

**Report on the
Institute for
Human
Development
and Well-being
Think Tank**

NOVEMBER 2018



Table of Contents

Acknowledgements	2
Executive Summary	2
Introduction to the Think Tank Report	3
Overview of the Think Tank	5
Review of Part 1 “Institutes at McGill– Lessons and Inspirations”	5
Presentation 1 – Dr. Sonia Laszlo: McGill Institute for the Study of International Development	5
Presentation 2 – Dr. Alanna Thain The Institute for Gender, Sexuality and Feminist Studies (IGSF)	7
Presentation 3 Hugo Ramiro Melgar-Quiñonez Director of the Institute for Global Food Security	8
Part 2: Introduction to Thematic Conversations	9
Funding Group’s Report Back: Condensed Transcript	10
Funding Table Notes	11
McGill Campus Community Report Back: Condensed Transcript	12
Table Notes Campus Community	13
Community Partnerships Report Back: Condensed Transcript	14
Community Collaboration Table Notes	14
Teaching and Learning Report Back: Condensed Transcript	15
Teaching and Learning Table Notes	16
Transdisciplinary Research Report Back: Condensed Transcript	17
Transdisciplinary Research Table Notes	18
Part 3: Moving Forward	20
3 Month Action Items & 2018-2019 Objectives	21
Next Steps	25



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Executive Summary

On September 27th, 2018 the IHDW held its first Think Tank: “Reflecting Forward 2018.” This event invited professors, graduate students and community leaders from Montreal and beyond to discuss the promotion of well-being at McGill and in the broader community, bringing brought together 35-40 participants to think through both the idea of institutes at McGill and emerging trends, and the key issue of ‘next steps’ for Phase 2 of the IHDW. The session featured a dynamic panel: “Institutes at McGill– Lessons and Inspirations” including the Director of the Institute for the Study of International Development, the Director of the Institute for Gender, Sexuality and Feminist Studies and and Director of the Institute for Global Food Security. The panel was followed by 5 human development and well-being conversation tables: Funding, Teaching and Learning, the McGill community, working with the community beyond McGill, and transdisciplinary research. The report includes next steps and an action plan for the next 3 months coming out of the discussions, along with several recommendations:

1. Developing a platform for institute-led discussion about institutes at McGill. The opportunity to have four of McGill’s Institutes all in conversation in one room. This was a rare and productive opportunity to think imaginatively about the place of institutes and what institutes might be able to do that departments cannot. What are some of the ways that McGill can advance the role of institutes? How might further conversations contribute to this work?
2. There is a need for broad consultation about well-being as a concept in university and other institutional settings. As several conversation groups at the Think Tank highlighted, the time is now for deepening an understanding of well-being in institutions. Universities are keen to work with communities, but how can focusing on the well-being of an institution like McGill enhance our capacity to work in collaboration with communities?
3. Supporting the development of courses that address topics and critical perspectives on well-being: The IHDW can take the lead in supporting units to develop new courses or adapt courses so that there is explicit attention to advancing well-being as a thematic area across a variety of disciplinary and interdisciplinary areas.

Introduction to the Think Tank Report

On September 27th, 2018 the IHDW held its first Think Tank: “Reflecting Forward 2018.” This event invited professors, graduate students and community leaders from Montreal and beyond to discuss the promotion of well-being at McGill and in the broader community. The event follows from the first Annual Meeting of the IHDW, held on December, 2017 which was based on the first 18 months of operation of the IHDW: Phase 1. Several key actions for Phase 2 emerged from that meeting: (1) a strategy for forming Working Groups as central to the activities of the IHDW; and (2) the idea of convening a Think Tank that would bring together co-directors, associate members, graduate students, community partners, and other friends of the IHDW. As a planning team, the co-directors met in April, 2018 to plan the Think Tank. The event brought together 35-40 participants to think through both the idea of institutes at McGill and emerging trends, and the key issue of ‘next steps’ for Phase 2 of the IHDW. In this report we offer highlights of the Think Tank, including a set of recommendations and action items, for both short term and long-term planning. As a team, we are keen to share this document and we look forward to using the content (and responses) in Phase 2 and beyond.

Director and co-Directors: Claudia Mitchell, Neil Andersson, Jake Burack, Jeff Derevensky, Nancy Heath, Shaheen Shariff, Ingrid Sladeczek

IHDW Coordinator: Brenda Cleary

Overview of the Think Tank

Dean Dilson Rassier of the Faculty of Education opened the event with welcoming comments. Claudia Mitchell as the Director of the IHDW offered a short introduction to the Institute, describing the mission and key Institutional structures and how they have been shifting (starting with axes, moving to include cross-cutting themes, and now involving 3 key working groups: Participation and Well-being Working Group; Sexual Violence and Well-being Workshop; and Games, Gamification and Well-being Working Group), and offered a few brief highlights of the work of the IHDW, noting the website, the importance association with the P Lantz Excellence in Education and the Arts Initiative, the McGill Art Hive Initiative and the annual International Cellphilm Festival. The brief background was meant to 'set the stage' for this two-part Think Tank: Part 1 - a dynamic panel 'Institutes at McGill– Lessons and Inspirations' made up of directors from three very successful institutes at McGill; and Part 2 – structured IHDW table conversations.

Review of Part 1 “Institutes at McGill– Lessons and Inspirations”

Dr. Ingrid Sladeczek, a co-director of the IHDW, introduced the featured panel: “Institutes at McGill– Lessons and Inspirations.” This panel consisted of the Director of the Institute for the Study of International Development Dr. Sonia Laszlo, Director of the Institute for Gender, Sexuality and Feminist Studies, Dr. Alanna Thain, and Director of the Institute for Global Food Security, Dr. Hugo Melgar-Quiñonez.

Presentation 1 – Dr. Sonia Laszlo: McGill Institute for the Study of International Development

Dr. Laszlo is the Director of the Institute for the Study of International Development at McGill University. The Institute’s mission is to advance knowledge of the social, political, economic and environmental processes and conditions that enable people and societies to develop their full potential, living long, healthy, meaningful, and productive lives in community with others. Dr. Laszlo is an avid researcher on themes including technology adoption among subsistence farmers; women's economic empowerment; behavioral development economics; and impacts of social policies in the Global South developing among others.

PowerPoint Notes:

- Mission of ISID
 1. To advance knowledge of the processes/conditions that enable people and societies to develop their full potential

2. Foster a multidisciplinary team of faculty, practitioners, and students
 3. ISID's academic programs aim to train new generation of leaders
 4. Build bridges between academic researchers, policymakers, practitioners and affected communities
- Teaching
 1. Undergraduate
 - Offers minors, majors, honours
 2. MA Development Studies Option
 - Partnership with ANTH, ECON, GEOG, HIST, POLI, SOCI
 3. Academic Staff
 - 5 joint appointments (POLI, ECON, ANTH, GEOG)
 - 1 Faculty Lecturer
 - Course Lecturers
 - Research Clusters
 1. Poverty and inequality
 2. Governance and Society
 3. Environment and Sustainability
 - Outreach: Research to Practice
 1. Professors of Practice
 - Professionals from the field that work with students
 2. Executive Education
 3. International Advisory Board
 4. Events & Conferences & Social Media
 - Two NEW Research to Practice Labs
 - Challenges & Opportunities
 1. Resources/funding
 2. Multidisciplinary
 3. Scope
 4. Identity within the university architecture
 5. Creativity
 6. Outreach/community impact
 - Moving forward + lessons from the past
 1. Be opportunistic
 2. Be selective and strategic
 3. Be creative
 4. Be flexible
 5. Leverage strengths

Summary: One of the strengths of the ISID is its teaching program. While there were so many points in Sonia's presentation that are relevant to the IHDW, several that were

particularly timely related to ways of doing outreach. The Professors of Practice initiative has been an important one for engaging public figures and intellectuals and the field. The Executive Education component has offered a special inroad to teaching, and the International Advisory board has been an important strategy for a unit that seeks to be international.

Presentation 2 – Dr. Alanna Thain The Institute for Gender, Sexuality and Feminist Studies (IGSF)

Dr. Alanna Thain is the Director of the Institute for Gender, Sexuality and Feminist Studies. The 2018-2019 academic year marks 30 years of feminist research at IGSF, first as the McGill Centre for Research and Teaching on Women and then as the Institute in its present form. The intersections of gender, feminist, sexuality and social justice studies that IGSF uniquely brings remain as fresh and relevant as ever. When not directing the IGSF Alanna researches in the areas of film theory; visual culture; theories of affect; cultural studies; philosophy of the body and movement; gender and sexuality; film production; animation; dance, performance and movement studies. In the presentation, Alanna highlighted the importance of history, noting that the Institute and its roots as the MCRTW date back 30 years.

PowerPoint Notes:

- Challenges around financial sustainability
 - Pushing to expand the minor into a major
- Growth and Leadership
 - Creating and sustaining institutional memory
 - Leadership transitions
 - Representation
 - Continuity vs new directions
- Directions and Role Within the University
 - What should we be doing?
 - Institute-specific and focused projects vs. serving as an umbrella or incubator organization across the faculty as a whole
 - How can the institute best move feminist research at McGill forward?
 - Research axes less effective
 - Project-based collectives more effective
- Faculty Research and Who is on the Ground
 - Most people directly located at the institute are there short term
 - Visiting scholars, students, course lecturers
 - Lack of an institutional “home”
 - How to bring in and support faculty but also integrate these members of our community
- Disciplinary vs Interdisciplinary

- The shifting nature of the field
 - Women's/Gender studies increasingly becoming a degree granting discipline at the PhD level
 - Creates legibility challenges with admin, with staffing for institute
- Interdisciplinarity as our greatest strength
- Who is not in the room?
 - The challenges of institutional reproduction, e.g., visiting scholars
- Hot topics and slow academia
- Call for Papers – Off Script: Technologies and Tactics of Feminist Errancy
 - What are the options for hijacking “business as usual” in the face of exclusions of women, queers, people of colour, and other marginalized communities for feminist ends

Alanna highlighted the significance of the teaching that is done by the IGSF and how that remains a core element of the work of the Institute. There were many important take-aways from the presentation but some issues that are particularly relevant to the IHDW relate to structures. Alanna pointed out that although ‘officially’ the IGSF has axes, the real academic engagement is more likely to be done through projects. Her comments on interdisciplinarity (strengths and challenges) were also important to the discussions within IHDW.

Presentation 3 Hugo Ramiro Melgar-Quiñonez Director of the Institute for Global Food Security

Dr. Hugo Melgar-Quiñonez is the Director of the Institute for Global Food Security and the Margaret A. Gilliam Faculty Scholar in Food Security with an appointment in the McGill School of Dietetics and Human Nutrition. With a degree in Medicine (1992) and a doctoral degree in Sciences (1996) from the Friedrich Schiller University in Germany, he moved to McGill in September of 2012, after 9 years of work as a professor in the Department of Nutrition at the Ohio State University (2003-2012). Previously he worked in public health nutrition and food security research at the University of California in Davis (1998-2003) and at the Mexican Institute of Public Health (1996-1998). Dr Melgar-Quiñonez has been a food security advisor on to several countries in Latin America. He has conducted food security research in 20 countries in Africa, Asia and the Americas, and maintains a strong collaboration with the United Nations Food and Agriculture Organization (FAO) as a researcher in the project Voices of the Hungry which incorporates 150 countries.

Hugo began the formal part of his presentation by acknowledging that he has been part of the Institute of Global food insecurity for 6-7 years. He came from Guatemala. The actual establishment of the Institute comes out of a series of Global Food Security

conferences at McGill. He has a particularly interesting position as possibly the only physician working in agriculture at MacDonald campus. When Hugo arrived there were several key funded research projects already under way so for the first while, money was not so much an issue. He spoke however about how competitive this work now is and the several hundred applications or more for the 11 or so IDRC awards.

He highlighted some key strategies that have worked for the Institute:

1. Being opportunistic and 'ready' to jump in: the Quebec government's own 'foreign office' was keen to support food insecurity in Senegal. There were two projects and the Quebec government came to McGill with both and so they got off the ground with those.

2. Changing the landscape of one from nutrition as the disciplinary area to one of food security has been a matter of going through and making sure that courses that might have been called nutrition could be renamed as such. Now they have a basic Food Security course and an Advanced Food Security course. This has been good for the Institute in terms of branding and generating impact.

3. Supporting graduate students: there are two main points – one is to make sure that no potential student is lost or without a supervisor. There are so many opportunities to support students by setting up co-supervision within the faculty. The second is to nurture a food security group of students and their interests by hosting weekly presentations so that students and interested staff are constantly speaking about the getting support for their ideas in the area of food security.

Q & A

Following the 3 presentations: there was a lively discussion both about individual presentations, but also about institutes at McGill as a whole. As all 3 panelists pointed out, the idea of Institutes getting together to talk across common needs and challenges is not something that regularly happens. As a group there was a sense that institute directors should come together in a collaborative way to talk about common concerns and use the opportunity to have dialogue with the office of the VPIR around these common concerns.

Part 2: Introduction to Thematic Conversations

Five guided conversation groups (each convened by one of the co-directors, Jake Burack, Neil Andersson, Shaheen Shariff, Jeff Derevensky and Claudia Mitchell) proceeded to discuss the future operations of the Institute across various themes. The **Funding Group** brainstormed and explored ideas for making ideas generated in the

Think Tank financially possible. The **McGill Campus Community Group** discussed ways to make McGill a more inclusive campus, especially for racialized, Black and Indigenous students, students with disabilities, and LGBTQ2+ students. **The Community Partnerships Group** envisioned ways of pushing university research on well-being outside of the bubble of academia and into the communities where ideas can be put into practice. **The Teaching and Learning Group** spoke extensively about the types of courses that are currently being offered or that could be offered, but also ways of enhancing teaching and learning so that the voices of students themselves are central to ensuring well-being. **The Transdisciplinary Research Group** sought out how to bring together researchers with a wide variety of expertise together to tackle the interdisciplinary area of well-being.

The variety of perspectives represented at the Think Tank led to discussions that were both eye-opening and fruitful. The IHDW plans on continuing these conversations in the future in order to holistically approach the concept of well-being. The following section reflects condensed transcriptions from these groups' "report back" to the greater Think Tank attendees and available notes taken by members recording conversations.

Funding Group's Report Back: Condensed Transcript

"We talked about securing general funding for the Institute itself, as well as securing specific funding opportunities for individual projects that capitalize on current issues. For example, we talked about the gaming work group creating a fundable individual project. The World Health Organization is another place where funding could be acquired as gaming is one of their hot topic issues. We believe that there are a number of gaming companies based in Montreal that would be very willing to help support the proposed projects the group would like to do. Apple and Microsoft are particularly interested in health and well-being and we could look at approaching them. The university should also assist with some overall funding for Institute infrastructures. Perhaps all of the institutes at McGill could collectively put pressure on the administration. In spite of the fact that we're all being told consistently that funding is really difficult at the university-level, there's always funding available for University priorities. Maybe. The IHDW could actually tap in to some of those priorities. There's currently a funding priority for Indigenous education and Indigenous professors, so there may be a way to align with those priorities.

There are also other more project based methods for generating funds. A visiting professorship is a possibility that both private and public institutions could support. The Education Faculty has a Fulbright Fellow who is being paid predominantly from the Fulbright commission and is sponsored at McGill. Other possibilities include generating

money from teaching courses at the university. The group felt we should consider developing a minor. This could generate funding, if not direct funds, at least for part-time faculty associated with the Institute. There are also direct fee for service models we could use to generate funds. A summer institute where professors from each of our domains could give 1 or 2-day workshops might generate funds as well as hosting a global conference. While these strategies may raise some funds they would likely be limited. Nonetheless, it's a good way to disseminate the work that we are all doing, and at the same time possibly increase the Institute's funding'.

Funding Table Notes

- Visiting professorship
 - → people who just retired
 - → Fulbright fellowship

Applications

- SSRCH
- CIHR
- WHO
- UNICEF

- Private corporations
 - Gates Foundation and Microsoft
 - Understand that corporations often already associated with specific faculty
- Organize institutes to put pressure on University
- Experts to teach (professors at practice)
 - Educational purposes
 - Retired professors
- Fee for Service
 - Summer institutes
 - Summer program that people can register and pay to attend
 - Public speaker series base → paying clinical and public members
 - Continuing Medical Education
 - Explore what is the certification process like to offer credits
 - Employers pay for CME
- Contact Rayna Goldman
 - Faculty fundraiser
 - Send list of companies to her
 - She will check if the companies are donating currently for somewhere in McGill, if not she can approach the company, if yes, she can communicate with central DAR
- Advisory Boards → direct donations from high profile people

- Game companies (Apple, Microsoft)
 - Approach:
 - positive aspects of gaming
 - Social aspects of gaming
 - Benefits for them:
 - Public relations
 - Tax receipts
 - General contributions from companies
 - General donation
 - Either project support
 - General support the institute
 - Corporate social responsibility

McGill Campus Community Report Back: Condensed Transcript

“We started off by looking at the whole of McGill: not just students but faculty, staff, admin, services, MacDonal Campus, everybody, and how it all mixes together. Even within the campus downtown, it’s hard to build that sense of community here. We talked about the land that McGill is on, and furthering the work of the Truth and Reconciliation Commission. We wanted to think about ways to explore how people like students could have a space to express what they are looking for in the community, without it being necessarily formalized structures of surveys. We’re thinking about creating posters where people could write up “this is what I need, this is what I’m looking for,” and that somehow gets gathered into a space where it could be turned into potential action. Just as an example, the MAHI in collaboration with the Office of International students is bringing together six groups around art-making for international students based on language associations. Taking that further, art and movement was an important idea. Cooking and producing food, and eating together (Considering MacDonal Campus, where the food is freshly grown by the agricultural community, yet the cafeterias there are not serving students the freshly-grown food. Quality food is too expensive for many students. This too is health and well-being). Some other issues raised included the idea of being sensitive to and normalizing the experiences of students with disabilities, and LGBTQ folk. And making that alive at the university, beyond a celebration, like “let’s have an event,” but actually making it a part of every single thing we do, to make sure that there is visibility and focus on that. We want people to feel that their place is in McGill, and they don’t have to find their place outside McGill.

We think that branching-out naturally happens for some students as they go about university, but for certain faculty and staff, it’s important for them to feel that McGill is a

home. And that you can express and exist, socially, academically, physically, spiritually. What does it mean to make that space possible at McGill?"

Table Notes Campus Community

What are priority areas for promoting campus well-being?

- Involve both students + faculty
- Supportive environment
- Importance of resources
- Self-care + well-being
- What is well-being?
- How to care for both your own and others' wellbeing?
- Individualizing or acknowledging the systemic influences?
- How much McGill supports community
- Are there areas that McGill is supporting more than others and need to be addressed?
- Ask students → there are so many surveys already going on that it is hard to follow

Are there areas of human development and well-being that are currently not being addressed?

- Offering social infrastructure that makes us feel at home
- Food, spirituality, being together, making art, cooking, sustainability

Are there some areas that require more efforts and that would tie in to the IHDW?

- Address how to build a sense of community
- How the space (or lack of) affects our sense of well-being
- More community and less competitiveness
- More engagement together
- MAHI → international students + 1st year students (+ residences)
- Construction (noise, difficulty to access spaces + park, affects mobility)
- Consider students with disabilities
- Mental health issues
- There are push-backs in teacher spheres that trivialize people with disabilities

What are some possible synergies with other units on campus focusing on concerns such as wellness, equity and mental health?

- Normalizing

How can we make sure we incorporate the voices of students?

- Offer opportunities for them to express their concerns → boards on public spaces, for example

- Address more the voices of international students
- Food / art / dance / language / cooking
- Sensitizing, normalizing

Additional Notes

- How little we know about other people's resources and expertise
- Important to find them and bring them together
- Time / distances

Community Partnerships Report Back: Condensed Transcript

“There are lots of benefits for collaborations between community organizations and researchers. Particularly in times of unstable funding, there’s a benefit to sharing resources and coming together. We would like to encourage community organizations to reach out to researchers to develop projects based on their immediate needs. We know that researchers have access to different kinds of funds and community organizations, and there’s an increasing emphasis on partnership funding and other funding bodies, so that’s really promising. We felt that it is important, for true partnerships to exist, for there to be exchange of expertise. We talked about OCAP, the importance of community ownership over research data. Really thinking through those elements of partnerships from the beginning, with the phrase: “nothing for us without us.” If you’re embarking on partnership, you have to really think carefully about what that means on a deep and meaningful level. Community organizations often face challenges around stability and capacity. This can be a challenge when a project is funded for three years, but then what happens for the long term? We talked about the importance of sustaining relationship building as one of the keys for keeping healthy partnerships going. There’s the importance of knowledge translation. What does it mean for a partnership to exist on every level? For research data to exist not just on the level of academia, but for clients and partners to be able to access it as well. We would like for the university to support that, as well as exchange between community members and things happening on the classroom-level.”

Community Collaboration Table Notes

- Need for organizations to have clear sense of what’s in it for them
 - Resources / funding dedicated to organizations
- Should initiate partnerships with researchers (access different funds)
 - Produce gray literature – guides, resources (equipping others)
- Need for evidence-based programming from funding (possible for collaborations with researchers)

- Challenge from community organizations – stability, capacity
- Need for “true” partnerships
- Impact of opening up spaces on campus for those who don’t necessarily feel welcome here
- Partnerships take many forms
 - E.g., action research, centre in a school, board membership
- Impact of knowledge TRANSLATION to practitioner + other audiences
- ‘Nothing for us without us’
- OCAP
 - Principles of community ownership of research data
- Impact of sustainability + follow-up
- What can IHDW offer?
 - Can help bring in community members to classrooms
- Could the IHDW help popularize research funding for members + partners> MAHI, artist-in-residence, etc.

Teaching and Learning Report Back: Condensed Transcript

“In talking about teaching and learning, we’re really trying to think about our purpose, what are we trying to do and who is that for. Some of the concrete strategies we identified were: doing an audit of the courses offered at McGill that relate to well-being and seeing how they may intersect. That includes courses that were once offered and are currently not being offered, and seeing how they can be reimagined or re-energized. This could possibly complement ideas about a summer institute.”

An underlying question we have is: how do we create and maintain connections? How can well-being be the ‘content’ of courses as well as a feature of delivery? We recognize the importance of making cross-disciplinary connections, so the big question is how do we continue to do that? Another concrete strategy is to take a survey of people on their well-being, to determine if the kinds of things we are talking about in this room are even relevant for the people we are trying to do things for, particularly students. I think we are all guilty of thinking we know what’s going on, but do we? Let’s ask them. We know there’s a number of initiatives happening in the university, with Student Life & Learning, so how does this connect or complement those initiatives? Also, trying to create different perspectives on wellness and well-being. We suggested looking at possible domains of well-being from the individual, the professional, the global, the philosophic, and really digging in to what do we mean by well-being? What does that look like from different perspectives? That’s where we touched on those perspectives on wellness and tapping in to how we can evolve for a new generation of

learners. In addressing some of the disconnect there's often an idea, particularly around mental health, which you see in teaching a lot, which says t you need to be resilient, 'suck it up', 'grin and bear it'. We don't think young people necessarily subscribe to that, nor do we, but we were told to, and we listened and are struggling as a result of it. So there's things that we really need to deconstruct and push back against to create new ground.

Teaching and Learning Table Notes

- Who is the institute for?
 - Research / connect
 - TLS
 - Student life + learning
 - Well-being the opposite
 - Stigma

Teaching and Learning Notes

- Interests
 - Challenges to teaching
 - Providing opportunities
 - Supporting students who are becoming professionals
 - Social concern for health and well-being of learners
- BIG Questions
 - Does teaching and learning (TLS) play a role? Student life and learning?
 - How can we create bridges?
 - Is well-being being 'taught' and if so how?
 - How are we attending to wellness from a research perspective?
 - What are the resources of the institute?
 - Opportunities to connect students, ideas, etc.
 - Feeling isolated - how can we create ways to teach in other faculties?
- Who is the IDHW For?
 - Research / teaching / community outreach?
- Questions
 - What aren't we doing?
 - What is the raison d'etre?
 - How do we operationalize beyond research operants?
 - Where do our conversations connect with others happening?
 - Are we promoting well-being?
 - How can we promote self-awareness?

- Possible Domains
 - Individual / professional
 - Global / philosophical
 - Need to let people know where we are coming from and various perspective
- What next? IDEAS
 - 1) Audit faculties + courses - reimagine with a more current perspective.
 - Could anchor the institute and give back to the university
 - 2) Take the lead to developing a suite of cross-disciplinary courses (make it dynamic)
 - 3) Take a stand on what is WELLNESS, WELL-BEING, ...
 - 4) Create support for people doing research about well-being
 - 5) What are we actually doing?
 - Provost survey? Study? Asking people to comment on their well-being
 - Determining the issues to figure out what they are and how to address them
 - 6) Gap in perspectives on wellness (First Nations, etc.). Need to evolve to a new generation of learners and their ideas
 - 7) Address the disconnect in values, i.e., some people think you just need to 'suck it up'

Transdisciplinary Research Report Back: Condensed Transcript

“There’s a talk about running up against the same challenges in transdisciplinary research. No matter what level people are at in their careers, there are the same structural issues. We were looking at the different ways to work through that [in order to realize transdisciplinary research]. In terms of methodology, how do we communicate complexity across disciplines? How can leaders improve their ability to bring people together in productive ways? We need mentorship for our faculty so that they feel safe to go out and do the work that they may be otherwise dissuaded from doing by funding agencies and tenure requirements. How can we provide better mentorship for students? There’s great power in students who want to do interdisciplinary work, and when they are able to make those connections, they can really run with that. We discussed the tension between formalizing structure and allowing for organic flow to transpire. There’s so many interesting initiatives and ideas from students that would be hard to replicate within a formal structure, so how do we maintain both? Maybe it’s about finding a balance between following one’s passion to do transdisciplinary work and also finding funding bodies and meeting tenure requirements. For ideas around methodologies, we thought about formulating a lab network. Looking at the example through CRAM

[Cognitive Research at McGill] of lab meetings that are largely student-run. It's a way of socializing, taking the research beyond the discipline, and beyond the university. It's very important to know who's here, who's at the university, and how to make that collaboration happen."

Transdisciplinary Research Table Notes

Methodology

- Participatory research is transdisciplinary
- Short-changing science of participatory research
- Methodology of speaking across
- Methods → limitations applied across disciplines
- Challenge of how to make the research travel beyond the disciplines
 - Use of arts
 - Under-investigated areas
 - Marginalized communities
 - Different ways of learning
- Eg. knowledge translation through the body → mind

Student support

- Students are the spark
 - They seek out and find supporters & become spark for collaboration across faculties & find mechanisms for collaboration
 - Eg ., transdisciplinary committees
- Participatory lab meetings – student--run (unique in faculty of medicine)
 - Way of socializing
 - Meta-lab-network
- What needs to be formalized and what just flows naturally/organically? (decision for the institute)
 - Pool of students initiatives/ideas
 - Challenges of mapping out and creating to scale of what students are generating
- Lab leader, culture creator, has to be able to connect individuals (not all leaders are able to make that happen?) When students find those connections they make things happen
- Students are in search of transdisciplinary
- Power of students to advocate for transdisciplinary research

Institutional/academic challenges and possibilities

- Trans as “adding up to more than”
- Trans vs interdisciplinary research
- Duplication of everyone running into some problems
- Being told not to collaborate with others outside discipline because of conservative funding agencies that don’t allow it
 - Therefore structural problem (violence)
 - So when do you get to do trans-disciplinary research? At what point of career? Tail-end?
- Sense of security/protection to be able to go out and do the work
- Challenges and possibilities of collaboration
- Frustration and possibilities at all levels
- What barriers to teach across other departments
- Who’s in the university & what are they doing?
- Faculty discouragement of joint appointments: how to navigate joint appointments

Breaking down silos → important point of generating big ideas

- Intergenerational common ground
 - E.g., of resilience (as “just grin and bear it”)
- Youth don’t subscribe to this; Neither did those who are more senior but we did what we were told and now we’re paying for it
- Elucidate process of becoming an associate member of another school

Mentorship

- Role of senior faculty – formalize mentoring for new academics and grad students
- Mentorships, internships
- Bad advice - doing what you’re passionate about and touring a line of funding requirements
 - Trying to find a balance
- Finding balance between following passion and walking the line of funding + tenure requirements
- Faculties consent and canvas out inquiries/solicitation for mentors

Role of the IHDW

- Can the Institute act to back transdisciplinary research?
- How do other institutes navigate transdisciplinarity? Lessons learned?

- Put together groups to think of themes for participatory research across the life course → put together formal structures
- Issues of human development and well-being are transdisciplinary

Part 3: Moving Forward

Although it is difficult to capture all the ideas put forward into recommendations several key areas emerged:

1. Developing a platform for institute-led discussion about institutes at McGill. The opportunity to have four of McGill's Institutes all in conversation in one room was clearly a rare and productive opportunity to think imaginatively about the place of institutes but also the value added and especially about what institutes might be able to do that departments cannot. What are some of the ways that McGill can advance the role of institutes? How might further conversations contribute to this work?
2. There is a need for broad consultation about well-being as a concept in university and other institutional settings: As several conversation groups at the Think Tank highlighted, the time is now for deepening an understanding of well-being in institutions. Universities are keen to work with communities, but how can focusing on the well-being of an institution like McGill enhance our capacity to work in collaboration with communities?
3. Supporting the development of courses that address critical topics and perspectives on well-being: The IHDW can take the lead in supporting units to develop new courses or adapt courses so that there is explicit attention to advancing well-being as a thematic area across a variety of disciplinary and interdisciplinary areas.

3 Month Action Items & 2018-2019 Objectives

Area	2018-2019 Objectives	3 Month Action Items
Funding	<p style="text-align: center;"><i>Develop and implement a comprehensive multi-stream funding strategy addressing project needs as well as general operating</i></p>	<ol style="list-style-type: none"> 1. Develop applications for project-based and/or general infrastructure support 2. Research - Fee for Service structures that are realistic relative to resources on hand 3. Encourage Working Group-Industry Partnerships 4. Discuss fundraising strategy with University fundraising specialist 5. Investigate "Visiting Professor" possibilities
Campus Community Well-being	<p style="text-align: center;"><i>Generate a report for on student perspectives of their well-being needs on campus</i></p> <p style="text-align: center;"><i>Create ongoing weekly drop-in events on campus to support greater social connection and well-being among students</i></p> <p style="text-align: center;"><i>Create opportunity for IHDW members to meet and remain in dialogue on results from student feedback</i></p> <p style="text-align: center;"><i>Increase visibility of IHDW through dialogue on well-being</i></p>	<ol style="list-style-type: none"> 1. Creating posters where people could write up "this is what I need, this is what I'm looking for," to generate campus community potential actions <ol style="list-style-type: none"> a. Host ongoing student well-being events to provide opportunities for survey 2. Create opportunities to create social infrastructure that makes people feel at home. 3. Lay groundwork for social media campaign with a March 20th launch date <ol style="list-style-type: none"> a. Create

		<p>member/IHDW advocate interview videos that highlight the way in which their work connects to well-being for distribution via social media and website</p>
<p>Community Partnerships</p>	<p><i>Assess community partner needs</i></p> <p><i>Based on community partner feedback create, fund and deliver desired project</i></p> <p><i>Deliver research in ways accessible to public</i></p> <p><i>Capitalize on existing infrastructure</i></p>	<ol style="list-style-type: none"> 1. Assess where can the IHDW help bring in community members to classrooms 2. Bookmark where community partners have capacity needs that could be addressed by skillful partnerships and production of needed grey literature <ol style="list-style-type: none"> a. Send survey b. Develop infrastructure for community partner-IHDW internship 3. Seek out partnership funding opportunities. 4. The IHDW already has good community 'currency' through the P Lantz Artist in Residence program and MAHI (both in terms of human resources and space for research creation initiatives) and as such can support a research agenda that is more oriented towards community interventions (and research as social change residence, etc)
<p>Teaching and</p>	<p><i>Assess coursework and</i></p>	<ol style="list-style-type: none"> 1. Doing an audit of the

<p>Learning</p>	<p><i>initiatives related to well-being and create plan to address both gaps and possible interconnections</i></p> <p><i>Create opportunity for IHDW members to meet and remain in dialogue on emergent issues</i></p> <p><i>Develop a strategy for ensuring the cross listing a suite of courses related to human development and well-being</i></p> <p><i>Develop course offerings on issues that link to human Development and Well-being</i></p>	<p>courses offered at McGill and seeing how they may intersect</p> <ol style="list-style-type: none"> a. Take the lead to developing a suite of cross-disciplinary courses based on findings 2. Inventorying initiatives on campus and seeing how the IHDW connect or complement those initiatives 3. Create supportive social infrastructure for people doing research about well-being 4. How do we address data gaps: defining wellness, explore how to take a stand, address gaps on perspectives on wellness, & where values disconnect 5. A Special Topics will be offered in 2019-2020 through the Department of Integrated Studies in Education. The course will be open to masters and doctoral students and is being developed through interdisciplinary consultation.
<p>Transdisciplinary Research</p>	<p><i>Support development of IHDW graduate student alliance</i></p> <p><i>Create opportunity for IHDW</i></p>	<ol style="list-style-type: none"> 1. Gather the students working on related topics and empower their leadership (e.g. the Gaming and Gamification

	<p><i>members to meet and develop research partnerships on emergent issues</i></p> <p><i>Develop event or series of events addressing transdisciplinary research</i></p> <p><i>Secure special funding for mentorship and training of students</i></p>	<p>Working Group in the IHDW was initiated and led by a doctoral student)</p> <ol style="list-style-type: none"> 2. Assist in the process of putting together groups to think of themes for participatory research across the life course and put together formal working group structure 3. Look at models wherein senior faculty provide mentoring for new academics and grad students and look at complexities of <ol style="list-style-type: none"> a. Query possibility of brown bag lunch looking at issues raised: transdisciplinary methodology, becoming an associate member of another school, navigating joint appointments etc. 4. Develop funded IHDW internship program
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Next Steps

We are circulating this Think Tank report to all those who participated in the Think Tank event as well as the many associate members, partners and friends of the IHDW who were not available to participate. The report will also be posted on the IHDW website. We regard the report as a consultation document. We are very interested in ideas, suggestions and follow up proposals. We also recognize that it was not possible to cover all the relevant topics we could have in such a short time and so we also invite readers to offer input on other ideas. Please send to ihdw.education@mcgill.ca



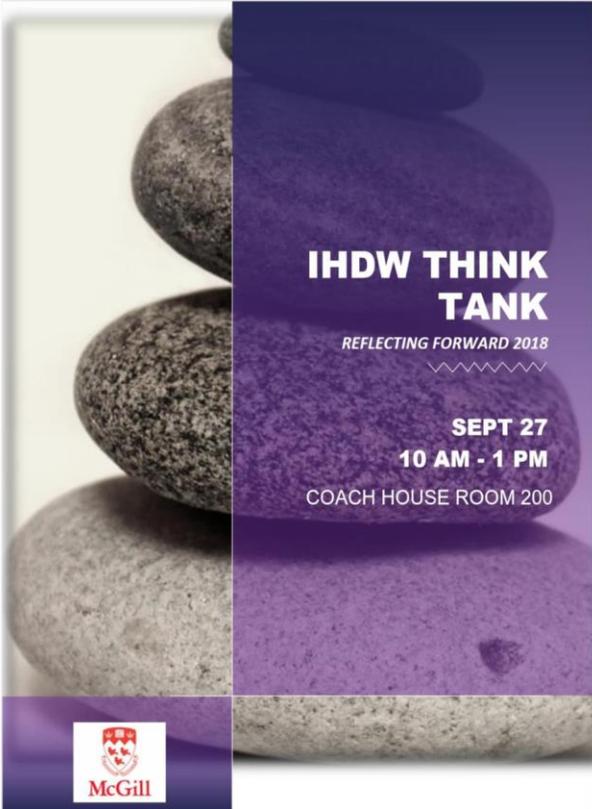
Appendix: Event Program

Connect with the IHDW:

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**IHDW THINK
TANK**

REFLECTING FORWARD 2018

SEPT 27
10 AM - 1 PM

COACH HOUSE ROOM 200



Panelists



Sonia Laszlo
Associate Professor,
Director, McGill Institute
for the Study of
International
Development

Dr. Laszlo is the director of the Institute for the Study of International Development at McGill University. The Institute's mission is to advance knowledge of the social, political, economic and environmental processes and conditions that enable people and societies to develop their full potential, living long, healthy, meaningful, and productive lives in community with others. Dr. Laszlo is an avid researcher on themes including technology adoption among subsistence farmers; women's economic empowerment; behavioral development economics; impacts of social policies in developing countries among others. Her most recent projects include funding from the International Development Research Centre (IDRC), Department for International Development and the William and Flora Hewlett Foundation entitled: "Creating Better Economic Opportunities for Women in Nairobi Slums through Improved Childcare Options" in collaboration with Shelley Clark (McGill) and Caroline Kabiru (African Population and Health Research Center, Kenya).



Alanna Thain
Associate Professor &
Director of Institute for
Gender, Sexuality and
Feminist Studies

Dr. Alanna Thain is the director of the Institute for Gender, Sexuality and Feminist Studies. The 2018-2019 academic year marks **30 years of feminist research at IGSF**, first as the McGill Centre for Research and Teaching on Women and then as the Institute in its present form. The intersections of gender, feminist, sexuality and social justice studies that IGSF uniquely brings remain as fresh and relevant as ever. When not directing the IGSF Alanna researches in the areas of film theory; visual culture; theories of affect; cultural studies; philosophy of the body and movement; gender and sexuality; film production; animation; dance, performance and movement studies; David Lynch, Norman McLaren, Gilles Deleuze, Dave St Pierre, William Kentridge; research-creation; and post-cinematic practices.



**Dr Melgar-
Quiñonez**
Associate Professor
Director of the Institute
for Global Food Security

Dr. Hugo Melgar-Quiñonez is the Director of the Institute for Global Food Security and the Margaret A. Gilliam Faculty Scholar in Food Security with an appointment in the McGill School of Dietetics and Human Nutrition. With a degree in Medicine (1992) and a doctoral degree in Science s (1996) from the Friedrich Schiller University in Germany, he moved to McGill in September of 2012, after 9 years of work as a professor in the Department of Nutrition at the Ohio State University (2003-2012). Previously he worked in public health nutrition and food security research at the University of California in Davis (1998-2003) and at the Mexican Institute of Public Health (1996-1998). Dr Melgar-Quiñonez has been a food security advisor on to several countries in Latin America. He has conducted food security research in 20 countries in Africa, Asia and the Americas, and maintains a strong collaboration with the United Nations Food and Agriculture Organization (FAO) as a researcher in the project Voices of the Hungry which incorporates 150 countries.

Program

- **10:00 Welcome from Claudia Mitchell, Director of IHDW**
- **10:15: Welcome from Dilson Rassier, Dean of the Faculty of Education**
- **10:25: Panel: Institutes at McGill- Lessons and Inspirations**
 - Chair: Ingrid Sladeczek
Co-director of IHDW
 - Dr. Hugo Melgar-Quiñonez
Director, Institute for Global Food Security
 - Sonia Laszlo
Director, Institute for the Study of International Development
 - Alanna Thain
Director, Institute of Gender, Sexuality and Feminist Studies
- **Q & A**
- **11:30 Think tank table conversations with IHDW co-directors**
 - Table 1: Funding
 - Table 2: Campus Community
 - Table 3: Transdisciplinary Research
 - Table 4: Community Partnerships
 - Table 5: Teaching and Learning
- **12:30 Brief reports**
- **12:50 Where to from here? Claudia Mitchell**
- **1:00 Catered lunch by Petits Mains**