

**PRINCIPAL’S TASK FORCE ON DIVERSITY, EXCELLENCE
AND COMMUNITY ENGAGEMENT**

Final Report

February 21, 2011 Revision

1.	PART ONE: INTRODUCTION	2
1.1	CONTEXT	2
1.2	MANDATE.....	3
1.3	PROCESS.....	3
1.4	CALL FOR SUBMISSIONS AND PANEL HEARINGS.....	4
1.5	CONSULTATION ON REPORT AND FEEDBACK.....	5
2.	PART TWO: DIVERSITY, AN ESSENTIAL COMPONENT OF EXCELLENCE	6
3.	PART THREE: RECOMMENDATIONS	8
4.	PART FOUR: ASSOCIATE PROVOST (POLICIES, PROCEDURES AND EQUITY)	13
5.	PART FIVE: CONCLUSION	14
	MOVING FORWARD: DIVERSITY, EXCELLENCE, AND COMMUNITY ENGAGEMENT AT MCGILL	14
6.	APPENDIX A OVERVIEW OF COMMUNITY CONCERNS.....	15
6.1	SPECIAL SESSIONS DISCUSSION PANELS	19
7.	APPENDIX B ADDITIONAL RECOMMENDATIONS OF THE WORKING GROUPS.....	22
7.1	ELEMENTS OF A PROGRAM AIMED AT INCREASING AND MAINTAINING DIVERSITY IN FACULTY AND STAFF COMMUNITIES	22
7.2	ON RECRUITING AND RETAINING A DIVERSE STUDENT BODY.	23
7.3	ON DEVELOPING LEARNING OUTCOMES THAT REFLECT OUR GENERAL SOCIETAL GOALS, INCLUDING PREPARING GRADUATES FOR LOCAL AND GLOBAL CITIZENSHIP	25
7.4	ON FURTHER SUPPORTING INTERDISCIPLINARITY IN TEACHING AND RESEARCH.....	26
7.5	ON PROVIDING INTERNAL SUPPORT FOR RESEARCH AND SCHOLARSHIP.....	26
7.6	ON COMMUNITY OUTREACH	27
8.	APPENDIX C SUMMARY OF MCGILL CAMPUS CONSULTATION REPORT BY ALMA R. CLAYTON-PEDERSEN ...	29
9.	APPENDIX D LIST OF MEMBERS.....	31
10.	APPENDIX E MANDATE OF THE PRINCIPAL’S TASK FORCE ON DIVERSITY, EXCELLENCE AND COMMUNITY ENGAGEMENT	33
10.1	VISION	33
10.2	TERMS OF REFERENCE	36
10.3	TIMELINE:.....	38
10.4	WORKING GROUPS.....	38
11.	APPENDIX F CALL FOR SUBMISSIONS	43

1. Part one: Introduction

1.1 Context

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

The Principal's Task Force on Diversity, Excellence, and Community Engagement began with the perspective that, as an inclusive community, we can strengthen our collective capacity to achieve the highest standards in pursuing our academic mission of teaching, research and scholarship, and service to local and global society. Integrating a broad spectrum of voices is increasingly important in a world-class academic environment. Different ideas and approaches within, and indeed across, traditional disciplinary boundaries are vital for challenging assumptions, deepening our understanding of the world around us, and extending our contributions to society. Moreover, attempts to address a range of complex issues – scientific, scholarly, professional, or social – benefit from the perspectives of individuals who have varied backgrounds and experiences and who identify with different segments of the broader community. Engagement with diversity in the context of academic excellence moulds our relationships and facilitates effective community engagement and partnerships at the local, national and international levels.

As a publicly-purposed university, McGill exists to benefit society — by educating students, by creating and disseminating knowledge in a broad range of fields, and by fostering innovation. We have much to offer society. But we also have much to gain from engaging with the communities in which we are situated. McGill's unique cultural setting within Montreal, Quebec, and Canada and McGill's international reach are advantages not to be squandered. We can be strengthened by the talent, ideas, activities, and learning opportunities of a broad array of partners.

The broad themes of diversity, excellence, and community engagement, which reflect McGill's mission and values, are complementary. Our students and academic, administrative and support staff, many of whom have strong ties outside Montreal, bring valuable experiences and strengths to the University. Such diversity can enhance teaching, learning, and research, because of the range of perspectives represented and the opportunities for outreach activities.

In turn, increasing access and enhancing engagement with diversity within McGill will enable us to serve local, national, and international communities more effectively. Targeted partnerships with communities outside McGill will enable different voices to be heard and provide new insights into social problems.

1.2 Mandate

Launched during the fall term of 2009, the Task Force was meant to create a forum for new ideas, initiatives, and mechanisms to better achieve excellence in pursuing our academic mission. The Task Force provided an opportunity to reflect on how to build strategically on McGill's most characteristic strengths: our international character; the extremely talented and dedicated people who make up the McGill community; a broad range of viewpoints; the quality of our teaching programs, research and scholarship; the collegiality of the academic community; and McGillians' desire to contribute to our broader communities. The Task Force was charged to assess our strengths and weaknesses in achieving excellence, inclusiveness and community contributions and to formulate concrete strategies for improvement. The Task Force solicited and received input from members of the McGill community – individuals and associations – who have taken a special interest in the elements of its mandate. After broad consultation and deliberation, the Task Force made recommendations that are meant to achieve the following:

Enhance diversity and broad access to McGill in support of offering the best education available to outstanding students, advancing knowledge at the highest levels, and providing exemplary service to society.

Foster, support, recognise and celebrate the achievement of excellence by all members of the McGill community– students, faculty, administrative and support staff, alumni and friends – drawing on a range of means that match the best in the world.

Effectively and systematically harness the considerable knowledge, talent and energy of all members of our community, including alumni and friends, to partner with our fellow citizens in Montreal, Quebec, Canada and the world and to learn from them.

1.3 Process

Members of the Principal's Task Force carried out their work through one of five working groups that focused on aspects of three themes. **THEME 1: TAPPING INTO A BROAD TALENT POOL TO ENHANCE DIVERSITY AND ACCESS, IN SUPPORT OF EXCELLENCE IN PURSUING OUR**

ACADEMIC MISSION

Two working groups considered the theme of developing a culture of inclusion, with the goal of enhancing our tradition of excellence in fulfilling our academic mission. The working group on Recruitment and Retention considered how to augment diversity among qualified academic, administrative and support staff, academic administrators, and students at all levels and how to support them in achieving their goals at McGill. The working group on Engaging with Diversity considered means and institutional supports for engaging with diversity within the McGill community.

THEME 2: HARNESSING OUR KNOWLEDGE AND DRIVE TO ENHANCE COMMUNITY ENGAGEMENT

The working group on Community Engagement looked at ways of enhancing community engagement at McGill. How can we develop and strengthen our relationship with communities – local, national, and international – that are outside our gates?

THEME 3: HOW CAN WE BEST RECOGNISE AND CELEBRATE EXCELLENCE IN PURSUING THE ACADEMIC MISSION IN AN INCLUSIVE LEARNING COMMUNITY? HOW DO WE ASSESS OUR ACHIEVEMENTS IN THESE AREAS?

Two working groups addressed issues concerning how best to recognize and celebrate excellence and innovation at international standards in an inclusive community. The working group on Excellence in Programs and Pedagogy focused on how to support, assess, and celebrate excellence in research, teaching and service while engaging with diversity in our community, while the group on Excellence in Research and Scholarship focused on fostering cutting-edge research activity of the highest calibre.

Section 4 of Appendix E provides the mandates for each of the working groups.

1.4 Call for submissions and panel hearings

To better reflect the diversity of needs and opinion in the McGill community, the Task Force called for submissions from students, staff, and faculty. More than 60 were received, all of which were distributed to the Task Force members for their consideration. A series of Special Sessions were held in February and March 2010, at which authors of selected submissions presented their ideas and answered questions from the Task Force. The submissions and the discussions at the Special Sessions demonstrated a set of recurring themes that need to be addressed by the University in a coordinated way. They were invaluable in the crafting of the

Task Force's recommendations. A narrative summary of the submissions and Special Session discussions can be found in Appendix A.

1.5 Consultation on report and feedback

To be added after all consultations are complete.

2. Part two: Diversity, an essential component of excellence

Early in their deliberations, Task Force members reached consensus on the strong links between excellence, diversity, and community engagement at McGill. The Task Force drafted an aspirational statement about what is meant by diversity and excellence, how they interact, and how fostering this interaction will help McGill improve and sustain its position as a twenty-first century leader in academic and research excellence, and a part of an increasingly intertwined global community.

Diversity and excellence are essential at a great university. Long recognized as ranking among the leading research-intensive institutions in the world, McGill University depends on a highly diverse community of scholars, students, and staff of exceptional quality to meet new challenges of the twenty-first century. Without a community comprising individuals with varied backgrounds and viewpoints, we will not be able to achieve the excellence to which we aspire. We recognize that diversity is reflected not only in race, national or ethnic origin, colour, religion, sex, age or mental or physical disability, but also in language, sexual orientation, gender identity, community, politics, culture, way of life, economic status, and interests. Our policies reflect and support our diversity through hiring, promotion and recognition, with the goal of creating and sustaining a spirit of inclusivity, openness, and respect that extends throughout the University, an intellectually-diverse community, in which everyone can fully participate and where diverse opinions, methodologies, and ideologies are welcome.

Striving for excellence, we seek to extend and cross the boundaries of disciplines and of means of inquiry and to foster innovations in teaching, scholarship, and how we function as a community. In teaching, we strive to promote innovative approaches to the curriculum and encourage professors and students alike to be open to varied ideas and multiple perspectives. In scholarship, we tackle complex questions and problems, often those that call for multidisciplinary or interdisciplinary approaches. In our own community, we develop policies that reflect and support our diversity through hiring, promotion and recognition. We recognize that achievement, too, comes in many forms and seek to broaden and deepen the means to measure scholarly excellence.

We also recognize that McGill is part of a world in which we are all linked in complex ways. Our students, academic staff, administrative and support staff, and alumni have roles in communities that may be around the corner or around the globe; they may be called upon to participate locally, nationally, and internationally. We encourage involvement, as individuals and institutionally, with

communities outside our campus gates. We support innovation and progress not only within the McGill community, but also with other communities—within Montreal, Quebec and Canada, and internationally—with which we foster links through research, scholarship, teaching and service. Through relationships with other communities, members of the University have opportunities to share knowledge and expertise, to learn from these communities, and to gain from experiences outside our gates. We acknowledge that such sustained community engagement is reciprocal and also enriches the diversity of our own community.

3. Part three: Recommendations

The three recommendations of the Task Force and the measures that follow grew out of a collaborative and consultative process. It began with deliberations by each Working Group; members brought their own experiences and ideas to begin the discussions. The process continued with consultation with a wide-range of individuals inside and outside the community. As recommendations were developed, they were then revised and, in some cases, expanded, based on the submissions of individuals and groups within and outside McGill. All the resulting Working Group recommendations were then compiled and discussed by the Chairs; those judged to be the most essential and with the broadest application were brought forward for further discussion and revision by the whole Task Force. These are the recommendations and measures that appear below. The wider range of measures that came out of the working group discussions appears in Appendix B.

The Task Force members all agree with the principles in the document and with the general recommendations, even though the proposed measures and choice of words represent consensus, rather than unanimity. Regardless, the Task Force members are committed to applying and promoting the principles behind this document in their various roles at McGill and to encourage and support diversity, to look at excellence from a broad perspective, and to connect—when possible—with the communities outside McGill.

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

In the spirit of the definition of diversity outlined in the Task Force's Statement, procedures should be set in place, actively implemented, and monitored to ensure that recruitment efforts reach out to and attract diverse pools of applicants to study at McGill and to join the academic, administrative and support staff. All selection processes should be informed by best practices for creating a diverse campus community. We take as a premise that McGill can influence the pool of applicants. Although it might be thought that McGill's reputation speaks for itself and that strong applicants will come to us, a commitment to broadening the composition of McGill requires actively reaching out to groups that have been traditionally underrepresented.

McGill should also develop measures to support not simply the retention, but also the flourishing, of students and academic, administrative and support staff from a variety of backgrounds. Together we seek to create a climate that supports intellectual diversity and a panoply of ideas and approaches to academic endeavours. Institutional commitment should be directed towards the development of new initiatives, including mentoring programs and

programs that encourage a positive work-life balance, as well as increased support for those with family obligations and for those taking parental leave.

Our goal should be to increase the number of individuals from groups now underrepresented in various segments of the McGill community, in particular, visible minorities, aboriginal groups, women, persons with disabilities, and disadvantaged socioeconomic groups. McGill attracts a substantial number of Francophone students—many of whom are from the local community—and we want to ensure that they thrive here. We recognize that different measures may be necessary to achieve progress for different groups, but we must commit ourselves to proceeding responsibly, fairly, transparently, and accountably.

1. Include language that demonstrates our commitment to equity in existing and developing policies— e.g., the Academic Strategic Plan and the Campuses Master Plan.
2. Provide consistent training and information about best practices (of peer institutions and within McGill) relating to diversity across the University, to academic and administrative leaders and members of committees for hiring, promotion, and awards (e.g., CRC chairs, internal McGill chairs, honorary doctorates, etc.). Create meaningful mechanisms for advancing our progress in achieving diversity through these processes.
3. Put in place and provide resources to ensure proactive and sustainable programs aimed at increasing and maintaining diversity in qualified faculty, staff, and senior leadership. In particular, ensure that HR has the capacity to carry out this role effectively.
4. Provide information and resources to facilitate the integration of new faculty and staff and their families into the Montreal community, taking into account issues of language and accessibility to community resources including the provision of incentives for French language acquisition.
5. Ensure that mechanisms are in place to nominate excellent candidates representing the full diversity of the community for awards and other types of recognition both inside and outside the University.
6. Support efforts to recruit and retain a more diverse qualified student body, for example, by developing pipelines of future students, including Francophone students and students from underrepresented groups. Promote students adjustment to McGill with transitional year programs for certain incoming students and by developing mentoring programs to connect them with faculty and senior students upon their arrival at McGill. Develop and sustain strong connections to support these efforts through community outreach, admissions offices, and Development and Alumni Relations.
7. Facilitate access to degree programs for outstanding students who have followed non-traditional pathways to education.

8. Demonstrate a strong commitment to significant and sustained progress in making our University physically accessible for those with disabilities by ensuring representation of special needs infrastructure experts on McGill Buildings and Properties Committee of the Board of Governors and the Senate Committee on Physical Development with regard to the planning and implementation of McGill construction and renovation projects; ensure that McGill takes advantage of all opportunities to create improvements in accessibility to all University buildings.
9. Establish benchmarks for diversity and routinely collect relevant information about McGill students, academic staff, administrative and support staff, to be presented annually to Senate and the Board of Governors.

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

Explicit and broadly defined criteria of excellence have not been clearly articulated to guide our decisions, actions, and evaluation mechanisms in a way that can take full advantage of the wealth of diversity at McGill. The University benefits from new and sometimes non-traditional approaches, which may have roots in the wider community, to teaching and learning and to research and scholarship. We recognize that the members of our community come from a broad range of backgrounds and bring a wealth of diverse experiences and perspectives to the University. Our broader, more inclusive vision of excellence must take into account the diverse approaches to academic endeavours—while continuing to value traditional measures—and our vision of positive societal impact must be entrenched in our existing, as well as our developing, policies and practices.

1. Extend learning beyond the traditional classroom experience; explore new and innovative pedagogies and alternative conceptualizations of curriculum. Develop a range of ways of meeting program requirements that take advantage of new teaching methods, including new technologies and community and enterprise-based learning modalities.
2. Develop an array of learning outcomes across programs that reflect general societal goals, including preparation of graduates for local and global citizenship. As programs are developed, they shall specify their intended outcomes and how these align with the objectives.
3. Encourage and support the development of interdisciplinary courses that are co-designed and co-taught by instructors from different units. The aims are to enable undergraduate and graduate students to gain an appreciation of the subject material from various perspectives, to pave the way for greater interdisciplinary research and scholarship, and to strengthen the teaching-research interface in engaging ways.

4. Encourage curriculum committees to provide opportunities for students to be exposed to areas and topics outside of their primary discipline.
5. Establish a new program to promote interdisciplinarity in research and scholarship by supporting full- and part-time research secondments of professors across Faculties.
6. Recognize research and scholarship excellence through the appointment of University Professorships that provide financial reward and funding to a small but diverse group of top researchers and scholars in a range of academic disciplines.
7. In support of excellence in research and scholarship, develop a necessarily competitive internal program of bridge funding for outstanding professors with exceptional research programs who face difficulties that result from gaps in outside funding.
8. Adopt performance measures for research and scholarship that value community-based research and knowledge transfer outside of the academic community.
9. As a defining characteristic of McGill, promote widespread mentorship of students, faculty, and administrative and support staff, by, for example, creating University-wide guidelines and awards for mentoring excellence and high-impact orientation programs for each of these groups.
10. Institute more public recognition for a broad range of outstanding professors and exceptional programs that meet innovative and non-traditional as well as traditional standards of excellence.

Affirm a commitment to McGill's positive engagement with, and impact on, outside communities, locally, nationally and globally; build innovatively and progressively on the University's history of service to society and thereby expand opportunities for research, scholarship, and learning.

Part of McGill's stated Mission is to provide "service to society in those ways for which we are well suited by virtue of our academic strengths." To that end, McGill should seek to be an a University that is recognized as outstanding for its commitment to engagement to communities-local, national, and international—as it is in the pursuit of academic excellence. It should seek to promote a strong culture of community engagement among students, faculty and staff. We must remember that this engagement is not extrinsic to the University's core mandates of research, scholarship and teaching, but intrinsic to them. McGill has a long history of commitment to Montreal and Quebec; we seek to enhance opportunities for ongoing engagement close to home and around the world. We draw strength from our unique situation as a university where English is the primary language of instruction, located in a vibrant, cosmopolitan city where French is the dominant language. We recognize that affirming a commitment to McGill's community engagement also advances the goals of Recommendations 1 and 2.

1. Develop sustained and multi-stranded relationships with communities outside the University – especially those whose members are underrepresented at McGill– that build on our strengths in teaching, research, and scholarship; that respect the communities’ values; and that advance co-constructed goals; consistent with McGill’s mission.
2. Create mechanisms to recognize teaching, research, and service that promote community and global activities and a range of forms of knowledge transfer.
3. Explore the possibility of providing some relief from other duties for faculty and staff members with extensive involvement in outreach projects and knowledge-translation activities consistent with McGill’s mission; ensure that excellent work in these areas is recognized and duly credited.
4. Encourage academic units to include an outreach component in their undergraduate majors programs.
5. Designate a person or office to document, coordinate, and facilitate community-outreach projects across the University, in collaboration with Faculty- and department-based champions.
6. Build recognition and visibility for community outreach on local, national and international levels through measures such as annual awards, special events, community and institutional communiqués, and credit for community-based activities.

4. Part four: Associate Provost (policies, procedures and equity)

Achieving our aspirations, specifically with regards to diversity, will require leadership and coordination to recognize, support, improve, and extend the excellent efforts already in place and to encourage new initiatives. In particular, leadership is needed in the following areas:

- Developing new guidelines to help departments conduct academic searches
- Ensuring a diversity of candidates for McGill’s awards programs and for those outside the University for which McGill nominates candidates
- Engaging the McGill community to promote the changes needed to advance the recommendations of the Task Force.
- Ensuring the adoption of explicit parameters for the Equity Policy and for related annual reporting to Senate and the Board of Governors.
- Integrating Equity Policy into McGill’s overall strategic plans.
- Promoting Diversity-related education to academic, administrative and support staff and students.

Early in its discussions, the Task Force recommended a greater emphasis and more pro-active involvement on the highest levels at McGill with regard to equity issues. We therefore welcome the creation of the position of Associate Provost (Policies, Procedures and Equity), as an individual who will provide some of the necessary leadership. Our expectation is that the incumbent of this position will offer pro-active guidance and oversight and support coordination of our efforts with regard to equity and diversity issues, rather than simply monitor what is done or enforce compliance. Given McGill’s distributed decision-making, responsibility for many of the functions noted above must be shared. For example, nominations for honorary doctorates, Canada Research Chairs, James McGill and Dawson Chairs, and teaching awards are all handled by different offices and committees, so concern for the diversity of candidates must be held broadly. Nonetheless, we see the new position as one that will provide a champion for equity, encouraging the University to enhance diversity—including physical and intellectual diversity—not only in recruitment of academic staff, but also in other areas. It is also our expectation that the Associate Provost will play an important role in the Senior Administration, offering authoritative counsel on equity issues, and will report annually to Senate and the Board of Governors with information about our progress.

5. Part five: Conclusion

Moving Forward: Diversity, Excellence, and Community Engagement at McGill

The Principal's Task Force on Diversity, Excellence and Community Engagement was established to orient McGill's vision for the future towards these important characteristics of a successful educational and research environment. There is no doubt that a McGill that is more rooted in, and engaged and open to, the world around it will be stronger and better able to contribute to Montreal, Quebec, Canada, and the world. McGill is fortunate enough to have many dedicated academic, administrative and support staff, and students who are already actively advancing the vision of the University that we are promoting, but more can be done. The Task Force's recommendations are meant to support and encourage the good work currently underway and to identify gaps where more concerted and coordinated efforts are needed at various levels of the University.

There is ample expertise and enthusiasm at McGill that can inform the implementation of the vision promoted by the Task Force. Individual members of the McGill community must, in fact, engage with, and participate in, this process. We must all reflect on and examine our own attitudes and daily practices and consider how we can improve them to advance our shared goals. The Task Force encourages an institutional culture that includes a strong commitment to accountability on the part of all members of the McGill community.

McGill's continued success will undoubtedly depend on its capacity to adapt to an increasingly interconnected world. McGill's ability to attract the best and brightest and to contribute meaningfully to the world at large will be fundamentally linked to its ability to reflect the diversity of concerns and people that make up the communities in which the University functions. To maintain and improve McGill's standing as an internationally-recognized educational leader, we must encourage an environment that welcomes individuals with backgrounds and life experiences of all kinds, to ensure that we enhance and take full advantage of our community's intellectual richness.

The work of the Principal's Task Force on Diversity, Excellence and Community Engagement, and its report, will be completed in early 2011. The University Administration has undertaken to prepare a response to the Task Force recommendations that will be delivered in two stages: a preliminary response in the fall term of 2011 and a more detailed response within a year of the Task Force report. The final administrative response will address, among other things, processes and timelines for implementation of the recommendations of the Principal's Task Force, the costs of implementation, and mechanisms for evaluating the University's progress in implementing these recommendations. In preparing the response, there will be consultation, as necessary and appropriate, with the McGill community, faculty and administration.

6. Appendix A

Overview of Community Concerns

The Principal's Task Force on Diversity, Excellence and Community Engagement received over 60 submissions, and members of the Task Force met with the authors of a number of these submissions on February 17, March 4, and March 8, 2010. The following is a summary of the main themes raised in the submissions and over the course of the Special Session presentations and discussions.

Excellence and Recognition

Making intellectual diversity an important aspect of McGill's institutional attitude towards excellence provides a conceptual framework for expressing the inextricability of diversity in its broadest sense and excellence. To value and recognize intellectual diversity is to recognize that there is a range of paths to excellence. Inequity in the University community persists partly because of conservative and rigid views about career tracks. McGill must recognize the academic wealth that can result from rich and varied life experiences (such as those associated with social marginalization based on culture, physical attributes, gender, wealth, ethnicity, sexual preference, and so on) and life events (such as becoming a parent, taking on responsibilities for a large family, trauma, and so on). Tapping into this wealth of experience is inhibited by rigid, outdated, exclusionary conceptions and timelines of a successful academic career. Diversity of life experience and career trajectory should be valued as *contributing* to excellence rather than as detracting from it.

The promotion of diversity at McGill can be rooted independently in a commitment to fairness. However, it can also be understood within the context of serving excellence. Any perceived antagonism between the values of diversity and of excellence is unfounded, because diversity is a necessary foundation of excellence in this century.

Such an expanded notion of excellence is inadequately represented in various McGill structures intended to confer recognition. For example, in the tenure and promotion process, the evaluation of publication output often focuses solely on high-impact academic journals, without due consideration of community-based work and publications. Similarly, many academic programs do recognize only a limited range of academic credentials.

Simply put, intellectual diversity should be understood as an important component of excellence. Concretely, this means that McGill should work diligently to recognize and support a diversity of research methodologies, publication outcomes, tenure evaluation schemes, and such.

Intellectual Diversity, Interdisciplinarity and the Departmental Structure

Interdisciplinarity, whether in academic programs or research, is regarded by several authors of submissions as a hallmark of excellence and is insufficiently viewed as such at McGill. If we are going to promote interdisciplinarity, institutes and cross-disciplinary centres should not have to compete for resources with departments. The entrenched disciplinary structure fosters silos and discourages departments from releasing faculty members to participate in interdisciplinary programs and often prevents students from taking courses outside their discipline. Disincentives to interdisciplinary teaching and research need to be removed.

Some means of promoting interdisciplinarity might include stipends for those doing interdisciplinary work, as well as further supporting the institute model (e.g., Institute for Gender, Sexuality and Feminist Studies; Institute for the Public Life of Arts and Ideas) by creating funded teaching slots that exist outside the department structure. However, it must be remembered that depth of knowledge within disciplines is crucial for interdisciplinarity, so disciplinary studies must be nourished, and departments are important structures that should not be undervalued. Excellence will be rooted in strong disciplines within a structure that enables collaboration and movement outside of the confines of disciplinary limitations.

Diversity and Inclusion: Recruitment of Students and Faculty from Target Communities

Certain minority and marginalized populations need support to become fully part of McGill's wider cultural setting – e.g., Francophone students, Aboriginal communities, economically disadvantaged populations and persons with disabilities. Specifically for Aboriginal students, having full-file reviews will enable the University to identify students with potential that may not be reflected by the current limited admissions criteria. The *Policy on Admissions Procedures for Aboriginal Candidates* has begun to address this issue, but we must deepen McGill's relationship with local aboriginal communities to help maximize the benefits. In addition, improvements in the support offered to Aboriginal students are needed to maximize their success at McGill.

It was suggested that McGill may seem inaccessible to economically-disadvantaged students for various reasons: some are intangible but powerful cultural factors that create psychological barriers at the Roddick Gates, but other concrete factors – e.g., the lack of evening courses, part-time programs, funding for part-time students, and daycare for students with children – may also be factors. Measures are needed to make McGill within the reach of less privileged and working students and of students with children.

Similarly, more efforts are needed to remedy the perception that McGill is an unfriendly environment for Francophones, which is largely due to the lack of visibility of McGill students

and staff in Francophone Quebec. McGill needs to brand itself more as a Quebec institution and to do a better job of communicating the results of McGill research and the contributions of the University to Quebec society and to the local economy in the French-language media.

The obstacles preventing the inclusion of physically disabled persons at McGill are most strikingly related to our physical infrastructure, which, in large measure, reflect the geography of our downtown campus and the age of our buildings. However, infrastructural obstacles are also symptomatic of choices that have been made in new construction and in renovations. McGill faculty and staff should be further sensitized to Universal Design Principles, with the aim of improving compliance in terms of both physical infrastructure and educational experience.

Various submissions to the Task Force argued forcefully that *minoritization* and *marginalization* are endemic to the fabric of western educational practice and are a historically engrained and ongoing problem. Simply put, they argued that McGill's record of faculty diversity—where the number of people of colour, women and LGBTQ persons are limited and where many individuals from these groups feel excluded—points directly to a culture of institutional exclusion and racism. It was further argued that the structural aspects of this ongoing problem need to be addressed swiftly, dramatically, and universally, throughout the University; moreover, the ability of the current Joint Senate/Board Committee on Equity and its subcommittees to adequately address these issues was questioned.

Diversity and Inclusion: Retention of Students

Retention of target groups of students has to start pre-admission, through outreach to communities and partnerships with community associations. This should be followed up by post-admission, pre-arrival advising as well as by access to advising, counseling, and other support services throughout the students' academic program. Many populations that McGill is aiming to attract require help adjusting to McGill's environment. Whether a student is Aboriginal, a Francophone Quebecer, disabled, economically disadvantaged, or simply has never dealt with the isolation that comes with a Montreal winter, an active process of inclusion is crucial. More advising might curb attrition rates as well as give us a better sense of what is causing students to drop out. Better advising will also help students to prepare for graduate school or other careers beyond McGill. Sending more of our students to other universities for advanced training and to prime positions in government, industry, and the not-for-profit sector can only improve McGill's reputation for excellence.

Diversity and Inclusion: Curriculum

Another dimension of engaging with the Francophone and Aboriginal communities and with people of colour is to build recognition of these communities in McGill's curriculum, which,

according to some submissions, reflects a sustained process of exclusion. For example, McGill students have a limited knowledge of Francophone and Aboriginal history and identity. Specific suggestions included building native issues and perspectives into the curriculum, offering a Native Studies Minor, funding transcription of course lectures into French, and enhancing student access to French courses.

Generally speaking, intellectual diversity can function as a frame for the curriculum, which would allow gender, age, sexuality, Aboriginal, and Francophone issues to more easily find expression in various programs. Intellectual diversity within the curriculum can also make room for academic pursuits that involve a dimension of community engagement.

Engaging with the Montreal Community

McGill is uniquely placed to provide a meeting point for Anglophones, Francophones, and Allophones and could do more to encourage greater understanding between these various communities. Offering more opportunities for McGill students to enhance their English and French language skills would enable them to take better advantage of time spent in Montreal and to become acquainted with Quebec and Quebecers.

Enhancing opportunities for students to become acquainted with the city's cultural and linguistic life and to engage with the broader community might also prevent McGill from seeming culturally aloof from Montreal. Being in step with the cultural environment will provide faculty and students outlets for locally based, interdisciplinary and participatory research opportunities while, in turn, benefiting local communities. By engaging in the local community, McGill can combine knowledge creation and knowledge translation, help students finding local internships, and broaden local job opportunities.

The converse is also crucial. It is important to expose Montrealers, and Quebecers more generally, to what goes on within McGill's gates. Exposing young Quebecers to the intellectual riches of McGill— e.g., through outreach programs or through academic programs like the Quebec Studies Summer Institute, —will contribute to enhancing McGill's role in Quebec's intellectual life.

It was suggested that increasing the Francophone student population might be an effective way to increase diversity within the McGill community. Ideas were offered about how to draw more students from parts of Francophone Quebec that are currently underrepresented at McGill, including developing partnerships with regional CEGEPs and offering summer experiences to combine English as a Second Language courses with a residence and research/work experience.

Champions and Culture Change

Two strategies have been suggested for the resolution of many of the issues raised by authors of submissions and members of the Task Force. The creation of a 'champion' position has been suggested, one in line with similar positions that exist at various peer universities. Such a position would involve acting as an advocate for both inclusion and community engagement. Conversely, it has been argued that a new administrative position will do little to effect the wide-ranging culture change necessary to properly effect meaningful change on these issues. But there is general consensus for accountability so that progress will be monitored and seen.

One of the main tasks in effecting such a culture change will be to work towards more even implementation of existing equity policies across the University, especially in hiring practices. Roll-out of the 2007 Employment and Equity Policy was seen to be insufficient, and hiring committees, including those for academic positions, have not always been fully aware of the Policy. Moreover, uptake of diversity training has been low. Hiring decisions for individuals that provide services to students should reflect the diversity of the student population to ensure that all our students' can receive the best possible service.

Vision, Policy and Implementation

McGill needs to recognize the negative cumulative effects of a lack of congruence between words, policy and action - specifically in the realm of diversity. McGill will be more inviting, if individuals feel that they are wanted and welcome and that their distinct life experiences are seen as valued contributions to the University. Early successes for initiatives targeting these issues of diversity – even pilot projects – will provide a base to build upon and a means for garnering support of individuals across the University.

Out of Scope

A number of submissions were received that addressed topics outside the Task Force's broad mandate. Among these were valuable new project ideas as well as resource requests for existing projects. Where possible, such submissions were forwarded to the appropriate units for follow up and further action.

6.1 Special sessions discussion panels

The following is a list of authors of submissions who met with the Principal's Task Force on February 17, March 4, and March 8, 2010, to answer questions and further explain some of the themes raised in their submissions.

Panel on engaging with diversity within the McGill community as a means of retention

- ◆ Prof. Jane Everett, as Dean of Students
- ◆ Ms. Johanna Devaney, Post-Graduate Students' Society (PGSS) equity commissioner

Panel on reaching out to the Aboriginal community

- ◆ Aboriginal Affairs Workgroup
 - Prof. Jane Everett, As Chair of the Aboriginal Affairs Workgroup
 - Dr. Linda Jacobs Starkey, Associate Dean of Students
 - Ms. Paige Isaac, Aboriginal Community Outreach Coordinator, Student Services
- ◆ Ms. Pamela Fillion, President of Student Group Kanata, the Indigenous Studies Community of McGill
- ◆ Dr. Grace Egeland, Centre for Indigenous Peoples' Nutrition and Environment

Panel on reaching out to the Aboriginal community – part 2

- ◆ Joint Board Senate Committee on Equity (JBSCE) Sub-Committee on First Peoples
 - Mr. Michael Loft, Program Associate at Indigenous Access McGill (IAM)
 - Prof. Kirsten Anker, Faculty of Law

Panel on inclusive approaches to the recruitment and retention of faculty

- ◆ Law Educational Equity Committee
 - Prof. Vrinda Narain, Faculty of Law and Department of Political Science
 - Prof. Hoi Kong, Faculty of Law

Panel on McGill's place in Québec

- ◆ Commission aux affaires francophones (SSMU)
 - Mr. Julien Adant, commissaire
 - Mr. Hugues Doré-Bergeron, membre
- ◆ Programme d'études sur le Québec
 - Dr. Jarrett Rudy, directeur du Programme d'études sur le Québec
 - Mr. Stéphan Gervais, coordonnateur du Programme d'études sur le Québec

Panel on interdisciplinarity and excellence in research

- ◆ Dr. Thomas Ming Swi Chang, Emeritus Professor, Physiology, Medicine and Biomedical Engineering; Director, Artificial Cells and Organs Research Centre
- ◆ Prof. Nathalie Cooke, Associate Dean of Research, Graduate Studies, Faculty of Arts

Panel on research as an element of community outreach

- ◆ Dr. Ann Macaulay, Director, Participatory Research at McGill, Department of Family Medicine
- ◆ Prof. David Brown, Director, School of Urban Planning

Panel on Senate Subcommittee on Women (SSCOW)

- ◆ Dr. Abby Lippman on behalf of the Senate Subcommittee on Women, Professor, Epidemiology, Biostatistics and Occupational Health

Panel on outreach activities in support of broadening the socio-economic diversity of our applicant pool and student body

- ◆ Presenting their joint submission on Diversity in Recruitment and Admissions
 - Ms. Kim Bartlett, Director of Admissions and Recruitment, Enrolment Services
 - Me. Charmaine Lyn, Director of Admissions Faculty of Medicine
- ◆ Presenting their joint submission on Expanding Access to and Engagement in Learning
 - Ms. Kathleen Massey, University Registrar and Executive Director of Enrolment Services
 - Mr. Kirk Kelly, Chair, Roslyn Elementary School governing board
- ◆ Dr. Saleem Razack, Assistant Dean of Admissions, Faculty of Medicine
- ◆ Dr. Bronwen Low, Assistant Professor, Department of integrated Studies in Education, Faculty of Education

Panel on Centre for Continuing Education as a vehicle for outreach to the community

- ◆ Centre for Continuing Education
 - Dr. Judith Potter, Dean, Centre for Continuing Education
 - Mrs. Carmen Sicilia, Director of Career and Management Studies, Center for Continuing Education

Panel on Senate Subcommittee on Queer People

- ◆ Senate Subcommittee on Queer People
 - Mr. Tynan Jarrett, Advisor on LGBTTOQ, Social Equity & Diversity Education (SEDE) office
 - Mr. Gregg Blachford, Director of Career and Planning Service, Student Services

Some suggestions from a Student's perspective

- ◆ Ms. Tanya de Mello, second year Law Student, the Co-ordinator for Probono McGill, a co-founder of Community Law, and McGill residence community staff

Panel on Enhancing McGill's engagement with Persons with Disabilities

- ◆ Dr. Joan Wolforth - Director, office for Students with Disabilities
- ◆ Dr. Eleanor Stublely, Graduate Studies Chair, Associate Professor, Musicology, Schulich School of Music
- ◆ Dr. Erika Gisel on behalf of the Senate Subcommittee on Persons with Disability, Professor, School of Physical and Occupational therapy, Faculty of Medicine

7. Appendix B

Additional recommendations of the Working Groups

This appendix provides additional recommendations from the working groups. They are aimed at providing concrete examples through which the University may implement some of the broad Task Force recommendations.

7.1 Elements of a program aimed at increasing and maintaining diversity in faculty and staff communities

This section elaborates on the recommendation, that the University put in place and provide resources to ensure proactive and sustainable programs aimed at increasing and maintaining diversity in qualified faculty, staff and senior leadership.

Increasing diversity in faculty and staff communities

We take as premise that the pool of applicants is a variable that McGill influences. Procedures should be set in place, actively implemented, and monitored to ensure that:

- a) recruitment efforts actively reach out to and attract a diverse pool of applicants;
- b) selection processes are informed by best practices for recruiting staff from diverse backgrounds.

To further illustrate the intent behind our broad recommendation, the working groups suggest the following concrete measures:

1. Encourage academic units to post job notices in forums likely to be seen by members of underrepresented groups.
2. Develop strategic alliances with representative organizations to create a more inclusive climate that will foster diversity in recruitment and retention. To begin, the University could consider the implementation of specialized recruitment strategies to identify potentially qualified underrepresented minority applicants. The Social Equity and Diversity Education (SEDE) Office may have a role in this respect.
3. Amend self-identifying processes for prospective candidates so as to encourage higher rates of disclosure of information relating to diversity.
4. Make the result of academic hiring searches transparently available to the McGill community.

Maintaining diversity in faculty and staff communities

McGill should develop measures to support the retention and flourishing of staff from a variety of backgrounds and pursuing a variety of paths while at McGill. Institutional commitment should be directed towards the development of new initiatives, including mentoring programs, and programs that encourage a positive work-life balance, as well as increased supports for those with family obligations and taking parental leave. To further illustrate the intent behind our broad recommendation, the working groups suggest the following concrete measures:

1. Develop initiatives that foster diversity through inclusiveness and thus undertake innovative initiatives that consider culture, community and work-life balance.
 - 1.1. Support the SEDE Office's suite of diversity programs and extend its offerings to academic and non-academic staff.
2. Increase measures to assist the transition of new hires and their families, including providing access to child care and offering information on housing and local schools.
 - 2.1. Given McGill's recruitment from a variety of jurisdictions, the Human Resources Web page relating to spousal relocation should clarify that "spouse/partner" includes same-sex partners.

In support of the above, it is essential to ensure that all units of the University adopt the commitment to diversity in relation to academic, administrative, and support staff. In particular, Human Resources should develop the capacity to fully embrace its crucial role in the implementation of the University's Employment Equity Policy (2007). This policy calls for positive measures to increase applicant pools, and implementation will require Human Resources to be proactive at many stages of recruitment and retention processes and to co-operate with other units or groups in the University working on equity and diversity issues.

7.2 On recruiting and retaining a diverse student body.

This section elaborates on the Task Force recommendation that the University support efforts to recruit and retain a more diverse qualified student body.

Supporting efforts to recruit a more diverse student body

As for the case with staff, we take as a premise that the pool of applicants is a variable that McGill can influence. Recruitment of a diverse study body should be integrated with sustained community outreach efforts so as to improve post-secondary access.

For the University to develop and sustain strong connections between community outreach and admissions offices, the working groups suggest the following concrete measures:

1. Commit to developing and sustaining long-term relationships with local Aboriginal communities, perhaps stabilizing funding for a recruitment officer with a mandate to focus on these communities.
2. Ensure that all staff in Admissions and Recruitment reflect the University's commitment to diversity and excellence.
3. Ensure that messages of McGill's history of excellence are presented in recruitment materials with openness to students from backgrounds that are underrepresented at McGill.
4. Develop programs to identify talented students from underrepresented minority groups from across the country. This could include, for example, the implementation of specialized recruitment strategies to encourage qualified underrepresented minority applicants. Give consideration to the possibility of identifying, admitting, and supporting a "posse" of students.
5. Develop bridging programs to allow students to transition to full-time studies, either from Continuing Education or from previous studies that did not qualify them for admission.
6. Communicate clearly, consistently, and transparently information about financial aid.
7. Carry out targeted networking and recruitment visits to communities populated by groups underrepresented in the University, and to the institutions that serve those communities. Target outreach efforts in socioeconomically disadvantaged communities.

Developing and sustaining initiatives to retain diverse student populations once at McGill

It is not enough that McGill recruit students from traditionally underrepresented groups without establishing deep and sustained programming to support them throughout their time at the University. Our recommendations here are informed by the recognition that students with family members who have attended McGill or another university often have such support systems informally in place.

Efforts to support and retain students from traditionally underrepresented groups once at McGill can include the following measures:

1. Work with students to emphasize inclusion and recognition of diversity in first-year orientation. Meaningful efforts in this respect may require coordination between Student Life and Learning, student associations, and SEDE.
2. Ensure that residence staff reflects the range of minority backgrounds and experiences found among our students.

3. Provide academic and other support to students to ensure their success.
4. Promote French as a Second Language classes in recognition of the importance of intensifying connections between McGill students and our local community.
5. Monitor retention of various student groups to identify targeted measures that may be necessary to improve success at McGill.
6. Increase options for part-time degrees, including reworking the relationship between certificates and degrees. Allow modular graduate certificate or diploma programs to lead to a Master's degree.
7. Broaden criteria for admission to enrich our current student population and facilitate access to outstanding students who have followed non-traditional pathways to education.

7.3 On developing learning outcomes that reflect our general societal goals, including preparing graduates for local and global citizenship

This section elaborates the recommendation that the University develop an array of learning outcomes across programs that reflect general societal goals, including preparation of graduates for local and global citizenship.

For McGill to extend its reach on the international scene, we need to respond to global trends and ensure that our graduates can assume leadership roles in shaping global trends. As a leading institution, we must provide opportunities for our students to experience education that prepares them for global citizenship and that is conducive to lifelong learning. Our graduates should be able to lead meaningful and fulfilling lives in various contexts and cultures, be sensitive to different ways of being and knowing, be creative and innovative in ways that extend beyond the education acquired in their disciplines, and have a commitment to the public good.

To illustrate the intent behind our broad recommendation, the working group suggests the concrete measures listed below, noting that many of them will require close collaboration among various administrative offices.

1. Ensure that curricula prepare students for global citizenship.
2. Provide students more opportunities to participate in supervised research so that they can apply their knowledge and enhance their independent learning skills.
3. Encourage greater participation in exchange programs and internship programs, including those that explicitly encourage involvement with institutions in developing and underdeveloped countries.

4. Work through formal structures such as mentoring in and incentives to support professors in utilizing innovative pedagogical approaches in their delivery of instruction, their assessment of student learning, and their graduate supervision to foster high-order thinking skills, soft skills, and life-long learning.
5. Promote coherent and aligned perspective between curricula, pedagogy, and learning outcomes.

7.4 On further supporting interdisciplinarity in teaching and research.

We recognize interdisciplinarity as a major contributor to innovation and excellence as well as a natural manifestation of academic-intellectual diversity. This section provides additional ways in which the University may better support interdisciplinary teaching, research and scholarship.

In relation to teaching and learning, the working groups propose the following concrete measures as possible ways for providing students exposure to areas and topics outside of their primary discipline:

1. Encourage the development of new streams in existing programs that make it possible for students to take courses outside their primary program.
2. Encourage students to take “minor” fields or a coherent sequence of courses outside their own program to enrich their educational experience.
3. Offer credit for community-based activities and include mention of significant community-service activities on transcripts or on co-curricular records.

In relation to research, we encourage further progress on developing interdisciplinary research and scholarship at McGill, including efforts to better recognize and support research that cuts across traditional disciplines, University structures, and established perceptions.

7.5 On providing internal support for research and scholarship

This section captures Task Force discussions on how McGill might provide better internal support for researchers in the context of a broadened community of scholars. As recruitment efforts succeed in attracting a more diverse academic staff, maintaining and enhancing research excellence will require sustained efforts, continuity in research staff and resource allocation, and multiple opportunities for promising new academics. Funding uncertainties produce recruitment and retention challenges and reduce the productivity of researchers who experience them. In addition, successful researchers who manage large teams and multi-institutional research grants face substantial administrative work that can impede productivity,

if not adequately supported. In addition to the recommendation of bridge funding, the working groups propose the following ways the University may provide internal support for research to both current and newly-hired investigators:

1. A voluntary program for internal pre-submission review and mentoring for graduate students and post-doctoral fellows who are preparing external fellowship applications.
2. Internal pre-submission review of all tri-Council and other grant applications by professors who do not hold a grant from the same agency at the time of submission (e.g, new applicants or resubmission of unsuccessful renewals).
3. Administrative support to funded academics, with an emphasis on those managing large-scale projects.

7.6 On Community Outreach

Developing sustained and multi-stranded relationships with communities outside the University:

The following elaborates on the recommendation that the University develop sustained and multi-stranded relationships with communities outside the University that build on our strengths in teaching, research, and scholarship, that respect the communities' values, and that advance co-constructed goals. Such relationships would target communities whose members are underrepresented in McGill's student body. Co-constructed goals should be designed to meet community needs, while providing opportunities for McGill students and faculty to engage in participatory research and learning.

In developing such projects, McGill could build on existing outreach programs in public high schools serving underprivileged areas in and around Montreal. It should also explore opportunities to connect with students in early high school or primary school, when it may be possible to have a deeper impact on their academic paths. This type of focused outreach could ultimately help broaden and diversify the base of outstanding applicants to McGill. It is important that all such programs be planned and implemented in partnership with the communities involved, to ensure community ownership.

Coordinating and developing community outreach programs:

The following elaborates on the recommendation that the University designate a person or office to document, coordinate, and facilitate community-outreach projects across the University, in collaboration with faculty- and department-based champions. To further illustrate the intent behind our broad recommendation, the working groups suggest the following be included in the coordination role:

1. providing accurate and comprehensive information to students and potential community partners on the University's outreach initiatives;
2. sharing information across faculties to facilitate connections between existing projects;
3. offering workshops to help students, academic, administrative and support staff who want to start outreach activities;
4. working with the University's communications offices to increase public awareness of McGill outreach activities, particularly in Francophone Quebec;
5. helping to deepen relationships with specific communities in order to achieve long-term, measurable results.

Building recognition and visibility for community outreach:

The following elaborates on the recommendation that McGill build recognition and visibility for community outreach on a local, national and international level through measures, such as annual awards, special events, and credit for community-based activities:

1. Create and publicize annual awards for outstanding community service by students, and by academic, administrative and support staff.
2. Hold bring-your-children-to-work events, designed to make families of all employees feel more connected to the University.
3. Celebrate outreach initiatives.
4. Explicitly encourage a culture of community engagement in internal and external communications.
5. Consider establishing bursaries for children of McGill staff.

8. Appendix C

Summary of McGill Campus Consultation Report by Alma R. Clayton-Pedersen

Part of the Task Force's research included a survey of some of the work already undertaken by peer institutions that have considered the issue of diversity within the context of an institutional mission of academic excellence. With this aim, the Task Force extended an invitation to Dr. Alma R. Clayton-Pedersen, who was then Vice President (Education and Institutional Renewal) at the American Association of Colleges and Universities (AAC&U), to speak to the Task Force about her work on initiatives to promote institutional diversity. After her visit, Dr. Clayton-Pedersen generously offered a report on her impressions of McGill's existing and proposed efforts to increase the diversity of McGill's learning environment.

Dr Clayton-Pederson drew on the AAC&U's framework, *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission*,¹ which she co-authored. The document offers advice to educational institutions on how to more efficiently harness the resources of diversity in the service of academic excellence. She outlined a vision of how to coordinate McGill's current and future efforts by including active engagement with diversity at the core of McGill's mission and values. The aim of such deeply rooted engagement is to foster the best educational environment possible, and many studies have shown that diverse educational environments are the most successful.

The process of fostering such a diverse environment (or “campus climate”) involves significant institutional self-reflection. For this purpose Dr. Clayton-Pedersen suggested four “lenses” through which to examine McGill's environment of diversity:

- McGill's “historical legacy” of both inclusion and exclusion.
- McGill's “compositional diversity,” meaning the numerical representation of various racial and ethnic groups.
- McGill's “psychological climate”, meaning perceptions and attitudes.
- McGill's behavioural climate of inter-group dynamics on campus.

Such interrelated aspects are significant in the composition of any institutions educational environment, so they must be mindfully and conscientiously shaped. Dr. Clayton-Pedersen also stressed the importance of assessing McGill’s “compositional diversity,” with empirical data, especially data disaggregated by group. Concrete evidence is needed to counter inevitable

¹ Ama R. Clayton-Pederson, Nancy O’Neill and Caryn McTighe Musil, *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission*, AACU, 2009. Online at http://www.aacu.org/inclusive_excellence/documents/MEIPaperUpdate8.09Revised8.13.09.pdf

resistance that might otherwise prevent concrete action.

Dr. Clayton-Pedersen suggested the importance of building on, and learning from, the successes of the academic and administrative units at McGill that have made progress toward more diverse environments. However, she noted that there are likely two groups at odds within the University: a “choir” of individuals (students, academic, administrative and support staff) who favor the changes required for the advancement of a more diverse learning environment and “traditionalists” who may be sympathetic to the cause of an enhanced level of diversity, but who worry that the required changes may bring about the dilution of McGill's standards of excellence.

Dr. Clayton-Pedersen stressed the importance of developing mechanisms to facilitate interaction between the choir and the traditionalists. Fostering such dialogue is crucial to making the project of the Task Force one that can be owned by everyone on campus. The aim should be “sharing the work,” rather than allowing the choir to preach to itself.

According to Dr. Clayton-Pedersen, diversity is ultimately not about ticking a box on an application or simply having people of a certain background in the University; it is an active process of relentlessly trying to create the most vibrant educational environment possible. As she wrote in her report to McGill, the “diversity of ... life experiences represented in an environment not only cannot be separated from one’s intellectual development, these experiences are the foundational scaffolding upon which learning acumen is built.” (10)

Dr. Clayton-Pedersen noted the essential role of University leadership in promoting change. She strongly felt that coordination of efforts across the university constitutes an important part of any diversity strategy. Therefore, she emphatically supported the idea of a high-level champion position.

9. Appendix D

List of Members

Chair

- Heather Munroe-Blum, Principal and Vice Chancellor

Members

- Annmarie Adams, Professor, School of Architecture and Director, McGill Institute for Gender, Sexuality, and Feminist Studies (IGSF)
- Karim Allidina, Graduate Student in Engineering, Faculty of Engineering
- Diego Ardenghi, Graduate Student in Dentistry, Faculty of Dentistry
- Marie-José Beaudin, Executive Director, Career Services, Desautels Faculty of management
- Alana Boileau, Undergraduate Student in Anthropology & Art History, Faculty of Arts
- Roshi Chadha, Governor
- Chris Chipello, Senior Communications Officer, Media Relations Office
- Kathleen Cullen, Professor, Department of Physiology, Faculty of Medicine
- Fatoumata Diané, Undergraduate Student in Investment Management, Desautels Faculty of Management
- Roussos Dimitrakopoulos, Professor, Department of Mining and Materials Engineering, Faculty of Engineering
- Dr. Jaswant Guzder, Jewish General Hospital and Associate Professor, Department of Psychiatry, Faculty of Medicine
- Normand Laguë, Project Manager, Project Management Office
- Paul Lasko, Professor, Department of Biology, Faculty of Science
- Céline Le Bourdais, Professor, Department of Sociology, Faculty of Arts
- Robert Leckey, Assistant Professor, Faculty of Law
- Drew Love, Executive Director, Athletics and Recreation
- Jana Luker, Executive Director, Services to Students
- Doug McDougall, Friend of McGill
- Morton Mendelson, Deputy Provost, Student Life and Learning
- Orphée Pierre, Manager, Human Resources Common Services Unit
- Glyne Piggott, Professor, Department of Linguistics, Faculty of Arts
- Alenoush Saroyan, Professor, Department of Educational and Counselling Psychology, Faculty of Education
- Shaheen Shariff, Professor, Integrated Studies in Education, Faculty of Education
- Christopher Simmons, Graduate Student in Atmospheric Sciences, Faculty of Science
- Lorraine Wong, Undergraduate Student in Human Nutrition, Faculty of Agricultural and Environmental Science

Support and Resource Persons

- Veronica Amberg, Program Officer, Social Equity and Diversity Education Office
- Rania Awad, Project Assistant, Center for Continuing Education
- Ji Yun (Rosel) Kim, Graduate Student Coordinator
- Charles Lavergne, Associate Director, Planning and Institutional Analysis
- Victoria Meikle, Senior Policy Advisor, Office of the Principal and Vice-Chancellor

- Daniel Moody Grigsby, Graduate Student Coordinator
- Gwendolyn Owens, Liaison Officer, Office of the Associate Provost (Academic Staff and Priority Initiatives)

10. Appendix E

Mandate of the Principal's Task Force on Diversity, Excellence and Community Engagement

10.1 Vision

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

Founded by an immigrant pioneer, and situated at the crossroads of Canada's linguistic and cultural communities in a great metropolitan city, McGill is a research-intensive, student-centred, publicly-purposed University, with broad international reach and impact. Our University is defined by the ideals of academic freedom, the open and free exchange of ideas, and by openness to the world. We welcome students from 160 countries to our campuses in any given year, and we count alumni in 180. Over the last nine years, we have recruited nearly 900 new faculty members, of whom 500 came to McGill from leading institutions outside of Canada.

As repositories of learning and educators of new generations, universities link our past to our future. They support investigators and scholars who bring to bear a wide range of perspectives – intellectual, social and cultural – to build on and challenge the accomplishments of the past, and thus to deepen our understanding of ourselves and the world around us. Universities educate students to assume the working roles they will take on after graduation, and, equally importantly, to assume their roles as members of civil society.

At McGill, we aspire to offer students the best education available, to advance knowledge at the highest levels of human achievement, and to provide exemplary service to society. Both the pursuit of excellence, guided by rigorous inquiry and evaluation of our performance, and our aspiration to be open to a broad range of perspectives, backgrounds and experiences, flow from our fundamental values. Both are essential to ensuring the link between past and future, as well as McGill's continuing service to its academic mission at the highest level. As successful as McGill has been over the nearly 190 years of our history, we can do better, by examining more carefully our progress against the highest standards of excellence, by realigning our activities where quality and impact can be enhanced, and by growing our

engagement with diversity, with those we serve, and other partners, in the pursuit of excellence.

Valuing, supporting and developing individual members of the McGill community strengthens our collective capacity to play the formative role we do, and to achieve excellence in the pursuit of our academic mission of teaching, research and service to the community. At McGill we aim for an inclusive university community, and to support all members of the community in the achievement of excellence as they pursue their ambitions.

Canada's pre-eminent research-intensive university, and the only Canadian institution ranked in the top 25 universities by the Times Higher Education-QS World University Rankings for five years running, McGill attracts some of the brightest students and professors from around the world. Our faculty members garner more than their share of national and international prizes, and our students win many major national and international scholarships and awards. Our dedicated staff serves for an average of 13 years, and there are over 2,400 current and retired employees who have been with us for more than a quarter century. Certainly, we have much to be proud of when looking at the quality of our university, but there is more that we can do to build on our advantages and more fully live up to our aspirations and ideals. .

We have set out ambitious objectives in our academic planning exercise and in the recommendations of and administrative response to the Principal's Task Force on Student Life and Learning. Our progress toward these objectives is promising, but incomplete, in part because things take time, in part because we have lacked a continuous focus on performance, both on assessing our own, year over year, and in comparing it to that of our peers.

As the world globalizes and shrinks, integrating a broader spectrum of voices will be an increasingly indispensable part of providing a stimulating and high-performing academic environment. Different ideas and approaches within a discipline, and indeed across traditional disciplinary boundaries, play a vital role in equipping us to challenge assumptions and deepen our understanding of and contributions to the world around us. Moreover, in working to address a range of complex scientific, scholarly, professional practice and social issues, we benefit greatly from exposure to the perspectives of individuals from different backgrounds and circumstances, and who identify with different segments of the broader community. Engagement with diversity in the context of academic excellence moulds our friendships, expands our choice of role models and facilitates more effective community engagement and partnerships at the local, national and international levels.

As is its academic record, McGill's track record in community service is strong. Some examples are:

- ◆ the Alumnae Society's establishment of a low-cost meal program for Montreal workers in 1891;
- ◆ law professor John Humphrey's authoring the first draft of the Universal Declaration of Human Rights in 1946;
- ◆ the Faculty of Arts' post-secondary educational capacity work in Indonesia for over 25 years, and particularly in Aceh for the past three years;
- ◆ the approximately 700 concerts and special events staged annually by the Schulich School of Music, reaching an estimated 100,000 people in the university, regional, and global communities;
- ◆ the work of the Faculty of Agricultural and Environmental Sciences with Northern communities on diet and nutrition, as well as mapping wildlife species for food and dietary needs;
- ◆ the Faculty of Science's Redpath Museum program, including Freaky Fridays, and its Office for Science and Society in the Chemistry Department, which reach thousands every year with public lectures and programs on everyday aspects of science;
- ◆ clinics at the Faculty of Law and the Faculty of Dentistry serving Montrealers in need;
- ◆ students, faculty and staff working on initiatives ranging from the development of green technologies and green, affordable housing, to building peace in the Middle East, or providing top-tier health care to communities in Northern Quebec.

As a publicly-purposed university, McGill ultimately exists to benefit society – by educating students, creating and disseminating knowledge, design, services and technologies, and engaging with the world around us. In order to remain a powerful contributor to the strengths of Montreal, Quebec and Canada, we at McGill can cast our net more widely, locally, nationally and globally, to attract a diverse group of outstanding students, faculty members, and administrative and support staff. We have much to offer, and equally, if not more importantly, can derive greater insight, strength and impact from a broader range of community and organizational partnerships. We can reach out to include and foster those who have the potential to succeed as members of our learning community, but who lack the means to participate. We can provide opportunities to give back, to put to work the tremendous talents, knowledge and drive of members of the McGill community in the service of our fellow citizens here at home, and well beyond, in countries and cultures around the world. We can be strengthened by the talent, ideas, activities, work and learning opportunities of a broad array of partners in Canada and elsewhere.

These three broad themes of diversity, excellence and community engagement, stemming as they do from McGill's history, essential character and distinctive mission, are complementary. Increasing access and enhancing engagement with diversity within our McGill community will enable us to serve our broader community more effectively. Community and other partnerships will allow different voices to be heard and provide new insights and opportunities to solve intractable social problems, thus extending our understanding and engagement, and contributing to research, teaching and service excellence. In order to maintain our tradition of excellence in the global knowledge society of the XXIst century, we must effectively tap a broader pool of qualified students, faculty members and administrative and support staff and partners, and support our people effectively in realizing fully their talents and ambitions.

Over the next 18 months, we will solicit your input as we reflect on a broad range of practices to extend the quality and impact of our academic, research and teaching programs, and to build the diversity of our community in service of the excellence that has been McGill's hallmark. As good as we have been, indeed, as good as we are, McGill can be better. We are positioning McGill to be an even more effective world leader going forward, and we will get there through an active appraisal of our distinctive strengths and weaknesses, and by ensuring that we are open and active, not complacent. This Task Force will allow an opportunity to appraise, reflect on, and discuss how best to strengthen McGill through enhanced engagement with diversity, excellence and community engagement. We aim to understand how these can best serve our mission when advanced to the highest international standards.

10.2 Terms of Reference

The Principal's Task Force on Diversity, Excellence and Community Engagement will provide an opportunity for targeted reflection on how to build strategically to improve upon some of McGill's most characteristic strengths: our international character, the extremely bright and dedicated people who make up the McGill community, the inclusion of a broad range of viewpoints, the quality of our teaching programs and research and scholarship, the collegiality of the academic community, McGillians' desire to contribute to the broader community and the University's location in the vibrant city of Montreal.

The reflections of the Principal's Task Force will provide a forum for new ideas, initiatives and mechanisms to better achieve excellence in the pursuit of our academic mission, in the service of Montreal, Quebec, Canada and the world, while reaching out to include a broader spectrum of voices in our community. We will evaluate our achievement regularly and rigorously, both against our own previous performance and against that of our peers. We will develop activities and mechanisms to reach out to broader pools of outstanding

candidates for admission to our programmes, for appointment as faculty, and for positions on our administrative and support staff. We will look for more effective means to retain them and support them in achieving excellence in the pursuit of their ambitions at McGill.

The Task Force will solicit input from individuals and associations, and from members of the McGill community broadly who have taken a special interest in the achievement of academic excellence, in the enhancement of diversity, and in outreach to the community consistent with our mission. The Task Force will aim to report its findings and will aim to report its findings and submit draft recommendations by **November of 2010**.

Members of the Task Force will consider the means to:

- ❖ Enhance diversity and broad access to McGill in support of offering the best education available to outstanding students, advancing knowledge at the highest levels of human achievement, and providing exemplary service to society, while seeking to include qualified faculty and administrative and support staff from different backgrounds, and who identify with different segments of the community.
- ❖ Foster, support, recognise and celebrate the achievement of excellence by all members of the McGill community in the pursuit of our academic mission – students, faculty, administrative and support staff, alumni and friends – drawing on a range of means as identified through examination of our own practices across the university as well as those of our peers around the world, and aiming to match the best.
- ❖ More effectively and systemically harness the full power of the considerable knowledge, talent, and energy of all members of our community, including alumni and friends, to partner more closely with our fellow citizens in Montreal, Quebec, Canada and the world, to learn from them, and to examine what we can do as a University to develop institution-wide programs that better serve our local and global communities.

The Principal's Task Force on Diversity, Excellence, and Community Engagement will invite members of the McGill community to its bimonthly meetings, to present their views on developing a culture of diversity while achieving excellence and reaching out to the broad community.

The Principal's Task Force will issue a call for submissions from the McGill community at large in the fall of 2009. The Task Force will specifically invite submissions from Deans.

10.3 Timeline:

- ❖ The Mandate and Terms of Reference for the Principal's Task Force on Diversity, Excellence and Community Engagement will be communicated to Senate in April of 2009 and to the Board of Governors in May of 2009.
- ❖ Membership will be established in July of 2009.
- ❖ The members of the Task Force will meet bimonthly beginning in August of 2009, and, as necessary, through to the completion of their work with the production of a final report in the winter term of 2011.
- ❖ The Principal's Task Force will issue a call for submissions from the McGill community at large in the fall of 2009.
- ❖ Special sessions of the Principal's Task Force will be scheduled for the winter term of 2010. Selected individuals and groups will be invited to speak with Task Force members.
- ❖ Draft recommendations will be submitted to Senate and the Board of Governors by November of 2010.
- ❖ A final report will be produced in the winter term of 2011.

10.4 Working Groups

Members of the Principal's Task Force on Diversity, Excellence and Community Engagement will carry out their work through one of five working groups reflecting on aspects of three themes.

THEME 1: TAPPING INTO A BROADER TALENT POOL TO ENHANCE DIVERSITY AND ACCESS IN SUPPORT OF EXCELLENCE IN THE PURSUIT OF OUR ACADEMIC MISSION

Two working groups will consider the theme of developing a culture of inclusion to position McGill to maintain and grow traditions of excellence in the pursuit of our academic mission as we go forward to meet the challenges of a globalised world. Working group 1a will consider how we enhance diversity in processes for the recruitment, retention and success of qualified academic, administrative and support staff; in the recruitment and promotion of academic administrators; and in broadening the pool of outstanding candidates for admission as students to programs at all levels, and supporting them to remain and successfully complete their studies at McGill. Working group 1b will consider means and institutional supports for engaging with diversity within the McGill community.

Working group 1a: Recruitment and retention of qualified academic, administrative and support staff, and for promoting academic administrators, from a

broad range of backgrounds; mechanisms for broadening the pool of qualified students for admission to programs, and supporting them while at McGill.

The Working group on recruitment and retention may consider the following issues:

- ❖ What processes exist, and what might be put in place, to broaden the range of qualified candidates for academic, administrative and support positions at McGill, and for positions in the academic administration of the University?
- ❖ What assistance exist, and what might we put in place, to reach out and include those whose opportunity to prepare for admission to McGill has been limited by the need to work to support themselves, or by adverse personal or family circumstance, so as to better enable them to gain admission to, and excel at, McGill?
- ❖ How do we reach out to talented potential applicants for whom, as a consequence of family and community circumstances, a university education is not an aspiration at all?
- ❖ How does each unit best play a role? Is there a particular role for the Centre for Continuing Education in providing this support?
- ❖ What can we learn from the experiences of those engaged with the broader community that would inform our efforts to reach out to new prospective candidates for employment at the University and for admission to our programs?
- ❖ How can we best attract, support and include outstanding graduate and postdoctoral students from a broad range of cultures, identities and affiliations with different segments of the community, and how can they support the attainment of excellence and engagement at McGill?
- ❖ Are there particular steps we might undertake to support more qualified Aboriginal students in gaining admission to, and excelling at, McGill, and to reach out to, identify and include qualified Aboriginal graduate students and staff?

Working Group 1b:Engaging with diversity in the McGill community

The Working group on engaging with diversity may consider the following issues:

- ❖ How inclusive a community are we? What are the obstacles to inclusion at McGill, and what are the structures through which diversity and equity can best be addressed?
- ❖ What strategies currently in place at McGill will do most to enhance positive engagement with diversity and access in the academic administration, the academic,

administrative and support staff, and in the student body? What additional initiatives, might we implement over the next four years?

- ❖ How we can better achieve and communicate the combined benefits of broadening the spectrum of talent and voices included in our community and enhancing excellence in the achievement of our academic mission?
- ❖ How can members of the McGill community best signal that engagement with diversity is a core component of life at McGill, and one that contributes to excellence in teaching, research and administration? How can the work of the Social Equity and Diversity Education Office, among others, inform these efforts?

THEME 2: *HARNESSING OUR KNOWLEDGE AND DRIVE TO ENHANCE COMMUNITY ENGAGEMENT*

Working Group 2

The working group on the theme of community engagement may consider the following:

- ❖ What current initiatives exist, and how might we build on these, to provide opportunities for members of the McGill community to extend the impact of our contributions by better reaching out to the broader communities in Montreal, Quebec and beyond, consistent with our mission?
- ❖ Through what kinds of partnerships, and with what intended impacts can we strengthen the quality of our research, scholarship, teaching, service and reputation?
- ❖ How might these initiatives dovetail with and support initiatives to ensure that a broad socio-economic spectrum is represented in the pool of qualified applicants for admission to our programs?
- ❖ Can value be added through an institutional effort to coordinate outreach by various McGill entities in strategically chosen communities in Montreal? Would the overall impact be greater, both for McGill and for the community, if different activities – e.g., provision of dental care, high school outreach programs, medical services, education in nutrition and diet – were focused on one community?
- ❖ How can we give existing initiatives more salience and reputational value within the McGill community, in the broader community, and with selected stakeholders and funders?

THEME 3: *HOW CAN WE BEST RECOGNISE AND CELEBRATE EXCELLENCE IN THE PURSUIT OF THE ACADEMIC MISSION IN AN INCLUSIVE LEARNING COMMUNITY? HOW DO WE ASSESS OUR ACHIEVEMENTS IN THESE AREAS?*

Two working groups will address issues concerning how best to recognise and celebrate excellence and innovation at international standards in an inclusive community. One working group will focus on how we support, assess and celebrate excellence in teaching and service, while engaging with diversity in our community, and the other will focus on research activity.

Working Group 3a: How do we support and evaluate excellence in programs and pedagogy, and recognise and celebrate our successes in the context of a diverse community?

The working group on the theme of recognising and celebrating excellence in programs and pedagogy may consider the following:

- ❖ How inclusive a community are we? How can we effectively and sensitively use available data on diversity, and how might we best measure our success as a community that aspires to be inclusive?
- ❖ What 'output' measures for assessing the quality of our pedagogy and programs at the undergraduate, professional program and graduate levels best reflect our mission and ambition?
- ❖ How do we assess our achievements in pedagogy and program design, and provide feedback that will support individual members of the academic community in their efforts to excel? Are particular benchmarks of excellence themselves, unintentionally, potential instruments of exclusion?
- ❖ How can we support Deans, Chairs and individual supervisors in efforts to foster inclusion of graduate students, enhance supervision, and improve graduation rates and time to completion?
- ❖ How can we improve engagement of faculty with students, including graduate students, taking into account the varying degrees of diversity within the professoriate and the student population, and the range of fields in which they work?
- ❖ How do we recognize and celebrate excellence in teaching, supervision and program delivery, and how can we enhance recognition and celebration?

Working Group 3b: How do we support and evaluate excellence in research and scholarship, and recognise and celebrate our successes, as well as taking stock of our shortcomings, as an inclusive community?

The working group on the theme of recognising and celebrating excellence in research and scholarship may consider the following:

- ❖ How well do we understand and evaluate the quality of our research and scholarship against the highest international standards, and are there means to do this better, while reinforcing collegiality and support?
- ❖ Can enhanced engagement with diversity enhance quality and support our pursuit of excellence in research and scholarship?
- ❖ How do we advance significantly McGill's participation, and the participation of individual members of our community, in the most distinguished academic networks, by international standards, in key fields of academic priority?
- ❖ What barriers may be faced by investigators and scholars with a range of fields of expertise, from a broad range of backgrounds, identities and affiliations with different segments of the community, in succeeding at McGill? What structures and supports are in place, and what are needed, to enhance their ability to succeed?
- ❖ What role can the McGill Academic Health Network play in fostering excellence and optimising research, reputation and impact in the University, and in turn, how can the University do the same in support of our affiliated teaching hospitals and research institutes?
- ❖ What supports can we provide to further advance the excellence and broad impact of the thematic priorities identified in the Strategic Academic Plan (White Paper) and others that will become salient through the achievements of researchers and scholars, and the University as a whole?
- ❖ How do we support innovation and interdisciplinarity along with excellence, at every level of research and scholarly activity?
- ❖ How do we, as an inclusive and diverse academic community of outstanding talent, enhance McGill's international reputation and substantial engagement while maximising our impact?

11. Appendix F Call For Submissions

The Principal's Task Force on Diversity, Excellence and Community Engagement aims to determine how McGill can, in the pursuit of excellence in the achievement of our academic mission, build strategically on some of McGill's characteristic strengths to enhance the quality for which we are celebrated in our teaching programs, research and scholarship, and the collegiality and inclusive nature of our academic community. These characteristic strengths include our research intensity, our international character and reach, our unique position in Quebec, the extremely bright and dedicated people who make up our community, and the breadth of backgrounds and perspectives among them. The Task Force is currently seeking written submissions from members of the McGill community – students, faculty, staff, alumni and friends – who have comments on today's conditions or suggestions for tomorrow's.

Submissions may be made electronically to:

diversityexcellenceandcommunity@mcgill.ca, or by contacting **Ms Rania Awad**, Office of the Provost, James Administration, Suite 504, or rania.awad2@mcgill.ca. **The deadline for receipt of submissions is Friday, January 8th, 2010.**

Principal Munroe-Blum established the Task Force on Diversity, Excellence and Community Engagement to assess our strengths in achieving excellence, inclusiveness and community contribution in the pursuit of our mission. The Task Force will develop recommendations aimed at enhancing and better recognizing individual and institutional performance, making our community more welcoming and supportive, and strengthening our relationships with, and contributions to, the broader community in Montreal, Quebec, Canada and beyond, as well as increasing the impact of those relationships.

Within this framework, the Task Force invites submissions on issues of concern, with particular emphasis on the following:

- ❖ Enhancing diversity and broad access to McGill in support of offering the best education available to outstanding students, advancing knowledge at the highest levels of human achievement, and providing exemplary service to society. At the same time, the university will seek to include qualified faculty and administrative and support staff from diverse backgrounds, and who identify with different segments of the community.
- ❖ Fostering, supporting, recognising, and celebrating the achievement of excellence by all members of the McGill community in the pursuit of our academic mission. To this end, we will draw on a range of means as identified through examination of our own

practices across the university as well as those of our peers around the world, and aiming to match the best.

- ❖ More effectively and systemically harnessing the full power of the considerable knowledge, talent and energy of all members of our community, including alumni and friends, to partner more closely with our fellow citizens in Montreal, Quebec, Canada and the world, to learn from them, and to examine what we can do as a University to develop Faculty- and institution-wide programs that better serve our local and global communities.

The Task Force will consider confidential submissions, but not those that are anonymous. Issues of a particularly sensitive nature can be raised with Ms Victoria Meikle, Senior Policy Advisor to the Principal and Secretary to the Task Force, who will determine whether the matter might be put before the Task Force. Ms Meikle's electronic address is Victoria.Meikle@McGill.ca.

The Vision, Terms of Reference, and description of the Working Groups for the Principal's Task Force on Diversity, Excellence and Community Engagement are available on the University website, at <http://www.mcgill.ca/principal/diversityexcellenceandcommunity/>.

For further information, or to submit comments and ideas, or to arrange to make a submission, please contact diversityexcellenceandcommunity@mcgill.ca, or rania.awad2@mcgill.ca.

The deadline for receipt of submissions is Friday, January 8th, 2010.