traditional stewards of the lands and waters on which we stand today.

McGill benefits immensely from its place at the centre of a vibrant hub of intellectual, cultural, and scientific activity. In addition to Montreal's many academic institutions, major government laboratories and research-intensive industry are situated in the city. These organizations anchor research clusters in life sciences, sustainable resource utilization, aeronautics, and artificial intelligence.

The intellectual and cultural vitality of Montreal contributes to McGill's ability to attract the very best faculty members and students from Quebec, Canada, and around the world. It is telling that McGill consistently recruits undergraduates with the highest entering grades in the country and has the largest percentage of international students among Canada's top research-intensive universities. McGill nurtures this talent by placing a special emphasis on the nexus between research and education, recognizing that top students at all levels are inspired by

novel ideas and practices and are the leaders of the future. McGill has a comparatively high ratio of graduate to undergraduate students, a metric fitting of a research-intensive university that prioritizes the training of the next generation of researchers. It simply cannot be overstated that graduate students and postdoctoral researchers are fundamental to the University's research enterprise and that their support and training are vital to the University's research mandate.

PURPOSE OF THE DOCUMENT

The SRP informs the University's strategic distribution of Canada Research Chairs (CRC), applications to Canada Excellence Research Chairs (CERC), and Canada Foundation for Innovation investments. It is also a reference for promoting our world-class researchers and students to our public and private supporters. For a summary of McGill's current CRC allocation and projections, see Appendix 1.

The spirit of the document aligns with the Principal's Priorities, the Strategic Academic Plan 2017-2022, the Final Report of the Provost's Task Force on Indigenous Studies and Indigenous Education 2017, the University's Vision 2020 Climate and Sustainability Action Plan 2017-2020, as well as strategic research priorities from our Faculties and affiliated hospitals. Finally, implementation strategies included here rely on institutional commitments to increase efficiency and connectivity across a broad spectrum of University endeavours.

The SRP provides McGill faculties, departments, centres, institutes, and individual researchers with the freedom and flexibility necessary to pursue their specific goals in the context of the University's strategic vision.

SECTION 2

CORE COMMITMENTS

The following five core commitments illustrate McGill's dedication to the pursuit of research excellence. We believe that fundamental research extends the boundaries of knowledge so that it can inform problem-focused research and equip us to respond to new challenges as they emerge. There is no single metric that effectively measures the success of research and its impact on society. We recognize that all forms of research outputs advance knowledge and affect society, either directly or indirectly, and contribute to social, economic, environmental, or cultural benefits.

FOSTERING CREATIVITY

Universities are grounded in a long history of reflection and inquiry in all aspects of the arts and humanities, science and technology, and health. Wherever research may ultimately lead, all advances begin with creative ideas. McGill has been an active participant in this tradition for almost two centuries, and we strongly believe that universities must continue to be spaces where leading minds are free to pursue discovery and create new knowledge.

PROMOTING INNOVATION

Increasing the emphasis on innovation in all its forms—social, pedagogical, and organizational as well as through the development of new products and processes—allows us to play a leading role in a knowledge-based society. We invent and we increase the impact of research by translating the results into social and commercial applications. This translation can take many forms—communicating research discoveries to decision-makers, transferring knowledge and know-how, protecting ideas and inventions, licensing discoveries, and creating new spin-off companies or non-profit organizations.

PROBLEM SOLVING THROUGH COLLABORATION AND PARTNERSHIP

McGill is dedicated to facilitating mutually-rewarding research partnerships across academic fields, both on our campuses and with external partners. Our researchers collaborate with community organizations, citizens' associations, as well as with government and industry partners. Partnerships and team approaches often require extra organizational effort and special institutional support. These efforts are necessary to deliver benefits of partnerships which may include enriched research endeavours and outputs as well as new opportunities for applied learning experiences for students. Bringing together leaders – regardless of discipline, background, or affiliation – can generate new ideas and approaches. At home and abroad, our faculty and students build bridges with colleagues from other leading research institutions, governments, private industry, and community—based organizations.



A McGill researcher in the Department of Geography walks at “Stolz Diapir”, a field site located at Whitsunday Bay on the southeast corner of Axel Heiberg Island, in Nunavut.

PROMOTING EQUITY, DIVERSITY, AND INCLUSION

Research excellence and equity go hand in hand. The underrepresentation of voices among our researchers and students is an unacceptable loss of human potential that we are striving to overcome. True and full inquiry into all aspects of the arts and humanities, science and technology, and health happens when the visions, experiences, knowledge, traditions, and epistemologies of multiple peoples are embraced.

SERVING SOCIETY

McGill researchers apply their ingenuity and creativity in service to society. Drawing on the strengths and expertise of different stakeholders, they co-create and apply evidence-based research to address shared challenges; guide and develop policies, practices and products; provide innovative learning environments and professional experiences for students at all levels; improve professional practices; and seek out and support initiatives that result in tangible improvements for individuals and communities.

SECTION 3

RESEARCH EXCELLENCE THEMES

The seven **Research Excellence Themes** group McGill researchers into broad areas of strategic importance. The themes are not perfectly orthogonal; in other words, some research areas could fit into multiple themes. For example, features of *Impacts of Technology in the Digital Age* appear in multiple themes, because many research areas are experiencing technologically-driven paradigm shifts. The set of themes imperfectly accounts for the full diversity and complexity of research strengths at McGill but their breadth allows for most faculty members to find themselves reflected within them. Together the themes will be used as a roadmap for setting institutional-level objectives and supporting both disciplinary and interdisciplinary research. Our nomenclature is designed to help generate and reinforce novel linkages that address issues of local, regional, and global importance. The Research Excellence Themes are, by necessity, broad ways of grouping areas of strength and strategic importance and so our researchers have written a few emblematic **examples of research areas** that fit within the themes. These examples are by no means exhaustive - they are intended to allow the reader insight into some of McGill's varied research endeavours within the themes. We would like to thank all of the researchers who kindly provided these examples.

1) DEVELOP KNOWLEDGE OF THE FOUNDATIONS, APPLICATIONS, AND IMPACTS OF TECHNOLOGY IN THE DIGITAL AGE

One of the distinguishing features of humans is our ability to build technologies in the hope of improving our collective condition. Pure science, applied mathematics, algorithms, and software provide foundations

that enable new discoveries of components, tools, and applications ranging from large-scale transportation systems to new manufacturing technologies to small-scale digital communication systems. Profound changes have occurred in the ways in which we interact using technology and in our expectations of what technology will deliver in terms of speed and content. Advances in broadband and communication technologies continue to expand communication between non-humans—the "Internet of things"—while advances in machine learning and artificial intelligence open up new ways for humans to communicate with and rely on machines for an increasingly broad range of tasks. Even before recent technological advances—digital media, big data, and the use of wireless and optical networks—questions, such as "How do we make sense of the previously unimaginable amounts of information now at our fingertips?" and "How can individuals, businesses, and organizations utilize technologies to improve how they function?" have long been at the centre of McGill research. Our work in the fields of mathematics, physics, and engineering enables a wide spectrum of industrial-technological applications. Our work in social sciences and humanities helps us better understand technology's role in societal institutions, such as education and healthcare, and changes to society, such as those to labour markets, commodity supply chains, and the sharing economy. The impacts on society of present and future technologies are potentially profound. The social, ethical and legal frameworks to respond to and navigate these impacts are yet to be articulated—they are a wonderfully rich and important research frontier.





Core elements of McGill's research activities in robotics emphasize the use of robust autonomous locomotion, sensing, environmental inference, and learning, as well as the interaction of robotic systems with the world around them.

EXAMPLES OF RESEARCH AREAS

Artificial intelligence, specifically machine learning—the study of algorithms that can learn from data and experience, such as for natural language processing—is a growing focus at McGill. Our researchers work on the development of reinforcement learning systems, which have the ability to interact with an environment and learn from this interaction to achieve specified goals. Applications of machine learning span diverse areas, such as robotics and automated dialog systems as well as life sciences, medical imaging, clinical monitoring, and various other domains of scientific, social and commercial interest.

Robotics is a cornerstone for research in the allied disciplines of artificial intelligence and computer vision. Core elements of McGill's research activities in robotics emphasize the use of robust autonomous locomotion, sensing, environmental inference, and learning, as well as the interaction of robotic systems with the world around them. Our research activities address the manner in which robots can learn more and move more efficiently, the ways in which behavioural knowledge can be abstracted and transferred between one domain and another, and the ways in which teams of robotic systems can jointly achieve a task with increasing efficiency.

New musical forms have appeared that are mostly, or totally, based on digital technologies, transforming the way we think, generate, and interact with sounds. We study how expert musicians develop, or adapt, their music performance skills when interacting with technology. Discoveries in this domain create novel technologies that fulfill the needs of highly-skilled musicians, allowing them to perform in an expressive way, independently of the form that the music takes now or in the future.

RESEARCH EXCELLENCE THEMES

Additive manufacturing, also known as 3D printing, is a layer-by-layer fabrication technology. McGill researchers are developing fast and precise digital pre-manufacturing solutions, by integrating physics-based process modeling with optimization algorithms and validating their manufacturability on industrial platforms. The wide variety of research applications of additive manufacturing is touching all fields of materials manufacturing.

Optical fiber communication systems are the backbone of the connected world. Virtually all information transmitted over the global communications network is represented as binary data and transformed into optical pulses. The rapid increase in demand for connectivity can only be met by continued innovation in optical fiber communications systems. McGill researchers are working to produce breakthroughs both in “long-reach systems” (transmission distances between 300 and 6,000 km) and “short-reach systems” (transmission distances of 2 to 300 km). The research effort capitalizes on the synergies that exist between the two systems and adopts a mix of theoretical, analytic, simulation, and experimental research using state-of-the-art experimental optical fiber transmission test beds.

Commodity supply chains benefit from the development of new smart digital technologies that integrate pertinent aspects of supply and demand in decision-support systems, capable of intelligently accounting for and managing supply and demand uncertainties. New smart technologies, for example, integrate sustainability and responsibility in mineral supply and value chains, resulting in higher revenues for industry and improved environmental management. Resource scarcity and growing

environmental concerns associated with our linear use of resources are driving innovations in closed-loop resource utilization and initiating a profound transition toward a circular economy.

2) UNDERSTAND THE POTENTIAL OF THE HUMAN BRAIN AND THE ENTIRE NERVOUS SYSTEM

McGill is one of the world’s leading centres for research and education in the neurosciences and related fields. Our researchers cover a tremendous range of study, from the genetic, molecular, and cellular foundations of the nervous system to the networks supporting complex behaviours, including pleasure, emotions, decision-making, and language. This range, which spans Faculties, sites and themes, makes McGill uniquely positioned to advance knowledge in cognitive neuroscience and brain plasticity across the life course, models of neurodegenerative disease, population neuroscience, and neuroinformatics and computational modeling—all aimed at the understanding of the human brain and the prevention and treatment of mental and neurological disorders. Our researchers are driven by questions, such as: “Which factors are associated with mental health, and how are mental and physical health connected?”, “How do we ease the burdens of individuals and families whose lives are affected by neurodegenerative disorders?” and “How can we develop new approaches for deciphering, applying and sharing the enormous amounts of data we can now collect on the brain and nervous system?”



Healthy Brains for Healthy Lives (HBHL) is a high priority, multidisciplinary and cross-sectoral initiative funded primarily by the Canada First Research Excellence Fund (CFREF). HBHL is devoted to reducing the human and socio-economic burden of psychiatric and neurological illnesses. The program aims to transform many brain disorders from terminal or life-long afflictions into those that are treatable, or even curable. HBHL brings together world-leading researchers in genetics, epigenetics, neurophysiology, imaging, behavioural, social and environmental determinants to understand the individual brain in health and disease. Using the latest neuroinformatics and big data analytics, we can now distill vast amounts of raw data into unprecedented insight into brain development and function. Findings from HBHL will contribute to the development of a Canadian Framework for Brain Health – a suite of evidence-based best practices, guidelines and policies for improved patient care.

RESEARCH EXCELLENCE THEMES

EXAMPLES OF RESEARCH AREAS

Neurodegenerative disorders such as Alzheimer's disease, Parkinson's disease, amyotrophic lateral sclerosis, and vascular cognitive impairment have devastating effects on individuals and their families, many of whom are also caregivers. The symptoms of these disorders vary, but they are all marked by a gradual decline in cognitive abilities and memory resulting from a progressive loss of brain cells or brain cell function. As our population ages, the number of people affected and the cost of treatment is expected to rise dramatically. Researchers at McGill are world leaders in the investigation of the biological mechanisms behind these disorders and in the development of new precision therapies to eradicate or at least slow down their effects.

Mental health and how the brain codes emotions and behaviours are among the ultimate frontiers of modern medicine. Over the last 40 years, we have seen significant changes in the understanding of mental illness, which to a large degree comes from advances in neurosciences and increased acceptance in psychiatry that psychiatric illness results from disturbances of brain function. Researchers at McGill are investigating disorders that start during the first two decades of life, such as schizophrenia, eating disorders, mood disorders, and suicidal behaviour. McGill has been an international leader in the investigation of mechanisms that help explain the impact of early-life experience on the risk of developing these disorders or other psychopathologies in general.

Pain is a prevalent and economically burdensome human health problem, and the continuing challenges of treating chronic pain underlie the opioid crisis in North America. McGill researchers are working on the

development of novel, non-addictive analgesics to provide new options for the treatment of people in pain. Ongoing efforts range from the elucidation of the brain and spinal cord circuits sub-serving chronic pain, to the development of new ways of measuring pain in animal models, to performing clinical trials of promising new treatments.

3) DESIGN AND CREATE SUSTAINABLE MATERIALS, TECHNOLOGIES, LANDSCAPES, AND COMMUNITIES

Informed by systems thinking, McGill researchers respond to the challenges of sustaining the life support systems of the planet for now and for future generations with fundamental and applied science that advances renewable materials, energy, agricultural, and transportation systems. Global landscapes provide vital "ecosystem services"—air, water, food, energy, and natural resources but can do so only when they are biologically diverse and maintain their ability to adapt. By working together across disciplines, McGill researchers are driving the new field of evolutionary cell biology and molecular biodiversity, linking the study of cellular processes to the fitness of organisms faced with rapidly changing environments. Biological diversity and adaptive capacity of landscapes depend on advances in clean technology and renewables along with development of sound environmental policy that involves and impacts multiple stakeholders, jurisdictions, and timescales. The vast majority of Canadians, and more than half of the global population, live in urban communities. Sustainability challenges of rapid urbanization will mean that cities will be at the forefront of the adoption of technologies and policies that allow humans to thrive while protecting the ecosystem services of global landscapes.



The McGill Sustainability Systems Initiative (MSSI) supports researchers from multiple disciplines and Faculties to co-develop projects that move society toward a sustainable model of existence along major research themes such as sustaining landscapes, creating sustainable materials, and adapting urban environments for the future. Integral to the MSSI are emphases on student research opportunities and engagement with stakeholders, including industry, government, non-governmental organizations, and civil society.

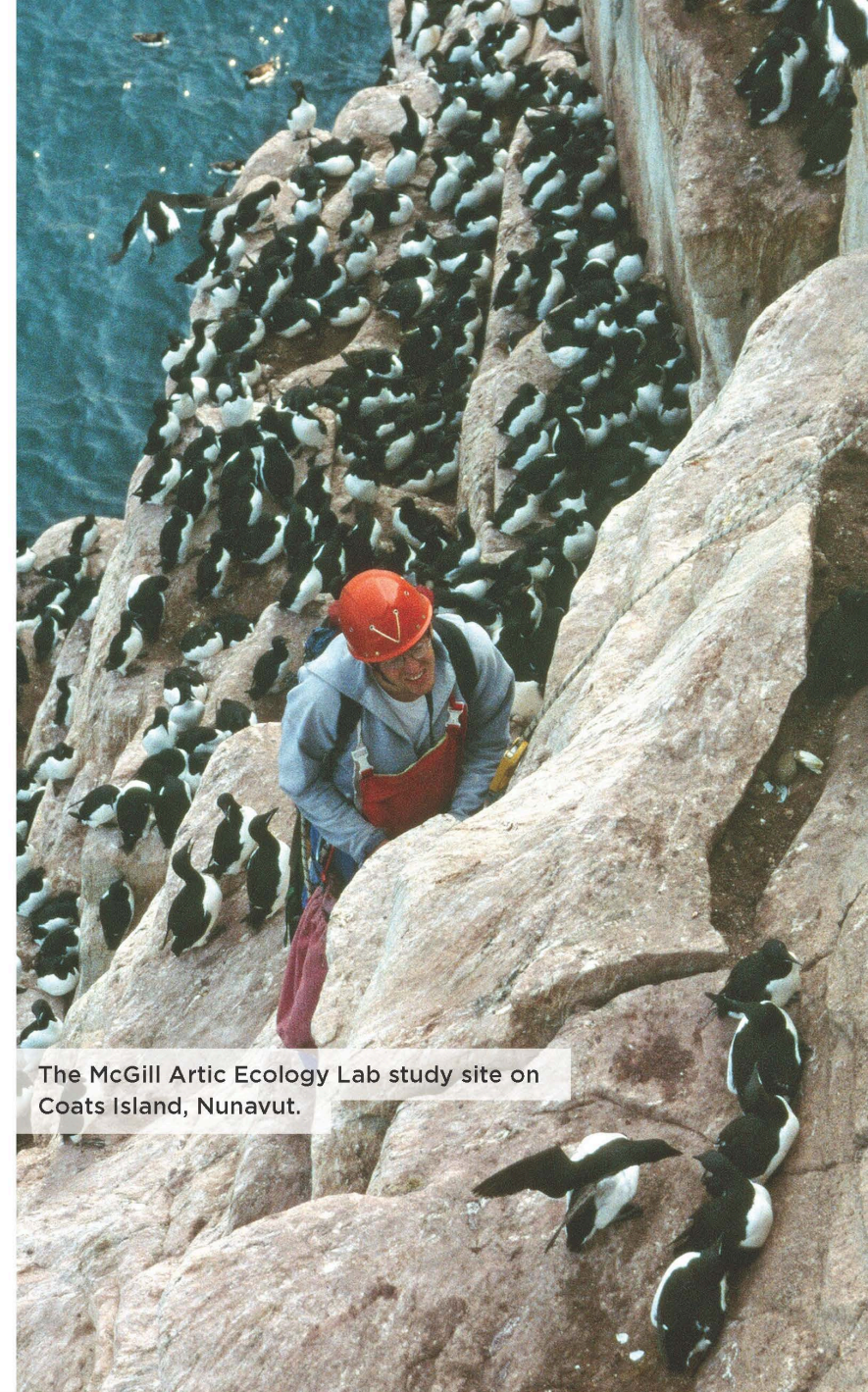
RESEARCH EXCELLENCE THEMES

EXAMPLES OF RESEARCH AREAS

The study of **sustainable working landscapes**—land actively used for production of resources, such as food, fish, and forest products—is an active area of research at McGill. Historically, the focus in working landscapes has been on the cheap, reliable, and efficient production of individual ecosystem services, such as food, energy, or timber. Sustainability-focused research in this area provides an understanding of how human activities and social-ecological dynamics can alter productive landscapes, affect biodiversity and the provision of a suite of interconnected ecosystem services across a range of scenarios.

Northern, arctic, and circumpolar researchers at McGill study Northern systems from a combination of physical, social, and health perspectives. McGill's approach to Northern research emphasizes university-community partnerships dedicated to the interdisciplinary study of Northern landscapes, community well-being, and environmental sustainability. Northern researchers at McGill focus on a diverse, interrelated set of issues, from infectious and zoonotic disease, mental health, housing, Indigenous food systems and food security, through to arctic contaminants, the cryosphere, biogeochemical cycles, climate change, and sustainable mining.

Precision agriculture science is a transdisciplinary area of research that relies on emerging technologies to improve the efficiency of modern agricultural production systems and reduce their negative effects on the environment. This research focuses on the development of new soil and plant sensing technologies, the integration of multiple spatial and temporal data sources to enhance farm management, and



The McGill Arctic Ecology Lab study site on Coats Island, Nunavut.



COURTESY KYLE ELLIOTT

the implementation of automated solutions to increase farm efficiency. The resource optimization from precision agriculture leads to increased farm yield, maximized profitability, improved food quality, farming sustainability, and climate adaptability of farmland, with the ultimate aim of addressing global food security.

Green chemistry replaces critical chemicals and processes with cleaner, more sustainable alternatives. These alternatives underlie the transition to sustainable resource utilization (energy and materials)—enabling new methods for clean resource extraction and harvesting, utilization, and reutilization. Our researchers focus on the discovery of new, “benign-by-design” catalytic and solvent-free chemical processes to make functional molecules, advanced materials including polymers, and nanomaterials, as well as the creation of novel highly functional materials, such as semiconductors for solar cells, electrodes for batteries, membranes for water desalination/purification, and much more.

4) ADVANCE BIOMEDICAL AND HEALTH SCIENCES FOR HEALTHY POPULATIONS

Building on a long history of outstanding contributions to health research, McGill is a world leader in translating discoveries from basic research in disease mechanisms at the molecular and cellular levels into improved clinical outcomes. We are focused on using basic and applied research to provide solutions for efficient and high-quality health care and rehabilitation for a diverse set of diseases and conditions. These solutions range from advancing stem cell research, regenerative medicine and bioengineering (including tissue engineering and the use of nanomaterials in medicine) to the development of precision therapies,

surgical innovations, and medical devices. A fundamental question rests at the heart of our work in these fields: “How can we best prevent and treat disease?” In response, we are developing new approaches to better understand and provide novel solutions, over the life course, to complex health problems, such as many types of cancer, infections and immunological disorders, cardiometabolic and musculoskeletal diseases, as well as rare and neglected diseases. Our multidisciplinary approach considers the intrinsic genetic determinants of human health while addressing how environmental and social factors influence individual and collective well-being. The approach also recognizes that the burden of disease and poor health is most acute in vulnerable populations, and so McGill health researchers work with communities to understand and reduce health inequities in Quebec, Canada, and around the globe.

EXAMPLES OF RESEARCH AREAS

Genomic medicine research at McGill harnesses unprecedented opportunities afforded by advances in genetics and genomics in order to find disease therapies that are targeted to individual patients. Advances in bioinformatics allow research in genomic medicine to improve diagnoses, interventions, and treatments for a wide range of conditions, including cancers, infection, neurological disorders, and chronic diseases of aging. Working together with genomics researchers at McGill are those advancing our understanding of the policy, legal, and ethical implications of the medical applications of genomics.



RESEARCH EXCELLENCE THEMES

Human health and well-being is profoundly shaped by the physical and social environments where we live, work, study and play. Building on longstanding Canadian and Quebec leadership in population health and public health, McGill researchers work on better understanding the role of the built environment and neighbourhood design to lower the population level burden of chronic disease, and seek to understand how socio-demographic changes like aging, immigration, and the increase in people living alone influence social connections, health, and well-being.

The disease burden of all **cancers** remains high and is growing globally due to aging and to population increases. McGill cancer research priorities include identifying modifiable risk factors and overcoming drug resistance in metastatic disease, together with translating fundamental discoveries to expand the reach of cancer therapies. By integrating clinical, imaging, and laboratory test data with fundamental discovery, technology advancement, and outcomes research, McGill researchers develop patient-oriented and precision medicine-based strategies for hard-to-treat cancers.

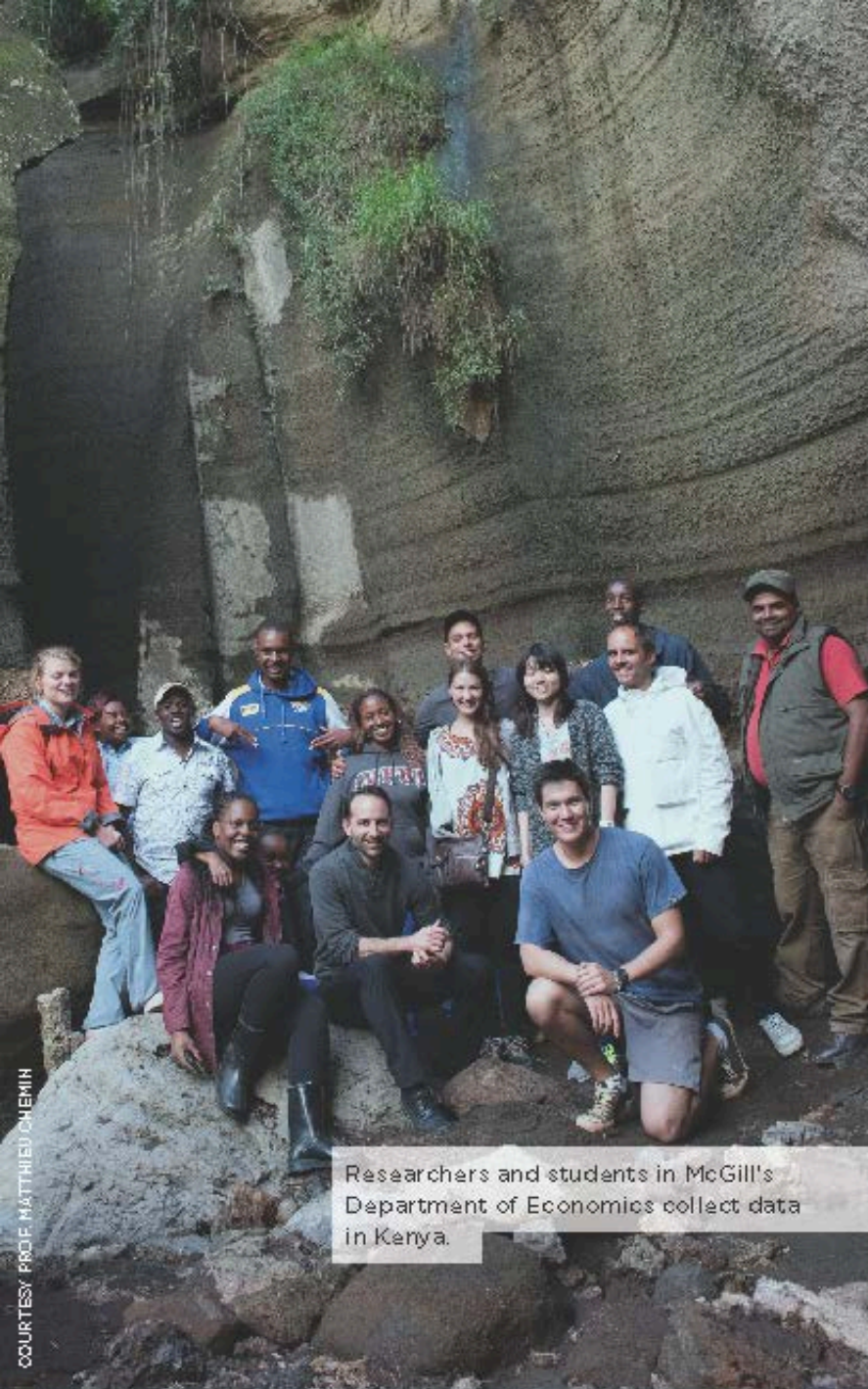
Stem cell discoveries from the mid-20th century paved the way for a revolution in biomedical sciences. McGill researchers are working to improve our understanding of embryonic and adult stem cell biology and are establishing human stem cell banks from multiple diseases. McGill's research expertise in clinical grade therapeutic cell production ensures our contribution to leading cellular processing technologies, fostering productive partnerships with private sector entities and ultimately delivering our biological therapeutics to Canadians and the international community.

Infectious and inflammatory diseases are global health challenges. McGill researchers work at the levels of molecules, cells, patients, and populations to discover new mechanisms underlying the development of infectious and inflammatory diseases. They advance novel diagnostics and therapies for these conditions and deliver solutions to the populations that need them the most. Areas of research span viral, bacterial, and fungal disease-burden around the world, and include hospital-acquired infections, antibiotic resistance, and auto-immune and inflammatory diseases.

5) STRENGTHEN PUBLIC POLICY AND ORGANIZATIONS, AND CREATE A DEEPER UNDERSTANDING OF SOCIAL TRANSFORMATION

While economic globalization, regional integration, transnational environmental and security issues, international law, conflict and human migration erode the power of sovereign states from without, multiculturalism and multinationalism, federalism, and decentralization, as well as the recognition of the distinctiveness of Indigenous peoples are transforming states and societies from within. McGill is already at the vanguard of global and comparative scholarship examining these issues, in many ways thanks to its setting in a linguistically and culturally diverse Montreal, Quebec, and Canada. The challenges of this century require new forms of global accountability as well as creative, multidisciplinary approaches to implementing change that builds on the strengths of the public, private, and social sectors. We can now see inside societies and follow human behaviour and decision-making like never before. The capacity to harness and make sense of information about people and places is both a challenge in terms of privacy protection and an enormous opportunity. McGill researchers ask questions, such as "How are today's





Researchers and students in McGill's Department of Economics collect data in Kenya.

societies organized and how are they changing?"; "How can we create more productive, equitable, and inclusive societies?" and "How can we use data to improve lives and livelihoods while protecting individual rights to privacy?" In doing so, they are defining, critically analyzing, and implementing social improvements for individuals and communities, as well as the economic, legal, educational, family, and religious institutions that organize and serve them.

EXAMPLES OF RESEARCH AREAS

Research at the interface of **International relations**, political theory, anthropology, and law has shed light on how **human rights** movements emerge and gain traction; how troubled conceptions of state sovereignty have shielded abusive institutions and individuals; and probed the meaning and value of claims made by different groups for recognition and respect of their rights. Yet institutions dedicated to advancing human rights are under profound strain. Ongoing work by researchers concerned with international relations and human rights applies a wide range of methods, from ethnography to normative analysis, in order to diagnose and understand the nature of these evolving challenges and chart responses to them.

First Nations children are overrepresented in out-of-home care compared to non-First Nations. Work by McGill researchers into the prevalence and conditions of out-of-home care formed a key component of a ruling by a Canadian Human Rights Tribunal, which found that Canada had discriminated against First Nations children, families, and communities by failing to fund the type of placement prevention support services that are available to all other Canadians. The research addresses the first two of the 2015 Truth and Reconciliation Commission's Calls to Action.

RESEARCH EXCELLENCE THEMES

Public policy challenges can only be realistically and effectively addressed by combining the perspectives of researchers from different disciplines. The policies required to drive a substantial transition in global and local energy systems must combine insights from science, engineering, economics, management, political science, and law. Policies to redesign our social safety net in response to the technology-driven changes in the labour market must combine technological insights with those from law, ethics, economics, and public health. McGill is prioritizing research settings that foster the coming together of perspectives from researchers in normally distinct disciplines to shorten the trajectory of knowledge creation into policy options.

6) EXPLORE EARTH'S BIOLOGICAL AND PHYSICAL SYSTEMS AND THE UNIVERSE

Like others throughout history, McGill researchers investigate foundational questions, such as: "What are the origins of life?" and "What is the nature and origin of the Universe?", and "What physical laws govern the cosmos"? McGill is a major player in the rapid and extensive advances in our understanding of the natural world and its systems. This research has revealed the laws of physics, chemistry, and mathematics, the nature of life, the place of the Earth in the universe, and the evolution of our own species. Our knowledge continues to expand, with major discoveries being made every year in fields, such as molecular biology, astrophysics, cosmology, and subatomic physics. Observing and modelling the Earth, atmosphere, the world's ocean and fresh waters are fields of continuing importance at McGill. Our world-class researchers recognize the importance of translating theoretical work into applications for current local, regional, and global environmental challenges.

EXAMPLES OF RESEARCH AREAS

Instrumentation for **cosmology and astrophysics** developed at McGill is allowing astronomers to observe and interpret the earliest moments after the Big Bang and explore the most intriguing areas of our cosmos. Along with a network of international observatories, we can map the sky faster than ever before, enabling full-sky measurements that may unlock the mystery of dark energy that is powering the accelerated expansion of the Universe. Advances in digital instrumentation now allow us to detect, for example, an unprecedented number of fast radio bursts, a newly discovered and unexpected astrophysical phenomenon. These advances in instrumentation and fundamental knowledge have wide applications in communications and earth observation, but also in our understanding of our place in the Universe.

Research in ecology and evolution reveals how diverse biological communities persist, and respond to human stresses such as pollution and climate change. Ecological principles underlie the practical disciplines such as resource management and conservation biology. Evolution is the science that describes how organisms are all related to one another and explains our place in the natural world. Evolutionary principles are key to understanding and controlling some of the most urgent practical problems of our time, such as resistance to antibiotics or the tolerance to pesticides in the fungi and insects that attack our crops and forests. McGill research is revealing the great evolutionary malleability of organisms and how that evolution alters communities, ecosystems, and their services to people.

Nanoscience aims to discover and understand how traditional macroscopic material property scaling laws break down as one approaches the nanometer scale. At the nanometer scale, electrical



The Canadian Hydrogen Intensity Mapping Experiment, known as CHIME, one of the most innovative radio telescopes in the world, is helping McGill's researchers solve cosmic mysteries.



RESEARCH EXCELLENCE THEMES

conduction becomes quantized, nanomaterials exhibit mechanically vastly superior properties, and biochemical sensors can detect single molecules. Our researchers work on the development and application of nanotools, including computationally-intensive modelling methods, scanning probe microscopy, and nanosystem assembly and explore a range of quantum technologies including quantum optics and ultrafast optical sciences. A prime example of an application of nanoscience is the use of engineered DNA to construct targeted drug delivery systems.

7) EXAMINE FUNDAMENTAL QUESTIONS ABOUT HUMANITY, IDENTITY, AND EXPRESSION

McGill researchers deepen understanding of what it means to be a person living in the 21st century. They explore bold and challenging questions—such as, "Who are we?", "Where have we come from?", "What is good, right, or fair?" and "How do we express ourselves?"—that form the basis of critical and ethical thinking and self-awareness in an interconnected world. Close attention to histories and cultural differences reflects the need to understand the complex relationships between the temporality of the past and the spatiality of the present. At the same time, it is crucial to understand diverse societies – to understand and speak their languages, to know their histories through historiography and other approaches—in order to learn *from* them as well as to learn *about* them. Humanistic inquiry is the search for, and the creation and interpretation of, meaning. We, as humans, aspire to understand the human condition through careful observation and introspection, through the interpretation of cultural and religious narratives, by revealing societies through their legal traditions, their creative arts and performance, and through the analysis of literature, music, and visual arts.

EXAMPLES OF RESEARCH AREAS

Youth and girlhood studies have advanced in the last decade in ways that acknowledge the role of young people in identifying and acting on issues, such as gender-based violence, safety and security, homelessness, and gender and sexual identity in their everyday lives. Participatory visual and other arts-based methodologies through, for example, the use of cellphones and other devices to produce cellfilms, vlogs, and other media forms are helping to reshape work with and about youth, so that there is an increased recognition of the ways in which young people are co-producers of knowledge. McGill's work in the area of youth and gender is helping to transform the ways in which schools, communities and international NGOs are conceptualizing this work, particularly in the context of youth-led, "from the ground up" community and policy dialogue.

In contemporary **jazz composition and performance**, there has been a decline in sustained improvisation-composition, in favour of other approaches. Researchers and performers at McGill reinvent the concept of a laboratory of rotating musicians, created by influential bass player Charles Mingus in the mid-20th century. The group of researchers and performers recreates a participatory, self-reflective melting pot in order to explore and better understand the tradition of collective improvisation in jazz music performance.

Language is a key part of what sets humans apart from all other species, and is central to both human cognition and cultural identity. **Linguistics** investigates the unique human capacity for language by working to understand the abstract system of grammar, from sounds to sentence structure to meaning, as well as the range and limits of variation found across human languages. Ongoing research partnered with Indigenous





CREDIT: TAM LAN TRUONG

McGill Jazz Orchestra I

communities finds ways in which language researchers and community-based language teachers can work together to advance our theoretical understanding of a diverse set of languages, while also contributing to documentation and revitalization of threatened minority languages.

Montreal, like other large cities, is comprised of many different communities, with a variety of cultural narratives. These narratives provide entree into the collective psyche and can help us to understand a community's strengths, challenges and priorities, as well as its values and aspirations. They also point toward new actions, which can be

strategically leveraged to achieve collective aspirations. Researchers at McGill are developing methods and tools to capture these narratives, cross-reference them with quantitative social data and subject them to in-depth analyses, with a view to understanding the key issues and the conditions for social transformation. These research activities are based on the hypothesis that innovations will only lead to meaningful and sustainable social transformations when they are linked to local culture and when they, in turn, create positive transformative narratives.

SECTION 4

SRP STRATEGIC OBJECTIVES ACHIEVING OUR GOALS

As an institution, McGill aims to provide researchers with the best planning, policies, and infrastructure possible, facilitate the development and reinforcement of research excellence through our programs, and connect people and organizations. This SRP sets a path for the University to be responsive to new challenges and opportunities as they arise on the research landscape and as the social, cultural, economic, and educational realities of our world evolve.

Implicit in this SRP are a number of overarching mechanisms that will allow us to achieve our vision. This section presents the main strategic objectives that we will use to achieve our goals. In the coming five years, McGill will:

- Strengthen its innovation and partnership agenda
- Steward research trajectories toward collaborative, large-scale initiatives and international partnerships
- Promote and draw on diversity in all aspects of research
- Lead in open science and research data management

OBJECTIVE 1: STRENGTHEN THE INNOVATION AND PARTNERSHIP AGENDA

Creativity and innovation fuel a knowledge-based and digitally-interconnected society. The innovation ecosystem increasingly involves diverse partners and benefits from breaking down barriers between academia, industry, government, non-profit organizations, and communities. We seek to turn collaborative efforts into shared benefits while addressing issues of partner responsibilities and intellectual property. To lead the way in a fast-evolving environment McGill will:

CREDIT: NORMAND BLOUIN



Green chemistry replaces critical chemicals and processes with cleaner more sustainable alternatives.

- Support pre-commercialization and pre-application proof-of-concept studies, prototyping, and the further development of early-stage technologies with strong potential for commercial or social impact.
- Assume an international leadership role in the development and implementation of best practices in risk and value-added assessment as well as intellectual property management.
- Develop proactive strategies to attract diversified funding from external sources.
- Engage with industry, from local companies to multinationals, in all priority areas.
- Strengthen local and regional connections.
- Invigorate platforms dedicated to breaking down barriers and enabling collaborative exchanges of ideas across disciplines and between actors from academia, industry, all levels of government, as well as local and distant communities.
- Promote entrepreneurship and develop community engagement.

OBJECTIVE 2: STEWARD RESEARCH TRAJECTORIES TOWARD COLLABORATIVE, LARGE-SCALE INITIATIVES AND INTERNATIONAL PARTNERSHIPS

In collaboration with faculties, research groups, and networks, we will develop long-term plans and map the road ahead for high-potential projects to grow into successful, large-scale initiatives. Research trajectories are “built from the ground up,” and Research and Innovation will support excellence at all stages—from individual to multi-institutional research, and from the generation of ideas to their application in society. We are especially conscious of the needs of early-career researchers who are

at the beginning of their research trajectories. We will provide early-career researchers with targeted information sessions and, together with faculties, will contribute to mentoring early research careers at McGill.

Specific actions to achieve this objective include:

- Supporting creative, ambitious initiatives with appropriate frameworks.
- Allocating resources toward collaborative and outreach-focused activities.
- Developing and building upon governmental and international partnerships in key areas of McGill research excellence.
- Seeking out and supporting emerging areas of research expertise and leadership.
- Acquiring tools and building in-house expertise in analytics for research planning and projections.
- Advising early-career researchers in planning for their research future and navigating the funding landscape.
- Providing opportunities for interdisciplinary dialogues to address complex research questions.
- Coordinating strategic development and acquisitions of new research infrastructure.
- Supporting the operations of existing research infrastructure with an eye to the sharing of facilities to maximize resources.
- Contributing to the growth and long-term planning of research centres and other research entities.

SRP STRATEGIC OBJECTIVES

OBJECTIVE 3: PROMOTE AND DRAW ON DIVERSITY IN ALL ASPECTS OF RESEARCH

McGill is strongly committed to equity, diversity, and inclusion (EDI) and promotes EDI within all training and career opportunities, including within our research mission and activities. We strive to create an environment in which diversity is valued and a range of perspectives is sought, enriching and affecting change across all levels of the institution.

The commitment to EDI in research takes many forms. To promote EDI in research, McGill will:

- Develop and share expertise that our researchers can draw upon to build EDI into their everyday practices, research, and lab groups, and support the development of research proposal-related EDI implementation plans.
- Draw on diverse perspectives in peer-review committees, panels, and working groups.
- Shine light on excellence in areas that may have been overlooked, specifically through nominations to prizes and awards.
- Sensitize researchers that integrating EDI principles into the research teams and programs leads to new avenues of research and innovative ideas.

OBJECTIVE 4: LEAD IN OPEN SCIENCE AND DATA MANAGEMENT

Research activities create a massive volume of data that need to be effectively managed, with a view to improving the discoverability, reproducibility, reuse, and transparency of research—all of which are foundations of modern scholarship and scientific discovery.

Not all research data are suited to be shared broadly. Ethical, legal, or commercial reasons can justify some restrictions. However, adopting best practices in making data available in the public domain for uptake by others can lead to discoveries never even imagined at the outset of research data collection. By becoming the first academic institution globally to adopt an Open Science policy, the Montreal Neurological Institute at McGill is expanding the impact of its research by sharing it with a global community in order to accelerate the discovery of new treatments.

In order to continue to lead in Open Science and data management, McGill will:

- Establish an institutional strategy for research data management, ethics and stewardship.
- Develop the infrastructure for data management including supports for researchers in data management planning.
- Implement data management policies and procedures in keeping with our commitment to First Nations Principles of OCAP (Ownership, Control, Access, and Possession) for data stemming from Indigenous-led or Indigenous-partnered research.
- Recognize researchers for their adoption of data management processes and for sharing best practices.



CONCLUSION

This Strategic Research Plan supports and furthers research excellence at McGill. It reinforces the aspirations of individual researchers as well as teams by providing broad direction, especially within areas that bridge traditional disciplinary boundaries. Continual reflection, appraisal, and strategic reinvestment will help us nurture a creative research environment that explores new ideas, contributes to the advancement of education, and mobilizes knowledge with our partners for the benefit of society.

ACKNOWLEDGEMENTS

We would like to thank all of those who submitted comments to our online consultation as well as the Research Advisory Committee members who supported the development of this plan. We would like to thank, in particular, the many individuals who provided examples of research, demonstrating the breadth and depths of research activities at McGill.

