

The Senate Steering Committee met on April 7, 2020 via the Zoom conferencing application. This report contains items that are presented to Senate for its consideration and information, as per the plan for the conduct of the Senate Steering Committee and Senate meetings described in the Report of the Steering Committee (19-20:07), which was approved by Senate on April 2, 2020. The minutes and reports mentioned below are attached as Appendix A.

1. APPROVAL OF MINUTES OF SENATE

The Steering Committee approved the minutes of the February 19, 2020 Senate meeting and April 2, 2020 electronic vote on behalf of Senate.

2. APPROVAL OF AGENDA

The Steering Committee approved the Senate agendas for the April 15, 2020 electronic vote and the April 21, 2020 virtual meeting on behalf of Senate.

3. REVIEW OF QUESTIONS AND MOTIONS

3.1 Questions

The Steering Committee received four questions for review, one of which was later withdrawn as it concerned matters already addressed in the COVID-19 updates to the McGill community provided by the Deputy Provost (Student Life and Learning) on behalf of the University Emergency Operations Centre.

The Steering Committee reviewed the following questions:

- a question regarding the Athletics Facility Improvement Fund, which was accepted by the Steering Committee, with the understanding that a response could be provided in April or at a later time. Based on the Secretariat's consultation with the Office of the Provost and Vice-Principal (Academic), a response to this question will be provided at a later time.
- a question about policies touching upon the conduct of administrators and members of governance bodies. As the question included matters outside Senate's purview and was deemed non-urgent, the Committee provided feedback on how to align the question with Senate's mandate and asked that it be referred to the Senator and resubmitted for consideration at a later date.
- a question regarding harm reduction and substance use in student residences. The question was accepted for submission to Senate. However, as it concerned non-urgent matters, its consideration has been deferred to a later time.

3.2 Motions

The Steering Committee reviewed two motions:

- a motion concerning the creation of a Senate-Board Conference Committee on fossil fuel divestment. As the motion was deemed not time-sensitive and as it required further consideration by the Steering Committee, it was agreed that the Committee would continue its discussion on the admissibility of the motion when in-person meetings of the Steering Committee resumed.
- a motion concerning an education and support campaign on Bill 21 (*An Act respecting the laicity of the State*). The Steering Committee did not accept the motion but provided feedback on how to align it with Senate's mandate. If resubmitted, the motion would be considered at a later time.

4. CONFIRMATION OF APPROVAL OF DEGREES, CERTIFICATES AND DIPLOMAS FOR FEBRUARY 2020 GRADUATION

On February 19, 2020, in accordance with its Terms of Reference, the Steering Committee approved, in the name of Senate, the degrees, certificates and diplomas listed in Appendix B (attached document) and empowered the Secretary of Senate to make changes to the lists as necessary.

5. MOTIONS AND REPORTS FROM ORGANS OF UNIVERSITY GOVERNMENT REFERRED TO SENATE FOR CONSIDERATION

5.1 Proposed Revisions to the Regulations Relating to the Employment of Contract Academic Staff (D19-46)

This item has been referred to Senate for consideration and approval by means of an electronic vote due April 15, 2020. Please see document D19-46 for further information.

5.2 Strategic Equity, Diversity & Inclusion (EDI) Plan 2020-2025 (D19-47)

This item will be presented to Senate for endorsement on April 21, 2020. Guided by the goal of centralizing EDI within the University's core activities and pursuit of its academic mission, this Strategic Plan articulates a series of measures within 5 principal themes: student experience; research and knowledge; outreach; workforce; and physical space. Following its review of the documents, the Steering Committee recommends that a virtual meeting of Senate be held on April 21, 2020 to consider the Strategic EDI Plan. The meeting agenda and conferencing information will be distributed at a later time.

6. MOTIONS AND REPORTS FROM ORGANS OF UNIVERSITY GOVERNMENT RECEIVED/APPROVED BY THE STEERING COMMITTEE ON BEHALF OF SENATE

6.1 Report of the Senate Nominating Committee (D19-40)

On the recommendation of the Senate Nominating Committee, the Steering Committee approved, in the name of Senate, appointments of Senate representatives to committees arising from University regulations.

6.2 Annual Reports

6.2.1 McGill University Staffing Report (D19-41)

The Steering Committee received this report on behalf of Senate for information. The report provided an accounting of the academic, administrative and support staff of McGill University for the interval between 2015 and 2019. This year's report presented headcounts as of October 31st (instead of April 30th) to capture staff levels at a more representative point in the academic year (notably for unionized teaching staff members), and to provide up-to-date information at the moment of publication.

6.2.2 Research and Innovation (2019) (D19-42)

The Steering Committee received this report on behalf of Senate for information. The report contained key indicators of McGill's performance in major funding programs and progress in areas related to innovation and partnerships. More particularly, the report indicated that in FY2018, McGill's total research funding was \$567M and that the University consistently ranks in the top five in Canada and the U15 with regard to total research funding.

6.2.3 Scholarships and Student Aid (2018-19) (D19-43)

The Steering Committee received this report on behalf of Senate for information, in accordance with the Terms of Reference of the Committee on Enrolment and Student Affairs. The report contained information regarding awards and financial aid provided to McGill students. More particularly, the report indicated that in 2018-19, the volume of need-based student assistance and undergraduate awards was \$123M, representing an increase of 3.0% since 2017-18 and 76.5% in the past decade.

6.3 Report of the Joint Senate Steering and Board Executive Committees Meeting (D19-44)

The Steering Committee received this report on behalf of Senate for information. The report indicated that the topic of the 2020 Joint Board-Senate meeting will focus on "Pandemic Planning and Preparedness: Local Impact of Global Health Crises."

6.4 Report from the Board of Governors to Senate

(D19-45)

The Steering Committee received this report on behalf of Senate for information. The report provided a summary of matters reviewed at the February 13, 2020 Board of Governors meeting and the January 14, 2020 and March 26, 2020 Executive Committee of the Board of Governors meetings.

Present: Suzanne Fortier (*Chair*); Angela Campbell, Jim Engle-Warnick, Kenneth Hastings, Christopher Manfredi, Jim Nicell, Marc Richard, Edyta Rogowska (*Secretary*), Rob Sladek, Madeline Wilson.

Regrets: Erik Larson.

Report of the Senate Steering Committee (19-20:08)

Appendix A – Reports

1. [Minutes for the February 19, 2020 Senate Meeting](#)
2. [Minutes for the April 2, 2020 E-Vote](#)
3. [Report of the Senate Nominating Committee \(D19-40\)](#)
4. [McGill University Staffing Report \(D19-41\)](#)
5. [Annual Report on Research and Innovation \(D19-42\)](#)
6. [Annual Report Scholarships and Student Aid \(D19-43\)](#)
7. [Report of the Joint Senate Steering and Board Executive Committees Meeting \(D19-44\)](#)
8. [Report from the Board of Governors to Senate \(D19-45\)](#)
9. [Proposed Revisions to the Regulations Relating to the Employment of Contract Academic Staff \(D19-46\)](#)
10. [Strategic Equity, Diversity & Inclusion \(EDI\) Plan 2020-2025 \(D19-47\)](#)

Minutes

Wednesday, February 19, 2020 19-20:06

Minutes of the meeting of Senate held on Wednesday, February 19, 2020 at 2:30 p.m. in the Robert Vogel Council Room (Room 232, Leacock Building)

PRESENT

Animesh, Animesh	Harpp, David	Rogers, Dakota
Arseneault, Louis	Hastings, Kenneth	Rohrbach, Petra
Bajeux-Besnainou, Isabelle	Hébert, Terry	Salmasi, Kamal
Bartlett, Joan	Hurtubise, Jacques	Saumier, Geneviève
Beauchamp, Yves	Kamen, Amine	Scholtz, Christa
Bedjanian, Tatiana	Kemeni, Chloe	Sekhon, Harmehr
Belzile, Bruno	Kemme, Bettina	Shor, Eran
Bernard, Daniel	Labeau, Fabrice	Sinacore, Ada
Bonneau, Vanessa	Lach, Lucyna	Sparks, Tabitha
Buraga, Bryan	Lametti, André	Stephens, David
Campbell, Angela	Larson, Erik	Stifani, Stefano
Cook, Colleen	Leckey, Robert	Tessier, Adrienne
Dorval Courchesne,	Lennox, Bruce	Theodore, David
Noémie-Manuelle	Liboiron-Ladouceur, Odile	Tippler, Maria
Drouin, Susan	Maioni, Antonia	Vallée, Jean-Sébastien
Duckett, Sebastien	McCulloch, Mary Jo	Vennat, Manon
Dworek, Nikulas	Mecabô, Henrique	Voudouris, Nellie
Eidelman, David	Nalbantoglu, Josephine	Waters, Natalie
Elbourne, Elizabeth	Ndao, Momar	Webb, Tracy
Elstein, Eleanor	Nilson, Laura	Weil, Carola
Emami, Elham	Nycum, Gillian	Weinstein, Marc
Engle-Warnick, Jim	Nystrom, Derek	Wilkinson, Eric
Eperjesi, Debbie	Quitoriano, Nathaniel	Wilson, Madeline
Fortier, Suzanne	Rassier, Dilson	Yalovsky, Morty
Fronza, Michael	Raveendra, Keerth	Yang, Mu Rong
Garneau, Jeremy	Richard, Marc	Yau, Peter
Gonnerman, Laura	Riches, Caroline	Zabowski, Glenn
Hakim, Joseph	Robaire, Bernard	Zorychta, Edith

REGRETS: Alison Laywine, Alvin Shrier, Anja Geitmann, Avery Bonair-Cyrus, Bob Babinski, Brenda Ravenscroft, Christopher Manfredi, Gael Eakin, Henri Schoucair, Jacqueline Bede, Jeffrey McKenzie, Jennifer Ronholm, Jim Nicell, Julia Kafato, Julie Cumming, Laura Winer, Laurie Snider, Lisa Starr, Lucille Xiang, Martha Crago, Michael Meighen, Michel Tremblay, Peter Grütter, Ram Panda, Robert Sladek, Rod Louisa, Ronald Niezen, Svetlana Komarova.

SECTION I

1. Welcoming Remarks

The Chair welcomed Senators to the sixth Senate meeting of the 2019-2020 governance year. She reminded Senators, guests and spectators that the use of electronic devices is permitted for viewing meeting documents, but that the Senate Standing Rules of Procedure prohibit the recording of sound or images, as well as the communication or posting of Senate deliberations. She also mentioned that the Senate meeting was being livestreamed and that the recording would be accessible until the approval of the meeting minutes at the subsequent meeting.

2. Memorial Tributes: Professors Kenneth Morgan and Ronald Melzack

Senator Eidelman read the following memorial tribute for Professor Morgan, which Senate subsequently unanimously endorsed:

It is with great sadness that we share the news of the passing of Dr. Kenneth Morgan, Emeritus Professor of Medicine and Human Genetics at McGill University and a world-renowned scientist who dedicated his career to advancing population genetics, analysis of complex pedigrees, and genetic modelling.

Dr. Morgan received MSc and PhD degrees in Human Genetics from the University of Michigan. Following post-doctoral work with renowned evolutionary biologists, Drs. Philip M. Hauser and Richard Lewontin at the University of Chicago, he joined the University of New Mexico faculty in 1970. In 1972, he moved to the Department of Genetics at the University of Alberta, where he became full Professor in 1985.

In 1986, the prospect of developing a population genetics research community in Quebec alongside genetic-sociologists Drs. Claude M. Laberge, Charles Scriver and Gerard Bouchard, drew Dr. Morgan to McGill, first to the Department of Epidemiology and Biostatistics, and then in 1989 to the Department of Medicine. In 1990, he helped establish the new Department of Human Genetics. In recognition for his contributions to academia, Dr. Morgan was named Emeritus Professor in 2017.

Academia benefited from his development of genetic methodologies in epidemiology, statistics and diverse populations such as Hutterites and French-Canadians, and especially from his extensive collaborations on hereditary cancer, asthma, and infectious diseases. A prolific researcher, he published more than 180 peer-reviewed papers, authored 25 book chapters, invited reviews, letters and technical reports, and delivered over 50 invited lectures, raising the international reputation of the Canadian genetics research field.

Dr. Morgan was recognized as a pillar of the Canadian genetics community by the Genetics Society of Canada with the 2003 Award of Excellence, and with a special symposium in his honour at the 2012 Canadian Human and Statistical Genetics Meeting. The testimonials at this event reflected on his enormous impact on the scientific and personal lives of his

collaborators and trainees, many of whom now have successful leadership positions in academia.

A valued member of the Faculty of Medicine, Dr. Morgan was a devoted teacher, mentor, and an exemplary role model for academic trainees under his direct supervision and often from collaborating groups as well. For all of them, he was their champion, a source of wisdom and an attentive listener who deeply impacted both their future scientific careers and personal lives.

We extend our heartfelt condolences to Dr. Morgan's partner in science and life Mary Fujiwara, Assistant Professor in the Department of Human Genetics, as well as to his family Marc and Laurel Holmes, Ron and Janine Morgan, and his many friends, colleagues and all those whose lives he touched. He will be greatly missed.

Senator Lennox then read the following memorial tribute for Professor Melzack, which Senate subsequently unanimously endorsed:

Ronald Melzack, an internationally renowned psychologist and one of the most influential pain researchers of our time, passed away at the age of 90 on December 22, 2020. Dr. Melzack launched the field of pain research, and his work had a profound influence on how we conceive, measure and treat pain.

Dr. Melzack obtained a PhD in Psychology at McGill University in 1954, under the supervision of Donald Hebb. Dr. Melzack completed postdoctoral studies under Dr. William Livingston at the University of Oregon Medical School and spent several years at M.I.T. before returning to McGill in 1963. In 1965, he and his colleague Dr. Patrick Wall proposed the Gate Control Theory of Pain. The theory produced an explosive growth of research and resulted in experimental and clinical psychology becoming an integral part of pain research and therapy.

Dr. Melzack further developed his ideas about pain in two popular books about the science of pain, "The Puzzle of Pain" (1973) and, with Dr. Wall, "The Challenge of Pain" (1996). In 1984, he co-edited the first edition of Wall and Melzack's Textbook of Pain, which was to become the reference in the field (currently in its 6th edition). His later work on the pain neuromatrix focused on the role played by the brain in the generation of our subjective experience of pain, and it provided the framework for studies in pain neuroimaging in the 21st century.

In the 1970s, Dr. Melzack also tackled the problem of pain measurement by creating the McGill Pain Questionnaire (MPQ), which was the first questionnaire to reliably measure the different aspects of the pain experience in patients suffering from various types of painful conditions. Since then, the MPQ has been translated into more than 50 languages, and has been cited in more than ten thousand scientific publications. Dr. Melzack was one of the founding members of the McGill Pain Clinic and Research Centre, now known as the Alan Edwards Pain Management Unit (AEPMU) and Centre for Research on

Pain (AECRP). He was also a founder of the International Association for the Study of Pain (IASP), which is now the leading organization in pain research.

Dr. Melzack was named officer of the Order of Canada, and of the *Ordre National du Québec*. He received the Izaak-Walton-Killam prize and the Grawemeyer Award for original and creative ideas. The Canadian Medical Hall of Fame declared upon his induction in 2009 that: “It’s been said that Dr. Ron Melzack has done for pain research and pain management what Einstein did for physics.”

Dr. Melzack cared passionately about people who suffered from pain, be it those experiencing acute pain of childbirth to those suffering chronic pain in phantom limbs. He also cared greatly for his students not only encouraging his students to excel in their fields, but also for clinical students to learn from basic science students and vice versa, and mostly for all trainees to learn from pain patients. He was proud to say that he was the academic father of his trainees and Donald Hebb was their academic grandfather. He trained over 100 students during his career, including Nobel Prize winner, John O’Keefe.

Dr. Melzack’s funeral was held on Dec. 26, 2019. He is survived by his wife of 59 years, Lucy, and their two children, Lauren and Joel.

3. Report of the Steering Committee (19:20-06)

Senate received the Report of the Steering Committee (19-20:06). The Report contained the following items:

Item 1. Approval of Minutes of Senate – January 15, 2020.

Item 2. Speaking Rights. Upon approval of the report, speaking rights were granted to Professors Johanna Neslehova, Fabian Lange and Erica Moodie for item IIB1 (Report of the Provost’s Working Group on Salary Equity); and Professor Dimitrios Berk, Ombudsperson for Students, for item IIB5.3 (Annual Report of the Ombudsperson for Students).

Item 3. Approval of Agenda.

Item 4. Review of Questions and Motions. The Steering Committee received two questions and a motion for review. The first question (submitted by Senator Elbourne) asked about the cancellation of the Graduate Option in Gender and Women’s Studies and in Development Studies. The question was not approved for submission to Senate as no action on the Graduate Option had been taken to date. The second question (submitted by Senator Mecabô) concerned the University Student Assessment Policy and was approved for submission to Senate. The motion (submitted by Senators Bonneau, Buraga, Dworek, Laywine, Nystrom, Shor and Wilson) called for the creation of a conference committee. Based on the Steering Committee’s review of the relevant sections of the McGill Statutes, the motion was not approved for submission to Senate.

Item 5. Open Discussion Topic. The Steering Committee selected to have an open discussion on the format and structure of open discussions.

Senator Nystrom asked if Senate, by approving the Report of the Steering Committee, was endorsing the rationale of the Steering Committee's decisions. The Secretary-General clarified that Senate would be approving the items of the report that were being recommended for approval, notably the minutes, the assignment of speaking rights and the agenda. She added that the Report also contained the Steering Committee's decisions with respect to determining, on behalf of Senate, the admissibility of questions and motions. The Committee's review and decisions were noted in the report for Senate's information.

On a motion duly proposed and seconded, Senate approved the following as consent items:

- *Item 1. Approval of Minutes of Senate – January 15, 2020*
- *Item 2. Speaking Rights*
- *Item 3. Approval of Agenda*

The following items were received by Senate, as consent items, for information:

- *Item 4. Review of Questions and Motions*
- *Item 5. Open Discussion Topic*

4. Business Arising from the January 15, 2020 Senate Minutes

There was none.

5. Chair's Remarks

The Chair began her remarks by speaking about the COVID-19 outbreak. She stated that the Public Health Agency of Canada assessed the public health risk associated with the novel coronavirus as low for Canada. The Chair informed Senators that McGill's senior administration was carefully monitoring the situation and was actively engaged in supporting community members' well-being through proactive planning and preparation as the situation evolved. She mentioned that the Provost and Vice-Principal (Academic) advised members of the academic staff to avoid traveling to China and the Office of the Deputy Provost (Student Life and Learning) initiated the recall of McGill students in China.

Regarding government relations, the Chair reported that the provincial budget would be released on March 10, 2020, while the federal budget was expected to be tabled in April. She stated that the *Bureau de coopération interuniversitaire* (BCI) is asking for significant new funding to support additional faculty positions, improved student retention rates, the cost of information technology infrastructure and operation, and to provide support for early stages of innovation. The Chair then reported that the *Ministère de l'Immigration, de la Francisation et de l'Intégration* announced that consultations would be held on the amendments to the *Programme de l'expérience québécoise* (PEQ) and that McGill would work with other universities to present a common position. She spoke about the BCI retreat that took place in January, noting that it focused on the group's future directions and mandate. Finally, the Chair mentioned that the Quebec government was creating "innovation zones" to foster innovation, attract foreign investment and enhance Quebec's international reach, noting that McGill has been working with partners from the business and academic sectors to develop an innovation zone in clean tech.

Regarding external relations, the Chair spoke about her participation in the 50th anniversary edition of the World Economic Forum Annual meeting in Davos, noting that this year's theme was "Stakeholders for a Cohesive and Sustainable World." She also mentioned that she is serving as chair of the Global University Leaders Forum (GULF), an advisory community comprised of 29 of the world's top universities.

Regarding community relations, the Chair reported that the Montreal Neurological Institute-Hospital launched a new \$200-million brand and campaign, "Brains Need Open Minds," which will support The Neuro's vision to be a unique patient-centric, open science institution that accelerates the pace of discovery and delivers new cures and effective treatments for patients affected by neurological diseases. The Chair informed Senate that McGill24, the University's annual day of giving, would take place on Wednesday, March 11, 2020, noting that \$2.3M was raised last year through this digital fundraising campaign. She shared that McGill remains one of the top workplace fundraisers in Montreal for the Centraide campaign. She stated that this year's campaign raised \$430,055 (exceeding the goal of \$425K) and thanked the co-chairs of the campaign (the Secretary-General and Senator Leckey) and all members of the McGill community who participated. [applause]

Regarding the senior administration, the Chair reported that the Board of Governors approved the reappointment of Professor Josephine Nalbantoglu as the Dean of Graduate and Postdoctoral Studies for a five-year term beginning on July 1, 2020, and a two-year extension of the term of Dr. Colleen Cook as Trenholme Dean of Libraries beginning September 1, 2020. The Chair congratulated them on their renewals and thanked them for their service to the University. [applause]

The Chair concluded her remarks by giving highlights of the kudos circulated prior to the meeting. She congratulated Super Bowl champion Dr. Laurent Duvernay-Tardif (McGill M.D., C.M. 2018) on his achievements. The Chair also congratulated Professors Simon Caron-Huot (Department of Physics), Adrian Liu (Department of Physics and the McGill Space Institute) and Jennifer Sunday (Department of Biology) on being among the recipients of the 2020 Sloan Research Fellowship and Professor Nahum Sonenberg (Department of Biochemistry / Rosalind and Morris Goodman Cancer Centre), who will be receiving an honorary degree from Ben-Gurion University in May. The Chair then shared that, for the third straight year, the Desautels Faculty of Management's MBA program earned a spot in the Financial Times Global MBA rankings, noting that it is ranked 2nd in Canada and 91st worldwide.

SECTION II

Part "A" – Questions and Motions by Members

1. Question Regarding the University Student Assessment Policy

Senator Mecabô submitted the following question:

The McGill University Student Assessment Policy (USAP) "is meant to protect the students from excessive workloads," making sure they are "able to write examinations in

conditions that permit them to put forth their best effort.”¹ The policy states the following: “Students may come forward in cases of perceived violation of the University Student Assessment Policy. The matter may, as appropriate, be confidentially referred to the Professor, Department Chair, Director or Associate Dean to ensure the spirit of the University Student Assessment Policy is respected” (USAP 1.4).

However, the policy only states that it is “the responsibility of Students to exercise due diligence in familiarizing themselves with the provisions of this policy, the examination schedule, and other University, Faculty and Unit regulations governing the conduct of Assessments” (USAP 3.1.2). No part of the USAP outlines that course instructors or higher academic administrators have the responsibility of familiarizing themselves with the provisions of the USAP. It is important to note that, in the past, students have had requests for reasonable accommodations and for the review of assessments rejected by instructors.

Motivated by the citations above and by the fact that assessments are one of the most significant parts of undergraduate and graduate academic life at the university, I ask the questions below.

1. Is it mandatory for instructors and other academic administrators of the university to familiarize themselves with the USAP?
2. What is the appropriate formal way for students to come forward in cases of perceived violations of the USAP, and who would be the correct academic administrator to contact? Who would a student appeal to in the case of an initial response the student deemed to be inappropriate?
3. Are course syllabi reviewed to guarantee their adherence to the rules outlined in the USAP? What are the consequences for students and instructors if assessments that already happened were not in accordance with the USAP? What would happen to the results of such assessments?

Senator Labeau provided the following written response prior to the Senate meeting:

1. There is no explicit requirement specific to the USAP; however, letters of offer and appointment for tenured and tenure-track professors and for course lecturers include a statement requiring them to be familiar with McGill Policies and Regulations.

The Policy is discussed at orientation sessions for new instructors and new administrators; many faculties and schools send reminders at the start of term. Additionally, the Dean of Students sends a message each year reminding all academic staff of relevant policies and resources as instructors prepare their courses; this message refers to the Course Outline Guide (<https://mcgill.ca/tls/instructors/course-design/outline>) which links to the USAP; the message from the Dean of Students also reminds instructors of a few key components of

¹ McGill University Student Assessment Policy, last amended by the McGill Senate on April 20th, 2016. Document available at https://www.mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf.

the USAP, including for instance the maximum weight of final examinations and of class participation grades.

2. As stated in the policy, the appropriate channel would be to contact the professor, then the Chair of the Department, then the Associate Dean of the Faculty/School. If appeals were not successful, then the Dean of Students, the Ombudsperson and/or Student Advocacy could consult on the grievance process (which is tied to the Charter of Students' Rights, not specifically to the USAP).
3. Practices vary by Faculty. Some Student Affairs Offices collect course outlines and monitor instructor practices more closely and informally intervene in cases where the USAP is not abided by. Through this intervention, assessments and results could be modified to conform to the USAP.

Senator Mecabô thanked Senator Labeau for the response. He suggested two items for consideration in the context of the current review of the USAP, namely a requirement for instructors and other academic administrators of the University to familiarize themselves with the USAP as well as the creation of a central unit to deal with the application of the USAP and appeals of decisions. Senator Labeau stressed that it is preferable to resolve issues locally when possible to avoid a lengthy and formal appeal process.

Part "B" – Motions and Reports from Organs of University Government

Open Session

1. Report of the Provost's Working Group on Salary Equity (D19-32)

Senator Campbell presented this report for Senate's information. She explained that the Provost and Vice-Principal (Academic) tasked an ad hoc Academic Salary Equity Working Group ("Working Group") with conducting an in-depth equity analysis of tenure-track and tenured academic staff salaries due to concerns about salary equity in the academic staff community. The Working Group's report indicated that, once controlling for key variables that affect salary, there were no systemic salary inequities, with the exception of gender-based salary differences above the 95th percentile of the earnings distribution. However, it was noted that the University could take measures to try to mitigate the impact of some variables that can exert an inequitable impact on women's salaries. The Working Group's recommendations included undertaking concerted efforts to mentor and encourage women Associate Professors to apply for promotion to the rank of Full Professor in a timely manner as well as rigorously following employment equity principles and practices to advance the equitable representation of women across all academic units and in the lateral recruitment of senior professors to the rank of Full Professor.

Senator Quitoriano asked if there was a proactive process to provide salary adjustments for outliers on the low end of the earnings distribution. Senator Campbell stated that low-end anomalies identified by the Working Group and through the annual performance evaluation process would be investigated and, if warranted, corrections could be made using the funding envelope for anomaly or retention adjustments. Senator Animesh asked if any differences or systemic inequities

were noticed with respect to applications for salary adjustment. Senator Campbell indicated that data regarding applicants was not collected, as there was no formal application process, noting that in the majority of cases, requests were made by a chair or dean. Senator Animesh then asked if a more proactive approach could be taken with respect to retention instead of waiting for individuals to receive offers from other institutions. Senator Campbell indicated that the University is mindful of this matter and it is discussed regularly with deans.

Senator Weil suggested conducting the same analysis for non-tenure track faculty and contract academic staff (CAS). Senator Campbell indicated that this would be a difficult exercise due to the large population size, noting that an analysis of particular sub-groups with common characteristics and interests may be feasible. Senator Robaire suggested focusing on ranked CAS and asked if implementing the Working Group's recommendations would resolve the salary differential. Senator Campbell expressed the view that it would address the key variables but would take time. She stated that other universities have implemented across-the-board increases but that approach has proven to be ineffective. In response to Senator Robaire's question on when this strategy would need to be reassessed, Senator Campbell indicated that it would be reviewed every two years. Senator Bonneau asked if a progress report on the Working Group's recommendations would be presented. Senator Campbell stated that an update would be included in the next Biennial Report to Senate on Employment Equity.

Senator Lametti asked for further details regarding the top 5% of earners. Senator Campbell stated that this category represented a small number of individuals, noting that some of the salaries were outliers. She explained that this was usually the result of an ambitious recruitment process for leadership or research positions requiring distinct expertise. Senator Lametti then asked if there were any plans to look at differentials in the hiring of tenure-track and CAS positions. Senator Campbell stated that there was already an employment equity protocol in place for ranked CAS. She mentioned that it is more difficult to track outcomes with respect to CAS as the hiring process takes place at the local level but acknowledged that this matter could be examined more closely.

2. 497th Report of the Academic Policy Committee (D19-33)

Senator Campbell presented this report, which contained two items for Senate's consideration. The first item was a proposal from the Faculty of Medicine to create the School of Biomedical Sciences, the School of Medicine and to rename the Faculty of Medicine to the Faculty of Medicine and Health Sciences. The establishment of the Schools and the Faculty name change were part of Project Renaissance, the Faculty's new strategic planning exercise, which was presented to Senate for information on May 15, 2019.

Senator Robaire requested that a report be presented to Senate in three years on the impact of Project Renaissance, as it was a major change in the University. Senator Eidelman noted the request and it was indicated that this would be communicated to the Academic Policy Committee (APC) for inclusion on its calendar of business.

In response to Senator Zorychta's question on how departments are classified within schools, Senator Eidelman stated that such decisions would be made within the Faculty of Medicine and

are subject to change, noting that consultations would continue as Project Renaissance is implemented.

Senator Lametti asked why the Report was not distributed at the same time as the other meeting documents. The Secretary-General explained that, normally, the APC report is distributed earlier as meetings of APC are held well in advance of Senate. She noted that in this case, the delay was exceptional and due to the fact that APC only approved the recommendations on February 17th.

Senator Hastings asked whether Project Renaissance had any direct implications on merit review or assessment processes in the Faculty of Medicine, and particularly whether the creation of the School of Biomedical Sciences would entail the implementation of merit-related processes specific to this new unit. Senator Eidelman responded in the negative. He explained that merit would continue to be assessed by department chairs or their delegates, noting that each department has some autonomy to develop processes appropriate to its discipline.

Senator Rogers commented that certain small departments in the Faculty of Medicine have raised concerns over their ability to maintain their identity once they become part of a larger school and asked if consultations were being held on this matter. Senator Eidelman indicated that he met with the departments to hear their concerns. He stated that the Faculty has moved ahead with this project with the consent of the vast majority of the members in each department. He stressed that there is no intention to change the departmental structure or eliminate any departments or their autonomy. He mentioned that the goal is to provide the departments with a higher level of support.

On a motion duly proposed and seconded, Senate approved and recommended to the Board of Governors the approval of the following recommendations, which form part of the Faculty of Medicine's Project Renaissance:

- *the creation of the proposed School of Biomedical Sciences,*
- *the creation of the proposed School of Medicine, and*
- *the renaming of the Faculty of Medicine to the Faculty of Medicine and Health Sciences.*

Senator Campbell then explained that the second item for Senate's consideration was a proposal from the Council of Graduate and Postdoctoral Studies to create a Cumulative or Stackable Master's degree.

On a motion duly proposed and seconded, Senate approved the Cumulative or Stackable Master's as a new pathway towards acquiring an existing Master's Degree.

3. Report of the Senate Nominating Committee (D19-34)

Senator Campbell presented this report for Senate's consideration. The report contained recommendations for Senate representatives to serve on committees arising from University regulations and the Advisory Committee for the Selection of a Dean of Students, as well as proposed revisions to the APC's terms of reference.

On a motion duly proposed and seconded, Senate approved the recommendations contained in the Report of the Senate Nominating Committee (D19-34).

4. Update on McGill Men’s Varsity Teams Naming Process (D19-35)

Senator Labeau presented this report for Senate’s information. He mentioned that a special steering committee was formed to lead the process of finding a new name for the men’s Varsity teams. He reported that the Committee has been conducting broad consultations with the community to gather ideas of suitable names (including interviews with members who have expressed interest in speaking with the Committee) and welcomed feedback from Senate on the process. Senator Labeau indicated that the committee has received more than 1,200 submissions through the online webform, noting that roughly half were anonymous and the rest mainly from students and alumni. He shared that names suggested multiple times include Cardinals, Highlanders, Martlets, Redbirds, Redhawks, Red Thunder and Royals.

Senator Richard asked about the deadline for the submission of the Committee’s report to the Principal in order for the name to be used during the 2020-2021 season. Senator Labeau stated that the deadline could be either at the end of the winter semester or during the summer. He noted that the name would be printed on materials in the sports facilities but not on the teams’ equipment and uniform. He also mentioned that the University may choose to implement the new name in several stages.

5. Annual Reports

5.1 Enrolment and Strategic Enrolment Management (2019-20) (D19-36)

Senator Labeau presented this report for Senate’s information. The report provided an overview of enrolment (total enrolment by level of study; undergraduate enrolment by level of study; graduate enrolment by level of study; and total enrolment by faculty) and progress towards strategic enrolment priorities (i.e. increasing the number of applications and the yield rate from all Quebec CEGEPS and colleges; increasing the number of new registrations from Francophone Quebec CEGEPS and colleges by 15%; increase Indigenous student enrolment to 1,000; maintaining international student enrolment at 25-30% of total undergraduate enrolment; and continue to attract top graduate students from around the world).

Senator Weil asked if the report included enrolment data from Destiny Solutions, the registration system used mainly in the School of Continuing Studies. Senator Labeau responded in the negative, noting that the data was obtained through Banner.

Senator Buraga expressed concern about reaching the targets for Indigenous student enrolment and asked for more information on the work being undertaken in this area. Senator Labeau highlighted that the Indigenous student enrolment for Fall 2019 was higher than in previous years. He informed Senators that the off-site, community-based programs offered through the Office of First Nations and Inuit Education (OFNIE) and the efforts by Branches, McGill’s community outreach program, are proving successful.

In response to Senator Harpp's question on the proportion of part-time undergraduate students, Senator Labeau stated that the vast majority of undergraduate students enrolled in faculties are full-time students while the ones enrolled in the School of Continuing Studies are part-time.

Senator Dworek asked if McGill has the resources to support an increase in the number of Francophone students. Senator Labeau stated that there was already a large francophone community at the University and did not foresee the need for any additional resources. He indicated that the Committee on Enrolment and Student Affairs (CESA) is holding discussions on the ability for students to submit coursework in French as improvements could be made in this area. Senator Hastings asked about the frequency students request to be assessed in French and whether support was offered to academic staff to prepare and grade French language assessments. Senator Labeau stated that no data was available at the moment but CESA was examining these questions more closely.

Senator Quitoriano indicated that the legend and the graph on undergraduate enrolment by level of study (page 11 of the Report) did not match. Senator Labeau stated that he would update the report after the Senate meeting.

Senator Tessier commented that, with certain exceptions, admission to McGill is solely based on grades and asked if a more holistic admission process would be implemented in the future. Senator Labeau indicated that the University would continue with the current system, noting that in certain cases, dossiers could be evaluated differently, especially for underrepresented groups.

Senator Robaire commented that enrolment levels have remained constant over the years and wondered if there have been any changes in the number of applications received by the University. Senator Labeau stated that overall, the number of applications have increased but the increase is not seen in all categories of applicants. For example, he mentioned that the number of applications from students in Quebec CEGEPS has remained relatively constant.

5.2 Graduate and Postdoctoral Studies (2019)

(D19-37)

Senator Nalbantoglu presented this report for Senate's information. The report provided an overview of strategic priorities and the role of Graduate and Postdoctoral Studies (GPS) as they relate to graduate admissions and enrolment, graduate student support, supervision, graduate programs and outreach. Senator Nalbantoglu highlighted that new enrolment at both Master's and doctoral level has increased and the top five source countries for international students are China, India, the United States, France and Iran. She then provided an update on various initiatives, including myProgress, myPath, graduate mobility awards, the doctoral internship program and TRaCE McGill.

Senator Hébert asked if the TRaCE program would be extended to the biomedical sciences. Senator Nalbantoglu clarified that the program was University-wide. Senator Hébert noted that the University of Toronto has a similar initiative, the 10,000 PhDs Project. Senator Nalbantoglu stated that the 10,000 PhDs Project used Internet searches of open-access data sources to determine graduate outcomes while TRaCE went further and included interviews with graduates. Finally, in response to Senator Hébert's question on whether University Advancement was involved with TRaCE, Senator Nalbantoglu responded in the negative.

Senator Rogers asked if enrolment in Non-Thesis Master's programs was expected to decrease now that the Quebec government deregulated the tuition. Senator Nalbantoglu stated that it was too soon to make predictions as the new policy only took effect in Fall 2019 but its impact would be carefully monitored. She mentioned that GPS is working on finding opportunities for funded internships for the students enrolled in these programs to mitigate the fees.

Senator Rogers then asked for clarification regarding the status of the Graduate Options in Gender and Women's Studies and Development Studies. Senator Nalbantoglu confirmed that the Graduate Options were not cancelled or suspended. She stated that the Subcommittee on Courses and Teaching Programs prepared guidelines for academic units to use when proposing a concentration or option of an existing program. (The Guidelines were approved by APC and included as Appendix C of the 497th Report of the APC, D19-33.) She explained that, going forward, options must include a minimum of 12 credits. Although this requirement does not affect existing options, Senator Nalbantoglu stated that it provides an opportunity to examine options with a view to enhance them. Senator Elbourne asked if the 12-credit options would result in increased tuition fees. Senator Nalbantoglu responded that the overall credit numbers of the degree would not be affected; therefore, there should not be an impact on the fees.

Regarding myProgress, a web-based tool that allows graduate students and their supervisors to track and monitor progress towards the degree, Senator Wilkinson asked if any measures could be taken to ensure notifications on milestones were sent at more appropriate times. He stated that currently, notifications are sent to students at the same time despite milestones often being program-specific. Senator Nalbantoglu indicated that the system would be changed to address this issue and in the meantime, the milestones were being entered manually into myProgress. Senator Quitariano asked whether myProgress could be used for undergraduate programs. Senator Nalbantoglu stated that the system could be adapted by IT Services for different needs.

Senator Quitariano then asked if any benefits to having at least two professors present at progress-tracking meetings had been observed since this process was implemented a few years ago. Senator Nalbantoglu expressed that it is a good practice but it was too early to determine whether it influenced time to degree completion.

5.3 Ombudsperson for Students (2018-19) (D19-38)

Professor Berk, Ombudsperson for Students, presented this report for Senate's information. He explained that the Office of the Ombudsperson for Students offers informal, independent, impartial and confidential dispute resolution services to students to avoid recourse to the more formal grievance process of the University. He stressed that the Ombudsperson is an advocate for a fair process and not an advocate for the individual or the University administration. He highlighted that the number of requests for assistance were roughly the same at the undergraduate and graduate level, noting that the majority of cases concerned academic and inter-personal issues.

Senator Dworek asked for examples of cases that would fall under the categories of "procedural issues," and "abuse of power." Professor Berk mentioned that a process not being followed when a student applies for an exchange program would be considered a procedural issue and a professor

or supervisor speaking inappropriately to a student would be considered abuse of power. Professor Berk noted that there were no such cases reported for the 2018-19 period.

In response to Senator Rogers's question on whether the cases involving stipends related to unfair compensation, Professor Berk confirmed that they were due to other issues.

Senator Tessier asked about the process that would be followed if it became apparent that filing a formal grievance would be a more appropriate course of action. Professor Berk responded that the student would be referred to the Student Advocacy office.

As Professor Berk's term as Ombudsperson was ending on April 30, 2020, the Chair thanked him, on behalf of Senate, for his contributions to the University. [applause]

5.4 Advisory Council on the Charter of Students' Rights (2018-19) (D19-30)

Senator Sinacore presented this report for Senate's information, in accordance with the *Charter of Students Rights*. She explained that the Advisory Council convenes only when it receives a request to investigate a violation of the *Charter of Students' Rights* from a member of the University community, or when a matter is referred to it by the Committee on Student Grievances. She reported that the Advisory Council did not convene during the 2018-2019 governance year as no requests for investigations were received.

6. Senate Calendar of Dates 2020-21 (D19-39)

The Secretary-General reminded returning Senators to reserve the dates for the 2020-21 Senate Meetings and its Standing Committee meetings (if applicable) in their calendars.

7. Other Business

There being no other business, on a motion duly proposed and seconded, the meeting ended at 4:25 p.m.

END

The complete documents, including presentations at Senate, are kept as part of the official Senate record.

MinutesThursday, April 2, 2020 19-20:07

Minutes of a meeting of Senate conducted via electronic vote. Voting concluded on Thursday, April 2, 2020 at 12:00 p.m.

1. Report of the Steering Committee (19:20-07)

Senate received the Report of the Steering Committee (19-20:07) for its consideration. Further to the public health emergency in Quebec and in line with the government directives and recommendations concerning social distancing in light of the COVID-19 pandemic, a special meeting of the Senate Steering Committee was held by videoconference on Wednesday, March 25, 2020. The Committee reviewed and approved a plan for the conduct of the Senate Steering Committee and Senate meetings in these exceptional circumstances and recommended that it be approved by Senate.

Following a review of the plan described in the Report, Senators were asked to vote on the proposed course of action. Out of a possible electorate of 109, 78 votes were cast, as follows: 64 in favour, 12 against and 2 abstentions. The motion was therefore approved.

Senate, on the recommendation of the Senate Steering Committee, approved the proposed plan on the conduct of Steering Committee and Senate meetings, effective immediately and up until the May 2020 meeting of Senate, as necessary.

END

The complete documents are kept as part of the official Senate record.



Further to the public health emergency in Quebec and in line with the government directives and recommendations concerning social distancing in light of the COVID-19 pandemic, a special meeting of the Senate Steering Committee was held by videoconference on Wednesday, March 25, 2020. The focus of the meeting was to discuss a plan for the conduct of future Steering Committee and Senate meetings during this time of the COVID-19 pandemic.

INTRODUCTION

The Senate Steering Committee reviewed a plan for the conduct of the Senate Steering Committee and Senate meetings. The plan would become effective upon adoption by Senate and up until the May 2020 meeting of Senate, as necessary.

The plan relates to the following:

1. The ability of the Steering Committee to address and take action, as necessary, on behalf of Senate, on routine items of business, and to submit a report on actions taken to Senate (see Delegated Authority of the Steering Committee, point 1 below).
2. The ability of Senators to submit questions and comments on the routine items considered by the Steering Committee on behalf of Senate (see point 2 below).
3. Holding electronic votes or virtual meetings of Senate on items of a policy nature that are referred by the Steering Committee to Senate (see point 3 below), with the understanding that this would result in suspending some activities, such as the ones noted below, until in-person meetings resume:
 - Open Discussions of Senate;
 - Physical presence of visitors during Open Sessions of Senate;
 - The presentation of Memorial Tributes (unless they are received by the Senate Steering Committee on behalf of Senate)
4. Consideration of questions and motions submitted for review by the Steering Committee (see point 4 below).

PLAN FOR SENATE STEERING/SENATE MEETINGS

1. Delegated Authority of the Senate Steering Committee

The Senate Steering Committee has the delegated authority to receive or approve, on behalf of Senate, agenda items of a routine nature. These routine items could include Committee reports, annual reports presented to Senate for information and any other housekeeping or ordinary items of business. The Steering Committee will review and take action on such items, as necessary, and submit a report to Senate on its activities. The Steering Committee's report, which will include any actions taken by the Committee on Senate's behalf, will be distributed to Senate for information. Proceeding in this manner is consistent with Senate's Standing Rules of Procedure, which allow the Steering Committee to fully address routine items of business (i.e. those not involving questions of policy) on behalf of Senate.

2. Comments and Questions on Items Considered by the Steering Committee on behalf of Senate

Senators will have the opportunity to submit questions and comments on the routine items considered by the Steering Committee on behalf of Senate (as described under point 1 above). All reports received by the Steering Committee will be appended to the Committee's report, and sent to Senators electronically. They will also be posted on the Senate Website. The Secretariat will invite and receive questions and comments from Senators, and will send them to the Steering Committee for inclusion on a future Senate agenda when in-person meetings resume. This will allow Senate the opportunity to discuss, at a future meeting, matters related to agenda items that will have been reviewed by the Steering Committee on Senate's behalf.

3. Referring Items for Consideration to Senate by Means of an Electronic Vote, through Phone or Videoconferencing or Deferring Items for when In-Person Meetings Resume

The Steering Committee will have the responsibility for determining the format in which agenda items will be disposed of by Senate (i.e. by means of an electronic vote, by phone or videoconference, or in-person at a later time when in-person meetings resume). The Committee will continue to meet, as it would normally, prior to a Senate meeting but by phone or through videoconference.

3.1 Approval of Items by Electronic Vote

The Steering Committee will refer to Senate items requiring approval, which will be obtained by means of an electronic vote. The approval items considered by means of an electronic vote would normally include basic or straightforward recommendations related to University policies or regulations falling within Senate's mandate. The Secretariat will administer the electronic vote through a secure and reliable online platform, such as Omnivox.

3.2 Holding Senate Meetings by Phone or Videoconference

The Steering Committee will recommend holding virtual meetings of Senate to consider or approve items using Zoom or another virtual platform (e.g. Microsoft Teams). Approval items would include recommendations relating to University policies or regulations falling within Senate's mandate, other than those referred to Senate for consideration by means of an electronic vote.

To facilitate the conduct of meetings by remote participation, the Secretariat will circulate a set of guidelines to members of Senate.

3.3 Deferring Items for when In-Person Meetings Resume

The Steering Committee will assess whether a Senate agenda item should be deferred to a future, in-person meeting of Senate. In making the decision, the Steering Committee will consider, for example, whether the agenda item is time-sensitive or urgent and whether it involves or relates to matters requiring a full discussion at Senate. Items deferred by the Steering Committee will be dealt with by Senate when in-person meetings resume.

4. Questions and Motions by Members

Senators will be able to submit questions and motions on urgent matters for review by the Steering Committee. The responsible University officer will provide a response to questions accepted by the Steering Committee. The response will be shared with all members of Senate and could be discussed virtually, in line with point 3.2 above.

Motions on urgent matters will be dealt with according to one of the options noted above (by means of an electronic vote or through videoconferencing) as appropriate, to be determined by the Steering Committee.

Questions and motions on non-urgent matters and requiring full discussion at Senate could be deferred, as determined by the Steering Committee, for consideration when in-person meetings of Senate resume.

Senators are asked to vote on the following motion using the Omnivox platform (link: <https://mcgill.omnivox.ca>):

Be it resolved that Senate, on the recommendation of the Senate Steering Committee, approve the proposed plan on the conduct of Steering Committee and Senate meetings, effective immediately and up until the May 2020 meeting of Senate, as necessary.

Present: Suzanne Fortier (*Chair*); Angela Campbell, Jim Engle-Warnick, Kenneth Hastings, Erik Larson, Christopher Manfredi, Jim Nicell, Marc Richard, Edyta Rogowska (*Secretary*), Rob Sladek, Madeline Wilson.

Regrets: None.

Report on electronic vote held between March 27 and 31, 2020**I. FOR THE APPROVAL BY THE SENATE STEERING COMMITTEE****1.1 APPOINTMENTS TO COMMITTEES ARISING FROM UNIVERSITY REGULATIONS****1.1.1 Committee on Student Grievances**RECOMMENDATION

*Approve the appointment of **Jessica Rose** to the **Committee on Student Grievances** for a term beginning immediately and ending August 31, 2020.*

MEMBERSHIP

Professor Reza Sharif Naeini (Physiology, MEDICINE) - 2020

Professor Jonathan Britt (Psychology, SCIENCE) - 2020

Ms. Anna Dysert (Cataloguing Librarian, Collection Services, LIBRARIES) – 2021- Chair

Professor Corinne Hoesli (Chemical Engineering, ENGINEERING) – 2022

Professor Ashraf Ismail (Food Science, FAES) – 2022

Two Legal Assessors:

Professor Helge Dedek (Law) – 2021

Mr. Brian Peebles (Assistant Dean, Strategic Planning, Faculty of Law) – 2022

Two graduate student members:

Mr. Eric Wilkinson (Arts)

Ms. Jessica Rose (Arts)

Two undergraduate student members:

Ms. Leela Riddle-Merritte (FAES)

Ms. Julia Volpe (Arts)

Secretary: Ms. Bonnie Borenstein

1.1.2 Statutory Selection Committees

RECOMMENDATIONS

Approve the appointments of the following professors to the Statutory Selection Committee (Senate Pool), each for terms beginning September 1, 2020 and ending August 31, 2023:

- *José Jouve-Martin (Languages, Literatures, and Cultures, ARTS)*
- *Rula Abisaab (Institute of Islamic Studies, ARTS)*
- *Brian Trehearne (English, ARTS)*
- *Angela Vanhaelen (Art History and Communication Studies, ARTS)*

MEMBERSHIP:

Philippe Seguin (Plant Science, AES) – 2021

Andrea Tone (History and Classical Studies, ARTS / Social Studies of Medicine, MEDICINE) – 2021

Jean-Marie Dufour (Economics, ARTS) – 2021

Rex Brynen (Political Science, ARTS) – 2021

Dieter Reinhardt (DENTISTRY) – 2021

Lynn Butler-Kisber (Integrated Studies in Education, EDUCATION) – 2021

Luc Mongeau (Mechanical Engineering, ENGINEERING) – 2021

Tal Arbel (Electrical and Computer Engineering, ENGINEERING) – 2021

Vincent Chu (Civil Engineering, ENGINEERING) – 2021

Shauna Van Praagh (LAW) – 2021

Henry Mintzberg (MANAGEMENT) – 2021

Laurette Dubé (MANAGEMENT) – 2021

Reuven Brenner (MANAGEMENT) – 2021

Shanling Li (MANAGEMENT) – 2021

Danuta Radzioch (Medicine, MEDICINE) – 2021

René Michel (Pathology, MEDICINE) – 2021

Salah El Mestikawy (Psychiatry, MEDICINE) – 2021

Yvonne Steinert (Family Medicine, MEDICINE) – 2021

Brian Cherney (Music Research, MUSIC) – 2021

Steven Huebner (Music Research, MUSIC) – 2021

Peter Schubert (Music Research, MUSIC) – 2021

Bärbel Knäuper (Psychology, SCIENCE) – 2021

Christian Genest (Mathematics & Statistics, SCIENCE) – 2021

Debra Titone (Psychology, SCIENCE) – 2021

Pengfei Guan (Mathematics and Statistics, SCIENCE) – 2021

Luis Agellon (Human Nutrition, AES) – 2022

Suha Jabaji (Plant Science, AES) – 2022

Michael Ngadi (Bioresource Engineering, AES) – 2022

Paul Thomassin (Natural Resource Sciences, AES) – 2022

Marc McKee (DENTISTRY) – 2022

Shaheen Shariff (Integrated Studies in Education, EDUCATION / LAW) – 2022

Jacob Burack (Educational & Counselling Psychology, EDUCATION) – 2022

Richard Leask (Chemical Engineering, ENGINEERING) – 2022

Andrew Higgins (Mechanical Engineering, ENGINEERING) – 2022

Fabien Gélinas (LAW) – 2022
Cecile Rousseau (Psychiatry, MEDICINE) – 2022
Mark Eisenberg (Medicine, MEDICINE) – 2022
Paul Rowland Goodyer (Pediatrics, MEDICINE) – 2022
Julie Cumming (Music Research, MUSIC) – 2022
Galen Halverson (Earth and Planetary Sciences, SCIENCE) – 2022
Catherine Potvin (Biology, SCIENCE / McGill School of Environment, AES) – 2022
Karine Auclair (Chemistry, SCIENCE) – 2022

Jan Adamowski (Bioresource Engineering, AES) - 2023
Chandra Madramootoo (Bioresource Engineering, AES) - 2023
Donald Smith (Plant Science, AES) – 2023
José Jouve-Martin (Languages, Literatures, and Cultures, ARTS) – 2023
Rula Abisaab (Institute of Islamic Studies, ARTS) – 2023
Brian Trehearne (English, ARTS) – 2023
Angela Vanhaelen (Art History and Communication Studies, ARTS) – 2023
Luda Diatchenko (DENTISTRY) – 2023
Maryam Tabrizian (DENTISTRY) – 2023
Victoria Talwar (Educational and Counselling Psychology, EDUCATION) – 2023
Susanne Lajoie (Educational and Counselling Psychology, EDUCATION) – 2023
Steven Jordan (Integrated Studies in Education, EDUCATION) – 2023
Andrew Kirk (Electrical & Computer Engineering, ENGINEERING) – 2023
Laxmi Sushama (Civil Engineering & Applied Mechanics, ENGINEERING) – 2023
Thomas Szkopek (Electrical & Computer Engineering, ENGINEERING) – 2023
Robert David (MANAGEMENT) – 2023
Anthony Masi (MANAGEMENT) – 2023
Ernan Haruvy (MANAGEMENT) – 2023
Emma Vaast (MANAGEMENT) – 2023
Melvin Schloss (Pediatric Surgery & Otolaryngology, MEDICINE) – 2023
Kevin Dean (Performance, MUSIC) – 2023
Gary Scavone (Music Research, MUSIC) – 2023
Masad Damha (Chemistry, SCIENCE) – 2023

1.1.3 University Tenure Committees

RECOMMENDATIONS

*Approve the appointments of the following professors to the **University Tenure Committees (Senate Pool)**, each for terms beginning May 1, 2020 and ending April 30, 2023:*

- ***Darin Barney (Art History & Communications, ARTS)***
- ***John Galbraith (Economics, ARTS)***
- ***Ollivier Dyens (Dept. des littératures de langue française, de traduction et de création, ARTS)***

MEMBERSHIP:

Elena Bennett (Natural Resource Sciences, AES / McGill School of Environment) – 2021

Elias Georges (Institute of Parasitology, AES) – 2021

Mark Lefsrud (Bioresource Engineering, AES) – 2021

Vilceu Bordignon (Animal Science, AES) – 2021

Erik Kuhonta (Political Science, ARTS) – 2021

Gaëlle Fiasse (Joint Philosophy & School of Religious Studies, ARTS) – 2021

Ji Zhang (DENTISTRY) – 2021

Dennis Jensen (Kinesiology and Physical Education, EDUCATION) – 2021

Elizabeth Wood (Integrated Studies in Education, EDUCATION) – 2021

Eric Caplan (Integrated Studies in Education, EDUCATION) – 2021

Martin Drapeau (Educational and Counselling Psychology, EDUCATION) – 2021

Nathan Hall (Educational and Counselling Psychology, EDUCATION) – 2021

Andrew Higgins (Mechanical Engineering, ENGINEERING) – 2021

Derek Nowrouzezahrai (Electrical and Computer Engineering, ENGINEERING) – 2021

Lisa Bornstein (Urban Planning, ENGINEERING) – 2021

Marta Cerruti (Materials Engineering, ENGINEERING) – 2021

Brian Havel (LAW) – 2021

Kirsten Anker (LAW) – 2021

Lonnie Weatherby (LIBRARIES) – 2021

Louise Robertson (LIBRARIES) – 2021

Megan Chellew (LIBRARIES) – 2021

Kunsoo Han (MANAGEMENT) – 2021

Anne-Marie Lauzon (Medicine, MEDICINE) – 2021

Elizabeth Fixman (Medicine, MEDICINE) – 2021

Gillian Bartlett-Esquilant (Family Medicine, MEDICINE) – 2021

Patricia Tonin (Medicine, MEDICINE) – 2021

Robert Hess (Ophthalmology, MEDICINE) – 2021

Christoph Neidhofer (Music Research, MUSIC) – 2021

Nicole Biamonte (Music Research, MUSIC) – 2021

Roe-Min Kok (Music Research, MUSIC) – 2021

Adrian Vetta (Mathematics and Statistics/Computer Science, SCIENCE) – 2021

Jackie Vogel (Biology, SCIENCE) – 2021

Johanna Neslehova (Mathematics and Statistics, SCIENCE) – 2021

Kevin Wade (Animal Science, AES) – 2022
Reza Salavati (Parasitology, AES) – 2022
Jaswinder Singh (Plant Science, AES) – 2022
Ashraf Ismail (Food Science and Agricultural Chemistry, AES) – 2022
Stan Kubow (Human Nutrition, AES) – 2022
Brian Cowan (History and Classical Studies, ARTS) – 2022
Sandra Hyde (Anthropology, ARTS) – 2022
Eun Park (School of Information Studies, ARTS) – 2022
Dietlind Stolle (Political Science, ARTS) – 2022
Peter Chauvin (DENTISTRY) – 2022
Richard Hovey (DENTISTRY) – 2022
Jocelyne Feine (DENTISTRY) – 2022
Paul Allison (DENTISTRY) – 2022

Annette Korner (Educational & Counselling Psychology, EDUCATION) – 2022
Ada Sinacore (Educational & Counselling Psychology, EDUCATION) – 2022
Anila Asghar (Integrated Studies in Education, EDUCATION) – 2022
Aziz Choudry (Integrated Studies in Education, EDUCATION) – 2022
Jun Song (Mining & Materials Engineering, ENGINEERING) – 2022
Mustafa Kumral (Mining & Materials Engineering, ENGINEERING) – 2022
Anne Kietzig (Chemical Engineering, ENGINEERING) – 2022
YaoYao Fiona Zhao (Mechanical Engineering, ENGINEERING) – 2022
Jaye Ellis (LAW) – 2022
Lara Khoury (LAW) – 2022
Carole Urbain (LIBRARIES) – 2022
Joseph Hafner (LIBRARIES) – 2022
Eamon Duffy (LIBRARIES) – 2022
Animesh Animesh (MANAGEMENT) – 2022
Ruslan Goyenko (MANAGEMENT) – 2022
Paola Perez-Aleman (MANAGEMENT) – 2022
Sergei Sarkissian (MANAGEMENT) – 2022
Hamid Etemad (MANAGEMENT) – 2022
Heather Durham (Neurology & Neurosurgery, MEDICINE) – 2022
Hugh Clarke (Obstetrics & Gynecology, MEDICINE) – 2022
Kathleen Mullen (Ophthalmology, MEDICINE) – 2022
Jon Wild (Music Research, MUSIC) – 2022
Matt Haimovitz (Music Performance, MUSIC) – 2022
Patrick Hansen (Music Performance, MUSIC) – 2022
Kyoko Hashimoto (Music Performance, MUSIC) – 2022
Axel Strauss (Music Performance, MUSIC) – 2022
Richard Stoelzel (Music Performance, MUSIC) – 2022
Paul François (Physics, SCIENCE) – 2022
Melanie Dirks (Psychology, SCIENCE) – 2022
Alanna Watt (Biology, SCIENCE) – 2022
Darin Barney (Art History & Communications, ARTS) – 2023
John Galbraith (Economics, ARTS) – 2023
Ollivier Dyens (Dept. des littératures de langue française, de traduction et de création, ARTS) – 2023
Dieter Reinhardt (DENTISTRY) – 2023
Dominic Frigon (Civil Engineering & Applied Mechanics, ENGINEERING) – 2023

Lionel Smith (LAW) – 2023

Ram Jakhu (LAW) – 2023

Nicole Beauchemin (Oncology, MEDICINE) – 2023

Tracy Webb (Physics, SCIENCE) – 2023

John Gyakum (Atmospheric and Oceanic Sciences, SCIENCE) – 2023

Virginie Millien (Redpath Museum, SCIENCE) – 2023

II. FOR THE INFORMATION OF THE SENATE STEERING COMMITTEE

1.1 APPOINTMENTS TO THE WORKING GROUP FOR THE REVIEW OF THE REGULATIONS CONCERNING THE INVESTIGATION OF RESEARCH MISCONDUCT

As per s. 11.7 of the Regulations Concerning the Investigation of Research Misconduct, a working group was struck to review the Regulations.

The Senate Nominating Committee reviewed nominations and approved, on the recommendation of the Vice-Principal (Research and Innovation), the appointments of the following individuals to serve on the working group:

- Professor Shari Baum (Communication Sciences & Disorders, MEDICINE)
- Professor John Stix (Earth & Planetary Sciences, SCIENCE)
- Professor Tabitha Sparks (English, ARTS)
- Mr. Ljubomir Raicevic (Philosophy, ARTS)
- Professor Ghyslaine McClure (Civil Engineering, ENGINEERING)

MEMBERSHIP:

Professor David Ragsdale, Research Integrity Officer (Interim)
Professor Angela Campbell, Associate Provost (Equity and Academic Policies)
Professor Martha Crago, Vice-Principal (Research and Innovation)
Professor Josephine Nalbantoglu, Dean, Graduate and Postdoctoral Studies
Professor Petra Rohrbach, MAUT President

Six persons approved by Senate Nominating Committee

- one member of the academic staff whose research activities are primarily funded by CIHR: Professor Shari Baum (Communication Sciences & Disorders, MEDICINE)
- one member of the academic staff whose research activities are primarily funded by NSERC: Professor John Stix (Earth & Planetary Sciences, SCIENCE)
- one member of the academic staff whose research activities are primarily funded by SSHRCC: Professor Tabitha Sparks (English, ARTS)
- one member of the graduate student body: Mr. Ljubomir Raicevic (Philosophy, ARTS)
- one postdoctoral fellow: vacant
- one member representing all other research related academic classifications:
Professor Ghyslaine McClure (Civil Engineering, ENGINEERING)

Resource Persons:

Dr. Christina Wolfson, Research Integrity Officer (On Leave)
M^e Line Thibault, General Counsel, Legal Services
Mr. Victor Arshad, Analyst, Strategic Initiatives



Memorandum

Office of the Provost and VP (Academic)
James Administration Building, Room 504
Tel: 514-398-4177 | Fax: 514-398-4768

TO: Senate Steering Committee

FROM: Professor Christopher Manfredi, Provost and Vice-Principal (Academic)
Professor Yves Beauchamp, Vice-Principal (Administration and Finance)

SUBJECT: McGill University Staffing Report 2019

DATE: April 7, 2020

DOCUMENT #: D19-41

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE The McGill University Staffing Report (2019) is presented for Senate’s information.

BACKGROUND & RATIONALE The Staffing Report provides an accounting of the academic, administrative and support staff of McGill University.

In previous years, the Staffing Report presented headcounts as of 30 April of each year. The change to 31 October was implemented to capture staff levels at a more representative point in the academic year, and to provide up-to-date information at the moment of publication. While this correction means that figures presented here are not directly comparable to previous reports, the data presented nonetheless continues to support effective longitudinal analysis.

Consistent with past years, the current Staffing Report covers counts and changes for all categories of employees (academic, administrative, and support), as well as information on all academic leaves and other temporary absences from employment for the interval between 2015 and 2019.

PRIOR CONSULTATION This report was presented to the Human Resources Committee and the Executive Committee of the Board of Governors.

SUSTAINABILITY CONSIDERATIONS Long-term planning with respect to academic renewal and academic staffing strategies is contingent on budget availability.

IMPACT OF DECISION AND NEXT STEPS N/A

MOTION OR RESOLUTION FOR APPROVAL This item is presented for information.

APPENDICES Appendix A: McGill University Staffing Report 2019



McGill University Staffing Report 2019

Provost and Vice-Principal (Academic)
Vice-Principal (Administration and Finance)

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Executive Summary and Highlights

We are pleased to present the McGill University Staffing Report 2019. This report provides official staff headcounts across all categories of appointment at the University with comparisons to similar counts over the previous four years, as of 31 October each year.

In previous years, the Staffing Report presented headcounts as of 30 April of each year. The change to 31 October was implemented to capture staff levels at a more representative point in the academic year, and to provide up-to-date information at the moment of publication. While this correction means that figures presented here are not directly comparable to previous reports, the data presented nonetheless continues to support effective longitudinal analysis.

Overall McGill University counts 11,909 staff members of all types, representing an increase of 11.8% from October 2015. The proportion of women among administrative and professional staff has remained stable at 70% over the past four years, while increasing from 17% to 20% in the trades and services. During the same period, the proportion of women rose from 46% to 48% among non-tenure-stream academics; and from 33% to 35% of tenure-stream academics, with each academic rank showing an increase.

Since 2015, the total employee population has become younger. Forty-one percent of academic staff were 45 years or younger in 2019, compared to 39% in 2015, and 51% of the administrative staff were 45 years or younger in 2019, compared to 48% in 2015.

A total of 7,734 persons held academic appointments in 2019, representing an increase of 1.1% since 2018 and 7.5% since 2015. The total number of tenure-stream professors (including special category appointments) was 1,727, representing an increase of 3.9% since 2015. The total number of tenure-stream librarians was 62, an increase of one person since 2015.

The number of ranked Contract Academic Staff (CAS) who hold neither a clinical nor a post-retirement appointment decreased by 5.2% between 2015 and 2019 from 619 to 586. However, the proportion of these ranked CAS who were full-time increased from 32.8% to 43.7% over the same period. CAS with clinical appointments at McGill are reported in a dedicated section of the report. Other academic appointments include a vast array of classifications that contribute to the vitality of the University including visiting scholars, adjuncts, academic associates, and affiliate members, and are reported in the Appendix.

The report includes unionized academic staff counts. The total number of research assistants and associates was 493 in 2019, an increase of 2.9% since 2015, and the total number of course lecturers and instructors was 812, representing a 14.9% increase since 2015. This increase occurred mainly between 2016 and 2017, following the April 2017 letter of agreement between the University and the McGill Course Lecturers & Instructors Union (MCLIU), which added clinical instructors from the Ingram School of Nursing as part of the collective agreement. The regularization of teaching assignments outside of tenure-stream professors and ranked CAS that followed the MCLIU collective agreement signed in October 2015 also explains this increase. The number of course lecturers and instructors has been comparatively more stable since October 2017, with variations of $\pm 2.3\%$ per year.

Executive Summary and Highlights

(continued)

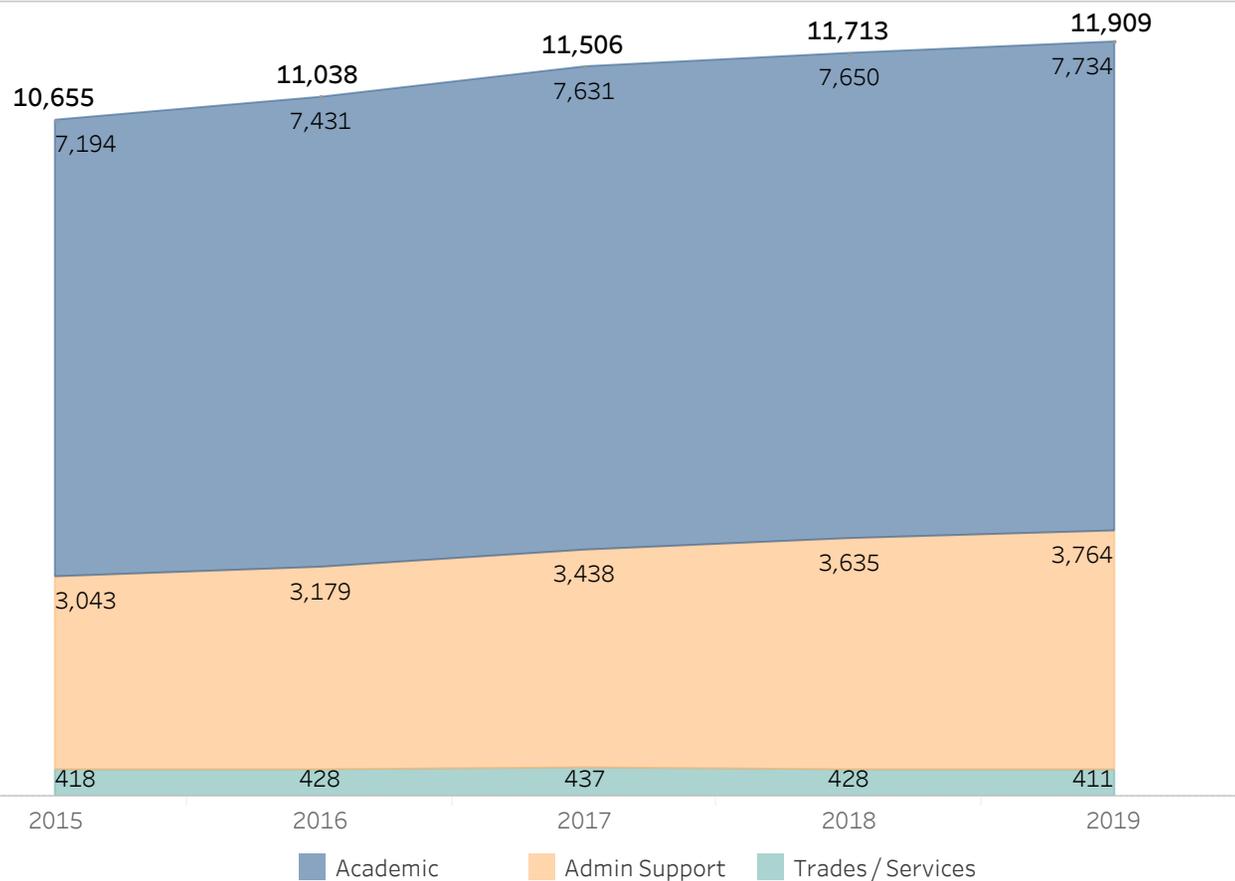
The report tracks the growth of academic staff to student enrolments and teaching activities by staff categories. It also presents McGill's research chairs and sabbatic leaves, which contribute to fostering an environment conducive to research excellence. McGill was allocated 21 of the 285 new Canada Research Chairs announced in the Federal Budget 2018. The University's current allocation is 190 chairs, of which 172 are active. Twenty-five new nominations and renewals applications were submitted in October 2019. In addition, one new Canada Excellence Research Chair was successfully recruited in 2019.

While the strength and vigour of the professoriate is vital to McGill's success, continued positive results for the University also depend on the contribution of an effective and dedicated administrative and support staff. The total number of administrative and support staff, which declined sharply following the voluntary retirement program (2014), was 4,175 in 2019, representing an increase of 20.6% since 2015 and an increase of 2.8% since 2018. The increase in staff numbers since 2018 (2.8%) is considerably lower than the increase over the previous 3 years: 4.9% reported for 2018, 7.4% reported for 2017 and 4.2% reported for 2016.

Forty-seven percent of administrative and support staff are located in Faculties (1,978), while 53% are in Institutional Administrative units (2,197). The Faculties have generally experienced higher growth (26.2%) in administrative and support staff than the Institutional Administrative units (16.1%) since 2015.

The evolution in the number and composition of administrative and support staff has not occurred within a static environment. We find ourselves in an environment that is rapidly evolving and increasingly complex. The challenges we face – growing competition for students, grant dollars and donations, in addition to significantly increasing demands by government and outside bodies for compliance programs, and related monitoring and reporting – have necessitated an expansion in the range and complexity of administrative duties and responsibilities. This has contributed to a need for administrative and support staff, particularly at the managerial and professional level. Projects and priorities such as campus deferred maintenance, renewal of technology infrastructure, expansion of services in support of student wellness, the bicentennial fundraising campaign and several transformative donations to the University (MNI, Bensadoun School of Retail Management, Max Bell School of Public Policy) have also driven staff growth.

Overall headcounts per year



Each person with a McGill University appointment is included in the total staff headcount, with the exception of emeritus honorific, persons on long-term disability leave, and students who hold appointments as research assistants, teaching assistants, or postdoctoral fellows. It should be noted that the available data focus is on people and not on positions. Consequently, when a person on temporary leave is replaced temporarily, the two individuals are included in the counts. In addition, if a person holds more than one appointment, only their primary appointment is reported.

The University has seen a 7.5% increase in academic appointments overall since 2015, including a 3.9% increase in tenure-stream academic staff.

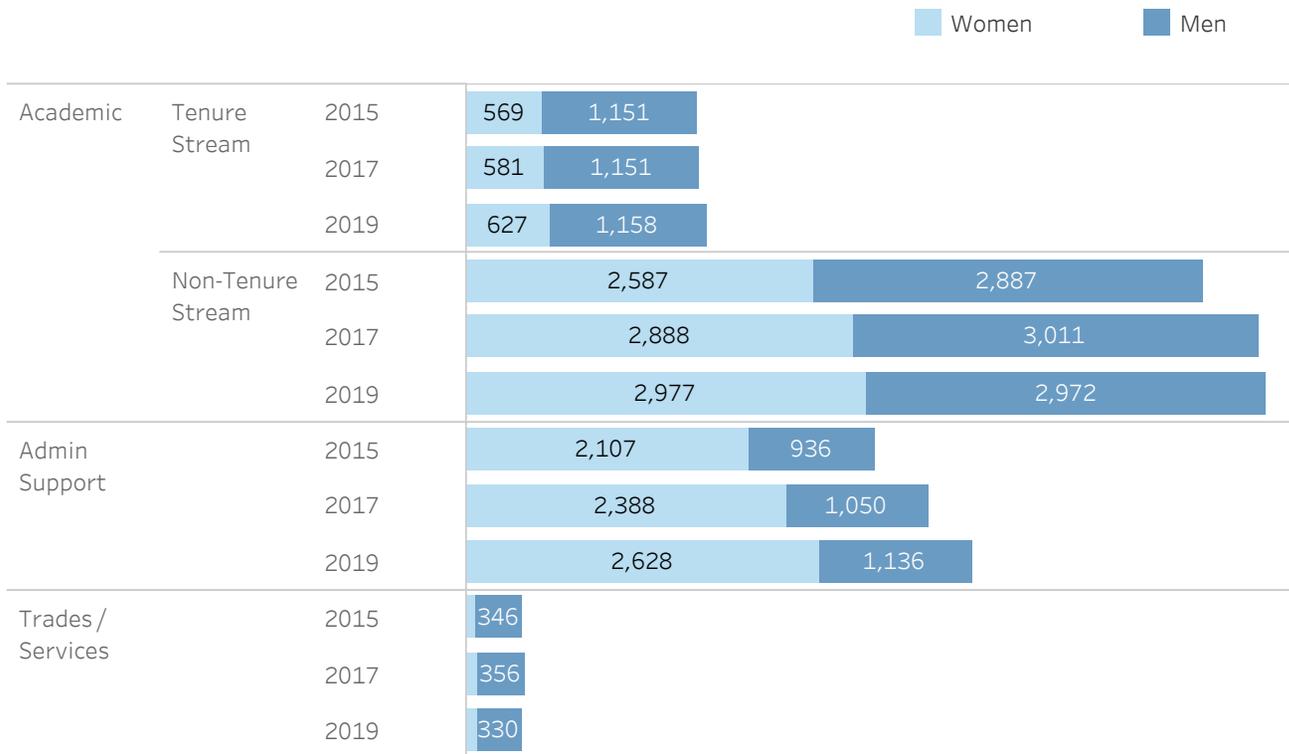
Over the past year, total administrative and support staff numbers have increased by 2.8%, from 4,063 to 4,175. The increase in staff headcount for 2019 is considerably lower than the increase reported for previous years: 4.9% for 2018, 7.4% for 2017 and 4.2% for 2016.

	2015	2016	2017	2018	2019
Academic	7,194	7,431	7,631	7,650	7,734
		▲3.3%	▲2.7%	▲0.2%	▲1.1%
Admin Support	3,043	3,179	3,438	3,635	3,764
		▲4.5%	▲8.1%	▲5.7%	▲3.5%
Trades/Services	418	428	437	428	411
		▲2.4%	▲2.1%	▼2.1%	▼4.0%

All staff included, except students and persons on long term disability leave.

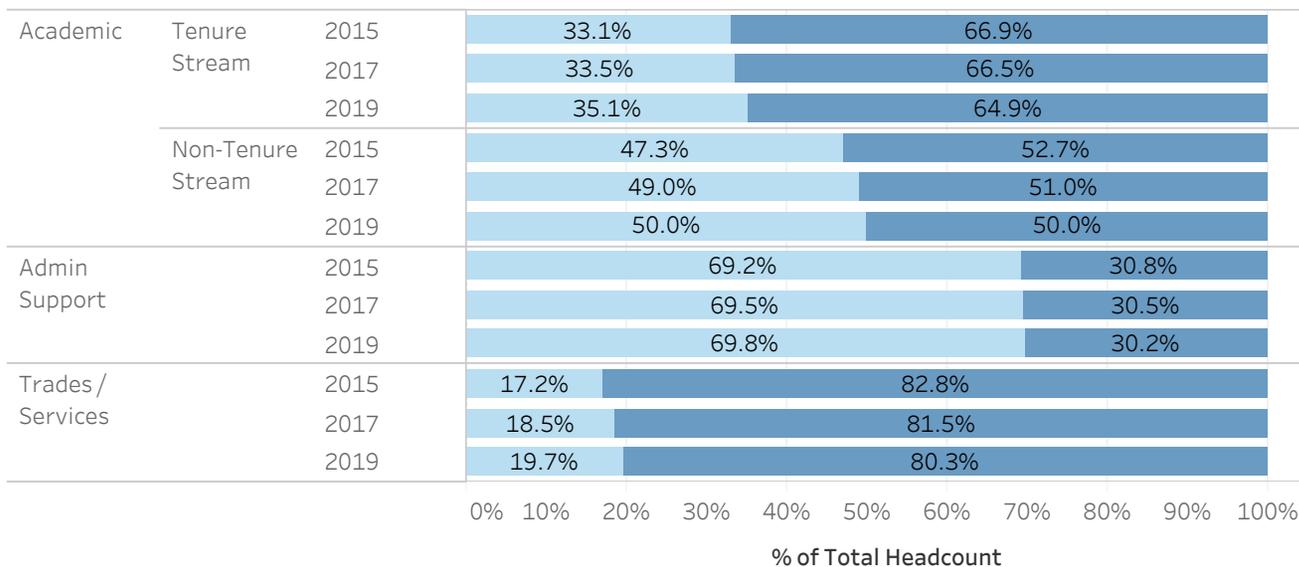
Only primary positions are presented for each headcount. Counts are presented as of October 31st of each year.

Headcounts, over time by gender and age group



The proportion of women among administrative and professional staff has remained stable at 70% since 2015, while increasing from 17% to 20% in the trades and services. During the same period, the proportion of women rose from 46% to 48% among non-tenure-stream academics; and from 33% to 35% of tenure-stream academics, with each academic rank showing an increase.

The total employee population has become younger over the reporting period. Forty-one percent of academic staff were 45 years or younger in 2019, compared to 39% in 2015, and 51% of the administrative staff were 45 years or younger in 2019, compared to 48% in 2015.



Age Distribution

	Academic		Admin Support		Trades / Services	
	2015	2019	2015	2019	2015	2019
0-35	13.3%	14.9%	21.8%	23.7%	10.5%	10.4%
36-45	25.9%	26.3%	26.4%	27.6%	19.0%	15.8%
46-65	43.9%	41.4%	50.5%	46.7%	69.6%	70.8%
66-75	11.8%	11.6%	1.3%	1.9%	1.0%	3.1%
76-99+	5.1%	5.8%	0.1%	0.0%		



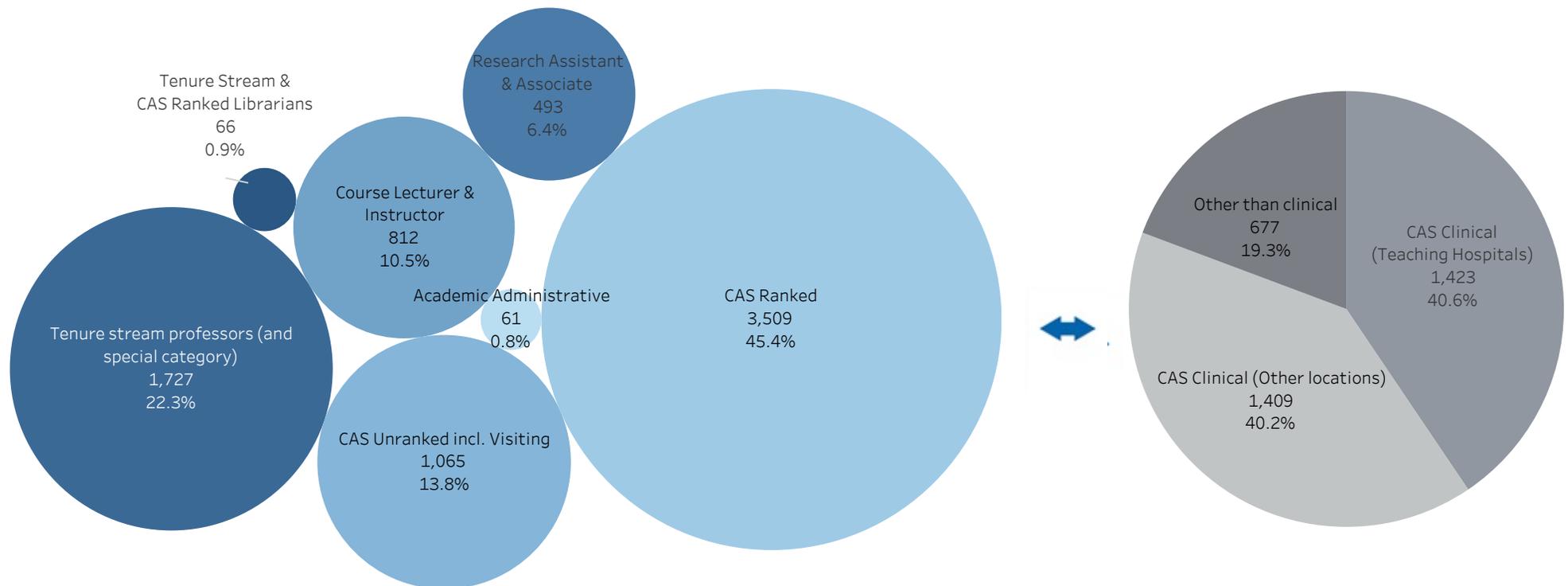
Academic Staff

Overview of Academic Staff at McGill

All full-time and part-time primary academic appointments are represented in the bubble graph below, by headcount. Staff on leave are included, with the exception of those who are on long-term disability leave. Tenure-stream academics are the largest academic group when McGill's contract academic staff (CAS) with nil-salary appointments in teaching hospitals or other clinical locations are exempted. Among Librarians, 62 are tenure-stream librarians and four are CAS ranked librarians. Unionized appointments (course lecturers and instructors, as well as research assistants and associates) are also presented.

The pie graph shows the breakdown among ranked CAS into clinical versus other types of appointments (research, teaching, professional, and post-retirement). It should be noted that among the 677 "other than clinical" ranked CAS, 91 are post-retirement appointments, also nil salary.

A listing of all academic classifications and relevant regulations or collective agreements governing their employment are provided in the Appendix.

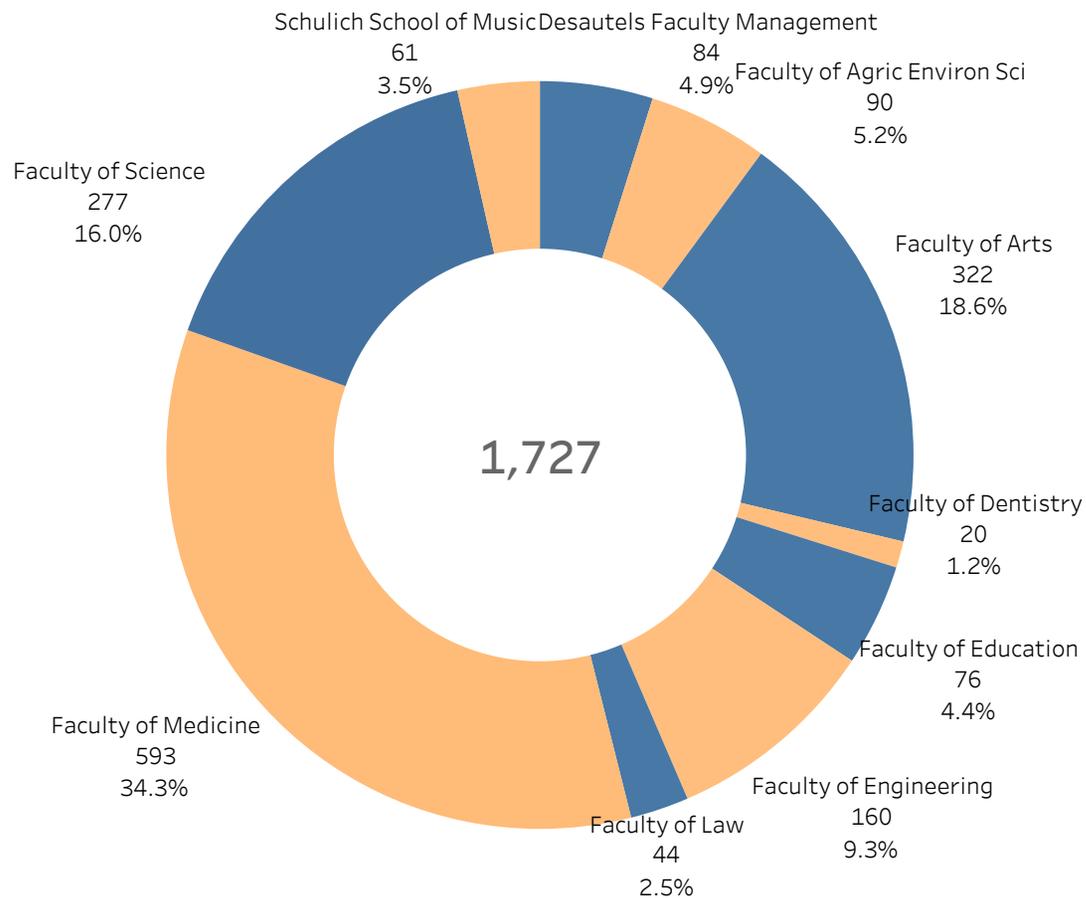


Tenure-Stream Professors and Librarians

McGill professors teach, pursue research and other original scholarly activities, and provide service to the University and the community. They are presented by the Faculty of their primary appointment. The greatest proportion of professors were appointed to the Faculty of Medicine (34%), followed by the Faculty of Arts (19%), and the Faculty of Science (16%). The distribution of tenure-stream appointments across the Faculties has remained stable since 2015. As of October 2019, 210 tenure-stream professors were jointly appointed to two or more academic units, of which 43 of were cross-Faculty appointments.

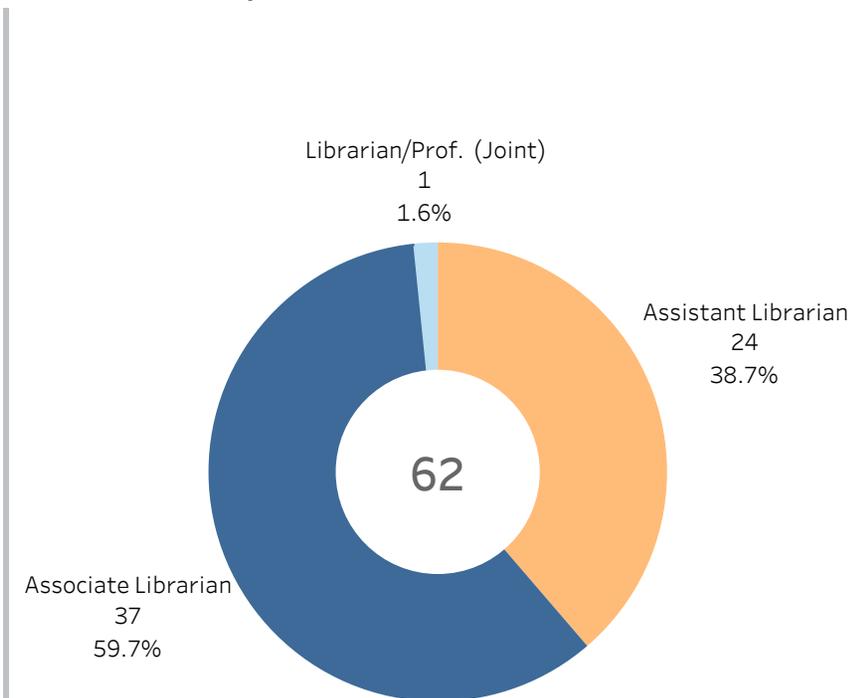
The academic duties of McGill librarians include professional and scholarly activities, service to the University and the community, and the particular responsibilities of their respective position. They are located in one of McGill's 13 Library Branches and are represented here by rank.

Professors by Faculty



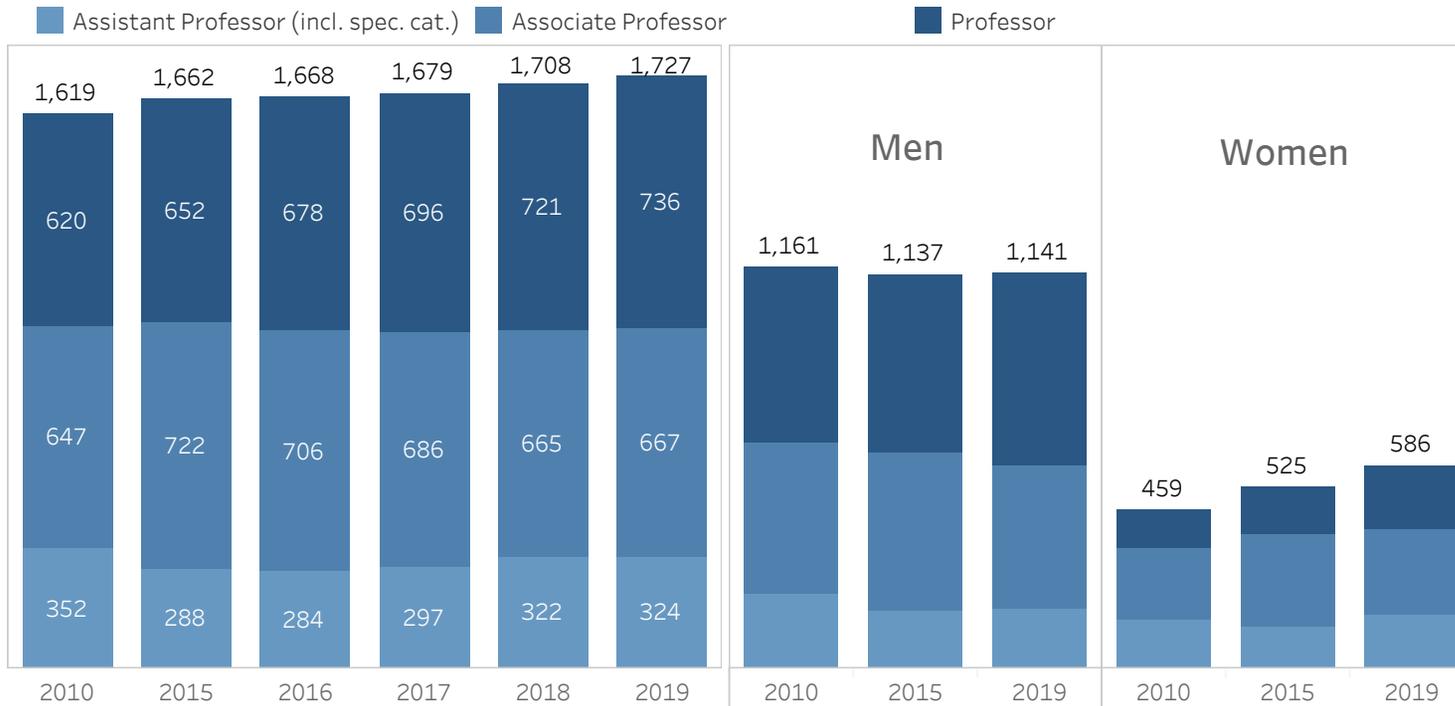
October, 2019

Librarians by Rank



October, 2019

Tenure-Stream Professors since 2010

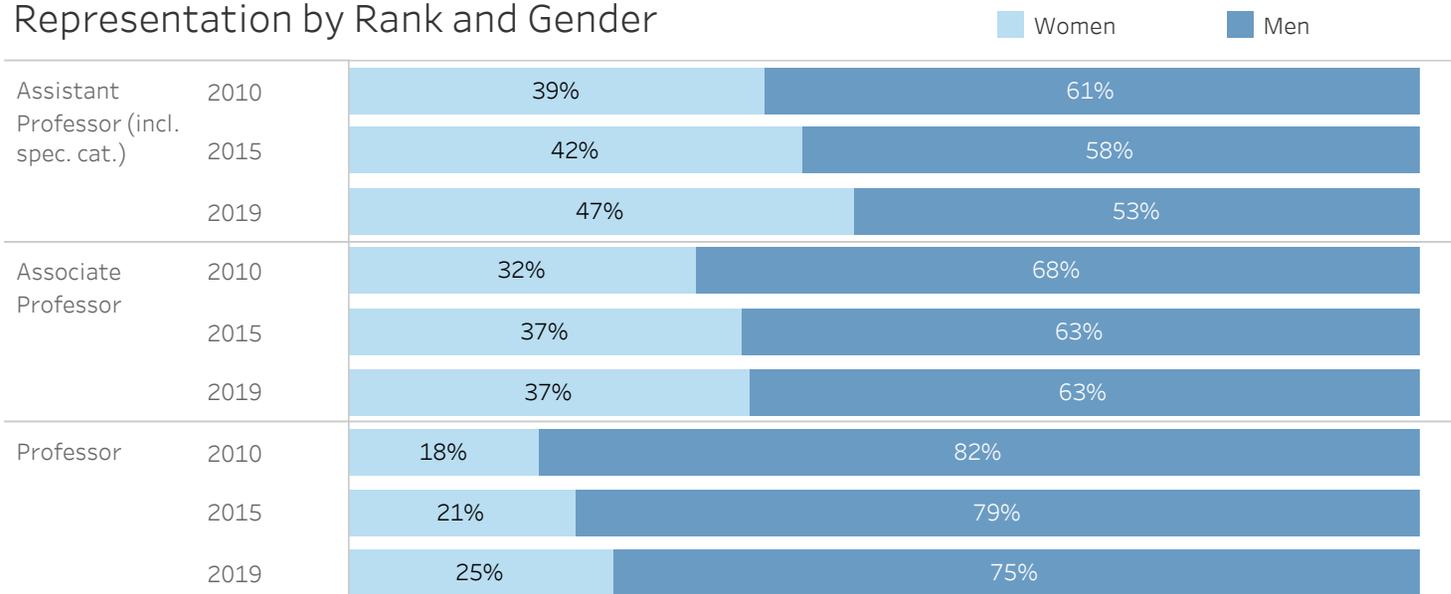


The total number of tenure-stream professors has increased by 3.9% since 2015; and by 6.5% since 2010. Efforts to ensure more proactive, rigorous processes in academic recruitment initiatives have resulted in a more diverse population of incoming tenure-stream professors: the number of women professors has grown by 11.6% since 2015 and 27.7% since 2010, while the number of men has decreased by 1.7% since 2010. There has been modest growth in the number of men (0.4%), since 2015.

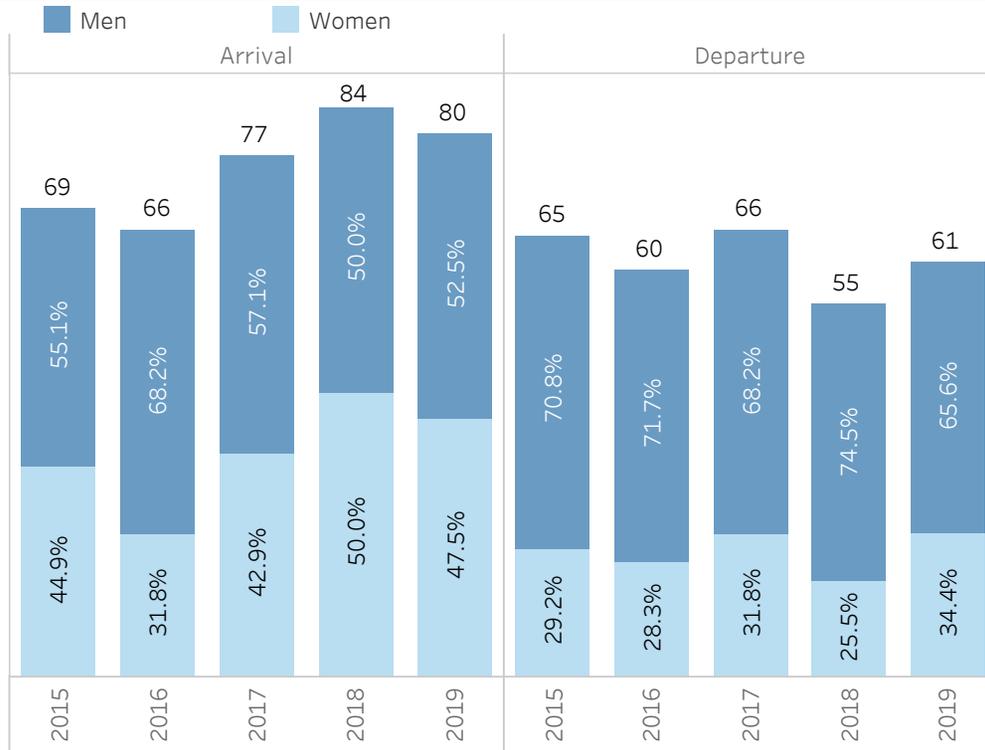
These differential growth rates between men and women, further explained with the arrivals and departures presented on the next page, have contributed to the increase in women’s representation at all ranks since 2010. Nearly 50% of Assistant Professors and 25% of Full Professors were women as of October 2019 compared to 39% and 18%, respectively, in 2010.

Note: For 2010, a January 31st snapshot has been used.

Representation by Rank and Gender



Tenure-Stream Professors - Hires and Departures



The increase in women's representation among tenure-stream professors, presented on the previous page, has been driven by a combination of equitable hiring practices and a higher proportion of departures amongst men.

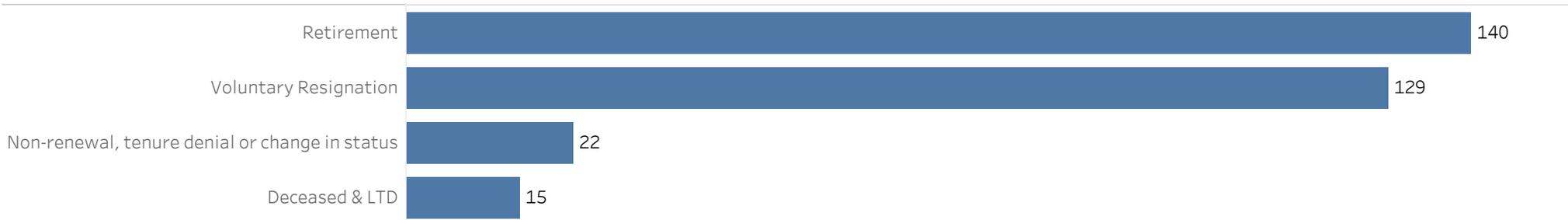
Annually, men represented an average of 70% of departures and 78% of retirements. In 2018 and 2019, women represented 49% of new arrivals, while in 2015 and 2016, 38% of new professors were women.

Overall, these factors explain the net loss of four men among tenure-stream professors and a net addition of 73 women, for a total of 69 new professors (net) between October 2014 and October 2019.

Net: Arrivals versus Departures, by gender and overall

	Men	Women	Overall Net Addition of TT Professors
2015	-8	12	4
2016	2	4	6
2017	-1	12	11
2018	1	28	29
2019	2	17	19

Departures reasons since Fall 2014



Arrivals are defined as professors present in October of the reference year who were not present in October of the previous year (e.g., 2015 arrivals are those professors who were present as of October 2015, but were not at McGill in October 2014).

Departures are similarly defined as professors absent in October of the reference year who were present in October of the previous year.

Note that a small number of these movements represent persons who left to be on long-term disability or who came back from long-term disability.

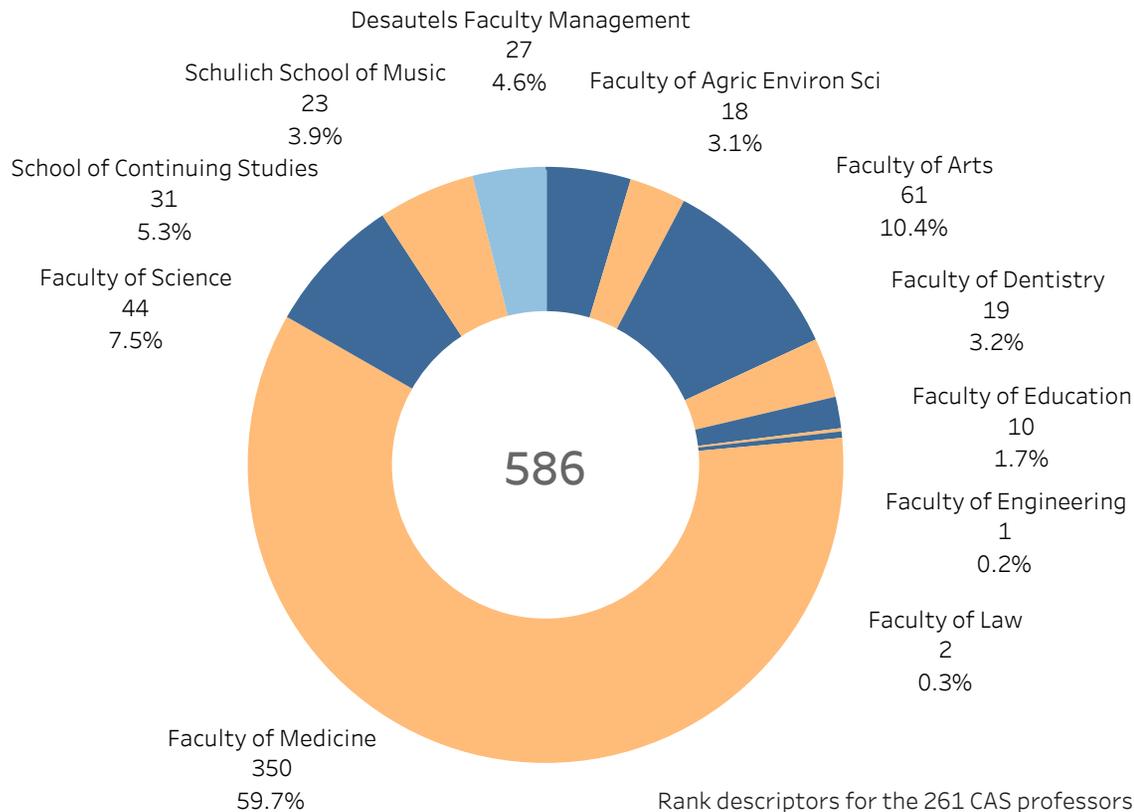
Ranked Contract Academic Staff (CAS)

Ranked CAS who did not have clinical or post-retirement appointments are presented by Faculty and by rank. Similarly to tenure-stream professors, they were located predominantly within the Faculties of Medicine (59.7%), Arts (10.4%), and Science (7.5%). The distribution across Faculties has remained largely constant since 2015, with the exception of Arts and Science: in 2015 each employed 54 ranked CAS, or 8.7% of this population.

McGill employed fewer ranked CAS in 2019 than in 2015 (a decrease of 5.2% over the period), but those who were present in 2019 were more likely to be full-time (43.7% in 2019 compared to 32.8% in 2015). Further details are found in the Appendix.

Ranked Contract Academic Staff by Faculty

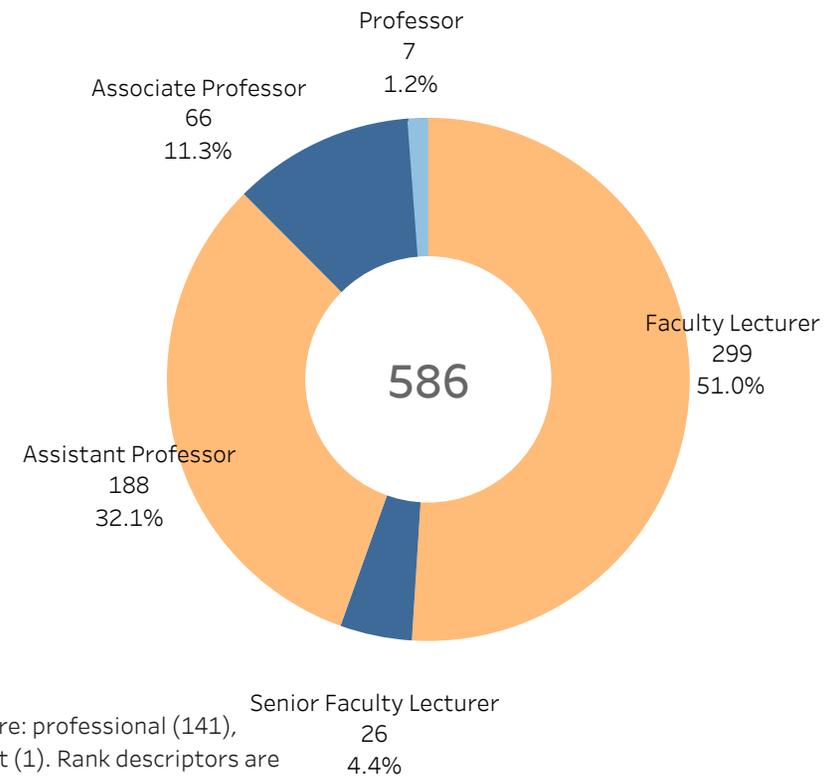
excludes Clinical and Post-Retirement appointments



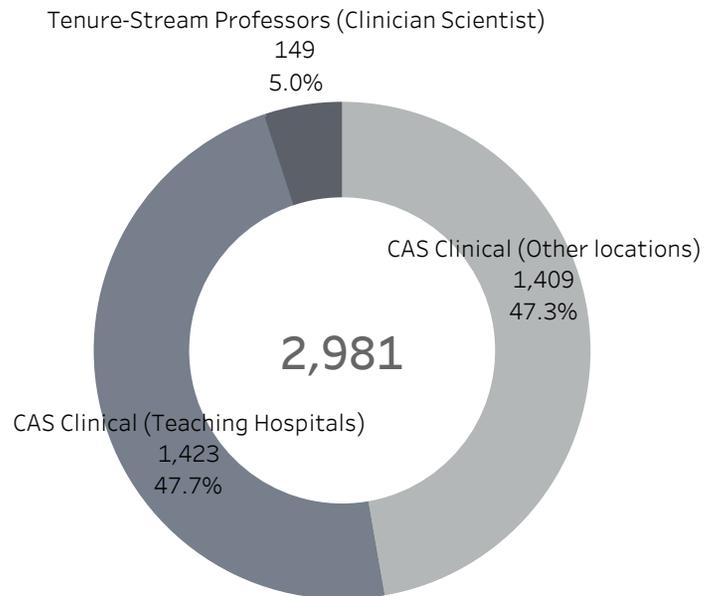
Rank descriptors for the 261 CAS professors were: professional (141), research (101), teaching (18), leave replacement (1). Rank descriptors are mandatory for CAS at professor ranks only; many faculty lecturers and senior faculty lecturers do not have a rank descriptor.

Ranked Contract Academic Staff by Rank

excludes Clinical and Post-Retirement appointments



Clinical Staff at McGill University



* Four CAS Clinical staff members are appointed in the Faculties of Arts and Education; all others are appointed in the Faculties of Medicine or Dentistry.

October, 2019

Many fields of study require the participation of qualified or accredited professionals to provide an industrial, organizational, or applied perspective to assist students in preparing for the practical aspects of their future careers. They also ensure that McGill's programs meet accreditation requirements. Medical doctors who pursue a research and scientific career, in addition to their clinical duties, hold regular tenure-stream professor appointments as clinician-scientists, representing 25% of tenure-stream professors within the Faculty of Medicine, 8.6% within the University. They maintain an affiliation with a McGill teaching hospital and their research institutes where they carry out teaching and research functions.

Ranked CAS who are hospital-based and clinic-based are primarily practicing physicians full-time at one of the McGill teaching hospitals (MUHC, Jewish General, St-Mary's and Douglas). Nearly all* are appointed in the Faculties of Medicine (93.4%) or Dentistry (6.5%) where they participate in the education of medical & dentistry students, interns, resident, and fellows.

Finally, a number of clinical staff with a McGill affiliation are primarily located at clinical sites other than the McGill teaching hospitals (for example at clinics or community hospitals). They are making an important contribution to the academic mission of the University. Maintaining a McGill affiliation allows them to teach in the medical program, in compliance with accreditation requirements.

Ranked CAS clinical staff are not remunerated through the University and hold nil salary University appointments. They may be compensated by McGill when they hold secondary appointments, such as Program Director.

	Tenure-Stream Professors (Clinician Scientist)	CAS Clinical (Teaching Hospitals)	CAS Clinical (Other locations)
Faculty Lecturer		143	1,108
Assistant Professor		875	234
Associate Professor	30	332	64
Professor	119	73	3
Grand Total	149	1,423	1,409

October, 2019

	2015	2016	2017	2018	2019
Tenure-Stream Professors (Clinician Scientist)	164	164	161	153	149
		0.0%	▼1.8%	▼5.0%	▼2.6%
CAS Clinical (Teaching Hospitals)	1,268	1,314	1,341	1,371	1,423
		▲3.6%	▲2.1%	▲2.2%	▲3.8%
CAS Clinical (Other locations)	1,089	1,233	1,261	1,293	1,409
		▲13.2%	▲2.3%	▲2.5%	▲9.0%
Grand Total	2,521	2,711	2,763	2,817	2,981
		▲7.5%	▲1.9%	▲2.0%	▲5.8%

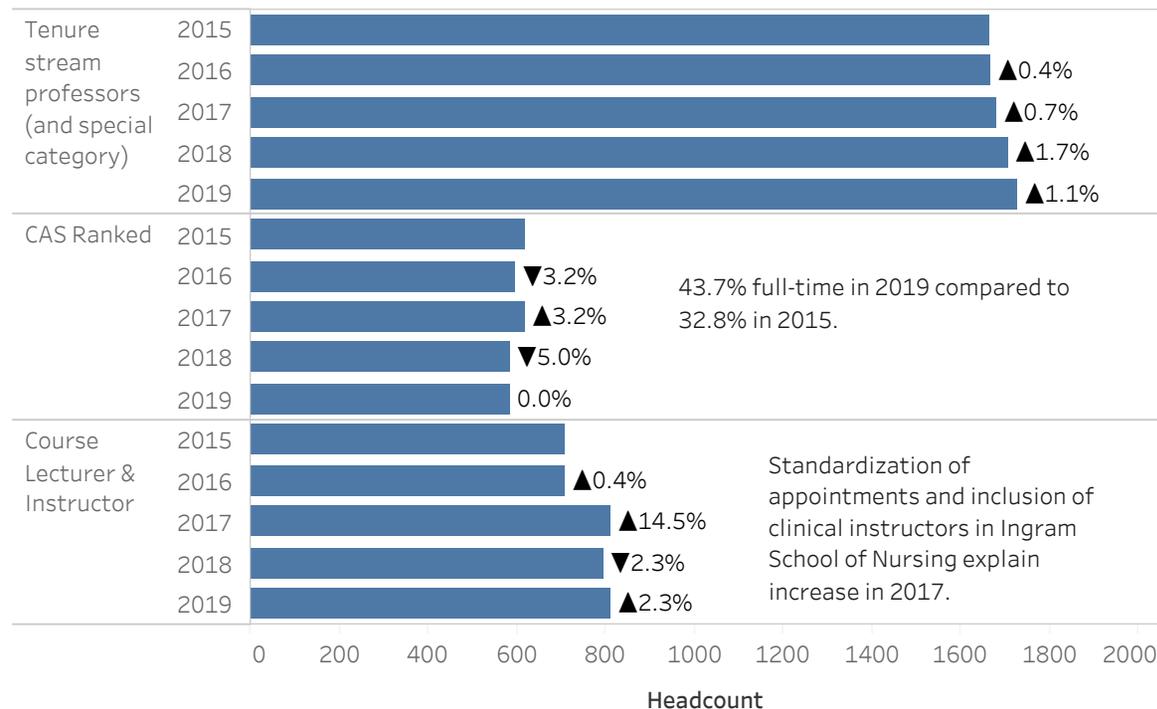
Tracking Academic Staff and Student Growth

Over the period 2015-2019, McGill experienced a 4.5% increase in student enrolments overall. During the same period, the University saw a 7.5% increase in academic appointments overall, including a 3.9% increase in tenure-stream academic staff. Other categories of teaching staff counts are presented below.

Because these appointments are not comparable in terms of their time commitment, it is useful to consider the proportion of student credit hours taught by different academic populations (course credits multiplied by number of students enrolled). Tenure-stream professors teach approximately 50% of all student credit hours, a proportion which has remained stable between 2015 and 2019. Ranked CAS have taught 17-18% of all student credit hours while course lecturers and instructors have taught 18-20% of the student credit hours over the same period.

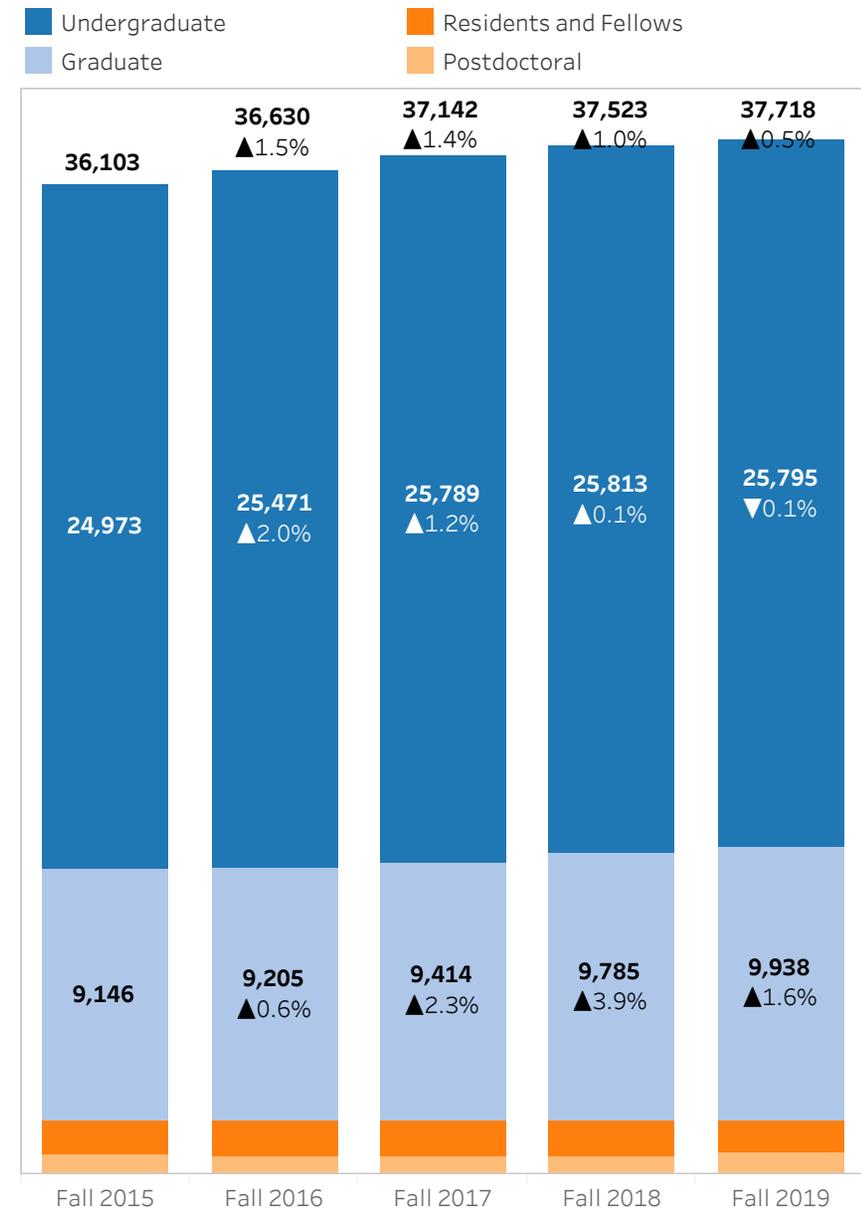
Academic Staff Headcount

(excludes librarians, clinical appointments & post-retirements)



Fall Enrolment

Statistics are headcounts of students, based on their primary curriculum. Data is as at October 15 (census) of respective year; visiting/special students are excluded.



Supporting Research Excellence

McGill University strives to recognize and foster research excellence among its academic staff. Our University was allocated 21 of the 285 new Canada Research Chairs announced in the Federal Budget 2018. With a concerted effort to put forward a diverse group of excellent researchers for consideration by the CRC program secretariat, we have been able to increase the number of active chairs from 147 in Fall 2015 (out of 158 available chairs), to 171 active chairs out of 191 possible chairs in 2019. This October, 25 new nominations and renewals have been submitted to the CRC program. A new Canada Excellence Research Chair (CERC) in Genomic Medicine was successfully recruited in 2019. McGill's first CERC, in Human Pain Genetics, was awarded in 2013.

With the support of our donors, McGill has established ten new endowed chairs in the past five years. Endowed chairs and professorships are one the highest academic awards that the University can bestow on a faculty member, with some named entities being as old as the University itself. Recognizing the continued contributions of senior-level faculty as well as providing funds to push the frontiers of their scholarship are key functions of the endowed positions.

McGill further recognizes and supports its researchers with internal awards. The William Dawson Scholars (WDS) are intended for early career scholars who are poised to become leaders in their fields, and the James McGill Professorships (JMP) are intended for established scholars of world-class caliber. Accomplished senior researchers who have demonstrated their excellence and sustained leadership through two terms as CRC Tier 1 or James McGill Professors may be awarded the Distinguished James McGill Professorship (DJMP).

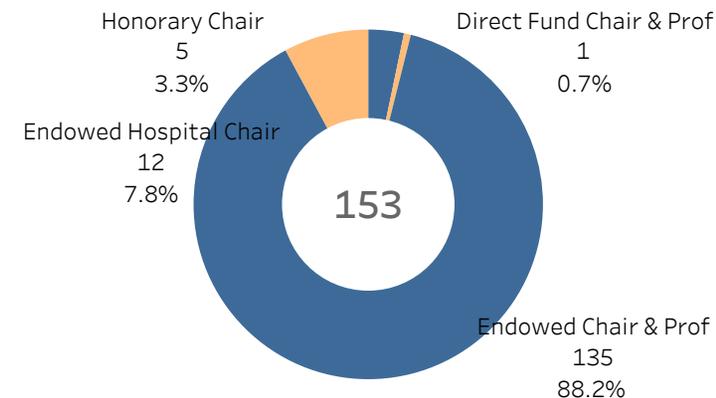
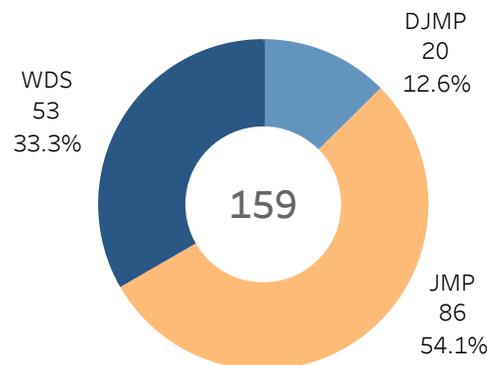
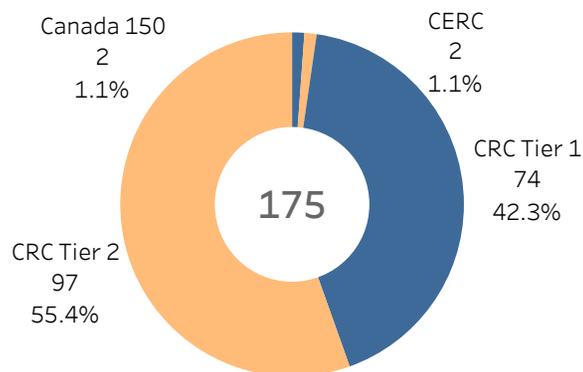
McGill promotes the pursuit of academic scholarship and research of its tenure-stream academic staff by allowing them to devote time to scholarly inquiry and writing through sabbatic leaves during which they receive 100% salary.

Sabbatic Leaves - Academic Year 1 Sept.-31 Aug. 2019 incomplete; 117 entered in the system.

2014	172	
2015	175	▲1.7%
2016	170	▼2.9%
2017	172	▲1.2%
2018	166	▼3.5%

Any academic staff who was on sabbatic leave during an academic year is presented. If an academic staff took two 6-months leaves (e.g. July-Dec 2018 and July-Dec 2019), they would be counted as in each of the academic year that they were on leave. Definition is different from previous reports, but more aligned with the usual periods of sabbatic leaves.

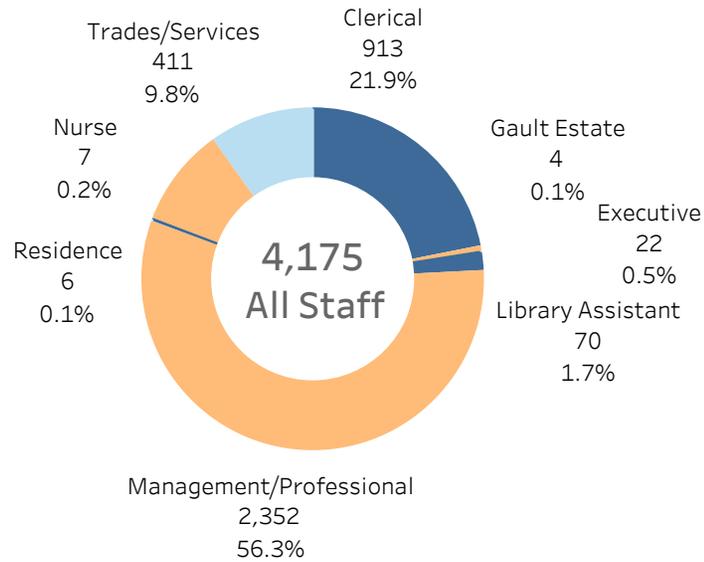
Chairs and awards as of October 2019





Administration and Support Staff

Overview of Administrative and Support Staff at McGill

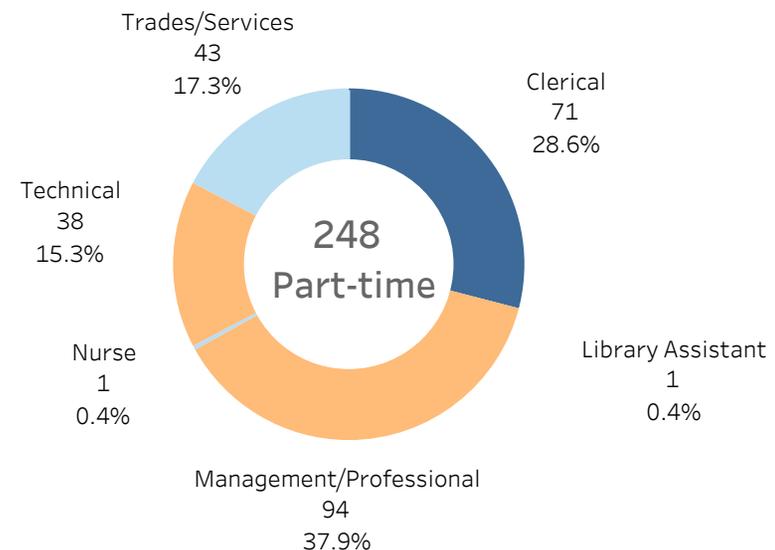
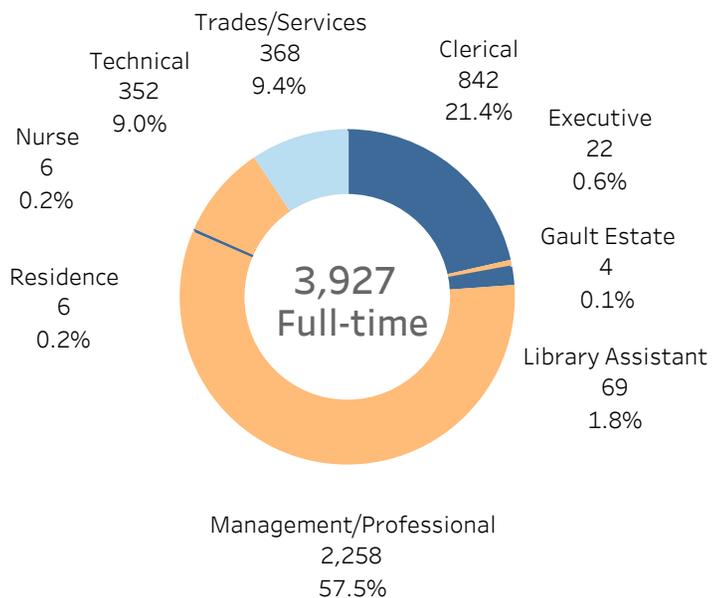


A total of 4,175 administrative and support staff provide a wide range of services in support of the academic and research mission of the University.

All current staff members are represented (active or on a leave, except for those on long-term disability who are excluded).

The charts show the breakdown among staff in full-time and part-time positions, further broken down by job classification.

- 94% of all administrative and support staff were in full-time positions, with only 6% in part-time positions. The proportion of full-time and part-time positions has remained relatively stable since 2015.
- 87% of all administrative and support staff were in regular positions and 13% in positions with end dates (M-Term/end date (MUNACA)).

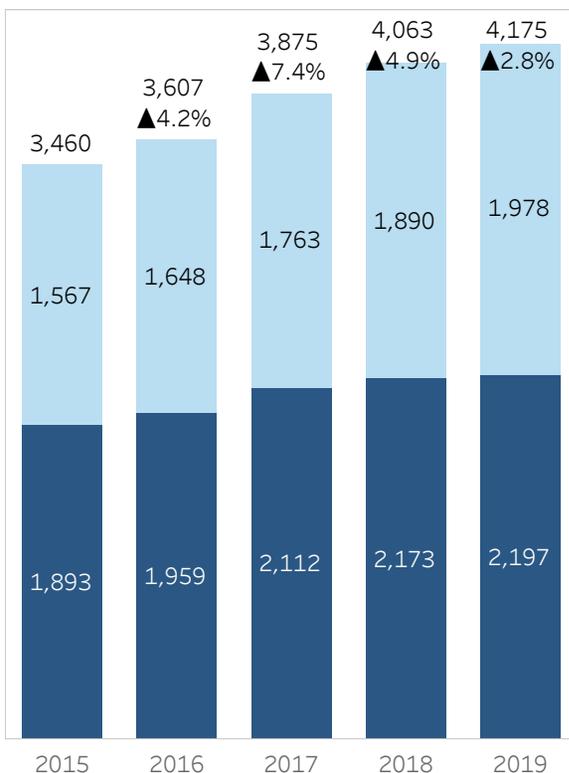


University-wide Administrative and Support Staff Headcounts

Over the past year, total administrative and support staff numbers have increased by 2.8%, from 4,063 to 4,175. The increase in staff headcount for 2019 is considerably lower than the increase reported for previous years: 4.9% for 2018, 7.4% for 2017 and 4.2% for 2016.

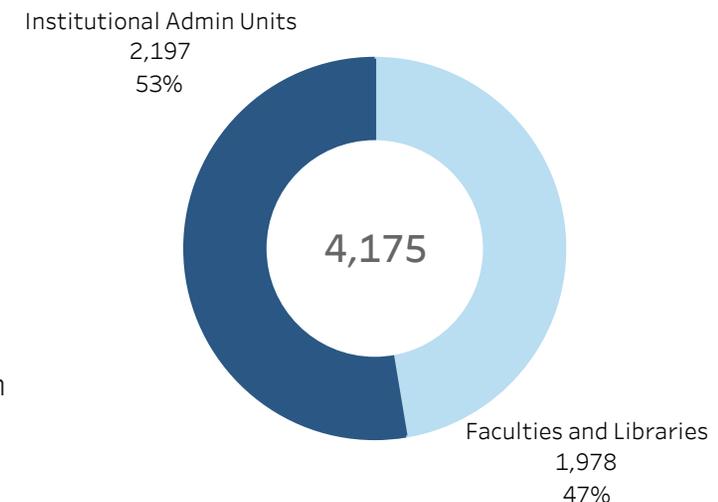
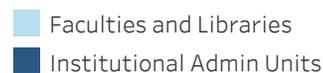
The major projects influencing staff growth over the last five years include:

- Construction and technology infrastructure projects to improve McGill's facilities to better support modern research and teaching needs;
- Staffing for McGill's bicentennial fundraising campaign, with most of these recruitments occurring in FY2017-2018;
- Recruitment to meet staff complement required in HR and IT to support the implementation of the Recruitment to Retirement (R2R) program;
- Expansion of services in support of student wellness;
- Expanded commitments to equity, diversity and inclusion across campus;
- Transformative donations such as MNI, Bensadoun School of Retail Management, Bell School of Public Policy.

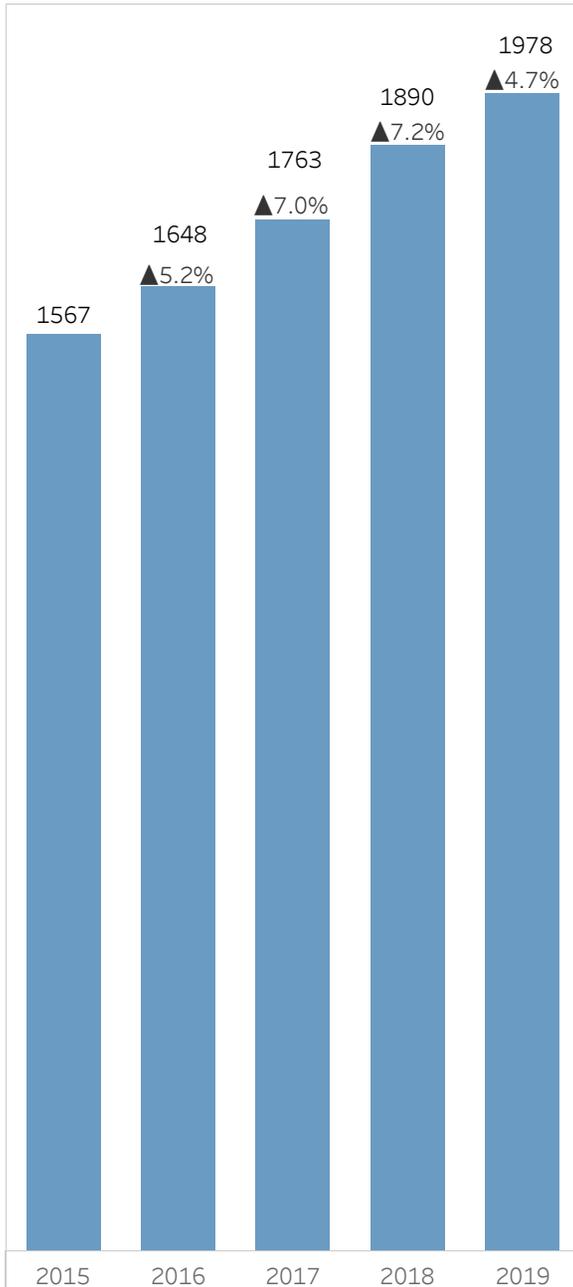


Forty-seven percent of administrative and support staff (1,978) were in Faculties, while 53% were in Institutional Administrative units (2,197), that is, units reporting to a Vice-Principal, Provost and Vice-Principal (Academic) or the Principal rather than to a Dean. (It should be noted that some positions reporting to the Institutional Administrative Units are physically located in the Faculties).

Over the past year, total administrative and support staff numbers have increased by 4.7% in the Faculties and 1.1% in Institutional Administrative units.

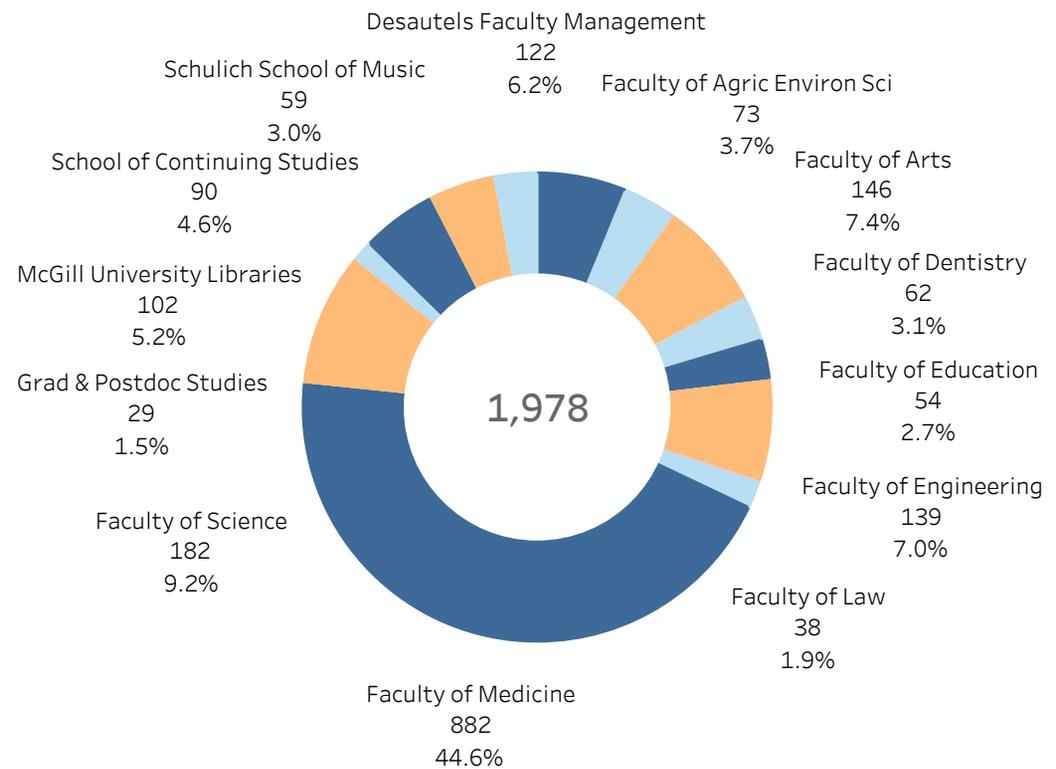


Administrative and Support Staff within Faculties and Libraries

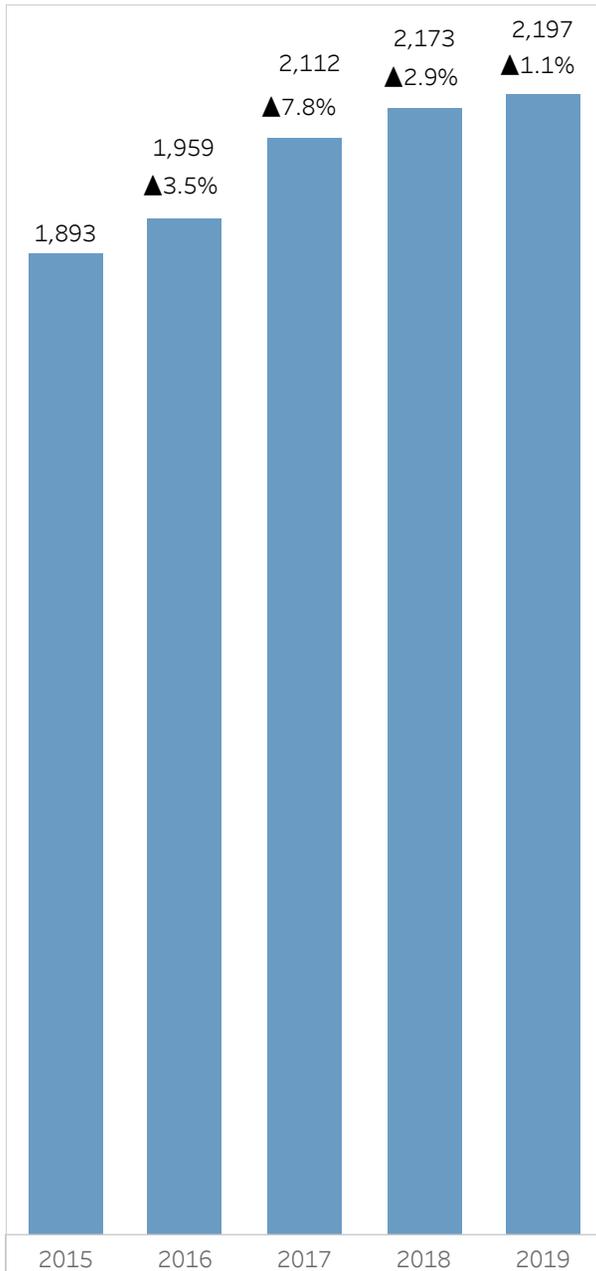


The Faculty of Medicine had the highest proportion (44.6%) of Administrative and Support staff followed by the Faculty of Science (9.2%). The Faculties of Arts and Engineering had important populations as well, at 7.4% and 7% respectively.

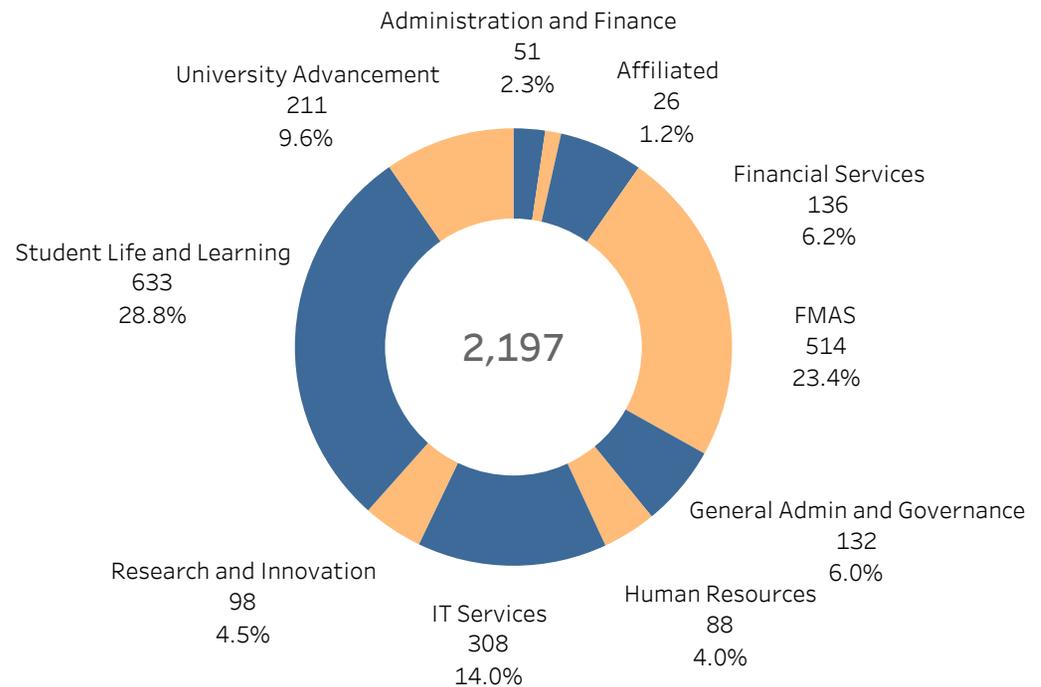
The rate of growth over the past one-year period shows an increase of 4.7% compared to 7.2% for 2018.



Administrative and Support Staff within Institutional Administrative Units



Among the Institutional Administrative units, the largest staff counts were in Student Life and Learning (28.8%) and Facilities Management & Ancillary Services (23.4%). Over 50% of staff in Institutional Administrative units are providing services to students, operating and maintaining buildings, and ensuring the safety of the nearly 50,000 members of the McGill community.



Affiliated Units includes McGill-Queen’s University Press, McGill Student Society, Valacta, Morgan Arboretum and Dairy Herd Analysis.

General Administration and Governance includes the Office of the Principal and Vice-Chancellor, the Office of the Provost and Vice-Principal (Academic), Secretariat, Communications and External Relations, Legal Services, Ombudsperson and University Archives.

Overall Headcounts, Over Time by Job Classification

There has been an increase in overall headcount since 2015 in five of the nine job classifications, and a decrease in four. The rate of growth over the one-year period has decreased in the majority of the job classifications. The largest growth in headcount since 2015 has occurred in the “management-professional” staff category, from 1,757 to 2,352, highlighting the recruitment of staff with more specialized expertise and skillsets to support the mission of the University.

Further analysis of the data reveals that the largest areas of growth in the management and professional staff job classification by job family have been in alignment with the support required for the major McGill-wide projects:

- 48.7% growth in the Communications job family (campaign and communications support)
- 44.4% growth in the HR job family (R2R program)
- 37.8% growth in Logistic & Facilities job family (Infrastructure, building projects)
- 34.9% growth in Student Affairs job family (expansion of student services including support of student wellness)

Job Classifications

Note: Clerical, Gault Estate, Library Assistants, Nurses, Residence and Technical are all employee groups unionized (MUNACA).

	2015	2016	2017	2018	2019
Clerical	783	834 ▲6.5%	872 ▲4.6%	898 ▲3.0%	913 ▲1.7%
Executive	15	15 0.0%	18 ▲20.0%	17 ▼5.6%	22 ▲29.4%
Gault Estate	2	2 0.0%	2 0.0%	3 ▲50.0%	4 ▲33.3%
Library Assistant	78	77 ▼1.3%	77 0.0%	79 ▲2.6%	70 ▼11.4%
Management/Professional	1,757	1,845 ▲5.0%	2,057 ▲11.5%	2,233 ▲8.6%	2,352 ▲5.3%
Nurse	12	12 0.0%	9 ▼25.0%	9 0.0%	7 ▼22.2%
Residence	9	6 ▼33.3%	7 ▲16.7%	6 ▼14.3%	6 0.0%
Technical	387	388 ▲0.3%	396 ▲2.1%	390 ▼1.5%	390 0.0%
Trades/Services	418	428 ▲2.4%	437 ▲2.1%	428 ▼2.1%	411 ▼4.0%
Grand Total	3,461	3,607 ▲4.2%	3,875 ▲7.4%	4,063 ▲4.9%	4,175 ▲2.8%

Management Job Families

	2015	2016	2017	2018	2019
Administration	454	462 ▲1.8%	504 ▲9.1%	576 ▲14.3%	608 ▲5.6%
Communications	230	250 ▲8.7%	285 ▲14.0%	318 ▲11.6%	342 ▲7.5%
Finance	164	171 ▲4.3%	197 ▲15.2%	207 ▲5.1%	210 ▲1.4%
Human Resources	81	95 ▲17.3%	114 ▲20.0%	109 ▼4.4%	117 ▲7.3%
Info. Systems	374	385 ▲2.9%	421 ▲9.4%	446 ▲5.9%	459 ▲2.9%
Logistics	209	221 ▲5.7%	250 ▲13.1%	271 ▲8.4%	288 ▲6.3%
Student Affairs	243	261 ▲7.4%	285 ▲9.2%	305 ▲7.0%	328 ▲7.5%
Grand Total	1,755	1,845 ▲5.1%	2,056 ▲11.4%	2,232 ▲8.6%	2,352 ▲5.4%

Appendices

Content

- Academic Classifications
- Administrative and Support Classifications
- Academic Staff by Faculty
- Contract Academic Staff
- Persons on Long Term Disability and Tenure-Stream Leaves of Absence
- Compensation

Academic Classifications

Tenure-stream academics (and special category):

Assistant/Associate/Full professors

Assistant Professor (Special Category): An academic staff member appointed to a **pre-tenure-track position** for a non-renewable definite term of one year. On the fulfillment of the condition(s) specified in the letter of appointment, will be appointed as a tenure-track Assistant Professor.

Governed by the Regulations Relating to the Employment of Tenure-track and Tenure Academic Staff

(https://www.mcgill.ca/secretariat/files/secretariat/employment_of_tenure_track_and_tenured_academic_staff_regs_relating_to.pdf)

Tenure-stream librarians:

Assistant/Associate/Full librarians

Governed by the Regulations Relating to the Employment of Librarian Staff (https://www.mcgill.ca/secretariat/files/secretariat/employment_of_librarian_staff_regs_relating_to_the.pdf)

Contract Academic Staff (CAS):

Ranked:

Faculty Lecturer & Senior Faculty Lecturers: Primary duty to teach

Assistant/Associate/Full Professors (non-tenure-stream): expected to perform two of the three categories of academic duties (teaching / research / service)

Descriptors to be applied to professors (mandatory) and lecturers (optional):

Clinical ,Professional, Research, Teaching, Academic Administration, Post-retirement (nil salary)

Unranked:

Academic Associate / Senior Academic Associate

Adjunct

Affiliate member (primarily appointed at another institution)

Associate member (never primary appointment)

Professor of Practice

Governed by the Regulations Relating to the Employment of Contract Academic Staff

(https://mcgill.ca/secretariat/files/secretariat/regulations_relating_to_the_employment_of_contract_academic_staff.pdf)

Visiting Academic Staff:

Visiting Fellow / Professor / Scholar / Librarian

Governed by and defined in the Regulation Relating to Visiting Academic appointments

(https://www.mcgill.ca/secretariat/files/secretariat/regulations_relating_to_visiting_academic_appointments.pdf)

except for visiting librarians who are governed by the Regulations on Librarian staff listed above

Unionized Academic Staff:

Course lecturer /Instructor

Research Associate / Assistant

Employment of unionized staff is governed by the relevant collective agreement; all found here <https://www.mcgill.ca/hr/employee-relations/assocs-unions>.

Academic Administrative Appointments

Multiple academic administrative appointments exists in conjunction with a primary academic appointment (Dean, Vice-Dean, Associate Deans, Chair, Director, Program Director, etc.). In this report, we only count individuals once, based on their primary appointment regardless of the number of appointments they hold.

Administration and Support Classifications

Executive staff

Vice-Principals and Associate Vice-Principals who are not tenure-stream staff, Executive Directors leading large administrative units and a few staff reporting directly to members of the Senior Administration. Senior Administration staff who are tenure-track academics are included in the academic staff counts within their academic department home.

Management, professional, and excluded

Management positions as well as specialized professional functions. Management roles within this group range from first-line supervisors, entry level professionals to senior directors. This grouping also includes staff appointed to administrative positions that are excluded from the MUNACA bargaining unit due to the confidential nature of the duties, and M-term appointments. Approximately 570 staff members in this group became unionized in October 2019.

Clerical staff

Perform a range of administrative functions in support of academic and administrative units across the University. Clerical staff members at McGill are unionized.

Technical staff

Perform a range of specialized technical functions, mainly in support of the University's research laboratory activities and computer operations. These positions are unionized.

Library Assistants

Perform a range of duties in support of the operations of the Libraries, including lending, edited cataloguing, ordering, accessioning and shelving. Library Assistants are unionized at McGill.

Trades and services staff

Includes the University's tradespeople, such as plumbers and electricians, staff responsible for building maintenance and grounds keeping, as well as support staff in the Faculty Club and student residences. These positions are unionized.

Unionized staff

There are a small number of unionized staff members who occupy support roles in student health services, as well as in residences and the Gault Estate.

The collective agreements for the 14 unions, and the information for the 2 non-unionized associations at McGill are available on the website <https://www.mcgill.ca/hr/employee-relations/assocs-unions>.

Academic Staff by Faculty

Following table excludes librarians, clinical and post-retirement appointments; In October 2019, there were 62 tenure-stream librarians, compared to 61 in 2015, an increase of 1.6%. In 2015 there were 161 post-retirement appointments, while there were 91 in 2019.

	2015			2019		
	Tenure stream professors (and special category)	CAS Ranked	CAS Unranked incl. Visiting	Tenure stream professors (and special category)	CAS Ranked	CAS Unranked incl. Visiting
Desautels Faculty Management	73	26	2	84 ▲15.1%	27 ▲3.8%	3 ▲50.0%
Faculty of Agric Environ Sci	91	18	12	90 ▼1.1%	18	5 ▼58.3%
Faculty of Arts	316	54	22	322 ▲1.9%	61 ▲13.0%	15 ▼31.8%
Faculty of Dentistry	19	26	3	20 ▲5.3%	19 ▼26.9%	1 ▼66.7%
Faculty of Education	66	12		76 ▲15.2%	10 ▼16.7%	
Faculty of Engineering	154	1	15	160 ▲3.9%	1	9 ▼40.0%
Faculty of Law	44	2	8	44	2	4 ▼50.0%
Faculty of Medicine	568	374	69	593 ▲4.4%	350 ▼6.4%	86 ▲24.6%
Faculty of Science	269	54	32	277 ▲3.0%	44 ▼18.5%	27 ▼15.6%
Schulich School of Music	62	30	1	61 ▼1.6%	23 ▼23.3%	
McGill University Libraries			2			2
School of Continuing Studies		21	5		31 ▲47.6%	4 ▼20.0%
Grand Total	1,662	618	171	1,727 ▲3.9%	586 ▼5.2%	156 ▼8.8%

Unionized Academic Staff

n.b. table presents headcount, a person who teaches one course versus a person who teaches 4 will each be counted as one.

	2015		2019	
	Course Lecturer & Instructor	Research Assistant & Associate	Course Lecturer & Instructor	Research Assistant & Associate
Desautels Faculty Management	16	1	28 ▲75.0%	2 ▲100.0%
Faculty of Agric Environ Sci	17	37	25 ▲47.1%	48 ▲29.7%
Faculty of Arts	107	8	114 ▲6.5%	15 ▲87.5%
Faculty of Dentistry		16		20 ▲25.0%
Faculty of Education	83	9	71 ▼14.5%	7 ▼22.2%
Faculty of Engineering	44	42	50 ▲13.6%	41 ▼2.4%
Faculty of Law	17	1	26 ▲52.9%	2 ▲100.0%
Faculty of Medicine	61	295	110 ▲80.3%	288 ▼2.4%
Faculty of Science	26	67	31 ▲19.2%	62 ▼7.5%
Schulich School of Music	127	2	137 ▲7.9%	6 ▲200.0%
McGill University Libraries				1
School of Continuing Studies	209		220 ▲5.3%	
Other		1		1 0.0%
Grand Total	707	479	812 ▲14.9%	493 ▲2.9%

The increase among course lecturers and instructors occurred mainly between 2016 and 2017, following the April 2017 letter of agreement between McGill and MCLIU, which included clinical instructors from the Ingram School of Nursing as part of the collective agreement. The regularization of teaching assignments outside of tenure-stream professors and ranked CAS that followed the MCLIU collective agreement signed in October 2015 also explains this 14.9% increase. The number of course lecturers and instructors has been comparatively more stable since October 2017, with annual variations of -2.3% in 2018 and +2.3% in 2019.

Throughout the report, primary appointments are presented; a few persons with course lecturer contracts may not be captured here if they held another primary appointment.

Contract Academic Staff

Ranked Contract Academic Staff , by rank and clinical type

excludes Post-Retirement appointments (161 in 2015; 91 in 2019)

Posn class	2015		2019			
	CAS Clinical (Teaching Hospitals)	CAS Clinical (Other locations)	CAS Clinical (Teaching Hospitals)		CAS Clinical (Other locations)	
Faculty Lecturer	132	773	143	▲8.3%	1,108	▲43.3%
Asst Professor-Non Ten Stream	785	242	875	▲11.5%	234	▼3.3%
Assoc Professor-Non Ten Stream	299	69	332	▲11.0%	64	▼7.2%
Professor - Non Tenure Stream	52	5	73	▲40.4%	3	▼40.0%
Grand Total	1,268	1,089	1,423	▲12.2%	1,409	▲29.4%

Ranked Contract Academic Staff by rank, proportion full-time

(excludes clinical and post-retirement appointments)

	2015			2019		
	% Full-time	Headcount	% Difference	% Full-time	Headcount	% Difference
Faculty Lecturer	33.1%	350		41.1%	299	▼14.6%
Senior Faculty Lecturer	92.3%	13		92.3%	26	▲100.0%
Asst Professor-Non Ten Stream	27.9%	197		37.2%	188	▼4.6%
Assoc Professor-Non Ten Stream	34.6%	52		56.1%	66	▲26.9%
Professor - Non Tenure Stream	28.6%	7		28.6%	7	0.0%
Grand Total	32.8%	619		43.7%	586	▼5.3%

Unranked Contract Academic Staff

excludes Visiting appointments (122 in 2015; 123 in 2019)

	2015	2019
Adjunct Professor	572	522
Professor of Practice	8	14
Affiliate Member	290	270
Academic Associate	119	128
Senior Academic Associate	3	7
Other	4	1
Grand Total	996	942

Long Term Disability Academic Leaves of Absence

Long Term Disability - All Staff by Categories

	2015	2016	2017	2018	2019
Academic	10	15	15	12	13
Admin Support	78	73	85	84	87
Trades / Services	26	20	15	24	28
Grand Total	114	108	115	120	128

Tenure Stream Academics on Leave of Absence in the Academic Calendar Year

(1 september - 31 August) (2019 is incomplete; 11 recorded)

2014	23
2015	28
2016	30
2017	31
2018	25

Any tenure-stream academic staff who was on a Leave of Absence at any point during an academic year is presented. Definition is different from previous reports.

Compensation

Academic staff

Since 2015, the **total** salary mass of has increased by 17.8%, an average of 4.5% per year (3.9% per year for tenure-stream academics and 6.7% for non-tenure-stream). The average salary **per FTE** increased by 10.2% for tenure-stream and 10.9% for non-tenure-stream over the same period.

1A funds contributed to 84% of tenure-stream academic salary mass (stable), compared to 56.3% for non-tenure-stream academic staff (up from 54.6% in 2015). Research and other funds contributed to 15% of tenure-stream academics' salary mass (e.g. research and endowed chairs, chargebacks, stable), while they contribute to 38.3% of non-tenure-stream academics (down from 41.3% in 2015).

	2015			2019		
	Tenure Stream	Non-Tenure Stream	Total	Tenure Stream	Non-Tenure Stream	Total
Fte 1A	1,468	670	2,138	1,515	804	2,319
Salary 1A	\$194,356K	\$51,504K	\$245,860K	\$221,740K	\$67,341K	\$289,082K
Fte 1B 1C	11	55	67	10	86	97
Salary 1B 1C	\$1,470K	\$3,916K	\$5,386K	\$1,473K	\$6,432K	\$7,905K
FTE Other	235	607	842	251	619	870
Salary other	\$35,455K	\$38,924K	\$74,379K	\$40,910K	\$45,771K	\$86,682K
Total FTE	1,714	1,333	3,047	1,777	1,509	3,286
Total salary	\$231,282K	\$94,345K	\$325,626K	\$264,124K	\$119,545K	\$383,669K

Administrative and support staff

Since 2015, self-financing funded FTEs (1B, 1C) and "other fund" funded FTEs have grown faster than 1A-funded FTEs. For this period, 1A-funded FTEs have increased by 13.8% while self-financed FTEs (1B, 1C) have grown by 38.5% and by 37.4% on "other funds".

For the same period salary mass on 1A operating funds increased by 23.4% while salary mass on restricted and self-financing funds (1B, 1C) increased by 53.5% and 57.9% on other funds (e.g. research, endowment).

	2015			2019		
	Admin Support	Trades/ Services	Total	Admin Support	Trades/ Services	Total
	2,163	269	2,432	2,507	261	2,768
	\$135,241K	\$11,661K	\$146,902K	\$168,928K	\$12,369K	\$181,297K
	420	124	543	625	127	752
	\$24,220K	\$5,477K	\$29,697K	\$39,335K	\$6,263K	\$45,599K
	408	4	412	564	2	566
	\$23,271K	\$211K	\$23,482K	\$36,990K	\$91K	\$37,081K
	2,991	397	3,388	3,698	390	4,087
	\$182,732K	\$17,349K	\$200,081K	\$245,253K	\$18,724K	\$263,977K

1A - Operating/University Allocation: Represents a unit's fundamental and ongoing operations, typically in the programs of Teaching, Academic and Support Services.

1B - Operating/Self-financing: Represents a unit's fundamental and ongoing self-funded operations, typically in the programs of Community, Student and Ancillary Services.

1C - Special purpose/Self-financing: Represents unrestricted activity for a unit, with continuation dependent on participation and availability of funding.

Other funds - funds such as research and restricted funds, endowment and trust funds, etc.

FTE - Full-time equivalent or the total number of hours worked divided by regular 'full-time' hours by fund type.



www.mcgill.ca/apo

www.mcgill.ca/hr

Presented at P7 on February 14, 2020



Memorandum

Office of the Vice-Principal (Research and Innovation)

James Administration Building, room 419
845 Sherbrooke Street W. Montreal (QC) H3A 2T5
Tel: (514) 398-2995 | Fax: (514) 398-8257

TO: Senate Steering Committee

FROM: Professor Martha Crago, Vice-Principal (Research and Innovation)

SUBJECT: Annual Report on Research and Innovation 2019

DATE: April 7, 2020

DOCUMENT #: D19-42

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE Presentation and discussion on indicators of McGill’s recent research funding performance as well as performance in areas related to innovation and partnership-building between the University and external communities.

BACKGROUND & RATIONALE The Annual Report on Research and Innovation is a review of McGill’s performance in major funding programs and progress in areas related to innovation and partnerships in FY2018. It examines how McGill compares to comparable universities and U15 peers in terms of:

- Amount and sources of sponsored research funding
- Sponsored research funding per faculty member
- Tri-Agency funding
- Fonds de recherche du Québec funding
- Industry sponsored research funding
- Publications
- Royal Society of Canada Fellows and New College Members

PRIOR CONSULTATION Internal Review by the Office of the Vice-Principal (Research and Innovation) and members of the senior administration (March 13, 2020).

SUSTAINABILITY CONSIDERATIONS Sustainability is inherent in all seven of the Research Excellence Themes outlined in the Strategic Research Plan 2019 - 2024 and has also explicitly been incorporated into one of the Themes: Design and create sustainable materials, technologies, landscapes, and communities. The theme highlights research that responds to the challenges of sustaining the life support systems of the planet, advances renewable materials, energy, agricultural, and transportation systems as well as clean technology, in order to develop sound environmental policy.

IMPACT OF DECISION AND NEXT STEPS Submission for information to the Board of Governors (April 23, 2020)

**MOTION OR
RESOLUTION
FOR APPROVAL**

N/A

APPENDICES

- Appendix A: Full Version of Annual Report on Research and Innovation 2019
 - Appendix B: Abridged Version of Annual Report on Research and Innovation 2019 – Slide Deck for Senate and the Board
-

Report on Research and Innovation 2019

R+I

RESEARCH + INNOVATION



McGill

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MESSAGE FROM DR. MARTHA CRAGO, VICE-PRINCIPAL (RESEARCH AND INNOVATION)

It is with great pleasure that I present the 2019 Annual Report on Research and Innovation at McGill University.

This annual report provides an overview of the research and funding awarded in the 2017/18 (FY2018) fiscal year. Our institution continues to grow and attract talent from across Canada and around the world, who come to join our diverse intellectual community. The strength of this community has helped us earn the highest amount of funding in McGill's history—\$567M.



McGill showed an increase in provincial and federal funding since the previous fiscal year and continues to be strong in CIHR and SSHRC funding. The impact of the research conducted is furthered through commercialization that encourages the transformation of ideas into real-world applications. In FY2018, McGill continued with successes in obtaining patents and the facilitation of startups, among others.

Looking ahead to 2020, we will continue to strive for research excellence, which requires a team effort. I am grateful for the many hardworking researchers at McGill and the committed staff in the research and innovation sector. It is through this outstanding dedication that McGill University remains a world-class, research-intensive institution. I am confident that in reading this report in detail, you will feel the same sense of pride as I do.



INTRODUCTION

The Annual Report on Research and Innovation provides a portrait of McGill's research funding performance, competitiveness relative to our peer universities, effectiveness in research output such as published work and collaborative partnerships with both academic and non-academic institutions, in Canada and internationally.

This report examines McGill's overall standing in major funding programs and progress in areas related to industry and partnerships in FY2018. This time period reflects the most recent and complete data available from various sources, which include:

- **InfoEd Global**, McGill's internal research administration database;
- **Canadian Association of University Business Officers (CAUBO)**, a non-profit organization representing the chief administrative and financial officers of over 100 institutions across Canada;
- **Observatoire des sciences et des technologies (OST)**, an organization dedicated to science, technology, and innovation that maintains a national research funding database for its partners from the Tri-Agency, the three federal research funding agencies;
- **Les Fonds de recherche du Québec (FRQ)**, the Province's three research funding agencies;
- **SciVal**, a bibliometric tool, based on the **Scopus** database, that offers access to research performance metrics of over 10,000 institutions in 230 regions and countries;
- **Statistics Canada**, Canada's national statistics office; and
- **AUTM**, formerly known as the Association of University Technology Managers, a non-profit organization that supports and advances technology transfer.

Certain metrics within this report are benchmarked in comparison to the U15 Group of Canadian Research Universities, a collective of Canada's most research-intensive universities. However, for ease of comparison, we have focused on our standing relative to certain provincial and national institutions.

Nationally, the University of Toronto, the University of British Columbia, l'Université de Montréal, the University of Alberta and McMaster University have been selected as comparator peer institutions as they resemble McGill in size, scope of research and are research intensive universities with a medical/doctoral program. Along with McGill, this group is referred to as the U6 for the purposes of this report.

Provincially, l'Université de Montréal, l'Université Laval, and l'Université de Sherbrooke serve as comparators as they are the only peer institutions with medical schools. Along with McGill, this group is referred to as the QC4 for the purposes of this report.

RANKINGS

University rankings are increasingly used for strategic planning, policy making and as a useful benchmark for both national and international comparison to peer institutions.

TABLE 1. U6 UNIVERSITY RANKINGS, 2019 – 2020

Institution	Maclean’s Medical/ Doctoral 2020 (2019)	Times Higher Education (THE) World University Rankings 2020 (2019)	Quacquarelli Symonds (QS) World University Rankings 2020 (2019)
McGill University	1 (1*)	42 (44)	35 (33)
University of Toronto	2 (1*)	18 (21)	29 (28)
University of British Columbia	3 (3)	34 (37)	51 (47)
McMaster University	4 (4)	72 (77)	140 (146)
University of Alberta	5 (6)	136 (132)	113 (109)
Université de Montréal	10 (10)	85 (90)	137 (149)

Source: Maclean’s, THE, QS *Tied for first in 2019

Nationally, the Maclean’s ranking includes 14 Canadian universities with a medical/doctoral program. McGill has held first place in the national ranking since 2006 except for the 2019 rankings in which McGill was tied for first with University of Toronto.

Internationally, despite differing ranking methodologies, McGill ranked similarly on the THE and the QS. Each of these providers ranks 1000 to 1250 universities worldwide. A more detailed description of each ranking provider’s methodology is presented in Appendix 1.



RESEARCH FUNDING PERFORMANCE

In FY2018, McGill’s total research funding was \$567M. McGill consistently ranks in the top five in Canada and the U15 in total research funding received from various sources, including the federal and provincial governments, non-profit organizations and industry.

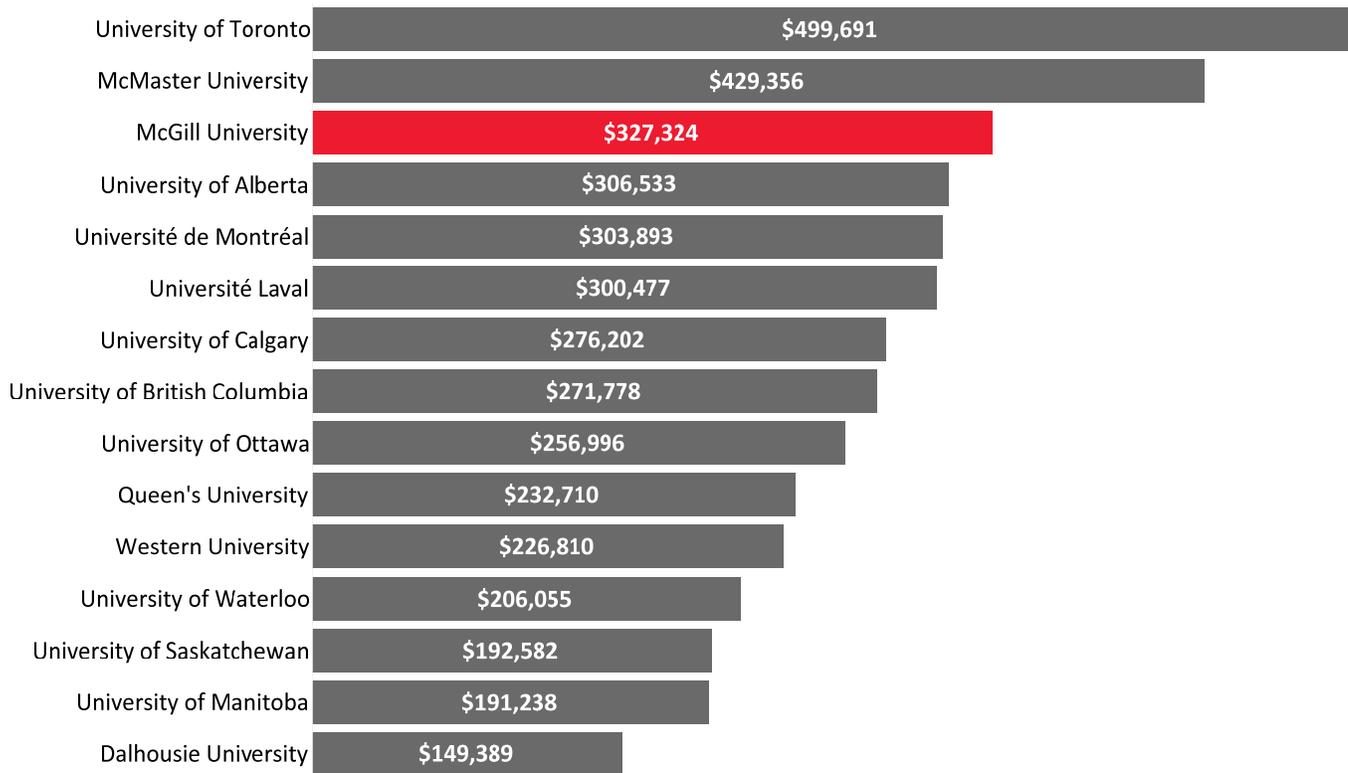
TABLE 2. U15 TOTAL RESEARCH FUNDING AND FACULTY COUNT, FY2018

Institution	Total Research Funding (\$ million)	Faculty Count*
University of Toronto	\$1,111	2,223
University of British Columbia	\$618	2,274
Université de Montréal	\$567	1,866
McGill University	\$567	1,731
University of Alberta	\$494	1,611
University of Calgary	\$422	1,527
Université Laval	\$404	1,344
McMaster University	\$392	912
University of Ottawa	\$315	1,224
Western University	\$261	1,149
University of Waterloo	\$213	1,032
University of Manitoba	\$212	1,107
Queen's University	\$176	756
University of Saskatchewan	\$175	909
Dalhousie University	\$142	945

Source: CAUBO (Totals) and Statistics Canada (Faculty Counts) * Faculty counts include full time, tenure/tenure track academic staff.

In relation to faculty count, McGill is also consistently among the top three most research intensive universities in Canada and the U15 as measured by the total amount of research funding per faculty member (Figure 1).

FIGURE 1. U15 RESEARCH FUNDING PER FACULTY MEMBER, FY2018



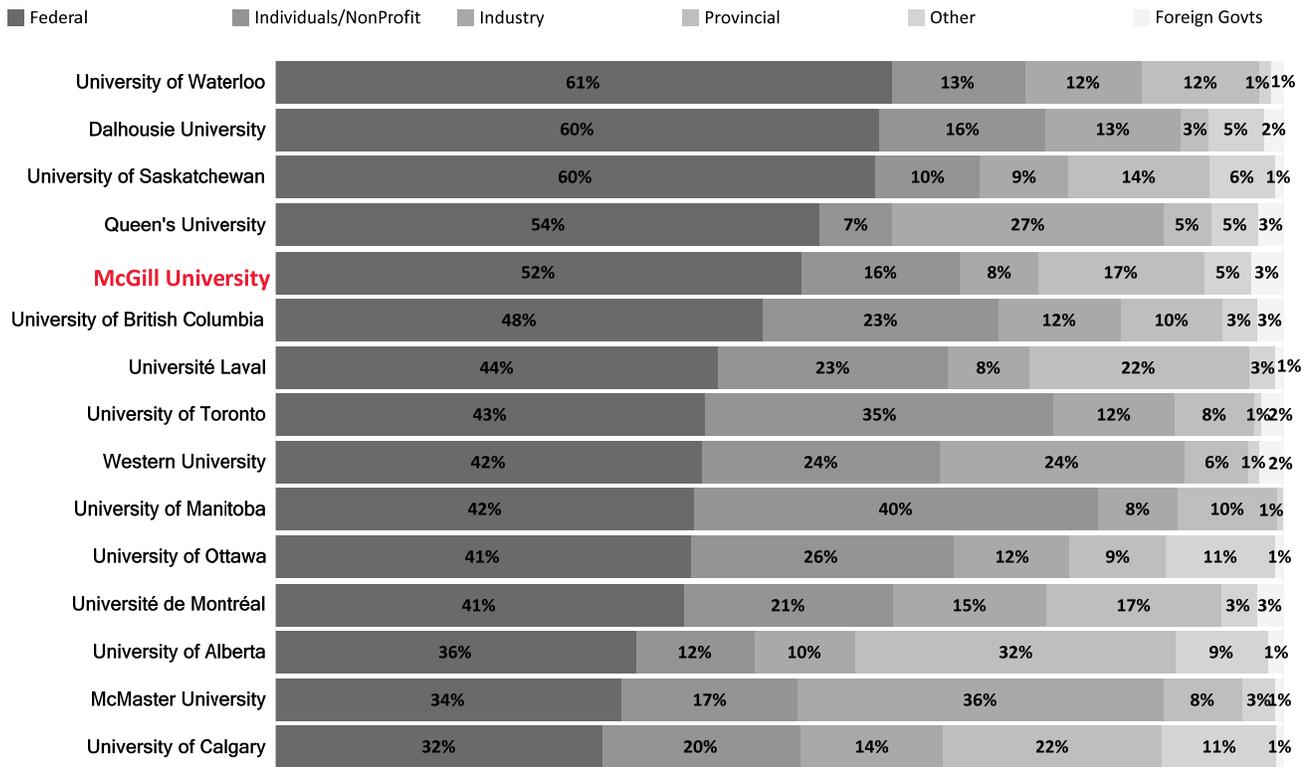
Source: CAUBO (Totals) and Statistics Canada (Faculty Counts)

R+I

RESEARCH FUNDING PERFORMANCE

The percentage of funding from the six main sources, out of the total, is shown in Figure 2, in descending order based on percentage of federal funding. While each of the universities in the U15 receive the largest amount of research funding from federal sources, the percentage differs greatly. Of comparable U6 institutions, McGill's percentage of federal funding is larger, while its percentage of industry funding is lower (see section on Industry funding on page 18).

FIGURE 2. U15 PERCENTAGE OF TOTAL RESEARCH FUNDING FROM VARIOUS SOURCES, FY2018

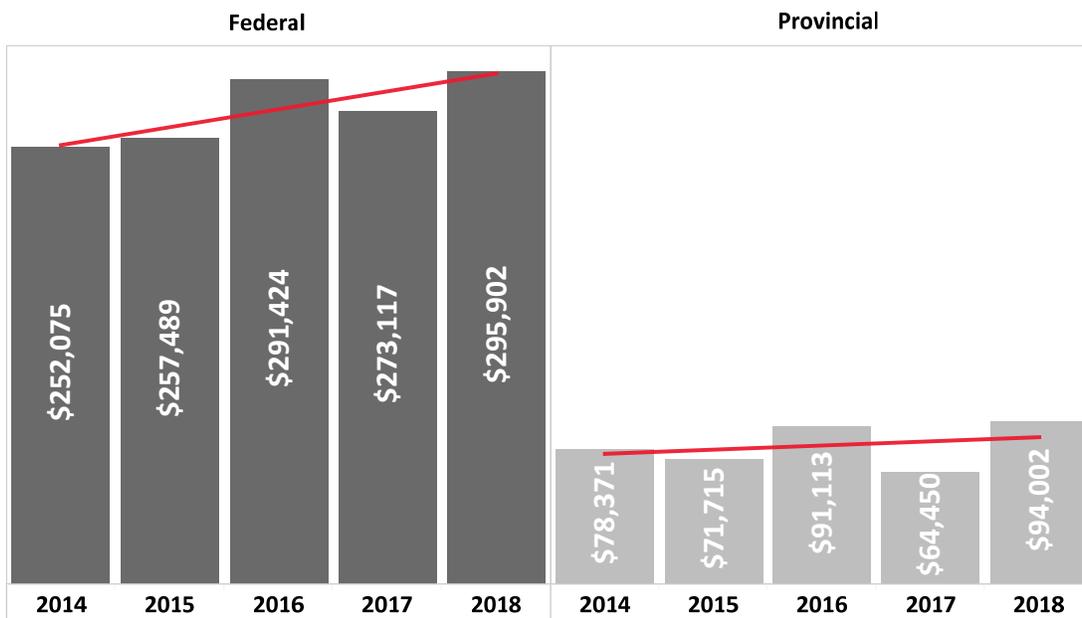


Source: CAUBO *Other includes municipal governments, other provincial governments and miscellaneous.

Together, provincial and federal funding have historically accounted for approximately 70% of McGill's total research funding. FY2018 was no exception, with 69% of McGill's funding from provincial or federal sources.

McGill's federal and provincial funding over the last five years is shown in Figure 3. The red trend line indicates a general increase in federal funding since FY2014. While the provincial funding in FY2018 was its highest in the last five years, there can be fluctuations in annual provincial funding due to intermittent matching competition funds provided by the Provincial government for the Canada Foundation for Innovation (CFI).

FIGURE 3. MCGILL'S RESEARCH FUNDING FROM FEDERAL AND PROVINCIAL SOURCES (IN THOUSANDS), FY2014 TO FY2018



Source: CAUBO

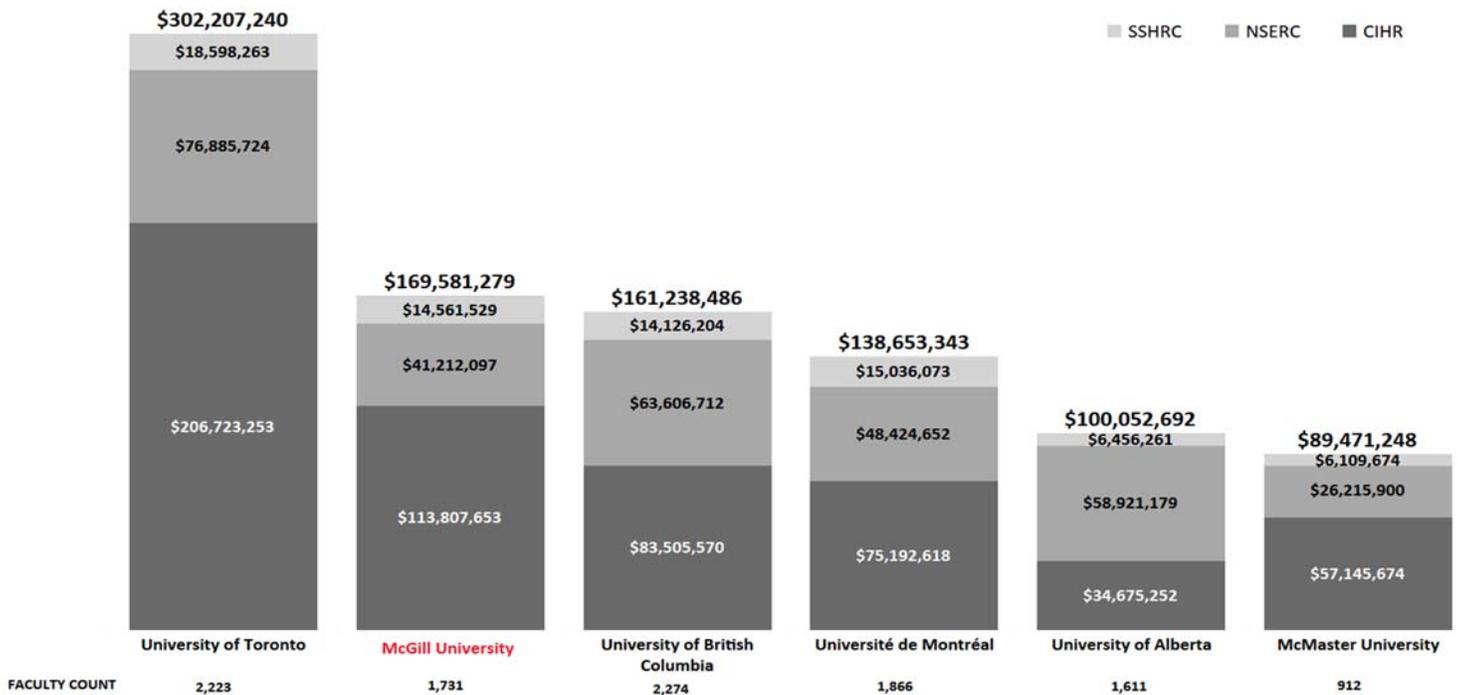
TRI-AGENCY FUNDING

The Tri-Agencies, composed of the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC), and the Social Sciences and Humanities Research Council (SSHRC), are the largest source of federal research funding for McGill. In FY2018, McGill received a total of \$169.6M from the Tri-Agencies, representing almost 60% of McGill's total federal research funding.

The three charts presented in this section, taken together, present a complete picture of Tri-Agency funding. In addition to the total funding amounts (Figure 4) and share of U15 funding (Figure 5), the data is also presented in relation to McGill's faculty count through a new metric, Funding Efficiency Index (FEI; Figure 6) within the U15.

Funding from the CIHR accounts for \$113.8M or slightly over two-thirds of the total amount received from the Tri-Agency at McGill. The remaining one-third of Tri-Agency funding is divided between NSERC and SSHRC (Figure 4).

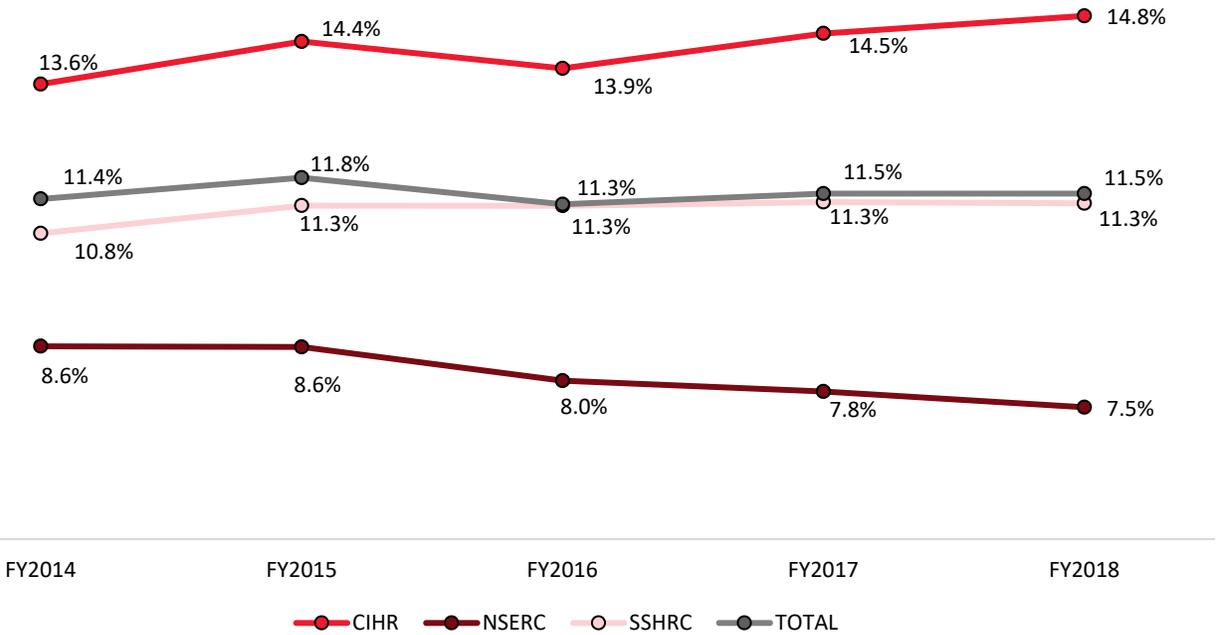
FIGURE 4. U6 TOTAL TRI-AGENCY FUNDING, FY2018



Source: CAUBO. Excludes Canada Research Chairs, scholarships and bursaries.

In FY2018, McGill had the second highest share of U15 Tri-Agency funding at 11.5%, behind only the University of Toronto. Figure 5 shows that McGill's share of the U15 NSERC funding has been gradually decreasing and has dropped from 8.6% in FY2014 to 7.5% in FY2018, while the share of CIHR funding has increased.

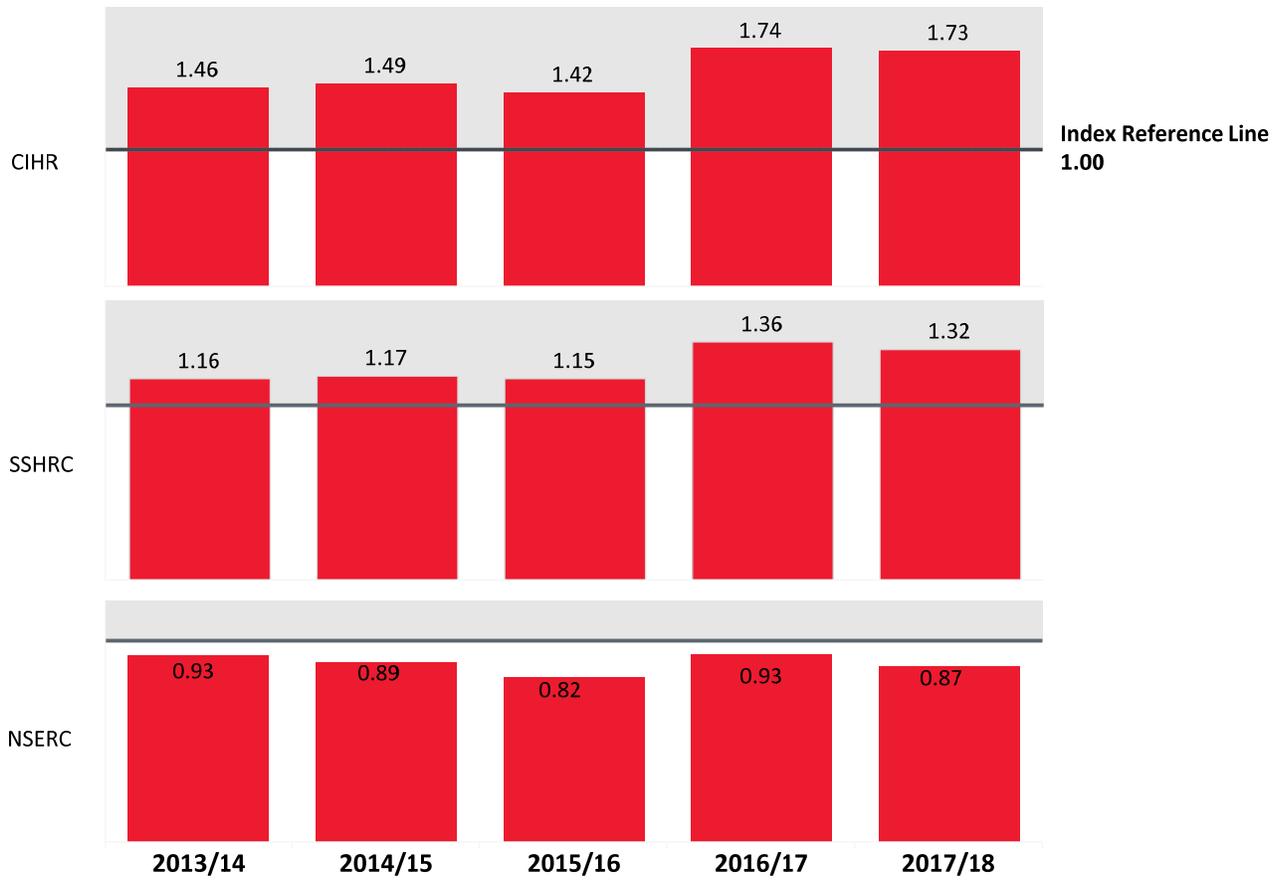
FIGURE 5. MCGILL'S SHARE OF U15 TRI-AGENCY FUNDING, FY2014 TO FY2018



SOURCE: OST

While share of U15 Tri-Agency funding is a useful metric, it is dependent on the size of an institution. Therefore, the FEI was created to compare McGill's share of U15 funding to its size as measured by its share of the U15 faculty count (Figure 6).

FIGURE 6. MCGILL'S TRI-AGENCY FUNDING EFFICIENCY INDEX (FEI), FY2014 TO FY2018



Source: CAUBO and Statistics Canada

An FEI of 1.0, depicted by the gray line, reflects a situation where the share of U15 Tri-Agency funding is proportionate to the share of the U15 faculty count. Figure 6 shows that for CIHR and SSHRC funding, McGill has an index of 1.73 and 1.32 respectively in FY2018, above the gray line. For NSERC, McGill had an index of 0.87 in FY2018 and is below the line, which indicates that McGill is receiving a smaller share of NSERC funding than McGill's faculty count would suggest. That is, McGill's 1731 faculty members (8.6% of the U15 total faculty count) received 7.5% of the NSERC funding to the U15.

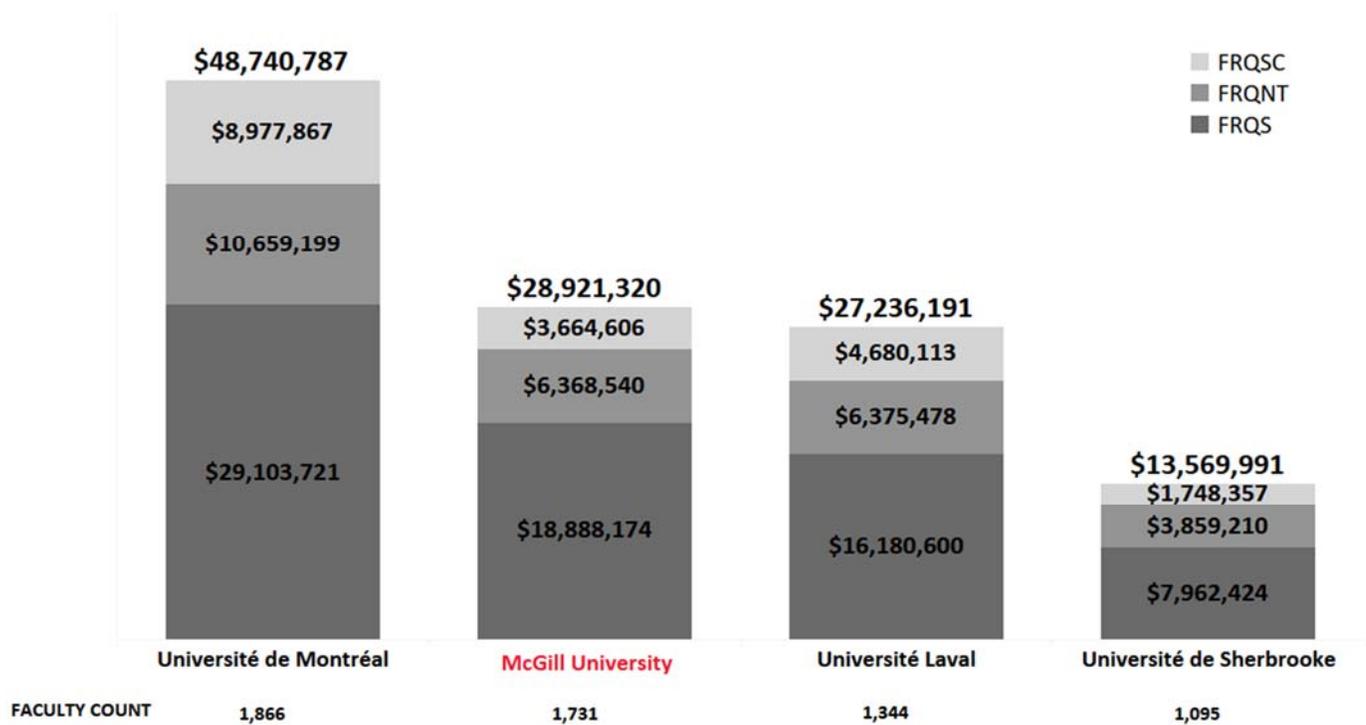
An in-depth analysis into the NSERC landscape is underway to provide more insight and context to McGill's NSERC funding. Funding from NSERC presents an opportunity for growth in research funding for McGill. Over the last three years, McGill has invested resources in strengthening its Office of Innovation and Partnerships to target new research partnership grants, such as the new Alliance Grants program launched by NSERC in December 2019, which merged and replaced five previously different programs.

FONDS DE RECHERCHE DU QUÉBEC FUNDING

In Québec, Tri-Agency funding is mirrored by the Fonds de Recherche du Québec (FRQ), as funding from FRQ represents three funding agencies, Nature et technologies (FRQNT), Société et culture (FRQSC), and Santé (FRQS).

The FRQ was the largest source of provincial research funding for McGill in FY2018. A comparison between FRQ funding for the QC4 is presented in Figure 7.

FIGURE 7. QC4 TOTAL FRQ FUNDING, FY2018



Source: FRQ. Excludes bourses et stages de formation. Fiscal year for FRQ is April 1st to March 31st.



The QC4 universities receive similar percentage of FRQS (60-65%). However, both l'Université de Montréal and l'Université Laval receive a slightly higher percentage of its FRQ funding from FRQSC than McGill (~17% vs 13%).

Among FRQ funding programs, McGill is very successful in two FRQNT programs: Research Support for New Academics (*Établissement de nouveaux chercheurs universitaires*) and the Team Research Project (*Projet de recherche en équipe*), both receiving the largest value of grants in FY2018 in the province.

As of October 2019, McGill was leading or participating in 70 or 75% of all Strategic Clusters (FRQNT, FRQSC) and Thematic Networks (FRQS). Of these 70, McGill is leading four FRQNT Strategic Clusters, four FRQSC Strategic Clusters and five FRQS Thematic Networks.

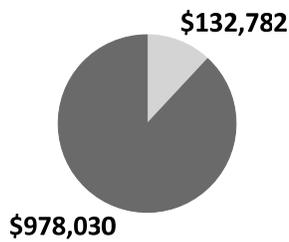
INDUSTRY AS A SOURCE OF RESEARCH FUNDING

In comparison to other institutions, McGill has historically received less of its overall research funding from industry sponsors (Figure 8). In FY2018, McGill received 8% of total research funding from industry.

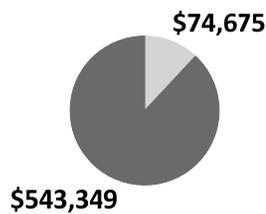
In FY2018, industry sponsors awarded a total of \$44M to McGill¹ in grants, contracts, and clinical trial funding. Clinical trial funding totaled \$4.14M for ongoing clinical trials. The pharmaceutical sector provided the majority of funding for these trials, with some funding coming from granting agencies or other universities.

FIGURE 8. U6 INDUSTRY AND NON INDUSTRY RESEARCH FUNDING (IN THOUSANDS, WITH PERCENT OF INDUSTRY FUNDING), FY2018

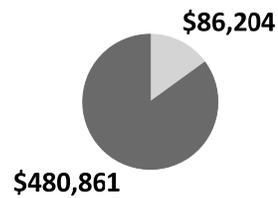
University of Toronto (12%)



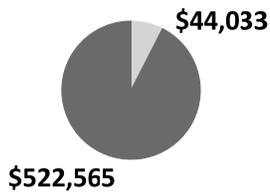
University of British Columbia (12%)



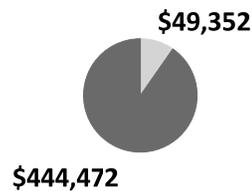
Université de Montréal (15%)



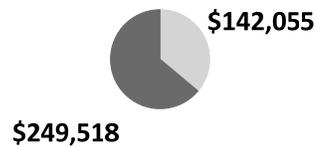
McGill University (8%)



University of Alberta (10%)



McMaster University (36%)

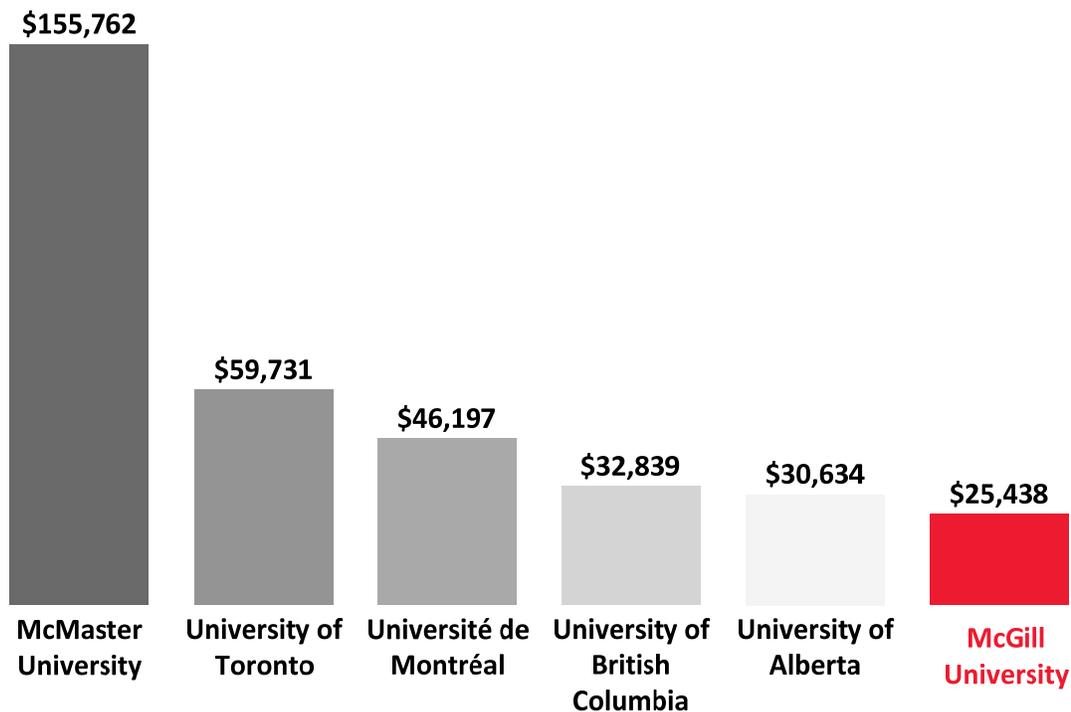


Source: CAUBO, includes industry sponsored donations and grants and contracts.

¹ Excludes industry contributions in-kind to CFI awards.

While McGill is third in the U6 for research funding per faculty, the amount of industry dollars per McGill faculty is lowest (Figure 9) at \$25,438.

FIGURE 9. U6 INDUSTRY FUNDING PER FACULTY, FY2018



Source: CAUBO, includes industry sponsored donations and grants and contracts.

In addition to industry research funding, other measures of industry and partnership activity are reported through AUTM, which conducts an annual survey on Canadian technology licensing and related activity. The detailed report with data from the 2018 calendar year is expected in winter/spring of 2020. Therefore, data from the AUTM 2017 Canadian Licensing Activity Survey is presented in this report (*AUTM 2017 Canadian Licensing Activity Survey*).

In the 2017 calendar year, McGill received \$3M in gross license income. Other key metrics include:

- 16 licenses
- 9 options
- 108 disclosures
- 108 new patent applications
- 8 start-ups

PUBLICATIONS AND BIBLIOMETRICS

The use of bibliometrics in measuring research output is becoming increasingly widespread in evaluating research performance and can assist in decision making when considered with other measures of research performance.

The Elsevier bibliometrics tool SciVal provides data in three levels of bibliometrics—journal, article and author/institutional. Four of the most commonly used *Snowball Metrics* are presented in Table 3, which provides an overview of McGill’s scholarly output and research impact over the last 10 years.

*Snowball Metrics*² are an international standardized set of metrics, chosen by research intensive universities to facilitate institutional benchmarking. These metrics are well established, and consistently applied.

Since 2009, McGill has shown a consistent yearly increase in scholarly output (number of publications). Field-Weighted Citation Impact (FWCI) has also increased, with slight decreases in the last couple of years for which citation data is not yet complete. This metric reflects how the number of citations received by McGill publications compares with the average number of citations received by similar publications. A FWCI of 1.00 would indicate that McGill’s publications have been cited as would be expected based on the global average for similar publications.

TABLE 3. KEY BIBLIOMETRICS FOR MCGILL, 2009 TO 2018

Metric	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Scholarly Output	6193	6465	7001	7700	8063	8229	8442	8311	8689	8786
Field-Weighted Citation Impact	1.71	1.78	1.74	1.86	1.78	1.8	1.93	1.97	1.88	1.77
Publications in Top Journal Percentiles (top 10%) ³	41.5	40.5	40	44	44.3	42.3	43.8	44.1	42.6	38.9

Source: SciVal. Data as of January 15, 2020.

² Snowballmetrics.com

³Number of publications in the top 10% journals by CiteScore.

Among the U6, for these same metrics over a five year period, McGill is third in scholarly output, but has the highest percentage of publications in the top 10% journal percentiles (Table 4).

TABLE 4. U6 KEY BIBLIOMETRICS, 2014 TO 2018

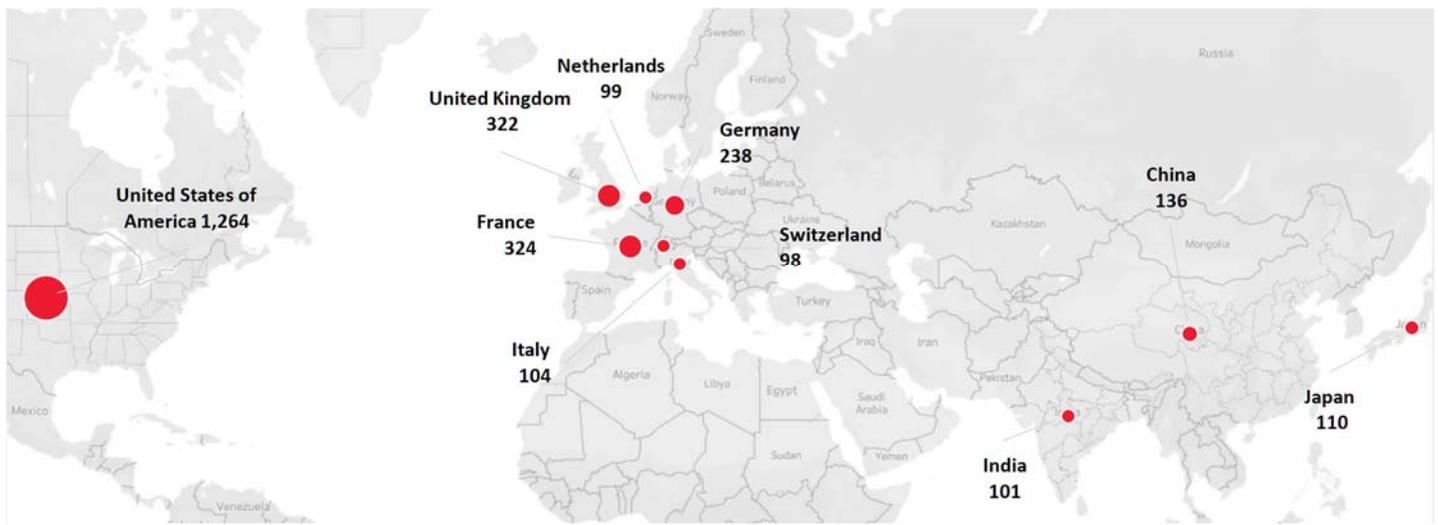
Institution	Scholarly Output	Field-Weighted Citation Impact	Publications in Top 10% Journal Percentiles	Citations per Publication
<i>University of Toronto</i>	87,292	2.06	40.3%	16.2
<i>University of British Columbia</i>	50,976	2.01	40.8%	15.6
McGill University	42,532	1.88	42.3%	15.1
<i>University of Alberta</i>	37,174	1.69	38.9%	12.8
<i>Université de Montréal</i>	33,329	1.91	37.5%	14.8
<i>McMaster University</i>	24,965	2.15	36.2%	15.9

Source: SciVal. Data as of January 15, 2020.

INTERNATIONAL COLLABORATIONS

Research capacity is enhanced through collaborations with researchers around the world as international collaborations can distribute research costs and allow for larger scale projects. Figure 10 shows the 10 top countries that McGill has collaborated with since 2009.

FIGURE 10. TOP 10 COLLABORATING RESEARCH COUNTRIES BY NUMBER OF FUNDED RESEARCH PROJECTS, 2008 TO 2019



Source: InfoEd

McGill has had the highest number of funded collaborations with the US, UK and France. A number of countries have shown an increase in the number of new funded projects over last five years. For example, while not in the top 10 of collaborating countries, the number of funded research collaborations with Australia have increased steadily.

The scientific landscape is increasingly international. For example, the proportion of worldwide publications with international co-authorship (authors from at least two countries) was 23% in 2018, and the European Union, China, United States, India, Japan, and South Korea together produce more than 70% of the worldwide refereed science and engineering publications⁴. These facts highlight the importance of international collaborations.

⁴ 2020 National Science Board Science and Engineering Indicators.

The percentage of international collaborations on publications at McGill has steadily increased over the last 10 years and has averaged 50% of total publications. Table 5 summarizes the boost that international collaborations can have on the field weighted citation impact measure.

TABLE 5. METRICS BY COLLABORATION FOR MCGILL, 2009 TO 2018

Metric	% of Publications	Scholarly Output	Citations	Citations per Publication	Field-Weighted Citation Impact
<i>International collaboration</i>	50.4%	39,275	1,246,580	31.7	2.39
<i>National collaboration</i>	19.6%	15,319	279,602	18.3	1.42
<i>McGill collaboration</i>	21.6%	16,856	268,052	15.9	1.22
<i>Single McGill authorship (no collaboration)</i>	8.4%	6,542	54,320	8.3	1.08

Source: SciVal. Data as of February 7, 2020.

Table 6 provides a list of the institutions with which McGill has had the greatest number of co-authored publications over the last five years. At the top of this list is Harvard University, with over 2000 co-authored publications. Among the institutions listed below, the University of Washington and the University College of London have shown the greatest increase in the number of co-authors with McGill (150% and 62% respectively from 2014 to 2018).

TABLE 6. TOP 10 INTERNATIONAL INSTITUTIONS COLLABORATING WITH MCGILL BY NUMBER OF CO-AUTHORED PUBLICATIONS, 2014 TO 2018

Institution	# Co-authored publications
1 Harvard University (USA)	2169
2 Centre national de la recherche scientifique (France)	1532
3 Stanford University (USA)	1268
4 University of Michigan, Ann Arbor (USA)	1167
5 University College London (United Kingdom)	1138
6 University of Oxford (United Kingdom)	1133
7 Columbia University (USA)	1120
8 University of Pennsylvania (USA)	1117
9 Université Paris-Saclay (France)	1057
10 University of Washington (USA)	1044

Source: SciVal. Data as of January 27, 2020.

ROYAL SOCIETY OF CANADA FELLOWS AND COLLEGE OF NEW SCHOLARS, ARTISTS AND SCIENTISTS

Royal Society of Canada (RSC) Fellows are elected to one of the Society’s three Academies – the Academy of Arts and Humanities; the Academy of Social Sciences; and the Academy of Science.

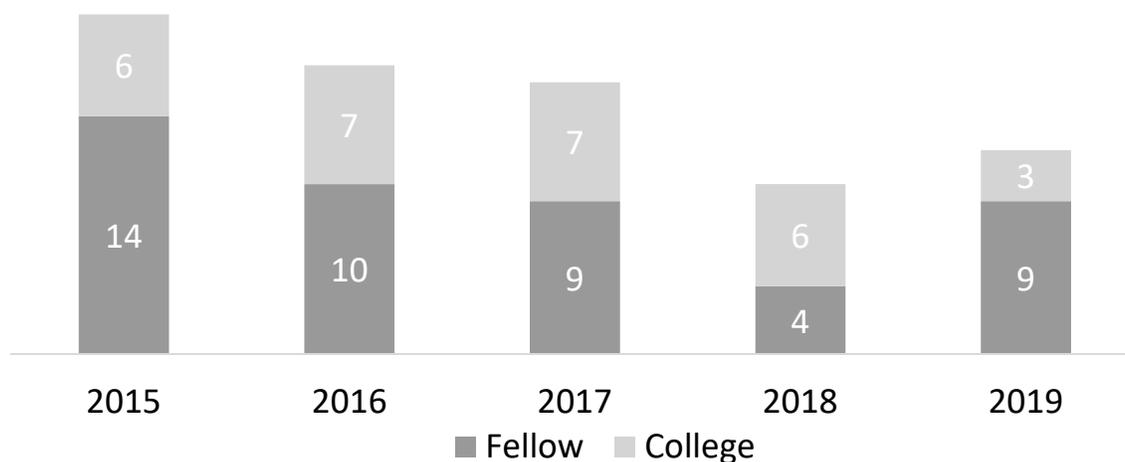
As a complement to the Academies, the RSC established the College of New Scholars, Scientist and Artists in 2014. The College recognizes individuals who have begun demonstrating leading scholarly, research or artistic excellence within 15 years of having completed their post-doctoral program or its equivalent. Members of the College are elected for a period of seven years.

Election to the RSC as either a Fellow or as a College member is a top honour for researchers in Canada. There are currently over 2,000 Fellows and 219 College members overall.

The number of McGill faculty newly elected each year as Fellows or College members is shown in Figure 11. In the last five years:

- There were 46 new Fellows for a total of 192.
- There were 29 new College members for a total of 31.

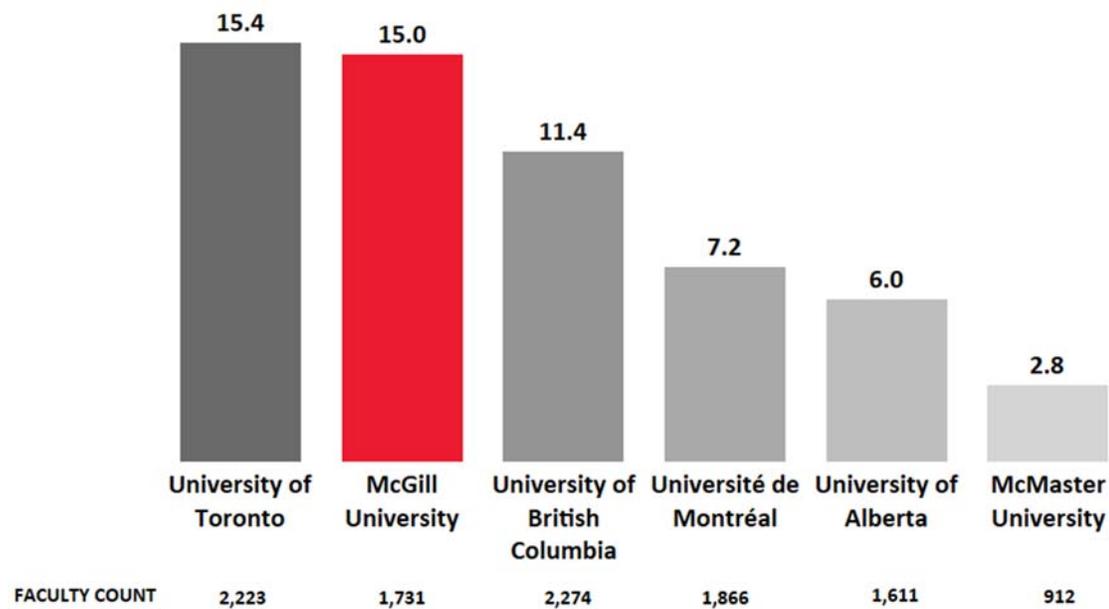
FIGURE 11. NUMBER OF NEW FELLOWS AND COLLEGE MEMBERS ELECTED FOR MCGILL, 2015 TO 2019



Source: Royal Society of Canada

As there are a small number of newly elected members, it is difficult to determine if there is an increase or decrease for McGill over time. In this case, benchmarking against other institutions can provide additional information on McGill’s performance. Figure 12 shows the average number of new Fellows and College members per year for the last five years for the U6. Despite a smaller faculty size, McGill has a similar average to that of Toronto.

FIGURE 12. AVERAGE NUMBER OF NEW ROYAL SOCIETY OF CANADA FELLOWS AND COLLEGE MEMBERS PER YEAR, 2015 TO 2019

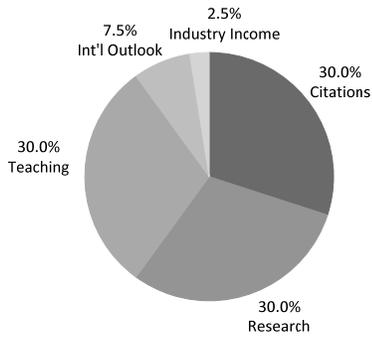


Source: Royal Society of Canada.

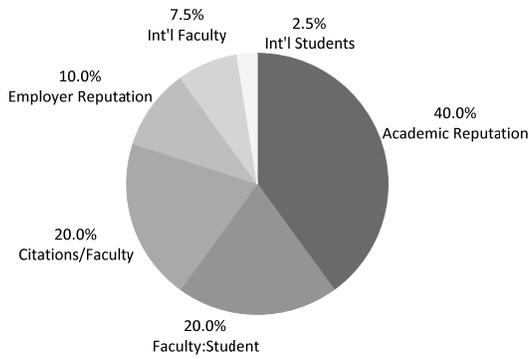
APPENDIX 1

Ranking providers and rank components as a percentage of total ranking score. Link to methodology and description of rank components included in title.

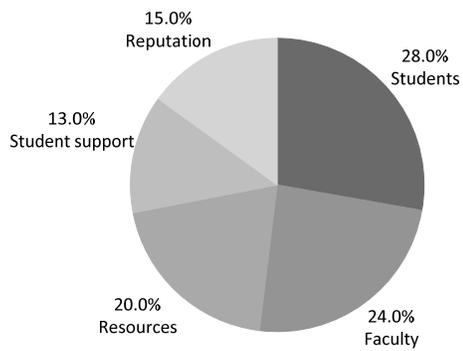
TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKING



QS WORLD UNIVERSITY RANKING



MACLEAN'S UNIVERSITY RANKING



Report on Research and Innovation

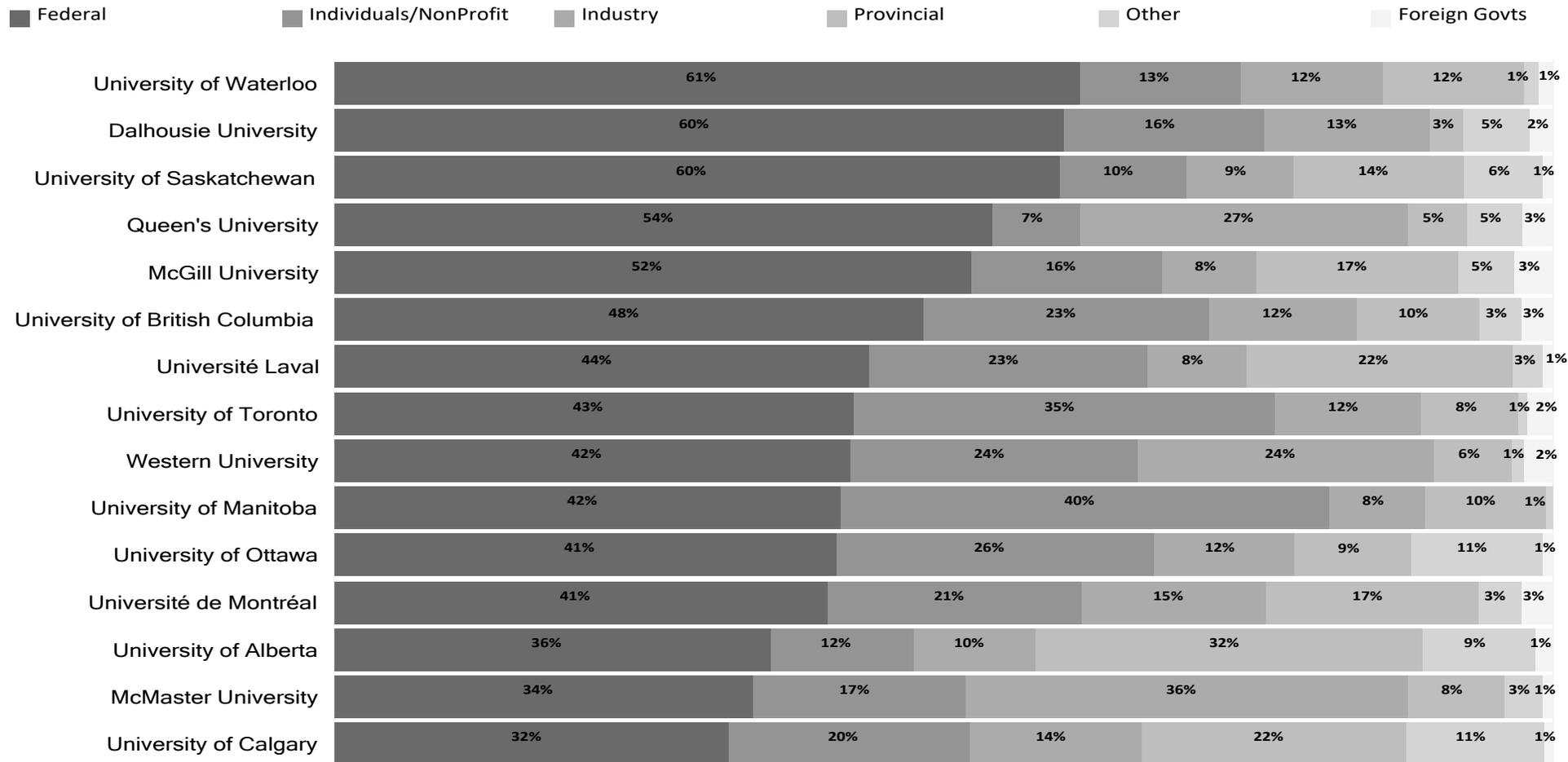
2019

U15 TOTAL RESEARCH FUNDING AND FACULTY COUNT, FY18

	Total Research Funding (\$ million)	Faculty Count*
University of Toronto	\$1,111	2,223
University of British Columbia	\$618	2,274
Université de Montréal	\$567	1,866
McGill University	\$567	1,731
University of Alberta	\$494	1,611
University of Calgary	\$422	1,527
Université Laval	\$404	1,344
McMaster University	\$392	912
University of Ottawa	\$315	1,224
Western University	\$261	1,149
University of Waterloo	\$213	1,032
University of Manitoba	\$212	1,107
Queen's University	\$176	756
University of Saskatchewan	\$175	909
Dalhousie University	\$142	945

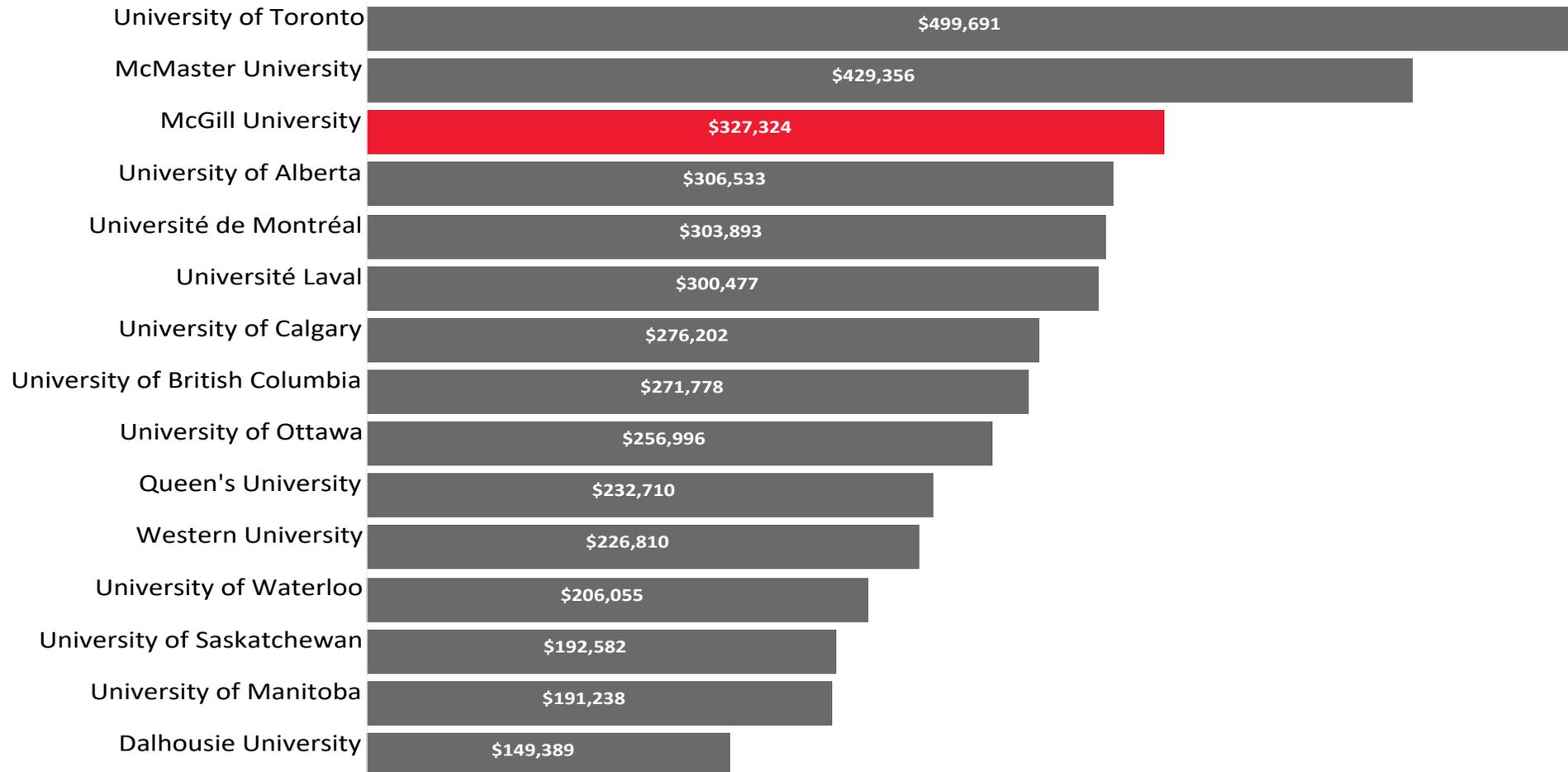
Source: CAUBO (Totals) and Statistics Canada (Faculty Counts) * Faculty counts include full time, tenure/tenure track academic staff.

U15 PERCENTAGE OF TOTAL RESEARCH FUNDING FROM VARIOUS SOURCES, FY2018



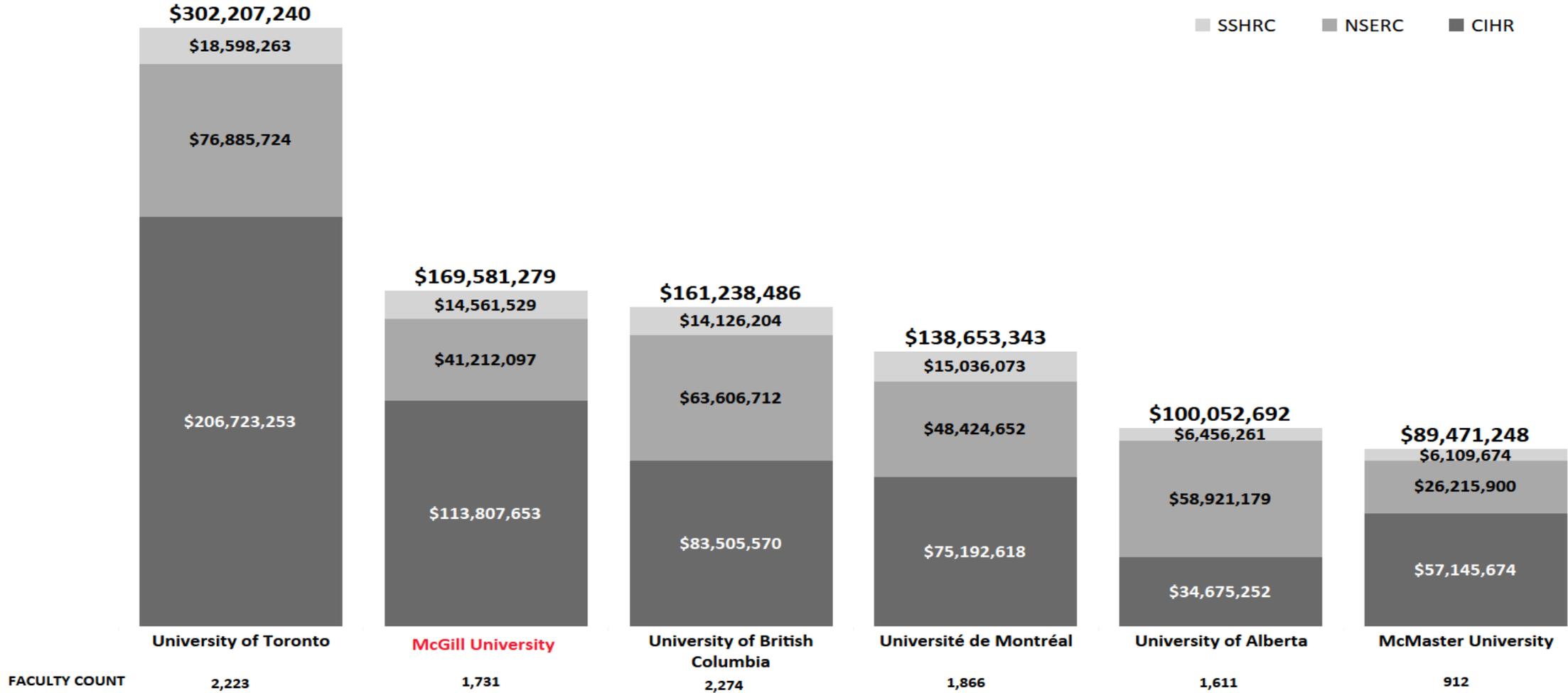
Source: CAUBO *Other includes municipal governments, other provincial governments and miscellaneous.

U15 RESEARCH FUNDING PER FACULTY MEMBER, FY18



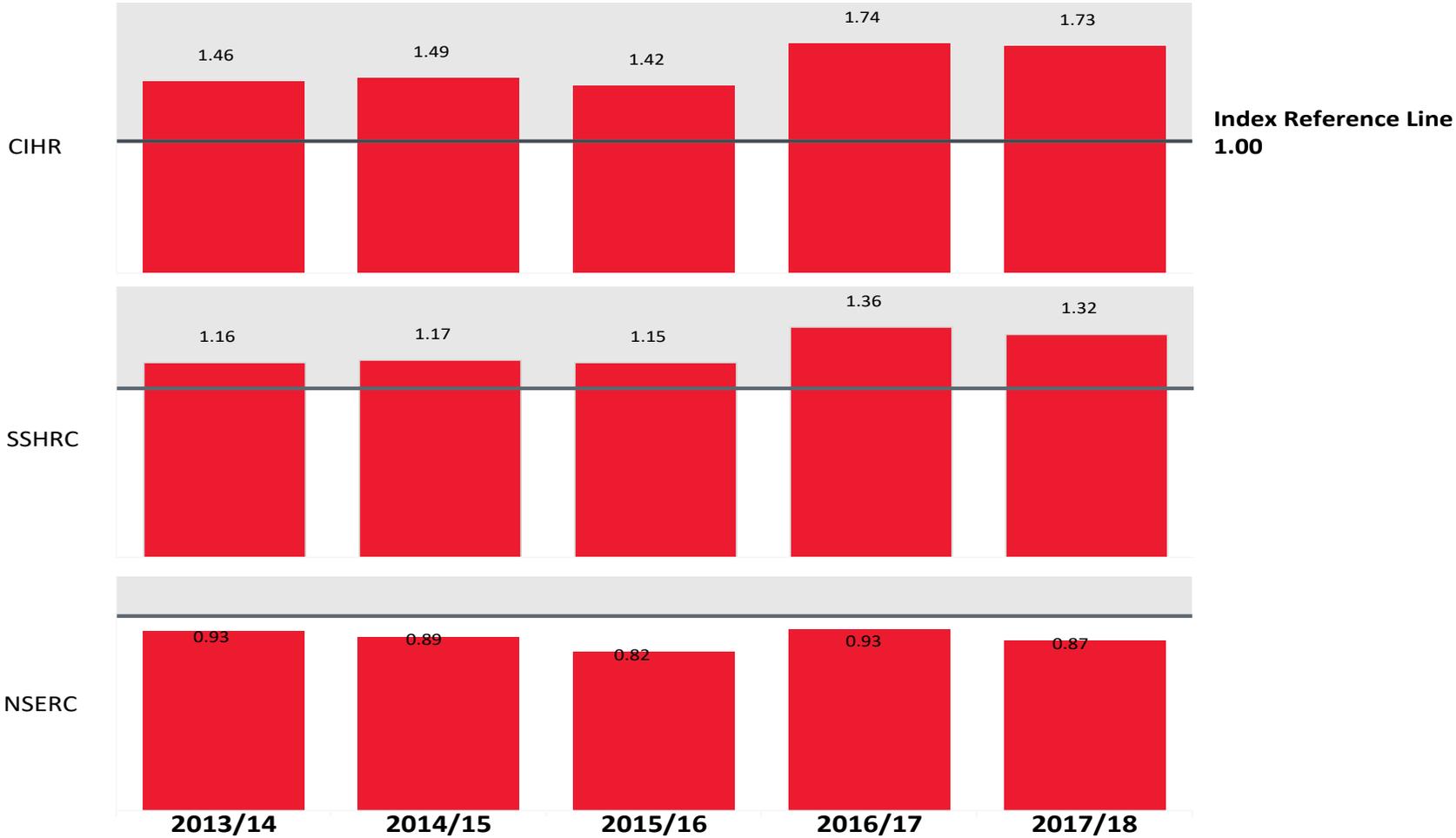
Source: CAUBO (Totals) and Statistics Canada (Faculty Counts)

U6 TOTAL TRI-AGENCY FUNDING, FY18



Source: CAUBO. Excludes Canada Research Chairs, scholarships and bursaries

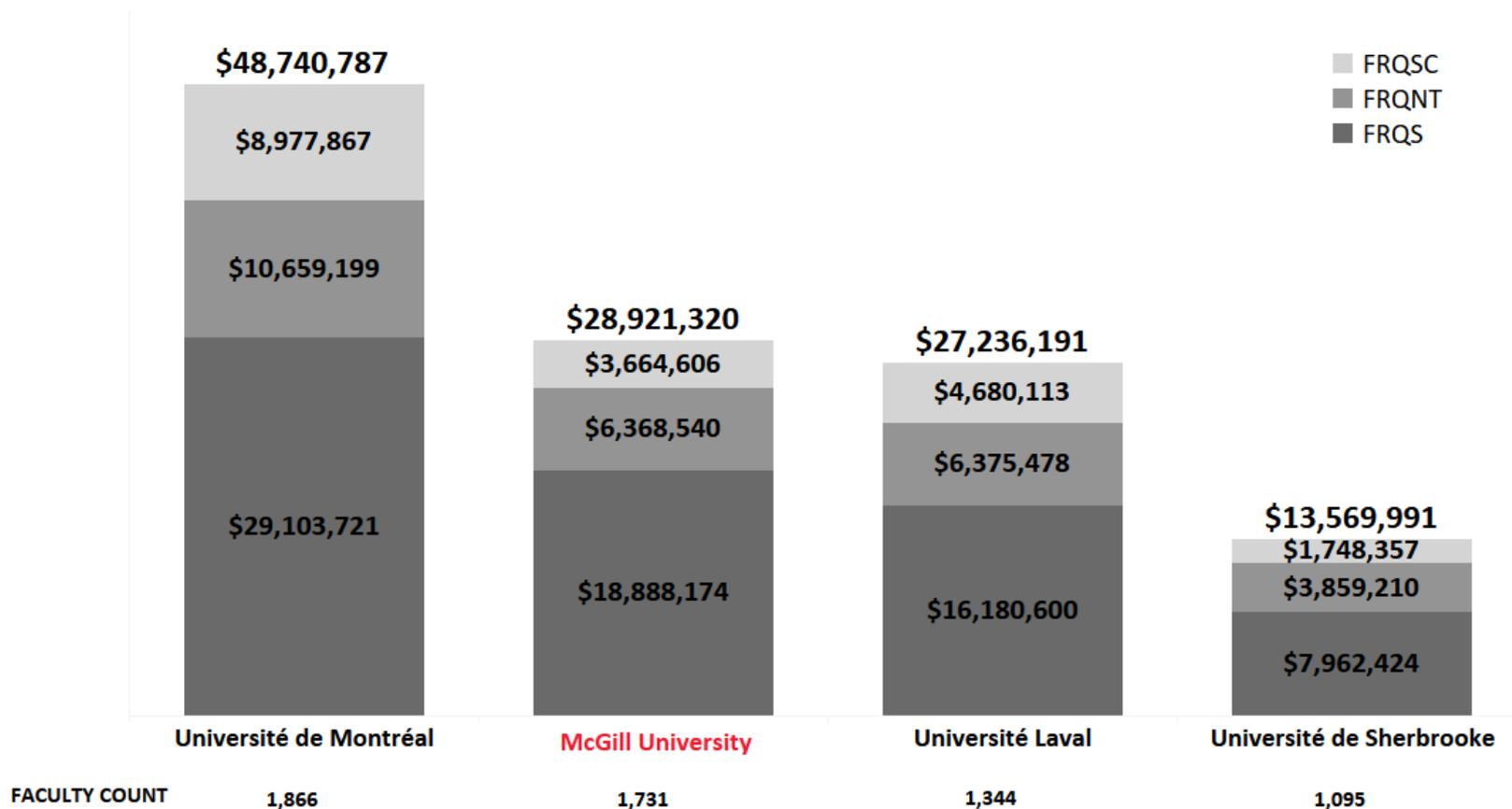
McGILL'S TRI-AGENCY FUNDING EFFICIENCY INDEX, FY14 – FY18



Source: CAUBO and Statistics Canada



QC4 TOTAL FRQ FUNDING, FY18

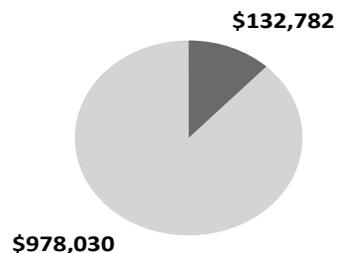


- Among FRQ funding programs, McGill is very successful in two FRQNT programs: Research Support for New Academics (*Établissement de nouveaux chercheurs universitaires*) and the Team Research Project (*Projet de recherche en équipe*), both receiving the largest value of grants in FY2018 in the province.
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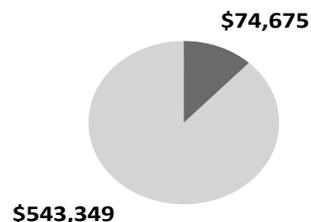
Source: FRQ. Excludes bourses et stages de formation. Fiscal year for FRQ is April 1st to March 31st.

U6 INDUSTRY AND NON INDUSTRY RESEARCH FUNDING (IN THOUSANDS, AND PERCENT OF INDUSTRY FUNDING), FY18

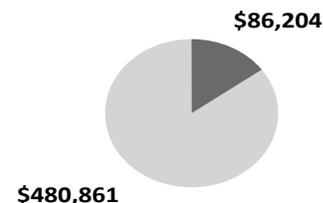
University of Toronto (12%)



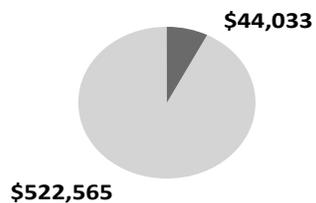
University of British Columbia (12%)



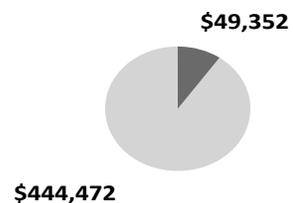
Université de Montréal (15%)



McGill University (8%)



University of Alberta (10%)

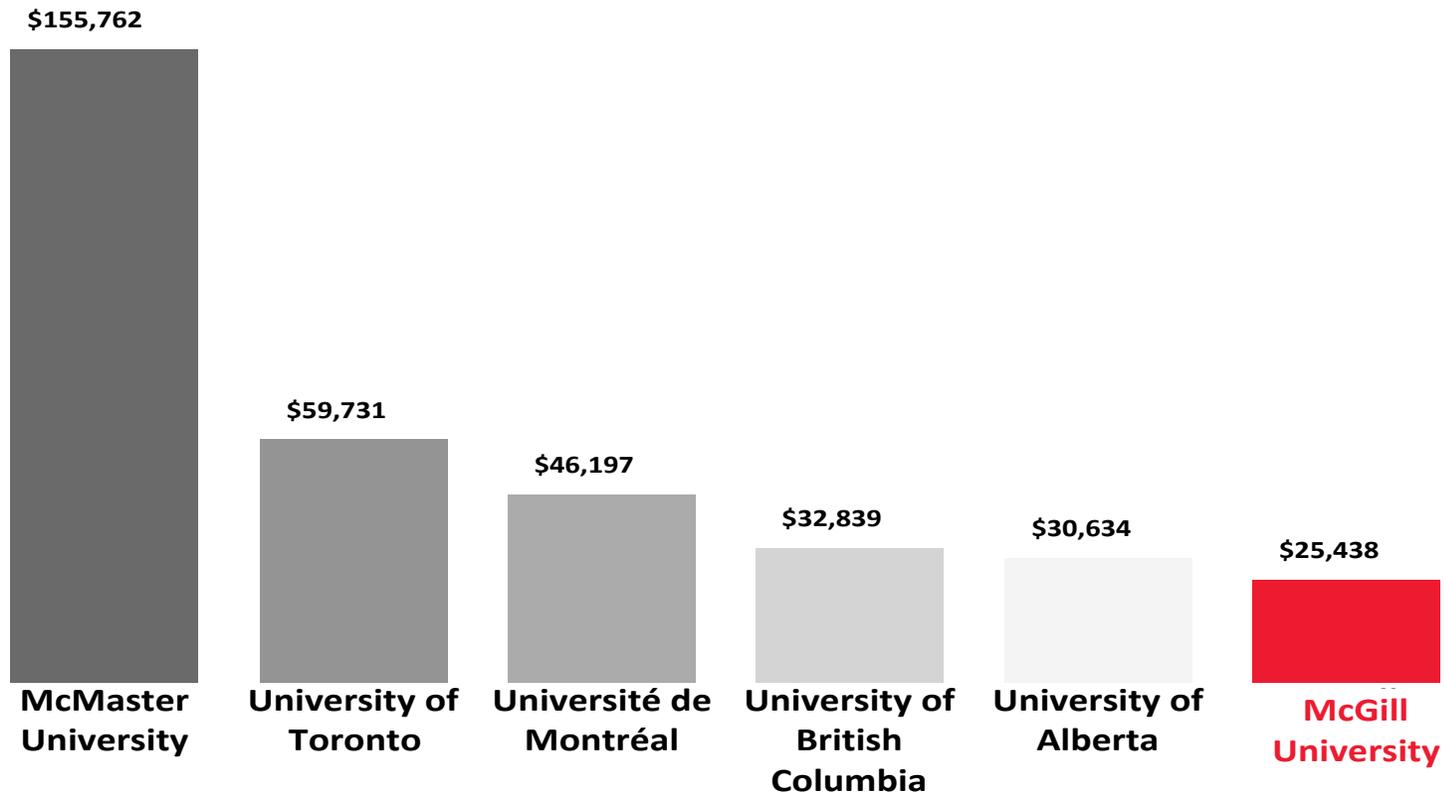


McMaster University (36%)



Source: CAUBO, includes industry sponsored donations and grants and contracts.

U6 INDUSTRY FUNDING PER FACULTY, FY18



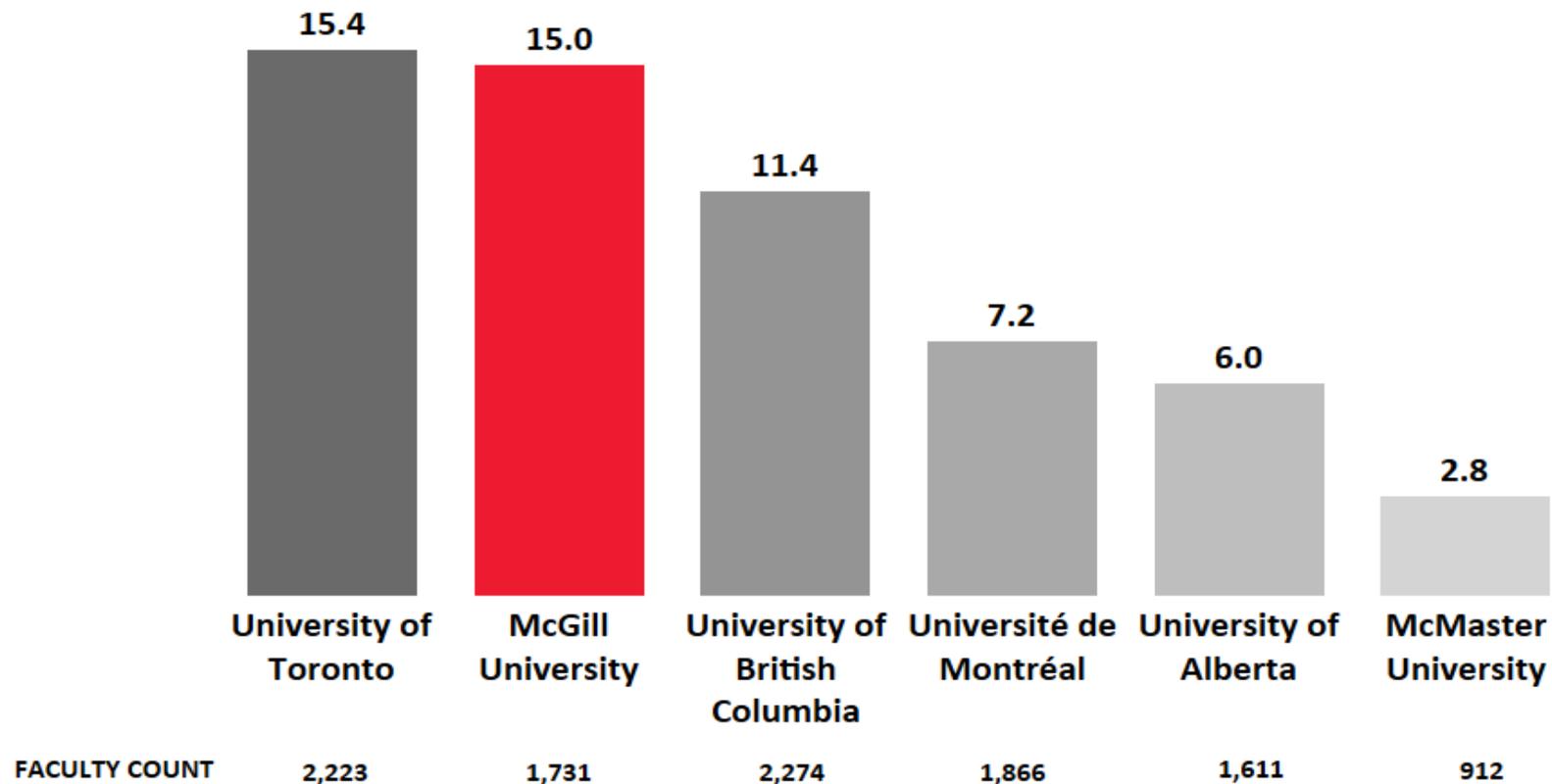
Source: CAUBO, includes industry sponsored donations and grants and contracts.

U6 KEY BIBLIOMETRICS, 2014 – 2018

Institution	Scholarly Output	Field-Weighted Citation Impact	Publications in Top 10% Journal Percentiles	Citations per Publication
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McGill University	42,532	1.88	42.3%	15.1
<i>University of Alberta</i>	37,174	1.69	38.9%	12.8
<i>Université de Montréal</i>	33,329	1.91	37.5%	14.8
<i>McMaster University</i>	24,965	2.15	36.2%	15.9

Source: SciVal. Data as of January 15, 2020.

U6 AVERAGE NUMBER OF NEW ROYAL SOCIETY OF CANADA FELLOWS AND COLLEGE MEMBERS PER YEAR, 2015 – 2019



Source: Royal Society of Canada



Memorandum

Deputy Provost (Student Life and Learning)

James Administration Building, Room 621

845 Sherbrooke St. West

Tel: 514-398-3109

TO: Senate Steering Committee

FROM: Professor Fabrice Labeau, Interim Deputy Provost (Student Life & Learning)

SUBJECT: Annual Report on Scholarships and Student Aid (2018-19)

DATE: April 7, 2020

DOCUMENT #: D19-43

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE	Presentation of the annual report on Scholarships and Student Aid for the year 2018-19.
BACKGROUND & RATIONALE	<p>The Committee on Enrolment and Student Affairs' terms of reference require that it reports annually to Senate, including student financial awards within the scope of the Scholarships & Student Aid Office:</p> <ul style="list-style-type: none"> • Government student financial assistance to all students • Institutional need-based aid to all students • Institutional merit-based scholarships and other awards to undergraduate students
PRIOR CONSULTATION	The draft was presented to Committee on Enrolment and Student Affairs on March 10, 2020.
SUSTAINABILITY CONSIDERATIONS	Sustainability is taken into account in ensuring support for scholarships and student aid.
IMPACT OF DECISION AND NEXT STEPS	N/A
MOTION OR RESOLUTION FOR APPROVAL	This item is presented for information.
APPENDICES	Appendix A: 2018/19 Report on Scholarships and Student Aid



McGill

**Student
Services**

**Services aux
étudiants**

**Report on
Scholarships & Student Aid
2018/19**

February 2020

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2018/19 REPORT ON SCHOLARSHIPS & STUDENT AID

This document fulfills the obligation of the Committee on Enrolment and Student Affairs to report annually to Senate on awards and financial aid provided to McGill students.

OVERVIEW

In 2018/19, the volume of need-based student assistance and undergraduate awards was \$123M, representing an increase of 3.0% in one year and 76.5% increase in the past decade. Table 1 below provides a high level breakdown by type of assistance and Table 2 provides a reconciliation of funding sources for McGill's own student assistance programs in 2018/19, representing a 4.8% increase over the previous year. **Appendix 1** provides multi-year details by award type and study level.

Table 1:

Student assistance (need-based aid for all students and merit-based awards for undergraduates) reported by the Scholarships & Student Aid Office, with 10 year comparison

	2018/19	2017/18	2008/09
McGill Need-Based Aid (all students)	\$18,632,598	\$18,899,154	\$8,234,894
McGill Merit-Based Awards (undergraduate only)	\$14,584,951	\$13,505,014	\$6,036,781
Special Awards (Mobility, Loran, Project Hero and MasterCard)	\$5,803,460	\$4,814,017	\$1,078,814
Sub-Total McGill Student Assistance	\$39,021,010	\$37,218,185	\$15,350,489
Government Student Financial Assistance (all students)	\$83,719,575	\$81,964,403	\$54,195,459
GRAND TOTAL	\$122,740,585	\$119,182,588	\$69,545,948
% Increase		3.0%	76.5%

Table 2:

Institutional funding sources in support of McGill student assistance reported by the Scholarships & Student Aid Office

	2018/19	%	2017/18	%
Central Strategic Allocation	\$8,980,717	23.0	\$9,208,310	24.7
Income from Endowments	\$12,305,565	31.5	\$11,825,049	31.8
Direct Donations	\$10,171,528	26.1	\$9,598,634	25.8
Special Grants (Work Study, Mobility)	\$2,065,091	5.3	\$1,920,071	5.2
Researchers' Grants (undergraduate only)	\$1,987,287	5.1	\$1,862,059	5.0
Federal, Provincial & Other Granting Agencies (UG only)	\$755,313	1.9	\$829,142	2.2
Other Internal Funds	\$2,755,511	7.1	\$1,974,920	5.3
GRAND TOTAL	\$39,021,010	100	\$37,218,185	100
% Increase			4.8%	

Note 1: Restricted loan funds are included in Direct Donations, as they are historical gifts reused upon loan repayment by previous recipients.

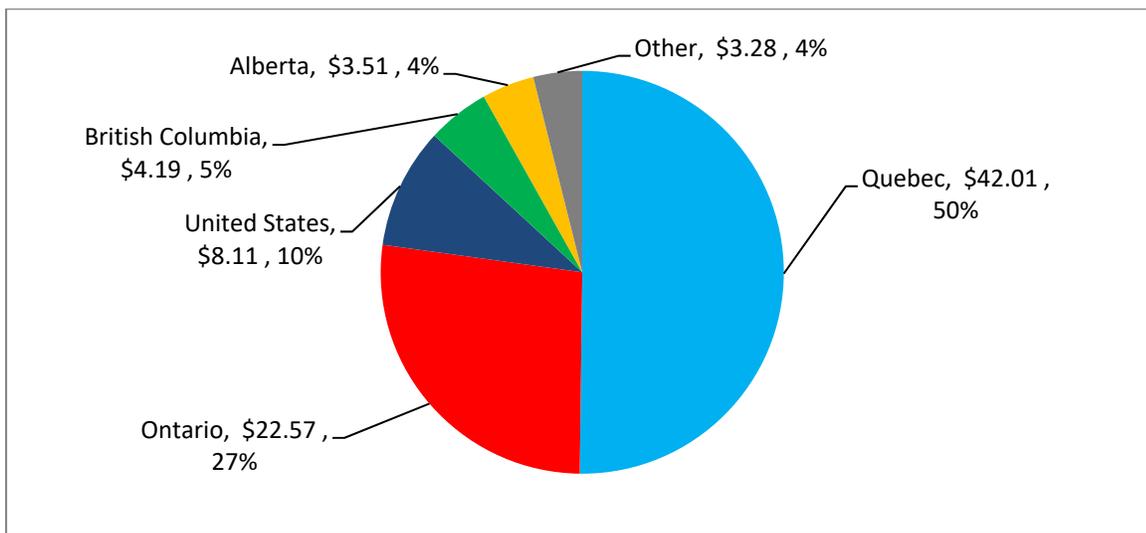
Note 2: Central Strategic Allocation received in 2019/19 was \$9.7M; understated herein due to transfers to restricted (donation/endowment) funds as part of a matching agreements.

GOVERNMENT STUDENT FINANCIAL ASSISTANCE

Figure 1 shows the breakdown of \$83.7M government aid by major jurisdiction. Approximately 45% is non-repayable grants. The number of government aid recipients has increased over the past decade partly due to an increase of student enrolment at the University. The proportion of students receiving government aid to help fund their studies remains fairly constant at 34.9% of full-time degree students with access to Canadian or U.S. government aid programs.

McGill has the largest number of Ontario Student Assistance Program (OSAP) recipients outside of Ontario-based institutions. Excluding American domestic schools, McGill administers one of the highest volume U.S. Direct Loans Programs worldwide.

Figure 1: Government aid (grants and loans) by jurisdiction, all students, in millions, \$83.7M total

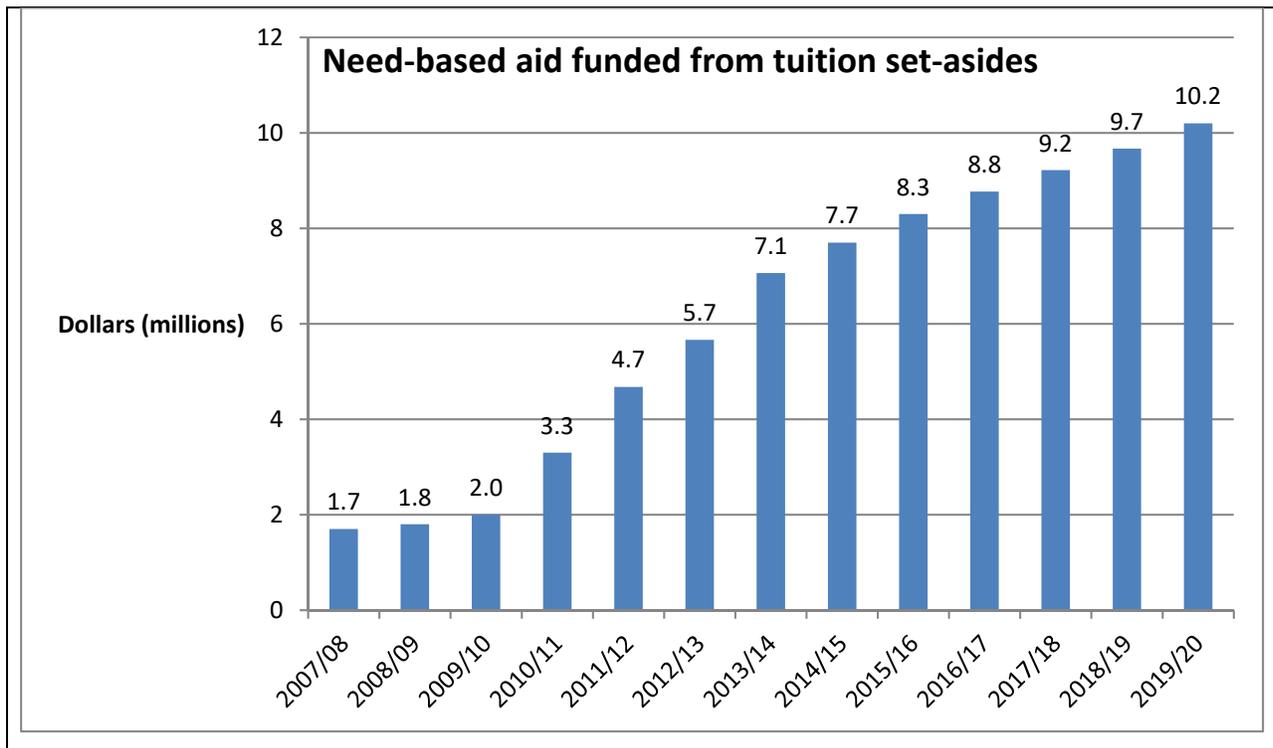


MCGILL NEED-BASED SUPPORT

Adequate student financial support is a key component towards attracting a diverse student body, especially for students with significant need. Substantial increases in funding for McGill financial aid programs are bringing us closer to our goal of ensuring all qualified students can gain access to McGill, regardless of their financial circumstances.

Growth in McGill's need-based aid programs is made possible by the University's commitment to set-aside a portion of net new revenue derived from tuition increases for student financial support. As depicted in Figure 2, the 2018/19 central allocation of \$9.7M represented an increase of 4.9% over the previous year. The 2019/20 budget is confirmed at \$10.2M.

Figure 2: Need-based Aid Allocated from Tuition Set-Asides



Funding for students is further enhanced by generous alumni and donors and due to the efforts of University Advancement (UA) and the faculties. Also noteworthy is that McGill students make significant contributions in support of needy students, often with matching contributions from the University, including but not limited to:

- Student Society of McGill University - through the SSMU Access Bursary Fund and the World University Service of Canada (WUSC) Student Refugee Program
- Post Graduate Students Society – through the PGSS Need-Based Bursary Program
- The Arts Undergraduate Society – through AUS Work Study program
- The Science Undergraduate Society – through the SUS Work Study program

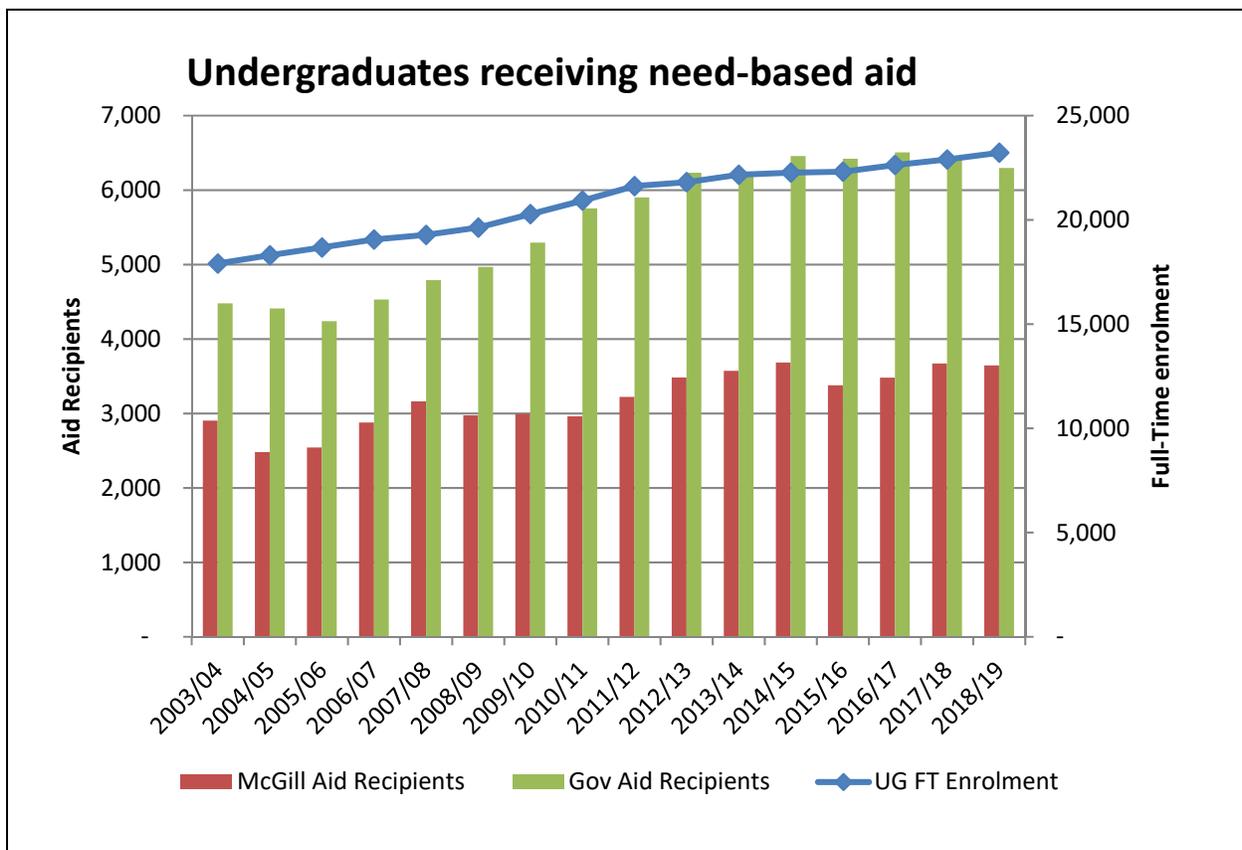
The Scholarships & Student Aid team is privileged to witness the vital difference need-based aid makes in students' lives on a daily basis. **Appendix 2** contains several examples out of countless written thanks received in 2018/19.

UNDERGRADUATE TRENDS

The primary clientele for need-based aid are first-time, first-degree, full-time students.

- Figure 3 depicts a slight decline in the proportion of undergrads who received government aid in 2018/19 over the previous year (27% from 28%) but an overall increase over the past 15 years.
- Non-repayable McGill bursaries (entrance and in-course) paid to undergraduate students has increased in 2018/19 by \$568K or 4.5% over the previous year.
- McGill loans paid to undergraduate students decreased in 2018/19 by \$496K or 17% over the previous year due to emphasis on non-repayable forms of aid.
- Overall, the number of undergraduate students benefiting from McGill need-based programs (i.e. bursaries, loans, vouchers, and work study) in 2018/19 slightly decreased by 0.7%.
- The average aid per first year student in 2018/19 has increased in proportion to the increased costs of attendance across all fee-residency groups.

Figure 3: Proportion of undergraduate students receiving need-based aid, as compared with enrolment trends



TYPES OF MCGILL NEED-BASED SUPPORT (all students)

McGill offers several programs to assist students in need, which are available to all full-time (or “deemed full-time”¹) students in degree programs: bursaries, loans that are interest-free during studies, a Work Study Program, Tuition Fee Deferrals as well as a financial aid relating to mobility and experiential learning. In addition to over 18,000 online application assessments, more than 3,000 one-on-one aid appointments were conducted by Financial Aid Counselors across both campuses. The number of applications increased in 2018/19 by 4.7% over the previous year. Over a eight year period, the number of applications has increased by 29% which coincides with the growing socio-economic diversity of the student body. Whenever possible, at the time of their first application, a holistic need assessment is performed for the entire academic year.

The Scholarships and Student Aid Office also provides budget and debt counseling and other individualized services to respond to the many financial challenges faced by students. Our Money Management educational programming promotes financial wellness to all students.

Entrance Bursary Program

McGill’s Entrance Bursary Program is available by application to all newly accepted first-degree undergraduates, as well as incoming Medicine and Law students, regardless of their geographic origin and citizenship. While we do not have the resources to meet all need, the program is open and robust to promote access and diversity.

The Fall 2018 entrance cycle rendered a 7% increase in applicants and an 11% decrease in offers as compared to the prior year. This was intentional in order to meet the (projected and realized) heightened in-course demand for aid, as well as monies reserved for Indigenous-specific priorities. Overall entrance bursary spending decreased by 16% in one year, explained by overall lower yields (offers resulting in registration) due to less generous offers within the overseas cohort. The entrance package continues to be enhanced with guaranteed eligibility into the Work Study program for all recipients who request participation.

At the time of this report preparation, the Fall 2019 entrance cycle rendered a 4% decrease in applicants and decrease of 2.8% in the number of offers compared to the last cycle. The total offer value increased by 7% over the 2018 cycle to positively impact yields.

¹ Under certain circumstances, a student with a recognized disability or with children under a certain age may be considered full-time with a minimum of 6 credits per term.

In-Course Bursary Program

For **undergraduates**, in-course bursaries meet their ongoing needs. Entrance bursary recipients tend to return for aid in subsequent years, but there are also students with newly emerging financial difficulties in their upper years of study seeking support for the first time. **Appendix 1** shows an increase of 12% in undergraduate in-course bursary dollars and an increase of 6% in the number of undergraduate recipients compared to the prior year. Outreach efforts such as our Frugal Scholar Money Management workshops and an expanded campus referral network have also encouraged more students to tap into our aid and services.

Graduate students may also apply for in-course aid for unanticipated financial difficulties, emergencies or temporary interruptions in departmental funding. Approximately \$5.8M of McGill need-based in-course bursaries has been paid to graduate students across the last 5 years combined. To meet the needs of our primary clientele, undergraduate students, the bursaries reserved for graduate students had to be limited to approximately \$1M. While the majority of this envelope continues to be directed to those receiving government aid, who have dependent children or are in their final year of study, there is a steadily increasing number of recipients who do not fit this typical profile.

Overall, the combined spending of all bursaries for **all students** in 2018/19 was 4.5% higher than in the previous year. Thanks to increased funding, McGill has the ability to respond to needy students with higher amounts of financial aid.

McGill Loans

Loans, while not the preferred form of aid, continue to be essential. They are used both to establish higher packages of aid for students who are not indebted through government student loans, as well as to bridge funding. For example, many short-term loans were issued to government aid recipients who experienced payment delays, and these interest-free loans were repaid when the students received their government aid.

The amount of new loans and loan (due date) extensions offered to **all students** in 2018/19 decreased by 19.4% over the prior year due to more available bursaries. The average loan value (new or renewed) was approximately \$4,000.

Work Study

Students are accepted into the Work Study program based on demonstrated financial need. The Scholarships & Student Aid Office does not place students into employment but rather provides incentives in the form of subsidies to McGill units and affiliated partners (teaching hospitals, research institutes, student associations, etc.) that hire needy students. Posting of Work Study jobs are reserved for eligible students based on these pre-approved subsidies.

As seen in **Appendix 3**, the Work Study Program paid out \$928K in wage subsidies to McGill employers who hired and paid eligible students, a decrease of 8.7% over the previous year. This

resulted in a slight decrease of 1.5% in the number of students employed, however their collective gross earnings increased by 5.4% to \$3.6M – a significant help to needy students in defraying living costs without increasing debt.

Tuition Fee Deferrals

Fee deferrals represent another important provision for students who lack the cash to pay tuition by the deadline. Students who do not have outstanding tuition or fees from a prior term may request the deferral of tuition and fees, if they will be receiving funding from the University, government aid programs, or external agency awards administered by McGill. This program responds to financial hardship created by timing differences between tuition due dates and anticipated core funding payments without having to dispense and then collect short-term loans.

Table 3 shows the requests granted in 2018/19 on a term basis, during which time no interest or late payment charges were applied on the fees specifically covered by the deferral. The number of unique students benefiting from this arrangement increased by 5.3% as compared to the prior year. This is explained by more student-initiated requests based on government aid, as well as more discretionary deferrals initiated by Financial Aid Counselors to address prolonged government aid appeals and international fund transfer delays due to country-specific sanctions, etc.

Table 3: Count of tuition fee deferrals granted, by reason category

Deferral reason	Length	2018/19
Installments of core graduate funding	<90 days beyond due date	4,656
Government aid delays	<60 days beyond due date	3,240
International fund transfer delays	<30 days beyond due date	782
Discretionary by Student Aid Office (e.g. financial hardship)	Varies	401
TOTAL		9,079
Unique student count		5,458

Improving access and diversity

A robust financial aid program is fundamental to strategic recruitment and retention. It supports universal access and improves diversity.

- McGill’s Entrance Bursary Program makes need-based aid available to all (first time, first degree) newly admitted undergraduates, regardless of geographic origin and citizenship. In the 2018/19 cycle, approximately 36% of entrance need-based dollars were offered to non-U.S. international students.
- In the past five years, there has been 78% more aid recipients and 125% more aid dollars to under-represented groups including first generation, indigenous students,

students with disabilities and students with dependents (as self-declared by aid applicants, see **Appendix 4**).

- The most significant year-over-year increase occurred for Indigenous students, thanks to the University's partnership with Indspire, an Indigenous-led registered charity. McGill contributed \$200K in FY19 (plus a modest administrative overhead fee) to Indspire's *Building Brighter Futures Program* to create a First Year Award for our Indigenous undergraduates in support of recruitment efforts, and need-based Bursaries for our Indigenous students pursuing a degree program in support of retention efforts. Thanks to a dollar-for-dollar match by the federal government, Indspire reported an increase of 31% more McGill student recipients receiving 250% more award dollars, and meeting 71% of all financial need as compared to 21% the prior year. Quebec recipients are affiliated to Mohawks of Kahnawá:ke, Listuguj, Timiskamin and Nation Huronne Wendat. First Nations, Métis and Inuit are all represented within McGill's recipients, with other Band provinces including British Columbia, Alberta, Manitoba, Ontario, New Brunswick and the Northwest Territories.
- A further access initiative launched in 2017/18 to ensure undergraduate students have access to enriched educational opportunities (EEOs) regardless of their financial capacity. See "Special Awards" section for further details.

UNDERGRADUATE MERIT AWARDS

Renewable Entrance Scholarships

The major and prestige entrance scholarships remain our most attractive awards. Based foremost on academic excellence combined with achievements in leadership, community service, athletics and artistry, they are essential in ensuring McGill's competitiveness with other Canadian universities. Funding for each incoming cohort depends on endowment performance and the number of successful renewals.

For the 2018/19 cycle, 570 students were offered renewable entrance scholarships of which 234 registered. This compares to 579 offers with 224 registered in the prior cycle. The \$5K renewable scholarships carried the most successful yield at 47%.

The overall yield for 2018/19 renewable entrance scholarships was 41%, an increase from 38% in the prior year. Preliminary yield for the 2019/20 cycle is 38%.

The GPA threshold for renewal of 3.7 is applicable to all current holders of renewable scholarships. Of the 422 students eligible for renewals in 2018/19, 292 were renewed, representing a renewal rate of 69.19% (a decrease compared to the renewal rate of 70.5% the previous year). Out of concern for the steady decline of renewal rates in the past three years,

the Committee on Enrolment & Student Affairs (CESA) undertook a detailed analysis which determined most renewals were lost in the first year of studies; many were able to recover their grades in cases where the renewal was missed by a small margin. CESA approved a probationary sessional GPA of 3.50 on a minimum of 27 McGill graded credits for students completing their first year of studies, as either a U0 or U1. The revised renewal policy was applied to the 434 candidates eligible for renewal in 2019, resulting in 27 students being renewed automatically under the probationary threshold, and an overall renewal rate of 83.4% achieved.

One Year Non-Renewable Scholarships

One-year scholarships (known as “Basic” entrance scholarships) are awarded solely on the basis of academic standing, to ensure an increased number of scholarships are available to attract qualified new students. With the minimum CEGEP score of 34.5 or high school grade of 95% (or equivalent) required for a one-year scholarship, 2,124 were offered to the 2018 incoming cohort resulting in 550 registrants. The overall yield across all pools for 2018/19 of 29.1%, compared to 30.9% of the previous year. Recipients originated from 72 different countries.

Undergraduate Faculty/Department Awards

While entrance scholarships are an effective tool to attract the best students to McGill, in-course awards, which are administered directly by faculties and departments, recognize meritorious achievement during studies. This category not only includes faculty-administered scholarships, prizes and convocation awards, but also stipends paid from researchers’ grants as well as awards from granting agencies. This complete picture, as shown in **Appendix 1**, represents a total value of \$10.7M across all funding sources, benefiting 4,863 undergraduate students. This represents an increase of 11.5% in funding level and 32% increase in the number of recipients compared to previous year.

SPECIAL AWARDS

Mobility Awards for Official Exchanges

Student funding for exchanges is provided to McGill by the Quebec Government. All Quebec universities have the latitude to determine how these monies are distributed to students, as long as the mandatory parameters are followed. From 2013/14 up to and including the 2018/2019 academic year, the University offered a Mobility Award program for students on exchange. This program was comprised of an automatic Basic Award offered to all approved students as well as a Financial Aid Supplement for which students with financial need could apply.

As shown in **Appendix 1**, the total Mobility funding for official exchanges for 2018/19 was \$1.64M representing an increase of 10.3% over the previous year.

As of 2019/20, this funding structure is no longer possible due to changes in the rules set forth by the Quebec Government. McGill's allocation for the *Programme de mobilité internationale et de courts séjours à l'extérieur du Québec (PMICSE)* is not large enough for every student going on exchange to be funded based on the newly imposed minima. As a result, McGill will administer its allocation entirely as a need-based bursary program going forward. Priority will be given to students who rely on government student aid, and/or Indigenous Band funding, and/or are recipients of financial aid from McGill's own Bursary & Loan Program as part of their core funding.

Enriched Educational Opportunity Bursaries

A new access initiative was launched in 2017/18 to ensure undergraduate students have access to enriched educational opportunities (EEOs) regardless of their financial capacity. As part of the Quebec government grant *Plan économique du Québec, the Plan d'Action Pour la réussite en éducation et en enseignement supérieur*, the University has attributed a portion of this funding to the Scholarships & Student Aid Office to launch a special need-based aid program to defray the costs of valuable experiences outside of the classroom. Eligible experiences include field study semesters/courses, as well as unpaid internship and research opportunities. In 2017/18, 36 undergraduate students were part of this program which generated \$103K bursary dollars. This was considered a 'ramp up' year as partnerships were formed with each Faculty and an awareness campaign launched. 2018/19 saw an appreciable increase in need-based applications for EEOs, resulting in 166 students receiving \$534K of disbursements (increase of 416% over previous year).

Loran Scholarships

McGill has welcomed the most Loran Scholars since 1990 of any university partners of the Canadian Merit Scholarship Foundation. Currently, thirty-two McGill students hold this prestigious external award, who are selected on the basis of exceptional academic performance in CEGEP and High School, as well as character, service and promise of leadership. As an official Loran partner, the University covered the students' tuition and fees totaling \$170K in 2018/19.

MasterCard Foundation Scholars Program

McGill's participation in the MasterCard Foundation Scholars Program commenced in 2013/14 with the objective of bringing top sub-Saharan Africa students to McGill. Full-cost support is offered for the duration of each student's academic program and covers tuition, fees and standard allowance for living costs, books and travel. In 2018/19, the cohort was comprised of 59 undergraduate students and 12 graduate students. The total funding for undergraduate students was \$2.79M, and \$409K for graduate students.

GRADUATE STUDENT AWARDS

In terms of financial support for graduate students, the scope of this report only includes need-based government and institutional aid. Fellowships, stipends, research grants, as well as other awards and employment opportunities dedicated to graduate students are the responsibility of Graduate and Postdoctoral Studies to report.

ATTACHMENTS

Appendix 1 – 10 Year Comparison, all Funding Programs

Strategic ‘Student Life & Learning’ Funding Programs administered by Scholarships & Student Aid Office: McGill Need-Based Awards & Government Aid for all Students, McGill Merit-Based Awards for Undergraduate Students - by Level - 10 Year Comparison

Appendix 2 – Thank You Letters

Excerpts from letters of appreciation received from financial aid recipients

Appendix 3 – Work Study Program

Work Study Program since inception: Jobs, Student Applicants Accepted and Employed, Gross Earnings and Subsidies Paid to Employers

Appendix 4 – Under-Represented Students Receiving Aid

Under-Represented Students receiving McGill Aid: by Aid Type and Category – 6-Year Comparison

McGill Need-Based Awards & Government Aid for Undergraduate & Graduate Students
McGill Merit-Based Awards for Undergraduate Students - 10 Year Comparison

	2018-19		2017-18		2016-17		2015-16		...	2008-09	
	Students	Awards	Students	Awards	Students	Awards	Students	Awards		Students	Awards
McGILL BURSARIES											
Undergraduate Entrance	522	\$2,744,142	551	\$3,271,141	620	\$3,890,354	535	\$3,301,355		390	\$1,255,048
Undergraduate In-Course	1,836	\$10,548,682	1,728	\$9,453,435	1,475	\$7,957,655	1,525	\$7,462,561		973	\$2,934,911
Graduate	326	\$1,121,176	308	\$1,073,741	325	\$974,474	394	\$1,296,635		105	\$217,896
Total	2,684	\$14,414,000	2,587	\$13,798,318	2,420	\$12,822,483	2,454	\$12,060,551		1,468	\$4,407,855
McGILL LOANS											
		568,247									
Undergraduate	558	\$2,243,546	672	\$2,739,638	690	\$3,042,252	685	\$3,024,760		975	\$2,235,964
Graduate	281	\$1,047,584	344	\$1,344,897	351	\$1,423,404	396	\$1,513,302		312	\$740,723
Total	839	\$3,291,130	1,016	\$4,084,534	1,041	\$4,465,656	1,081	\$4,538,062		1,287	\$2,976,687
WORK STUDY SUBSIDIES											
Undergraduate	729	\$732,611	719	\$765,079	705	\$705,991	632	\$782,080		636	\$653,266
Graduate	210	\$194,857	234	\$251,223	203	\$190,286	207	\$210,521		170	\$197,086
Total	939	\$927,468	953	\$1,016,302	908	\$896,277	839	\$992,601		806	\$850,352
TOTAL NEED-BASED AID - ALL STUDENTS	4,462	\$18,632,598	4,556	\$18,899,154		\$18,184,416		\$17,591,214			\$8,234,894
UNDERGRADUATE UNIVERSITY SCHOLARSHIPS											
Entrance											
Entrance 1 Year	550	\$1,637,500	573	\$1,818,000	500	\$1,469,500	388	\$1,323,224		195	\$579,000
Entrance Renewable	234	\$936,000	224	\$916,000	224	\$904,000	142	\$702,000		129	\$514,500
Renewals	292	\$1,325,500	262	\$1,189,000	194	\$930,000	145	\$615,500		846	\$2,349,850
Athletic (grads eligible for some)	8	\$16,000	7	\$14,000	8	\$16,000	7	\$14,000			
Total	1,084	\$3,915,000	1,066	\$3,937,000	926	\$3,319,500	682	\$2,654,724		1,170	\$3,443,350
UNDERGRADUATE FACULTY/DEPARTMENT AWARDS											
Entrance											
Entrance 1 Year	203	\$406,077	173	\$359,361	168	\$622,071	150	\$396,020			
Entrance Renewable (includes renewals)	85	\$405,586	60	\$290,835	58	\$280,555	61	\$248,752			
In-Course (Note 1)											
In-Course Scholarship		\$2,023,587		\$1,937,754		\$1,768,487		\$1,582,252			
In-Course Monetary Prize	3,932	\$168,799	2,906	\$148,093	2,745	\$126,821	2,440	\$103,627			
In-Course Research Awards		\$877,298		\$934,232		\$945,616		\$987,368			
In-Course Stipends from researchers' grants		\$1,986,037		\$1,849,450		\$2,009,934		\$1,944,958			
Other In-Course Awards		\$3,610,533		\$2,822,206		\$2,728,275		\$2,151,030			
Convocation	234	\$266,902	212	\$290,609	218	\$282,779	232	\$271,342			
Athletic	158	\$391,993	154	\$403,699	137	\$376,921	135	\$366,155			
External	11	\$181,000	10	\$162,000	9	\$117,000	11	\$161,500			
Travel	240	\$352,140	168	\$369,774	104	\$119,420	164	\$174,143			
Total	4,863	\$10,669,951	3,683	\$9,568,014	3,439	\$9,377,879	3,193	\$8,387,148		1,382	\$2,593,431
TOTAL MERIT-BASED AWARDS - UG STUDENTS		\$14,584,951		\$13,505,014		\$12,697,379		\$11,041,872			\$6,036,781
MOBILITY AWARDS											
Undergraduate										369	\$935,250
Mobility basic award (not need nor merit)	809	\$1,392,000	740	\$1,260,000	776	\$1,343,500	737	\$1,247,540			
Mobility supplement (need-based)	106	\$249,200	97	\$227,500	100	\$257,500	131	\$193,800			
Enriched Educational Opportunity (EEO)	166	\$533,721	36	\$103,350							
Graduate										22	\$42,500
Mobility supplement (need-based)	1	\$2,500	0	\$0	7	\$8,250	4	\$5,900			
Total	1,082	\$ 2,177,421	873	\$ 1,590,850	883	\$ 1,609,250	872	\$ 1,447,240		391	\$977,750
CANADIAN MERIT SCHOLARSHIPS (McGill portion)											
McGill portion of Loran award	32	\$170,358	32	\$191,855	25	\$190,342	21	\$178,127		22	\$101,064
Stipends paid by Foundation		\$240,250		\$138,000		\$148,000		\$214,500			
Undergraduate	32	\$410,608	32	\$329,855	25	\$338,342	21	\$392,627			\$101,064
PROJECT HERO											
Undergraduate	2	\$16,004	2	\$14,065	1	\$6,505					
MASTERCARD FOUNDATION SCHOLARS PROGRAM											
Undergraduate	59	\$2,790,388	60	\$2,648,677	51	\$2,303,388	39	\$1,790,840			
Graduate	12	\$409,040	8	\$230,569	4	\$118,078					
Total	71	\$3,199,428	68	\$2,879,246	55	\$2,421,466	39	\$1,790,840			
TOTAL SPECIAL AWARDS		\$5,803,460		\$4,814,017		\$4,375,563		\$3,630,707			\$1,078,814
		\$39,021,010		\$37,218,184							\$15,350,489
GOVERNMENT AID											
Undergraduate	6,297	\$63,896,403	6,416	\$63,790,778	6,505	\$62,550,709	6,421	\$60,919,593		4,968	\$ 41,472,960
Graduate	1,847	\$19,823,172	1,709	\$18,173,626	1,719	\$16,826,060	2,213	\$16,708,139		1,360	\$ 12,722,499
Total (Note 2)	8,144	\$83,719,575	8,125	\$81,964,403	8,224	\$79,376,769	8,634	\$77,627,732		6,328	\$ 54,195,459
Grand Total		\$122,740,585		\$119,182,588		\$114,634,126		\$109,891,524			\$69,545,948

2018/19 Report on Scholarships & Student Aid - Appendix 2

The Scholarships & Student Aid team is privileged to witness the vital difference need-based aid makes in students' lives on a daily basis. Below are several examples out of countless written thanks received from financial aid recipients:

“I cannot thank McGill enough for assisting me with financial aid when I needed it the most. My father and I have been in a stressful condition since we could not arrange my tuition fee even with our collective effort. I now see a light of hope in these dark hours to complete my degree without any hindrance. This has been a great favour on my family and time again McGill has been at our doors to rescue us. I hope to make a donation of all my assets in near future to McGill University in honour for what they have done for me. Great actions make great nations and I am proud to have been a part of these great people. Thanking you again for helping me out with my finances. God Bless McGill!”

“As mentioned earlier in my previous letters, my situation is not really common and makes your help even more essential and helpful for me. Money does represent an important limitation in my actual situation which is why your help is so appreciated and makes a big difference to me. In my current condition, studying and working at the same time is just impossible and even doing only one of those now is truly hard. Therefore, your financial support is nothing less than a blessing. Once again, thank you for supporting me in this important and difficult part of my life with your bursary at one of the best universities in Canada. I hope you understand your help is important to me, both at the moment and also as I try to build my future. I am giving the best of me at school and in my other commitments in order to succeed and get the best out of this opportunity that you are offering me. I thank you from the bottom of my heart.”

“I am writing to thank you for the generous bursary that I have received from you. I was very humbled and appreciative to learn that I was selected as a recipient and I do not know how to express the amount of gratitude I have. Finances and funding for education have always been a burden to my family and I. I really would like for you to know that you have made a very big difference in my life and helped me to head one step closer in focusing on the most important aspect of school, which is learning. The bursary that I received was not just about the financial value, but it gave me a lot of hope and motivation for my future. The donor's generosity and selflessness also inspired me to be a donor in my future as well.”

2018/19 Report on Scholarships & Student Aid - Appendix 3

Work Study Program (since inception)												
Year	Jobs Available	Jobs Filled (note 1)	Student Applicants	Students Accepted	Students Employed			Gross Earnings		Subsidies Paid		
					Total Students (note 1)	UG	Graduate	Total Earned by Students	Portion Eligible for Subsidy	Total \$	UG \$	Graduate \$
2018/19	683	484	2,640	2,176	939	729	210	\$ 3,583,389	\$ 2,551,283	\$927,468	\$732,611	\$194,857
2017/18	700	478	2,615	2,208	953	719	234	\$ 3,399,600	\$ 2,404,766	\$1,016,302	\$765,079	\$251,223
2016/17	769	537	2,683	2,244	908	705	203	\$ 3,036,407	\$ 2,196,228	\$896,277	\$705,991	\$190,286
2015/16	744	563	3,033	2,637	839	632	207	\$ 2,844,337	\$ 2,264,163	\$992,601	\$782,080	\$210,521
2014/15	869	639	3,094	2,614	930	708	222	\$ 3,037,598	\$ 2,456,212	\$1,094,240	\$856,650	\$237,590
2013/14 (note 5)	832	732	3,212	2,739	923	696	227	\$ 3,068,195	\$ 2,444,965	\$1,156,856	\$845,308	\$311,548
2012/13 (note 3, 4)	980	818	3,199	2,593	922	661	261	\$ 2,897,543	\$ 2,236,542	\$1,053,580	\$714,217	\$339,363
2011/12 (note 2)	935	677	2,713	2,302	846	598	248			\$911,490	\$620,116	\$291,374
2010/11	905	731	2,664	2,233	786	580	206			\$938,307	\$675,326	\$262,981
2009/10	893		2,476	1,904	735	539	196			\$892,255	\$619,479	\$272,776
2008/09	969		2,395	1,757	806	636	170			\$850,352	\$653,266	\$197,086
2007/08	997		2,234	1,622	770	573	197			\$835,760	\$585,292	\$250,468
2006/07	951		2,044	1,446	741	557	184			\$828,066	\$603,243	\$224,823
2005/06	928		2,058	1,309	735	540	195			\$873,138	\$635,379	\$237,759
2004/05	923		2,085	1,405	788	583	205			\$914,800	\$643,650	\$271,150
2003/04	826		2,275	1,508	791	594	197			\$949,400	\$690,097	\$259,303
2002/03	871		2,035	1,346	755	578	177			\$750,014	\$585,763	\$164,251
2001/02	765		1,824	1,332	945	772	173			\$748,884	\$576,641	\$172,243
2000/01	720		1,644	1,113	791	644	147			\$661,178	\$528,942	\$132,236
1999/00	728		1,777	1,143	692	545	147			\$589,425	\$463,152	\$126,273
1998/99	617		1,725	990	574	471	103			\$343,146	\$281,133	\$62,013
1997/98	555		1,506	892	524	406	118			\$265,772	\$211,394	\$54,378
1996/97	439		1,330	717	422	331	91			\$207,633	\$158,554	\$49,079
1995/96	388		1,237	736	399	309	90			\$190,945	\$148,622	\$42,323
1994/95	379		1,062	597	381	285	96			\$162,538	\$129,105	\$33,433
1993/94	302		1,262	820	288					\$124,398		
1992/93	285		991	746	260					\$96,614		
1991/92 (one term)	222		646	403	156					\$41,473		

Notes:

- 1) Some Work Study jobs are filled by more than one student.
- 2) Job statistics for 2011/12 are skewed due to Fall 2011 labor disruption - students hired and paid, but inaccurate association of students to each Work Study project
- 3) Increase in # applicants partially due to implementation of automatic acceptance of Entrance Bursary recipients, even if the student didn't indicate an intention to work; (in subsequent years, entrance bursary recipients must apply to participate but are guaranteed acceptance).
- 4) Manual subsidies (to eligible affiliated entities) are now included.
- 5) Decrease in # jobs available due to an administrative decision to consolidate identical jobs within a department

UNDER-REPRESENTED STUDENTS RECEIVING MCGILL AID

	Level	Bursary	Loan	Total	Total # students	With Disability	Indigenous	First Generation PSE	With Dependents
2012/13	Undergraduates	\$941,637	\$322,902	\$1,264,539	313	31	10	237	63
	Graduates	\$305,952	\$209,149	\$515,101	134	15	2	55	75
2013/14	Undergraduates	\$1,272,391	\$438,834	\$1,711,225	340	35	8	245	77
	Graduates	\$372,642	\$350,172	\$722,814	172	20	2	84	83
2014/15	Undergraduates	\$1,101,324	\$304,975	\$1,406,299	276	40	4	203	52
	Graduates	\$341,350	\$298,815	\$640,165	143	15	2	58	83
2015/16	Undergraduates	\$2,668,681	\$872,357	\$3,541,038	604	64	18	485	86
	Graduates	\$573,349	\$590,400	\$1,163,749	258	33	3	148	105
2016/17	Undergraduates	\$2,657,737	\$968,355	\$3,626,092	620	79	14	504	67
	Graduates	\$448,005	\$574,856	\$1,022,861	243	35	3	142	94
2017/18	Undergraduates	\$3,115,544	\$848,565	\$3,964,110	600	92	21	472	70
	Graduates	\$577,861	\$628,648	\$1,206,509	239	25	0	147	94
2018/19	Undergraduates	\$3,616,057	\$773,148	\$4,389,205	683	116	56	508	74
	Graduates	\$623,208	\$459,568	\$1,082,776	227	29	11	141	86

Notes:

- (1) Dollars represent funding solely from McGill's need-based funding programs. Merit awards, government aid and funding from external organizations are not included.
- (2) All categories are self-reported by the student submitting a financial aid application and cannot be validated except for the Indigenous category. This category is self-reported as well as validated by Indspire, which is an Indigenous-led registered charity that identifies and funds Indigenous students with matching contributions from the federal government.
- (3) The sum of counts by category will not equal the total number of students since a number of students self-identified in multiple categories
- (4) Repayable loans are included in the Total Aid category given that, in the majority of cases, loans would be given as non-repayable bursaries with a higher bursary envelop available
- (5) Years up to and including 2014/15 is based on an academic year, and thereafter is based on fiscal year.
- (6) As of 2015/16, revised logic to select all categories of self-identified students in the current and previous fiscal years.



Memorandum

Secretariat

James Administration Building, Room 313
845 Sherbrooke Street West
Tel: 514-398-3948 | Fax: 514-398-4758

TO: Senate Steering Committee

FROM: Professor Suzanne Fortier, Principal and Vice-Chancellor

SUBJECT: Report of the Joint Senate Steering and Board Executive Committees Meeting

DATE: April 7, 2020

DOCUMENT #: D19-44

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE A report on the Joint Senate Steering and Board Executive Committees meeting is presented for information.

BACKGROUND & RATIONALE Article 6.3.9.1 of the Statutes of McGill University provides that the Senate and the Board of Governors shall hold an annual joint meeting in the fall term where the Principal, the Provost, the Deputy Provost, and the vice-principals, as appropriate, shall present for discussion, matters they consider relevant to the University’s mission for the ensuing year.

On March 26, 2020, the Executive Committee of the Board of Governors and the Senate Steering Committee met to select a topic for the 2020 Joint Board-Senate meeting, which will be held on November 12, 2020. The Committees agreed to focus the general topic of the joint meeting on “Pandemic Planning and Preparedness: Local Impact of Global Health Crises.”

A working group will be established to develop the details of the program and background materials for the joint meeting.

PRIOR CONSULTATION Members of the Board of Governors and of Senate were asked to suggest potential topics in the evaluation form distributed at the last Joint Board-Senate meeting.

SUSTAINABILITY CONSIDERATIONS Sustainability factors will inform the development of the theme.

IMPACT OF DECISION AND NEXT STEPS A working group will be struck to develop the program and prepare the background materials.
The Joint Board-Senate meeting will take place on November 12, 2020.

MOTION OR RESOLUTION FOR APPROVAL This item is presented for information.

APPENDICES Appendix A: Report of the Joint Senate Steering and Board Executive Committees Meeting of March 26, 2020

**Report of the Joint Senate Steering and
Board Executive Committees Meeting of March 26, 2020**

A joint meeting of the Executive Committee of the Board of Governors and the Senate Steering Committee took place on March 26, 2020 via the Zoom conferencing application to set the topic of the annual Joint Board-Senate meeting, scheduled for November 12, 2020. Based on the conversation at this meeting, the topic selected is:

Pandemic Planning and Preparedness: Local Impact of Global Health Crises

This topic was chosen based on the impact that the COVID-19 pandemic is having on McGill University. The Committees found value in exploring this topic at the local level, as well as carrying out a post-mortem on the University's actions in response to the COVID-19 pandemic so as to learn from the experience.

The Committees discussed possible keynote speakers, including:

- Dr. Tim Evans, who joined McGill University in September 2019, as the Inaugural Director and Associate Dean of the School of Population and Global Health (SPGH) in the Faculty of Medicine and Associate Vice-Principal (Global Policy and Innovation);
- Professor Fabrice Labeau, Deputy Provost (Student Life & Learning), who has been leading the Emergency Operating Centre's (EOC) activities relating to the COVID-19 pandemic; and
- Other members of the McGill community, including students and members of other departments such as the Department of Epidemiology, Biostatistics and Occupational Health, the Department of Economics and the Department of Sociology.

The Committees discussed the format of the session, which will include presentations and a panel discussion. Senators and Governors will also have the opportunity to engage in roundtable discussions on the topic.

The Committees agreed that prior to the meeting, Senators, members of the Board of Governors and guests would have the opportunity to view displays demonstrating initiatives and experiences at McGill related to the topic of pandemic planning, preparedness and responsiveness.

The Committees discussed possible questions that could be addressed in the context of developing the topic. A working group will be established to develop the program, design key questions that will guide the discussion and prepare the materials for the joint meeting.



Memorandum

Secretariat

James Administration Building, Room 313
845 Sherbrooke Street West
Montreal, QC H3A 0G4
Tel.: 514-398-3948 | Fax: 514-398-4758

TO: Senate Steering Committee

FROM: Ms. Edyta Rogowska, Secretary-General

SUBJECT: Report from the Board of Governors to Senate

DATE: April 7, 2020

DOCUMENT #: D19-45

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE	The Report of the Board of Governors is presented to Senate for information.
BACKGROUND & RATIONALE	<p>A Report from the Board of Governors to Senate is provided on a quarterly basis in order to keep Senate apprised of the Board’s activities.</p> <p>Since last reporting to Senate on January 15, 2020, the Board of Governors met on February 13, 2020. The Executive Committee of the Board of Governors met on January 14, 2020 and March 26, 2020 and held an electronic vote on January 30, 2020.</p>
PRIOR CONSULTATION	N/A
SUSTAINABILITY CONSIDERATIONS	The Report allows for a sustainable framework that provides continuous reporting between the Board of Governors and Senate.
IMPACT OF DECISION AND NEXT STEPS	The next report will be presented to the Senate Steering Committee in May 2020.
MOTION OR RESOLUTION FOR APPROVAL	This item is presented for information.
APPENDICES	Appendix A: Report of the Board of Governors to Senate

The following report is presented to Senate for information.

Since last reporting to Senate on January 15, 2020, the Board of Governors met on February 13, 2020. The Executive Committee of the Board of Governors met on January 14, 2020 and March 26, 2020 and held an electronic vote on January 30, 2020.

Appendix A contains a series of appointments, promotions and grants of tenure, which were approved by either the Board of Governors or its Executive Committee.

Appendix B contains a series of appointments and reappointments to Board standing committees, and internal and external non-Board bodies which have been approved by the Board of Governors or its Executive Committee.

The Board of Governors meeting documents are available at:

<https://www.mcgill.ca/boardofgovernors/2019-20-board-meeting-documents>

I. APPOINTMENTS

1. Reappointment of the Dean of Graduate and Postdoctoral Studies [GD19-31]

The Board of Governors, on the recommendation of the Principal, approved the reappointment of Professor Josephine Nalbantoglu as Dean of Graduate and Postdoctoral Studies of McGill University for a second five-year term, commencing July 1, 2020 and ending on June 30, 2025.

2. Extension of the Trenholme Dean of Libraries [GD19-46]

The Board of Governors, on the recommendation of the Principal, approved the extension of Dr. Colleen Cook's term as Trenholme Dean of Libraries of McGill University for a two-year term, commencing September 1, 2020 and ending on August 31, 2022.

3. Decanal Advisory Committee: Dean of Students

The Board of Governors, on the recommendation of the Nominating, Governance, and Ethics Committee, approved the appointment of Mr. Bob Babinski as a representative of the Board of Governors on the Advisory Committee for the Selection of the Dean of Students and the appointment of Ms. Martine Turcotte as an alternate member.

II. OTHER APPROVALS

1. Sponsorship Policy [GD19-40]

The Board of Governors, on the recommendation the Vice-Principal (University Advancement) and the Vice-Principal (Communications and External Relations), approved the [Sponsorship Policy](#). This Policy provides a framework of rules to govern the University's relationship with sponsors, clarifies roles and responsibilities, creates consistency in the way sponsorships are managed, and promotes the efficient delivery of commitments.

2. First Biennial Report on the Application of the *Policy Concerning Smoking at McGill University* [ED19-35]

The Executive Committee, on the recommendation of the Principal and Vice Chancellor, approved to submit the First Biennial Report on the Application of the [Policy Concerning Smoking at McGill University](#) to the *Ministère de la Santé et des Services sociaux*.

This Policy, which was approved by the Board of Governors on December 12, 2017, came into force on May 1, 2018. The *Tobacco Control Act* provides that the executive director of an institution, or the equivalent position, must report to the board of directors, or the equivalent, every two years on the application of the smoking policy. In this regard, the Executive Committee approved that future biennial reports be submitted by the Vice-Principal (Administration and Finance) in his capacity of Executive Sponsor of the Policy.

3. Delegation to the Principal Related to the Public Health State of Emergency (COVID-19) [ED19-37]

The Executive Committee, on the recommendation of the Provost and Vice-Principal (Academic) and the Secretary-General, authorized the Principal to modify the application of university policies pursuant to the state of emergency related to COVID-19. Specifically, the Executive Committee authorized the Principal to permit all pre-tenure professors and librarians (cohort 2020-21) to elect to defer their consideration for reappointment and tenure by one full year, notwithstanding delays for the timing of reappointment and tenure set by the *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* and the *Regulations Relating to the Employment of Librarian Staff*.

The Executive Committee also authorized the Principal, for the duration of the public health emergency caused by the COVID-19 pandemic and up to a three-month period following the period of such emergency:

- to extend or modify delays concerning the appointment, reappointment and promotion of tenure-track and tenured academic staff, pursuant to the *Regulations*

Relating to the Employment of Tenure Track and Tenured Academic Staff and the Regulations Relating to the Employment of Librarian Staff;

- to extend or modify delays concerning tenure for the current (2020-2021) tenure cohort, pursuant to the *Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* and the *Regulations Relating to the Employment of Librarian Staff*;
- to extend or modify delays concerning tenure appeals related to the current (2020-2021) tenure cohort, pursuant to the *Regulations on Appeals of Tenure Decisions*;
- to extend or modify delays in the *Regulations Relating to the Employment of Academic Staff*;
- to extend or modify delays in the *Policy on Harassment and Discrimination Prohibited by Law*;
- to extend or modify delays in the *Policy against Sexual Violence*;
- to extend or modify delays in the *Policy on Safe Disclosure*;
- to extend or modify delays in the *Regulation Concerning the Investigation of Research Misconduct*;
- to extend or modify delays in all other university policies and regulations for the purpose of facilitating the University's activities as a result of the emergency.

Lastly, the Executive Committee authorized the Principal to implement measures and processes that would be required to fulfill the objectives of the University policies or regulations impacted by such extensions or modifications.

The whole delegation is subject to the timely reporting of all actions taken by the Principal to the Executive Committee.

4. Signing Authority for Ongoing Construction and Renovation Contracts [ED19-23] Approved by the Building and Property Committee and/or the Board of Governors

In light of COVID-19 and senior management's availability to sign routine but time-sensitive contracts and agreements, the Executive Committee, on the recommendation of the Secretary-General, authorized the Director of Project Management (Facilities Management and Ancillary Services) to sign contracts and any other agreements relating to ongoing construction and renovation projects on behalf of The Royal Institution for the Advancement of Learning/McGill University, effective immediately until the end of the remote work period linked to Covid-19. This delegation will mitigate against any resulting risks to the ongoing projects and ensure that they continue to progress in a timely manner.

5. Report from Senate:

5.1 Creation of the McGill Cancer Institute

[GD19-37]

The Board of Governors, on the recommendation of Senate, approved the creation of the McGill Cancer Institute / Institut du cancer de McGill.

5.2 Faculty of Medicine's Project Renaissance

The Executive Committee, on the recommendation of Senate, approved the following recommendations, which form part of the Faculty of Medicine's Project Renaissance:

- the creation of the proposed School of Biomedical Sciences;
- the creation of the proposed School of Medicine; and
- the renaming of the Faculty of Medicine to the Faculty of Medicine and Health Sciences.

6. Report of the Human Resources Committee

[ED19-19]

6.1 Revisions to the *Policy Concerning Alcohol, Cannabis and Other Drugs*

As previously reported to Senate, at its meeting on October 31, 2019, the Executive Committee approved the *Policy Concerning Alcohol, Cannabis and Other Drugs*, which was developed following the legalization of recreational cannabis in Canada. The *Cannabis Regulation Act* was amended on November 1, 2019, by the passing of Bill 2, *An Act to tighten the regulation of cannabis*. In light of the changes in the law, the University's Policy was reviewed to ensure legislative compliance.

Notably, Bill 2 amended the *Cannabis Regulation Act* by:

- raising the minimum age required to buy, possess or consume cannabis from the current minimum of 18 to 21 years, as of January 1, 2020; and
- prohibiting the possession of cannabis on the premises or buildings of university level educational institutions except student residences.

At its meeting on January 14, 2020, the Executive Committee of the Board of Governors, on the recommendation of the Human Resources Committee, approved amendments to the [*Policy Concerning Alcohol, Cannabis and Other Drugs*](#).

The revised Policy prohibits the possession of cannabis on University property, except in student residences, and in accordance with student residence regulations, and introduces two exceptions for possession: (i) for research purposes; and (ii) for medical reasons, under certain conditions. The Policy amendments respect current legislation.

7. Report of the Building and Property Committee [ED19-20, ED19-21, ED19-31]

7.1 Request for Budget Increase: Project at University Centre Building

The Executive Committee of the Board of Governors, on the recommendation of the Building and Property Committee, approved an increase in budget for the replacement of the HVAC and electrical distribution systems of the University Centre Building by \$3,269,000 for a total project budget of \$15,700,000, in order to complete the project's construction phase.

7.2 Property Matter

The Executive Committee, on the recommendation of the Building and Property Committee, considered, on behalf of the Board, funding matters related to a possible property acquisition.

7.3 Extension for Disposition of Property at Macdonald Campus: Brittain Hall

The Executive Committee, on the recommendation of the Building and Property Committee, approved to extend by 6 months, to October 27, 2020, the timeframe for the sale of Brittain Hall and the land on which it stands to John Abbott College.

This property does not support the University's academic mission or strategic priorities. On April 26, 2018, the Board of Governors, on the recommendation of the Building and Property Committee, approved the sale of Brittain Hall to JAC by October 26, 2018. Since then, the Board of Governors and the Executive Committee have approved several extensions, mainly due to a provincial government slowdown precipitated by the 2018 Quebec general election resulting in delays in requisite authorization processes.

7.4 Construction of Data Centre at École de technologie supérieure (ETS): Calcul QC-McGill High Performance Computing (HPC) Centre

The Executive Committee, on the recommendation of the Building and Property Committee, approved the Advanced Research Computing Platform Data Centre Expansion at the *École de technologie supérieure* (ETS) at a cost of \$15,000,000, bringing the total budget for this project to \$15,840,702. This project is funded by the *Ministère de l'Économie et de l'Innovation* (MEI) through an infrastructure award under the *Programme de soutien à la recherche, volet 4: Soutien au financement d'infrastructures de recherche* ("PSRv4") and by a contribution from the ÉTS.

Advanced Research Computing (ARC) enables Canada's academic researchers to pursue timely, innovative research, addressing important theoretical and practical problems.

McGill hosts one of the major sites in a national network of ARC infrastructure, the McGill High Performance Computing (HPC) Centre, which is located at ÉTS.

8. Report of the Audit Committee [GD19-42]

8.1 Revised *Enterprise Risk Management Policy*

The Board of Governors, on the recommendation of the Audit Committee, approved the revised [Enterprise Risk Management \(ERM\) Policy](#). The new policy was established based on considerations found in Internal Audit's ERM assessment which recommended, among other things, that Internal Audit become the facilitator of the ERM program and that the University's 2010 ERM Policy be updated.

9. Revisions to Board Committee Terms of Reference

9.1 Audit Committee

The Executive Committee of the Board of Governors, on the recommendation of the Nominating, Governance and Ethics Committee, approved the proposed revisions to the [Audit Committee's Terms of Reference](#), which included, amongst other things, a change in the name of the Committee from Audit Committee to Audit and Risk Committee.

9.2 Investment Committee

The Executive Committee of the Board of Governors, on the recommendation of the Nominating, Governance and Ethics Committee, approved revisions to the [Investment Committee's Terms of Reference](#).

II. INFORMATIONAL ITEMS

1. Budget Planning 2020-2021 Report II [GD19-45]

The Board of Governors received the second of three presentations regarding the budget planning exercise for FY2021 (available [here](#)). The McGill University Budget (Budget Planning III) will be presented to the Board for approval on April 23, 2020.

2. Implementation Plan Related to CAMSR Report Recommendations [ED19-32, ED19-33]

The Executive Committee received a report from the Investment Committee and CAMSR concerning the implementation plan to support the operationalization of the recommendations included in the CAMSR Report that was approved by the Board on December 5, 2019.

At a joint working session on February 18, 2020, CAMSR and the Investment Committee discussed action items related to the first two recommendations of the [CAMSR Report](#). Following this session, the Investment Committee, on the recommendation of the Vice-Principal (Administration and Finance), approved, for submission to CAMSR, the implementation plan supporting the operationalization of the first six recommendations of the CAMSR Report. Specifically, the Investment Committee considered the approval of the plan related to the first two recommendations as well as plans related to recommendations 3 to 6 of the CAMSR Report.

Since the joint session on February 18, 2020, CAMSR continued its work on this file. It reviewed the proposal from the Investment Committee related to recommendations 3 to 6 of the Report. The Committee also discussed the work being undertaken in relation to recommendations 7 and 8 of the Report.

The Board will receive the implementation plan for approval at its April 23, 2020 meeting.

3. Progress Report on Key Performance Indicators (KPIs) [GD19-39]

The Board of Governors received the annual progress report on Key Performance Indicators for 2019, which allows the University to set targets and track its progress towards realizing its strategic priorities in academia, research and innovation, administration and finance, advancement, and sustainability.

4. Board Committee Reports

The Board received the following Committee Reports:

- Report of the Audit Committee (meeting of February 4, 2020)
- Report of the Finance Committee (meetings of February 11 and March 13, 2020)
- Report of the Nominating, Governance and Ethics Committee (meeting of March 26, 2020 and e-vote of January 28, 2020)
- Report of the Information Technology Committee (meeting of February 6, 2020)
- Report of the Committee to Advise on Matters of Social Responsibility (meetings of January 16 and March 24, 2020)
- Report of the Executive Committee (meetings of January 14 and March 26, 2020 and electronic vote of January 30, 2020)
- Report of the Building and Property Committee (meetings of December 6, 2019, January 28 and March 11, 2020)
- Report of the Investment Committee (meetings of December 10, 2019, February 7, and March 18, 2020)
- Report of the Human Resources Committee (meetings of January 23, March 24, 2020 and e-vote of December 16, 2019)

5. Other Reports

- Report from Senate (meetings of January 15 and February 19, 2020)
- 2019 University Advancement Annual Report
- Annual Report on Student Life and Learning
- Annual Strategic Enrolment Management Report
- Annual Report of the Committee on Student Discipline (CSD)
- Progress Report on the Naming of McGill's Men's Varsity Teams
- 2020 – 2021 Board of Governors' Meeting Dates

APPENDIX A: New Appointments, Promotions and Tenure

The following appointments and promotions were approved by the Board of Governors or the Executive Committee of the Board of Governors:

1. Appointments to the Rank of Full Professor with Tenure

<u>Name</u>	<u>Department</u>	<u>Faculty</u>	<u>Effective Date</u>
Feldman, Liane	Surgery	Medicine	20 January 2020
Stratakis, Constantine	Medicine and Pediatrics	Medicine	1 June 2020
Tosatti, Valentino	Mathematics and Statistics	Science	1 August 2020

2. Appointment to the Rank of Associate Professor with Tenure

<u>Name</u>	<u>Department</u>	<u>Faculty</u>	<u>Effective Date</u>
Shapiro, Jesse	Microbiology and Immunology	Medicine	1 August 2020

3. Promotions to the Rank of Full Professor

<u>Name</u>	<u>Department</u>	<u>Faculty</u>	<u>Effective Date</u>
Krista Muis	Educational and Counselling Psychology	Education	13 February 2020
Martin Drapeau	Educational and Counselling Psychology	Education	13 February 2020
Benoit Boulet	Electrical and Computer Engineering	Engineering	13 February 2020
Frank Elgar	Psychiatry; Institute for Health and Social Policy (joint)	Medicine	1 April 2020
Naguib Mechawar	Psychiatry	Medicine	1 April 2020
Erica Moodie	Epidemiology, Biostatistics and Occupational Health	Medicine	1 April 2020
Bertrand Jean-Claude	Medicine	Medicine	1 April 2020

José Morais	Medicine	Medicine	1 April 2020
Igal Sebag (CAS Clinical)	Medicine	Medicine	1 April 2020

APPENDIX B: Appointments and Reappointments to Board Standing Committees and Internal and External non-Board Bodies

The following appointments and reappointments were approved by the Board of Governors or the Executive Committee of the Board of Governors.

1. Appointments to Board Standing Committees

The Executive Committee, on the recommendation of the Nominating, Governance, and Ethics Committee, approved:

- To extend the term of Mr. Stuart (Kip) Cobbett as a member of the Building and Property Committee to June 30, 2021.
- The appointment of Mr. Tim Fitzpatrick as a member of the Building and Property Committee for a three-year term beginning no later than July 1, 2020 and ending June 30, 2023.
- The appointment of Mr. Jonathan Sigler as a member of the Building and Property Committee for a three-year term beginning July 1, 2020 and ending June 30, 2023, subject to a meeting with the Chair of BPC and his willingness to serve.
- The appointment of Mr. Bertrand Lauzon as a member of the Finance Committee for a three-year term beginning July 1, 2020 and ending June 30, 2023.
- The reappointment of Ms. Lili de Grandpré as a member of the Human Resources Committee for a two-year term beginning July 1, 2020 and ending June 30, 2022.
- The reappointment Ms. Martine Turcotte as a member of the Human Resources Committee for a one-year term beginning July 1, 2020 and ending June 30, 2021.
- The reappointment Ms. Melissa Sonberg as a member of the Human Resources Committee for a three-year term beginning July 1, 2020 and ending June 30, 2023, subject to her willingness to serve.
- The reappointment of Mr. Marc Trottier as a member of the Investment Committee for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The appointment of Mr. Lester Fernandes as a member of the Investment Committee for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The reappointment of Mr. Gerald Sheff as a member of the Investment Committee for a one-year term beginning July 1, 2020 and ending June 30, 2021, subject to his willingness to serve.

- The reappointment of Ms. Lili de Grandpré as a member of the Nominating, Governance and Ethics Committee for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The appointment of Mr. Stephen Halperin as a member of the Nominating, Governance and Ethics Committee for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The appointment of Mr. Stuart (Kip) Cobbett as a member and Chair of the Committee on Sustainability for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The appointment of Ms. Kathy Fazel as a member of the Committee on Sustainability for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The appointment of Ms. Marie Giguère as a member of the Committee on Sustainability for a three-year term commencing July 1, 2020 and ending June 30, 2023.
- The appointment of Mr. Fred Headon as a member of the Committee on Sustainability for a three-year term commencing July 1, 2020 and ending June 30, 2023, subject to his willingness to serve.
- The appointment of Dr. Louise Pilote as a member of the Committee on Sustainability for a two-year term commencing July 1, 2020 and ending June 30, 2022.
- The appointment of Ms. Karen Sciortino as a member of the Committee on Sustainability for a two-year term commencing July 1, 2020 and ending June 30, 2022.

2. Internal and External Non-Board Bodies

The Executive Committee, on the recommendation of the Nominating, Governance and Ethics Committee, approved the following:

- The appointment of Ms. Gael Eakin as a Board of Governors representative on Senate for a three-year term commencing July 1, 2020 and ending June 30, 2023.



Memorandum

Office of the Provost and VP (Academic)
James Administration Building, Room 504
Tel: 514-398-4177 | Fax: 514-398-4768

TO: Senate Steering Committee

FROM: Prof. Angela Campbell, Associate Provost (Equity & Academic Policies)

SUBJECT: Revisions to the *Regulations Relating to the Employment of Contract Academic Staff*

DATE: April 7, 2020

DOCUMENT #: D19-46

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE	Proposed revisions to the <i>Regulations Relating to the Employment of Contract Academic Staff</i> (CAS) are presented for approval.
BACKGROUND & RATIONALE	These Regulations underwent major review two years ago. Since that time, it became apparent through the implementation of the revised Regulations that further minor adjustments were necessary to align these with the needs and interests of the academic community, including both academic units and CAS. Revisions proposed here would ensure such alignment.
PRIOR CONSULTATION	McGill Association of University Teachers (MAUT)
SUSTAINABILITY CONSIDERATIONS	N/A
IMPACT OF DECISION AND NEXT STEPS	Subject to Senate’s approval, this item will be presented to the Board of Governors for consideration.
MOTION OR RESOLUTION FOR APPROVAL	<i>Be it resolved that Senate approve, and recommend to the Board of Governors for approval, the proposed revisions to the Regulations Relating to the Employment of Contract Academic Staff, as set out in Appendix A.</i>
APPENDICES	Appendix A: <i>Regulations Relating to the Employment of Contract Academic Staff</i> (revised)

POLICY NAME	REGULATIONS RELATING TO THE EMPLOYMENT OF CONTRACT ACADEMIC STAFF
Approving Body	Board of Governors
Initial Approval Date	May 25, 2019
Date of last review	February 15, 2018
Date of next review	
Executive Sponsor	Provost and Vice-Principal (Academic)
Related Documents	Note: For regulations on Visiting academic Staff, please see the <i>Regulations Relating to Visiting Academic Appointments</i> .

1. SCOPE

- 1.1 These Regulations set out the general terms of employment by the University of Contract Academic Staff as they relate to their appointment, reappointment, and termination.

2. DEFINITIONS

- 2.1 “Academic Duties” consist of the following activities:
- i. teaching, assessment and supervision of graduate and undergraduate students, the evaluation and marking of student work, and supervision of individual graduate and undergraduate programs;
 - ii. research and other original scholarly activities, and professional activities; and
 - iii. other contributions to the University and external scholarly communities.
- 2.2 “Academic Year” means the period from the 1st of September to the 31st of August next following. An Academic Year is comprised of three semesters: fall, winter and summer.
- 2.3 “Advisor” means a member of the University community who has agreed to act in an advisory capacity to a member of the academic staff. Such individuals act in accordance with these Regulations and are deemed, in so doing, to perform part of their academic duties. They do so without receiving additional remuneration. An advisor shall be accorded full respect by the University’s administrative officers.
- 2.4 “Affiliated Health Institution” means a teaching hospital, non-teaching hospital, health centre, clinic or institute with which the University has concluded a contract of affiliation or a training site approved by the Faculty of Medicine or Dentistry.
- 2.5 “Contract Academic Staff” (CAS) means a member of the academic staff so designated in their Official Letter of Appointment who is not a staff member:

- i. appointed under the Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff;
- ii. appointed under the Regulations Relating to the Employment of Librarian Staff; or
- iii. covered by any collective agreement.

2.5.1 Notwithstanding section 2.5, an Associate Member may be a staff member appointed under Section 2.5 (i) or (iii).

2.6 “Dean” means the Dean of a Faculty, Dean of Continuing Studies, or Dean of the University Libraries. In the case of a Joint Appointment, it includes the Deans of all Faculties to which a CAS member has been appointed in their Official Letter of Appointment.

2.7 “Definite Term Appointment” means an appointment of limited duration, with a fixed end date.

2.8 “Department” means a teaching and research unit within a Faculty, a Faculty without Departments or schools, the School of Continuing Studies, and the University Libraries; or in the case of a Joint Appointment, all Departments to which a staff member is appointed in their Official Letter of Appointment.

2.9 “Departmental Chair” means the Chairs of Departments, Directors of Institutes and Schools and, where appropriate, Deans of Faculties without Departments or Schools; or in the case of Joint Appointments, all relevant Departmental Chairs.

2.10 “Indefinite Term Appointment” means an appointment without a fixed end date.

2.11 “Joint Appointment” means an appointment to more than one Department and/or Faculty, School of Continuing Studies or University Libraries, as indicated in the Official Letter of Appointment.

2.12 “Official Letter of Appointment” (hereafter “OLA”) means the letter of appointment or reappointment issued by the authorized signing officer in accordance with Section 4. The OLA must stipulate that a CAS appointee is not eligible for tenure consideration. The OLA shall further clearly stipulate or confirm any applicable expectations to which the CAS member may be subject regarding applying for, obtaining, or renewing funding, and whether such funding is essential to maintaining the CAS appointment.

2.13 “University Tenure Committee for Recruitment” means the University Tenure Committee for Recruitment provided for in the *Regulation Relating to the Employment of Tenure Track and Tenured Academic Staff*.

2.14 All references to the Provost, to Deans and to Departmental Chairs include their authorized delegates.

3. NOTICE

- 3.1 Any notice required to be communicated under these Regulations may be communicated either:
- i. by delivery to the CAS member in person within the University;
 - ii. by registered mail to the CAS member's last address recorded with the University administration; or
 - iii. by e-mail to the CAS member's official University e-mail address using all available means to ensure appropriate acknowledgement of receipt **or other means of electronic notification as available through University systems.**
- 3.2 Any notice sent in accordance with section 3.1 shall be deemed to be received by the CAS member on the earlier of:
- i. the day it was delivered where delivery is to the CAS member in person;
 - ii. the day ~~fourth after mailing where delivery is by the~~ registered mail ~~is signed as received;~~ or
 - iii. the day ~~it was sent by the~~ e-mail **or electronic notification has been confirmed as received.**

4. GENERAL PROVISIONS

- 4.1 "Contract Academic Staff" (or "CAS") are designated in their OLA as being:
- i. Ranked or Unranked;
 - ii. full-time or part-time; and
 - iii. on Definite Term or Indefinite Term appointment.
- 4.2 Contract Academic Staff are not eligible for consideration for tenure. They may apply for tenure track positions that are advertised from time to time at the University, and their applications shall be considered in the same manner as all other applicants.
- 4.3 A **ranked** CAS member appointed full-time may not simultaneously hold another appointment at the University other than academic administrative appointments.
- 4.3.1 Notwithstanding section 4.3, a Ranked CAS member may hold a Joint Appointment or an appointment as Associate Member ~~or Affiliate Member~~ under these Regulations.
- 4.3.2 A Professor of Practice, Academic Associate or Senior Academic Associate can hold another University appointment allowing them to carry out teaching duties subject to any applicable policy, regulation or collective agreement.**
- 4.4 Each Faculty shall establish written criteria for the appointment, reappointment, and promotion of Ranked CAS. These criteria shall be submitted by the Dean and approved by the Provost, or any person delegated by the Provost for that purpose, prior to their being made generally available in writing within the Faculty. The criteria shall provide guidance to Ranked CAS in

anticipation of their meeting the requirements for appointment, reappointment, promotion, and for other performance evaluation purposes.

- 4.5 For all Ranked CAS, the OLA is issued by the Office of the Provost. For all Unranked CAS, the OLA is issued by the Office of the Dean, with a copy to the Provost.

5. RANKED CONTRACT ACADEMIC STAFF

Ranks and Descriptors

- 5.1 Ranked CAS means a CAS member who is appointed in the OLA to one of the following ranks:
- i. Faculty Lecturer or Senior Faculty Lecturer; or
 - ii. Assistant Professor, Associate Professor or Professor (CAS).
- 5.2 Ranked CAS appointed to the rank of Assistant Professor, Associate Professor or Professor, non-tenure track, shall be further designated by one or more appropriate descriptors, placed in parentheses following their rank, as follows:
- i. **(Clinical)**, for appointments that are primarily based on an appointment at an Affiliated Health Institution or where the appointee holds academic duties that involve instruction and training in a clinical setting;
 - ii. **(Professional)**, for appointments that are primarily based on the execution of a profession or professional activities, as appropriate, with external institutions;
 - iii. **(Teaching)**, for appointments that are primarily based in teaching or in leading education initiatives;
 - iv. **(Research)**, for appointments that are primarily based in research;
 - v. **(Academic Administration)** for appointments that are primarily based on academic leadership and administration.
 - vi. **(Post-Retirement)** for nil salary, **Definite Term** Appointments that allow newly-retired academic staff to continue, post-retirement, research activities or graduate supervision in accordance with guidelines set by the Office of Graduate and Postdoctoral Studies. **Ranked appointments with a post-retirement descriptor generally shall not include undergraduate teaching responsibilities.**
- 5.3 Faculty Lecturers **and Senior Faculty Lecturers** may be designated by an appropriate descriptor as set out in section 5.2.

Academic Duties

- 5.4 The designation of Academic Duties of Ranked CAS at the time of appointment shall be the responsibility of the Dean. The Dean shall stipulate two of the three categories of academic duties at the time of appointment and as expectations for reappointment and promotion and for other performance evaluation purposes.
- 5.4.1 Notwithstanding section 5.4, Post-Retirement appointments do not require stipulation of duties and expectations for reappointment. Post-Retirement appointments do not lead to promotion.
- 5.4.2 The assignment of Academic Duties to be carried out by Ranked CAS shall be determined by the Departmental Chair and shall be communicated in writing to the staff member within a reasonable time of the Ranked CAS' appointment.
- 5.5 Ranked CAS shall attend administrative and pedagogical meetings called from time to time by the unit, departmental and faculty level, and shall be available at the University at such times as teaching, research, administrative or such other Academic Duties, including student assessment, counselling and registration, may require.
- 5.6 The Academic Duties of Ranked CAS designated "Clinical" appointed to the Faculties of Medicine or Dentistry who also hold appointment in an Affiliated Health Institution shall, where appropriate, be determined by the Dean taking into consideration the terms of agreements, such as an affiliation agreement, between the University and the Affiliated Health Institution in which they hold their appointment.
- 5.7 Unless otherwise specified in the OLA, Ranked CAS are expected to be engaged in, and available for, their assigned Academic Duties throughout the Academic Year.

Appointment

- 5.8 Ranked CAS shall generally possess the same minimum qualifications as tenure-track academic staff.
- 5.9 The appointment of Ranked CAS shall be made by the Office of the Provost upon the recommendation of the Dean.
- i. Prior to making such recommendation, the Dean shall have consulted an appropriate committee of the Department, chaired by the Departmental Chair.
 - ii. The Departmental Chair shall submit the committee's recommendation together with its reasons in writing to the Dean who, in turn, shall submit her or his recommendation together with reasons in writing to the Provost.
- 5.10 The appointment of a Ranked CAS to a Joint Appointment shall be made by the Office of the Provost upon the recommendation of the relevant Deans following consultation with the Departmental Chairs.

- 5.11 The appointment of Ranked CAS to the rank of Professor shall be made by the Board of Governors upon the recommendation of the Principal who, prior to making the recommendation, shall have consulted the University Tenure Committee for Recruitment. A CAS member so appointed shall be designated in their OLA as Professor (CAS).
- 5.12 A Faculty Lecturer appointed in a single Faculty to teach:
- i. between 9 and 15 credits, or their equivalent as determined by the relevant Faculty, over two (2) consecutive semesters shall be appointed as a part-time Faculty Lecturer;
 - ii. more than 15 credits, or their equivalent as determined by the relevant Faculty, over two (2) consecutive semesters shall be appointed as a full-time Faculty Lecturer.
- 5.13 The appointment of Ranked CAS may be made contingent on their acquiring and/or maintaining:
- i. appropriate professional accreditation;
 - ii. an appointment in an Affiliated Health Institution; or
 - iii. other credentials or qualifications deemed necessary for the appointment.
- 5.14 The appointment and reappointment of Ranked CAS with the descriptor “Clinical” in the Faculties of Medicine shall be further conditional on the staff member holding an official appointment with an Affiliated Health Institution.
- 5.15 In the event that a Ranked CAS fails to meet a condition of appointment provided for in the OLA, the appointment will terminate on the earlier of:
- i. four (4) weeks following loss of the accreditation or loss of their appointment to an Affiliated Health Institution; or
 - ii. the termination date of the appointment.

Appointment and Reappointment Terms

- 5.16 With the exception of Ranked CAS who are appointed at the rank of Professor, a Ranked CAS is appointed to an initial term of one, two or three years. Exceptionally, a Ranked CAS may be appointed for less than one year where required to replace temporarily a Ranked CAS appointee.
- 5.17 **With the exception of Post-Retirement Appointments**, Ranked CAS appointed at the rank of Professor shall be appointed for an Indefinite Term.
- 5.18 A Ranked CAS may be reappointed to a Definite Term Appointment of 6 months or more but less than 4 years.
- 5.19 **With the exception of Post-Retirement appointments**, Ranked CAS who have been continuously employed in the same Faculty for six (6) years shall be appointed for an Indefinite Term.

Performance Review

- 5.20 The Departmental Chair shall provide the Ranked CAS, **with the exception of Post-Retirement appointments**, with a written annual review, which shall provide guidance in respect of meeting the requirements for reappointment and promotion.
- 5.21 The Academic Duties of a Ranked CAS, communicated in writing to the staff member and the stipulated expectations for performance, shall form the basis of the annual performance review. **Merit-based salary adjustments for Ranked CAS shall be assessed according to the categories of academic duties assigned to them.**
- 5.21.1 Processes related to Performance Review (Section 5.20 and 5.21) do not apply to Post-Retirement appointments.**

Reappointment

- 5.22 It is the responsibility of Ranked CAS to prepare and pursue their case for reappointment with due diligence. The staff member shall provide the Departmental Chair with the necessary information and documentation (“dossier”) to support their case for reappointment.
- 5.23 A Ranked CAS member’s case for reappointment shall be considered as follows:
- i. first, by an appropriate committee of the Department chaired by the Departmental Chair;
 - ii. second, by the Dean; and
 - iii. third, by the Provost.
- 5.24 The case of a Ranked CAS member who holds a Joint Appointment for reappointment shall be considered as follows:
- i. first, by an appropriate committee which has equal representation from all relevant Departments, the chair of which shall be determined by the CAS member’s Departmental Chairs;
 - ii. second, by the Dean or, where appropriate, the Deans; and
 - iii. third, by the Provost.
- 5.25 The committee, the Dean and the Provost shall each base their respective recommendations on the Ranked CAS member’s performance of their Academic Duties taking into consideration the particular allocation of the candidate’s Academic Duties.
- 5.26 The committee shall submit its recommendation together with its reasons in writing to the Dean who, in turn, shall submit a recommendation together with reasons in writing to the Provost.
- 5.27 In the event that the committee, the Dean or the Provost is tending to a negative recommendation, the Ranked CAS member shall be so advised in writing with reasons by the committee, the Dean and/or the Provost, as appropriate. The Ranked CAS member shall be

provided with the opportunity to address the concerns of the relevant decision-maker, accompanied by an Advisor should the staff member so wish, to address the concerns of the relevant decision-maker.

Promotion of Ranked CAS

5.28 It is the responsibility of Ranked CAS to prepare and pursue their case for promotion with due diligence. The staff member shall provide the Departmental Chair with the necessary information and documentation (“dossier”) to support their case for promotion.

5.28.1 Notwithstanding 5.28, the sections on promotion of Ranked CAS (Sections 5.29 to 5.37) do not apply to Post-Retirement appointments.

Promotion to Senior Faculty Lecturer

5.29 A Faculty Lecturer who has been continuously employed for at least six years as a Faculty Lecturer with the same Department may apply for promotion to the rank of Senior Faculty Lecturer.

5.29.1 A Faculty Lecturer who wishes to apply for promotion to Senior Faculty Lecturer before their sixth year as a Faculty Lecturer may do so on the recommendation of the Departmental Chair.

5.29.2 A staff member promoted to Senior Faculty Lecturer shall be appointed to an Indefinite Term Appointment.

5.29.3 Exceptionally, a Faculty Lecturer or Senior Faculty Lecturer may be promoted to the rank of Assistant Professor (CAS) according to guidelines set by the relevant Faculty.

Promotion of Ranked CAS to Associate Professor

5.30 An Assistant Professor who has been continuously employed for at least six years as Assistant Professor with the same Department may apply for promotion to the rank of Associate Professor. Chairs shall encourage qualified Assistant Professors to apply for promotion in all appropriate cases, notably those who are salaried and hold full-time appointments.

5.30.1 An Assistant Professor who wishes to apply for promotion to the rank of Associate Professor before their sixth year as Assistant Professor may do so on the recommendation of the relevant Departmental Chair.

5.30.2 A staff member promoted to Associate Professor shall be appointed to an Indefinite Term Appointment.

5.30.3 An Assistant Professor being considered for promotion to Associate Professor shall establish a record of superior achievement according to the guidelines set by the relevant Faculty.

Promotion of Ranked CAS to Professor

- 5.31 An Associate Professor who has been continuously employed for at least ten years as Associate Professor with the same Department may apply for promotion to the rank of Professor.
- 5.31.1 An Associate Professor who wishes to apply for promotion before their tenth year as Associate Professor may do so on the recommendation of the relevant Departmental Chair.

Procedures

- 5.32 Ranked CAS member's case for promotion to a rank other than Professor shall be considered as follows:
- i. first, by an appropriate committee of the Department chaired by the Departmental Chair;
 - ii. second, by the Dean; and
 - iii. third, by the Provost.
- 5.33 The case of a Ranked CAS member who holds a Joint Appointment for promotion to a rank other than that of Professor, shall be considered as follows:
- i. first, by an appropriate committee which has equal representation from all relevant Departments, the chair of which shall be determined by the CAS member's Departmental Chairs;
 - ii. second, by the Dean or, where appropriate, the Deans; and
 - iii. third, by the Provost.
- 5.34 The committee shall submit its recommendation, together with its reasons, in writing to the Dean who, in turn, shall submit their recommendation, together with reasons, in writing to the Provost.
- 5.35 In the event that the committee, the Dean or the Provost is tending to a negative recommendation, the Ranked CAS member shall be so advised, with reasons, by the committee, the Dean and/or the Provost, as appropriate, and provided with the opportunity to address, in writing, the concerns of the relevant decision-maker.
- 5.36 A Ranked CAS being considered for promotion to the Ranked CAS appointment of Professor shall be considered in accordance with the process set out in the *University Statutes and Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff* applicable to promotion to the rank of Professor. A CAS member so appointed shall be designated in the University's appointment letter as Professor (CAS), with any appropriate descriptor.
- 5.37 A Ranked CAS being considered for promotion to Professor shall establish:
- i. a record of highly significant contributions in one or more of the areas of:
 - a. research and/or other original scholarly activities as evidenced by international recognition by peers; or

- b. professional and/or clinical innovation that has an influence on the practice of the profession, and that is published, publicized or otherwise recognized in a way that makes possible its evaluation by external peers; or
 - c. sustained creative activity as exemplified by external peer and public recognition, appropriate awards and prizes, invited performances, stagings and exhibitions; and
- ii. a record of:
 - a. superior teaching; or
 - b. superior contributions to the University and scholarly communities.

Termination, Notice and Severance

5.38 The appointment of a Ranked CAS may be terminated at the discretion of the University as follows: -

Notice

- i. For Ranked CAS on a Definite Term Appointment with **one year or less** of continuous employment, by the Dean giving the staff member at least one week written notice prior to the termination date of the Ranked CAS' appointment.
- ii. For Ranked CAS on a Definite Term Appointment with **more than one year but less than three years** of continuous employment, by the Dean giving the staff member prior written notice of **at least 20 weeks** prior to the termination date of the Ranked CAS' appointment.
- iii. For Ranked CAS on a Definite Term Appointment with **more than three years** of continuous employment, **or on an Indefinite Term** appointment, by the Provost by giving the staff member prior written notice of at **least 37 weeks** prior to the termination date of the Ranked CAS' appointment.
- iv. The University may, having reasonable and fair regard for the academic interests of the Ranked CAS, the interests of any students working under the Ranked CAS' supervision, or the interests of the University, decide to pay an indemnity equal to the amount of the requisite period of notice in lieu of such notice. In such cases, the payment of the indemnity is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract.

Severance

- v. Severance for full-time or part-time Ranked CAS on a Definite Term Appointment of more than one year, or on an Indefinite Term appointment, shall be equal to one month of salary for each year of continuous service as a Ranked CAS prior to the date of termination of the Ranked CAS' appointment, up to a maximum payment of 24 months. The payment of the severance is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract

5.38.1 In the event that notice of termination is not given as prescribed in sections 5.38(ii) or 5.38(iii) the Ranked CAS member's appointment shall be extended for one (1) year and shall terminate without further notice.

- 5.39 Ranked CAS who were faculty lecturers or ranked part-time academic staff employed on or before May 31, 1994 and who thereafter become entitled to severance pay shall be entitled to one month's salary for each year of service, up to a maximum payment of 30 months. All other Ranked CAS who were faculty lecturers or ranked part-time academic staff appointed on or after June 1, 1994 are subject to Section 5.38.
- 5.40 Where a CAS appointment of is terminated under Sections 5.38(ii) or (iii), or Section 5.39, reasons for the termination shall be given.

Payment of Severance

- 5.41 Where severance is owed, it shall be paid following termination of employment with the University.
- 5.42 Where severance is owed, it shall be calculated on the staff member's average annual University salary (without stipends or awards) attributable to their CAS appointment, earned in the last three years of employment
- 5.43 A staff member paid severance may not be rehired by the University during the period covered by severance.
- 5.44 The provisions on termination and severance do not apply to Ranked CAS:
- i. on nil salary appointments;
 - ii. paid by stipend;
 - iii. on Definite Term Appointment of less than one year;
 - iv. whose OLA states that the Definite Term appointment is not subject to renewal;
 - v. whose appointment terminates due to the failure to obtain, or maintain, the conditions stipulated in the OLA;
 - vi. whose appointment is terminated for non-performance of academic duties; or
 - vii. whose appointment is terminated for disciplinary reasons.

6. UNRANKED CONTRACT ACADEMIC STAFF

General Provisions

- 6.1 Unranked CAS consists of those persons who are so designated in their OLA.
- 6.2 Unranked CAS member is appointed to one of the following unranked academic classifications, which shall be specified in the appointee's OLA:
- i. **Adjunct Professor**, who is a person employed by or associated with a university other than McGill, a government, industry, or a profession, whose professional qualifications and/or experience allow him/her to participate in the teaching and/or research activities of the Department or Faculty to which he or she is appointed;

- ii. **Professor of Practice**, who is a professional, business, industry or government leader who has made major contributions to their field or discipline who is engaged primarily in ~~academic activities teaching and research~~ related to the appointee's practice, methods and values of the appointee's field, discipline or vocation in the Department or Faculty to which they are appointed;
- iii. **Associate Member**, who is a person holding an appointment within the University and who is appointed as an Associate Member to participate in the academic activities of another unit of the University;
- iv. **Affiliate Member**, who is a person holding an appointment external to the University and who is appointed as an Affiliate Member to participate in the academic activities of a unit of the University;
- v. **Academic Associate** or **Senior Academic Associate**, who is a person who has obtained a doctorate or equivalent in a relevant discipline and is appointed in their professional capacity to support the academic unit to which they are appointed and who engages in ~~teaching, research and/or other~~ academic activities within that unit.

6.3 Unranked CAS members shall further be designated as full-time or part-time in their OLA.

Academic Duties

- 6.4 Unranked CAS shall participate in the academic activities of the academic units to which they are appointed.
- 6.5 The allocation of Academic Duties and other responsibilities shall be determined by the Departmental Chair in consultation with the Dean and staff member, and shall be communicated in writing to the staff member.
- 6.6 Assigned academic duties shall serve as the basis for expectations for the appointment, reappointment and performance evaluation of Unranked CAS.
- 6.7 Unranked CAS are expected to be engaged during the Academic Year in their assigned Academic Duties, and to be available at the University at such times as their duties may require.
- 6.8 Unranked CAS shall comply with applicable University regulations and policies governing the responsibilities of members of the academic staff.

Appointments

- 6.9 The appointment of Unranked CAS shall be made by the Dean upon the written recommendation of the Departmental Chair who shall provide reasons for the recommendation. Appointments shall be made in accordance with these Regulations.

- 6.10 Unranked CAS shall initially be appointed for a Definite Term Appointment of not more than three years.
- 6.11 The appointment of Unranked CAS may be made contingent on acquiring and/or maintaining:
- i. appropriate professional accreditation;
 - ii. an appointment in an Affiliated Health Institution; or
 - iii. other credentials or qualifications deemed necessary for the appointment.
- 6.12 In the event that the Unranked CAS fails to acquire or maintain a condition of the appointment, the appointment will terminate, without notice or compensation, on the earlier of either:
- i. four weeks following loss of the accreditation or loss of their appointment to an Affiliated Health Institution; or
 - ii. the normal termination date of their appointment.

Reappointment

- 6.13 Adjunct Professors, Professors of Practice, Associate Members and Affiliate Members may be reappointed for additional Definite Term Appointments of not more than three years at a time.
- 6.14 An Academic Associate or Senior Academic Associate may be reappointed for an additional Definite Term Appointment of not more than three years. However, an Academic Associate or Senior Academic Associate who is continuously employed for six years shall be recommended for reappointment for an Indefinite Term.
- 6.15 The conditions for reappointment of Unranked CAS shall be determined by the Departmental Chair in accordance with these Regulations.
- 6.16 Recommendations for the reappointment of Unranked CAS shall be submitted, with reasons, by the Department Chair to the Dean, who shall make decisions as to reappointment.

Performance Review

- 6.17 The Departmental Chair shall provide Unranked CAS who are not nil salary with annual written performance review.

Termination and Notice – Adjunct Professors, Professors of Practice, Associate Members and Affiliate Members

- 6.18 The appointment of Adjunct Professors, Professors of Practice, Associate Members or Affiliate Members may be terminated at the discretion of the University as follows:

Notice

- i. For a staff member on a Definite Term Appointment of **one year or less** of continuous employment, by the Dean giving the staff member prior written notice of at least one week prior to the termination date of the staff member's appointment.
- ii. For a staff member on a Definite Term Appointment of **more than one year, but less than three years** of continuous employment, by the Dean giving the staff member prior written notice of at least four weeks prior to the termination date of the staff member's appointment.
- iii. For a staff member with **three or more years** of continuous employment, by the Dean giving the staff member prior written notice of at least eight weeks prior to the termination date of the staff member's appointment.
- iv. The University may, having reasonable and fair regard for the academic interests of the staff member, the interests of any students working under the staff member's supervision, or the interests of the University, decide to pay an indemnity equal to the amount of the requisite period of notice in lieu of such notice. In such cases, the payment of the indemnity is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract.

The appointment shall then terminate without further notice or compensation.

6.19 The provisions on termination do not apply to Adjunct Professors, Professors of Practice, Associate Members or Affiliate Members:

- i. on nil salary appointments;
- ii. paid by stipend
- iii. on Definite Term Appointment of less than one year;
- iv. whose OLA states that their Definite Term Appointment is not subject to renewal;
- v. whose appointment terminates due to the failure to obtain, or maintain, the conditions stipulated in the OLA;
- vi. whose appointment is terminated for non-performance of academic duties; or
- vii. whose appointment is terminated for disciplinary reasons.

Termination, Notice and Severance – Academic Associates

6.20 The appointment of an Academic Associate may be terminated at the discretion of the University as follows:

Notice

- i. For an Academic Associate on a Definite Term Appointment of **one year or less** of continuous employment, by the Dean giving the staff member at least one week written notice prior to the termination date of the Ranked CAS' appointment.
- ii. For an Academic Associate on a Definite Term Appointment of **more than one year, but less than 3 years** of continuous employment, by the Dean giving the Academic Associate prior written notice of **at least 13 weeks** prior to the termination date of the Academic Associate's appointment.
- iii. For an Academic Associate on a Definite Term appointment with **more than three years** of continuous employment, or for an Academic Associate on an **Indefinite Term**

- Appointment**, by the Dean giving the staff member prior written notice of **at least 26 weeks** prior to the termination date of the Academic Associate's appointment.
- iv. The University may, having reasonable and fair regard for the academic interests of the Academic Associate, the interests of any students working under the Academic Associate's supervision, or the interests of the University, decide to pay an indemnity equal to the amount of the requisite period of notice in lieu of such notice. In such cases, the payment of the indemnity is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract.

Severance

- v. Severance for a full-time or part time Academic Associate appointment of **more than one year, or on an Indefinite Term** appointment, shall be equal to **one month salary for each year of continuous service** as an Academic Associate prior to the date of termination of the Academic Associate's appointment, to a **maximum payment of 12 months**. The payment of the severance is conditional upon the employee releasing the University from all claims and damages arising from the termination of the employment contract
- 6.21 Where the appointment of an Academic Associate is terminated under Section 6.20 (ii) or (iii), reasons for the termination shall be given.
 - 6.22 Where severance is owed, it shall be paid following termination of employment with the University.
 - 6.23 Where severance is owed, it shall be calculated on the staff member's average annual University salary (without stipends or awards) attributable to their CAS appointment, earned in the last three years of employment.
 - 6.24 A staff member paid severance may not be rehired by the University during the period covered by severance.
 - 6.25 The provisions on termination and severance do not apply to an Academic Associate:
 - i. on nil salary appointments;
 - ii. paid by stipend;
 - iii. on a Definite Term appointment of less than one year;
 - iv. whose OLA states that the Definite Term Appointment is not subject to renewal;
 - v. whose appointment terminates due to the failure to obtain or maintain, the conditions stipulated in the OLA;
 - vi. whose appointment is terminated for non-performance of academic duties; or
 - vii. whose appointment is terminated for disciplinary reasons.



Memorandum

Office of the Provost & Vice-Principal (Academic)
Room 504 James Administration Building
Tel: 514.398.4177 | Fax: 514.398.4768

TO: Senate Steering Committee

FROM: Prof. Angela Campbell, Associate Provost (Equity & Academic Policies)

SUBJECT: Strategic Equity, Diversity, & Inclusion (EDI) Plan 2020-2025

DATE: April 7, 2020

DOCUMENT #: D19-47

ACTION REQUIRED: INFORMATION ENDORSEMENT

ISSUE	This Strategic Plan will guide McGill’s steps toward advancing EDI over the coming 5 years. It establishes key metrics for success and identifies the sites of accountability, across the University, for achieving its stated objectives.
BACKGROUND & RATIONALE	Guided by the goal of centralizing EDI within the University’s core activities and pursuit of its academic mission, this Strategic Plan articulates a series of measures within 5 principal themes: student experience; research and knowledge; outreach; workforce; and physical space. Each of these themes maps onto our Principal’s Priorities .
PRIOR CONSULTATION	Drafts of this Strategic EDI Plan were shared for review and feedback: <ul style="list-style-type: none"> • Members of the senior administration • Faculty Deans • Student organizations and clubs whose services and activities focus on underrepresented groups • Student equity commissioners • Staff associations and unions • Student associations • Joint Board-Senate Committee on Equity (JBSCE) and all 6 JBSCE subcommittees • McGill Alumni Association Board of Directors • McGill community at large through an online consultation
SUSTAINABILITY CONSIDERATIONS	Social sustainability considerations are at the heart of this Strategic Plan.
IMPACT OF DECISION AND NEXT STEPS	The Plan will be presented to the Board of Governors for endorsement on 23 April 2020. The Plan will be formally implemented from May 2020 onward.
MOTION OR RESOLUTION FOR APPROVAL	<i>Be it resolved that Senate endorse, and recommend to the Board of Governors for endorsement, the basic principles and broad outline of the Strategic Equity, Diversity & Inclusion (EDI) Plan with the understanding that all items emanating from this plan that require academic governance oversight be returned to this body for appropriate deliberation and action.</i>
APPENDICES	Appendix A: McGill University Strategic EDI Plan 2020-2025



McGILL UNIVERSITY EQUITY, DIVERSITY & INCLUSION (EDI) STRATEGIC PLAN 2020-2025¹

ABOUT THE COVER

The Plan's cover is the creation of Olivia Ma, McGill law student, artist, poet, and member of McGill's Women of Colour Collective. Olivia Ma writes under the name *Danji*. Her artwork commissioned for McGill's 2020 Strategic EDI Plan is accompanied by the following poem:

You dream big and so do I,
Dreams so far and wide,
We don't know how or where to go.
But they dream too and theirs comes true
So why not me, and why not you.
So, my friend, give me a hand,
Help me, as I help you.
Perhaps, one day,
we'll look back and just laugh.
Knowing that all you needed
was me
And all I needed
was you.
-- Danji

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

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

¹ This Strategic EDI Plan was developed by the equity team in the Office of the Provost & Vice-Principal (Academic). Our sincere thanks go to the many students, faculty, and staff across McGill who devoted time and energy to sharing their thoughts, insights, and feedback on earlier iterations of this Plan throughout the 2019-2020 academic year.

VISION

McGill University is a world-class institution of higher education and research. Our University recognizes that excellence in teaching and scholarship requires the convergence and collaboration of individuals of diverse identities, experiences, and ideas. Equally important, McGill values respectful and inclusive learning and work environments, which seek to identify and challenge historic and systemic barriers to full participation in university life and to foster discovery, advancement, and accomplishment, all of which benefit our University and society more broadly. McGill is committed to these values in the pursuit of all aspects of its academic mission. This commitment finds expression in McGill's [Mission Statement and Principles](#):

MISSION

The mission of McGill University is the advancement of learning and the creation and dissemination of knowledge, by offering the best possible education, by carrying out research and scholarly activities judged to be excellent by the highest international standards, and by providing service to society.

PRINCIPLES

In fulfilling its mission, McGill University embraces the principles of academic freedom, integrity, responsibility, equity, and inclusiveness.

Each member of the University community – whether student, faculty, or academic support staff – is united by this statement of Mission and Principles. While there is much that we all share, it is crucial to acknowledge our varied levels of advantage, privilege, and opportunity. These variances can affect our ability to access all that McGill offers, and flourish in our campus settings.

Universities across Canada are presently called upon to recognize and address historical and contemporary forces that result in social inequities in postsecondary contexts. Many such forces have their roots in ideologies and practices – such as colonialism, slavery, and patriarchy. Although these ideologies and practices no longer reflect McGill's values, their harmful effects persist. As such, our institutional commitment to equity, diversity, and inclusion (EDI) must acknowledge and seek to address the lasting effects of historic injustices that continue to challenge equal opportunities to access, and to succeed within, the McGill community. Our EDI commitments must also be inspired by the recognition that excellence is fostered by bringing together individuals and groups of diverse experiences, identities, and ideas.

This Strategic EDI Plan for McGill seeks to act on this commitment through the articulation of specific goals, and measures for their achievement, over the next five years. Over this period, McGill will embed EDI in all core areas of the University, drawing on multiple strategic University-level documents initiated by McGill's Principal and Provost over the last decade (Appendix A).

Inspired by the transversal character and importance of EDI across the University, this Strategic EDI Plan maps its objectives onto the five priority areas that McGill's Principal & Vice-Chancellor, Professor Suzanne Fortier, has identified for our campus community:

1. [The McGill Commitment](#)
2. [Unleashing our Full Research Potential](#)
3. [Enhancing our Community Partnerships](#)

4. [My Healthy Workplace](#)
5. [Transforming our Campus](#)

This EDI Strategic Plan is thus organized according to the following five corresponding themes:

1. Student experience
2. Research and knowledge
3. Outreach
4. Workforce
5. Physical Space

For each theme, the Plan sets out goals, measures, and modes of oversight. In so doing, it references and builds on existing McGill priorities, plans, and reports that embed EDI goals. Over the life of this Plan (2020-2025), McGill commits to ongoing public reporting on our progress with respect to the measures set out herein, and to creating opportunities for feedback from our community members, through multiple formats, on EDI work at McGill.

Prior to setting out the Plan's specific aspirations and measures for assessing progress, an understanding of key terminology is in order.

CONCEPTUAL FRAMEWORK

The words “equity”, “diversity”, and “inclusion” have gained traction in recent years, but their meaning is not always clear. A shared understanding of these terms will facilitate productive conversations on EDI as we move forward with this Strategic Plan. The definitions that follow are those adopted at this moment at McGill, recognizing that there are other possible meanings given to these terms within other communities and settings and that their meaning may evolve over time.

EQUITY

Equity, unlike the notion of equality, is not about sameness of treatment. It denotes fairness and justice in process and in results. Equitable outcomes often require differential treatment and resource redistribution to achieve a level playing field among all individuals and communities. This requires recognizing and addressing barriers to opportunities for all to thrive in our University environment.

DIVERSITY

Diversity describes the presence of difference within any collection of people. In discussions of social equity, diversity addresses differences in social group membership related, for example, to race, Indigenous identity, class, gender identity or expression, sexuality, disability, ethnicity, and religion. Discussions about diversity linked to access and equity require knowledge and understanding of historical and contemporary experiences of oppression and exclusion.

Diversity should be understood as uniting rather than dividing. The term calls upon us to appreciate both differences and interconnectedness, and to recognize and respond to systemic and institutionalized discrimination.

INCLUSION

Inclusion refers to the notion of belonging, feeling welcome and valued, having a sense of citizenship. It also speaks to a capacity to engage and succeed in a given institution, program, or setting. Inclusion calls for recognizing, reducing, and removing barriers to participation created by social disadvantage or oppression, and can result in the reimagining of an institution, program, or setting.

The concepts of equity, diversity, and inclusion are more than rhetoric; they are central to McGill’s academic mission and vision. As the various planning documents, studies, and reports listed in Appendix A show, McGill has been making steady progress to create a University culture that promotes respect for diversity and the equitable inclusion of all community members over the past decade. However, we can do even better. There is still much work to be done, as reflected in our data and in the views expressed across our campus community. This Strategic Plan aspires to unify our efforts and achieve specific EDI goals over the next five years. Moreover, the Plan aims to embed equity, diversity, and inclusion as fundamental to all areas and practices of the University.

STRATEGIC DIRECTIONS

STUDENT EXPERIENCE

[The McGill Commitment](#) is premised on a recognition of the diversity within the University's student body, resulting from its vibrant international character as well as McGill's location within a cosmopolitan centre. Core to the Commitment is bolstering and celebrating student diversity, striving to provide equitable support and access to opportunities, and promoting a respectful and inclusive learning experience for all students. Beyond the Commitment, a range of initiatives can help facilitate access to the University for students from underrepresented social groups while striving to ensure that student life and learning at McGill are characterized by openness and acceptance.

In support of these aspirations, this EDI Strategic Plan sets the following goals:

1. Increase the representativeness of the student body

Measures for progress:

- Collect, analyze, and report on demographic student data, while maintaining strict confidentiality of personal information, to understand the composition of student body. Draw on this data to adapt the Strategic Enrollment Plan to address identified areas of underrepresentation.
- Aim for target set for Indigenous student enrolment set in [Strategic Academic Plan \(SAP\)](#): 1000 University-wide.
- Drawing on research examining McGill's historic ties to slavery and colonialism (see point #5 under "Research and Knowledge" below), elaborate and commit to an action plan to address McGill's commitment to Black students, particularly from North America, with a focus on recruitment, retention, and success, notably through:
 - increased outreach with Black communities with a view to enhanced student enrolment; and
 - attention and awareness to the particular needs of Black students with respect to student advising and support.²

Reporting on progress will occur through the Annual Report to Senate on Enrolment and Strategic Enrollment Management. Responsibility lies with the Deputy Provost (Student Life & Learning) (DP-SLL) and the Associate Provost (Equity & Academic Policies) (AP-EAP).

2. Promote student wellness, success, and support, especially for those from underrepresented groups

Measures for progress:

- Track and analyze information on student retention, graduation rates, and time to graduation using demographic data. Develop and implement plans to address differential outcomes identified through data analysis with a view to identifying and reducing barriers to student success and wellness.
- Develop a survey instrument and survey cycle through which to measure student wellness and students' experiences and perspectives on respect and inclusion. As required, develop plans to address areas of concern identified through this exercise, paying particular attention to student populations who may be especially susceptible to

² This goal and measure is inspired by the [Final Report of the Working Group on Principles of Commemoration and Renaming](#) (p. 17) and the [Final Report on Understanding Diversity and Discrimination](#) (p. 13).

alienation, isolation, or harassment (e.g., students with disabilities, racialized students, international students, LGBTQ2I+ students).

- Build capacity of student wellness staff to address the concerns and needs of those who self-identify as members of underrepresented groups and work to enhance the representativeness of this staff.
- Meet target for increasing student aid set in [SAP](#): 30% of total net tuition revenues.
- Create and support opportunities for students from underrepresented groups to come together in shared social and networking spaces.
- Review McGill policies that establish accommodations for students with disabilities and observing holy days to ensure, insofar as possible, equity in academic assessments.
- Increase food options on campus that promote the University's commitment to sustainability while also recognizing the diversity of McGill's student body and the religious dietary observances of some members of the University community.

Reporting on progress will occur through the Annual Report to Senate of the Committee on Student Services and the Annual Report to Senate on Scholarships and Student Aid. Responsibility lies with the DP-SLL and AP-EAP.

3. Raise student awareness about discrimination, oppression, and their effects

Measures for progress:

- Develop equity education modules delivered via multiple formats (e.g., in-person, online, podcasts) drawing, where appropriate, on existing programs in Student Services and Teaching and Learning Services.

Reporting on progress will occur through the Annual Report to Senate of the Committee on Student Life and Learning. Responsibility lies with the DP-SLL.

4. Enhance capacity of teaching staff and Student Services to create and maintain respectful, accessible, and inclusive student life and learning settings

Measures for progress:

- Develop and deliver modules, in consultation with student groups and associations, on topics such as equity, implicit bias, cultural safety, accessibility and universal design to support teaching and front-line Student Services staff. Undertake ongoing assessments to ensure the effectiveness of this training.
- Develop training and supports for teaching staff, particularly those who engage with difficult and sensitive topics in the classroom, on balancing our commitments to freedom of expression, academic freedom, respect and inclusion. Undertake ongoing assessments to ensure the effectiveness of these measures.
- Support the development of staff and faculty capacity to be effective "first responders" to students who disclose experiences related, for example, to mental health challenges, sexual violence, and discrimination.
- Promote the adoption of universal design for learning practices in program structures, course materials, pedagogical approaches, and academic assessments to reduce the demand and need for accommodations and enhance the educational experience of all students.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the DP-SLL and AP-EAP.

5. **Ensure University policies establish prompt, effective, and confidential channels to address EDI concerns and complaints**

Measures for progress:

- Analyze reporting rates under:
 - Policy on Harassment & Discrimination Prohibited by Law; and
 - Policy against Sexual Violence.

- Obtain and analyze feedback on experiences of reporting from various sources to evaluate perceptions within the campus community of reporting processes and resources, including:
 - Senior Equity & Inclusion Advisor
 - Office for Sexual Violence Response, Support & Education
 - Ombudsperson
 - Dean of Students and Dean of Graduate and Postdoctoral Studies
 - Student associations
 - Special Investigator (Sexual Violence)

- Raise awareness, through multiple communication platforms, about relevant University reporting channels and resources.

Reporting on progress will occur through the Annual Report to Senate on the Policy on Harassment & Discrimination Prohibited by Law and the Annual Report to Senate on the Policy against Sexual Violence. Responsibility lies with the AP-EAP.

RESEARCH AND KNOWLEDGE

McGill researchers are internationally renowned leaders and innovators within their respective disciplines. Our University values scholarship both for the inherent value of advancing knowledge and for the benefits yielded by its application in a range of settings. To this end, local and global partnerships, with actors in private, public, and community sectors, further McGill's priority of [Unleashing McGill's Full Research Potential](#). The importance of such partnerships is explored further under theme 3 (Outreach) of this Plan.

McGill's [Strategic Research Plan](#) articulates multiple commitments and aspirations connected to EDI, recognizing that the potential for discovery and ground-breaking work is heightened when scholars enjoy freedom of inquiry in inclusive research communities marked by pluralism in terms of experience, identity, and ideology. Excellence is furthered by ensuring equity of opportunity in research, notably in connection with funding, prizes, awards, mentorship, and graduate and postdoctoral training.

In light of the importance of EDI in this priority area, McGill will create the new position of Senior Research Equity Advisor (SREA). The SREA is a senior level advisor responsible for guiding and supporting the implementation of McGill's EDI initiatives in research and innovation and the broader goal of maintaining excellence in an increasingly competitive and challenging global research environment. Specific EDI objectives for McGill in connection with research include:

1. **Maintain recognition for diverse research ideologies and methodologies, including community-engaged, land-based,³ and participatory action research⁴**

Measures for progress:

- Deliver training to academic leaders and members of the research community on EDI in connection with research activities.
- Ensure academic leaders and members of the research community understand time and other resource implications for non-traditional research (e.g., community-engaged, land-based, participatory action).
- Review nominations for research prizes and awards to ensure nominations include fair representation of researchers whose work has clear connections to EDI.
- Uphold commitments articulated in McGill's [CRC EDI Action Plan](#)
- Profile diversity of research activities through McGill channels (e.g., homepage, What's New/Reporter).

Reporting on progress will occur through:

- Annual Report to Senate on Research and Innovation
 - McGill Annual Report to the Tri-Council Institutional Programs Secretariat (TIPS)
 - CRC EDI Action Plan Annual Report
- Responsibility lies with the Vice-Principal (Research & Innovation) (VP-RI) and the AP-EAP.

2. **Strive for equitable representation of individuals from underrepresented groups among chairholders and recipients of awards**

Measures for progress:

- Review nominations for research prizes and awards to ensure nominations include fair representation of researchers from underrepresented groups.
- Meet and surpass CRC targets set for McGill by the TIPS.
- Determine, based on our demographics, what equitable representation should be among our internal awards (James McGill, William Dawson) and endowed chairs, and work to meet these targets.
- Implement measures to prefer candidates from underrepresented groups, where equivalent, in nomination and selection processes.
- Ensure diversity in membership of nomination and selection committees and panels.
- Deliver EDI training to all nomination and selection committee and panel members with a view to increasing the diversity of nominee pools for research awards.

Reporting on progress will occur through:

- Biennial Report to Senate on Employment Equity
- McGill Annual Report to the Tri-Council Institutional Programs Secretariat

³ "Land-based" practices facilitate Indigenous persons' and communities' reconnection with land, identity, and culture while accounting for "the needs, values, teachings, and cultures of Indigenous community members and nations." It calls for creating opportunities for work – whether teaching or research – in Indigenous communities, "with Elders, relatives, and knowledge keepers who can pass down knowledge and culture." See John Hansen, "Cree Elders' Perspectives on Land-Based Education: A Case Study" (2018) 28:1 Brock Education Journal 74. See also Jennifer Redvers, "Land-based Practice for Indigenous Health and Wellness in the Northwest Territories, Yukon, and Nunavut" November 2016, <http://www.ichr.ca/wp-content/uploads/2016/12/Land-based-Research-Summary_2016.pdf>.

⁴ "Participatory action" research seeks to engage the "subject" of a study as participants in the design, conducting, and analysis of a project with a view to ensuring that the work is both democratic in its planning and execution and that it results in meaningful results that will be of particular benefit to the populations in question. See Hal A. Lawson et al, eds, *Participatory Action Research* (OUP, 2015).

- CRC [EDI Action Plan](#)
Responsibility lies with the AP-EAP.

3. Establish and maintain equitable, accessible and inclusive research environments

Measures for progress:

- Develop and share EDI best practices for researchers, related, for example, to training, mentorship, research environment, accessibility, and accommodations.
- Provide support for researchers to integrate strong EDI plans within research and training programs. Assess on an ongoing basis to ensure effectiveness.

Reporting on progress will occur through McGill's equity website (www.mcgill.ca/equity) that will share best practices. Responsibility lies with the AP-EAP.

4. Ensure Indigenous-Led and Indigenous-Partnered research respects and benefits Indigenous peoples and communities

Measures for progress:

- Develop and implement procedures in keeping with OCAP (Ownership, Control, Access, and Possession) Principles, as outlined in the [Provost's Task Force on Indigenous Studies and Indigenous Education](#).
- Develop and implement opportunities to support Indigenous-led research strategies and initiatives by researchers.

Reporting on progress will occur through the Annual Report to Senate on Research and Innovation. Responsibility lies with the VP-RI, AP-EAP, and Special Advisor, Indigenous Initiatives.

5. Lead research initiatives to enhance knowledge of, and to address equitably, McGill's connections to slavery and colonialism

Measures for progress:

- Fund research and supported led by qualified experts on McGill's historic connections, both direct and indirect, to transatlantic slavery and to colonialism and its impact on Indigenous communities.
- Draw on the results of this research to publicly acknowledge and address McGill's connections to slavery and colonialism, notably through initiatives that will support the presence and success of Black and Indigenous students and faculty at McGill.

Reporting on progress will occur through various modes, including but not limited to the publication of the University-supported research described here, and through the Annual Report of the Joint Board-Senate Committee on Equity.

OUTREACH

Teaching and research at McGill benefit from myriad partnerships with communities in Montréal and Québec, as well as across Canada and the rest of the world. McGill's EDI goals are strengthened by outreach and engagement with these communities and collaborations with a range of organizations in the public, private, and community sectors. Notably, through community engagement, we are able to provide our students with critical experiential learning opportunities. These engagements are also key to the pursuit of socially-engaged research and

innovation that advances knowledge in relation to some of the core challenges of our time. Finally, our partnerships and outreach efforts telegraph McGill's openness to welcoming all current and prospective students and staff members, regardless of social group membership or identity.

1. Develop effective communications about EDI challenges, initiatives, and celebrations at McGill

Measures for progress:

- Create and maintain a website for McGill EDI
- Publish regular EDI features in What's New/Reporter
- Strive to ensure accessibility of all McGill communications and virtual spaces
- Engage with external media to profile EDI initiatives
- Commemorate, in a way that engages all Faculties and units of the University, internationally-recognized dates of particular relevance to equity-seeking groups: e.g., International Day for the Elimination of Racial Discrimination (21 March) International Day Against Homophobia, Transphobia, and Biphobia (17 May), International Day of Persons with Disabilities (3 December).

Reporting on progress will occur through regular, public communications about EDI work at McGill. Responsibility lies with the AP-EAP and the Vice-Principal (Communications and External Relations) (VP-CER).

2. Develop mentoring, networking, and advancement opportunities for students and staff from underrepresented groups

Measures for progress:

- Create alumni mentorship network for all students that recognizes and accounts for the experiences, needs, and interests of students from underrepresented groups.
- Develop opportunities for students and staff from underrepresented groups to convene, share experiences, and explore career opportunities and pathways.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP in collaboration with University Advancement and the DP-SLL.

3. Deepen community collaborations in connection with University commemorations and celebrations

Measures for progress:

- Develop partnerships, co-sponsorships, and opportunities for representation and engagement of various communities in events such as Black History Month, Indigenous Awareness Weeks, Queer History Month.
- Evaluate success of collaborations by consulting with community partners, and key campus stakeholders, e.g., equity education advisors, student equity commissioners, Joint Board-Senate Committee on Equity.
- Bridge connections with local communities beyond the University through: outreach, featuring members' expertise and knowledge in McGill events, and supporting local, community-based vendors.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee. Responsibility lies with the AP-EAP in collaboration with the VP-CER.

4. Deepen community collaborations in connection with academic program development

Measures for progress:

- Consult local communities, particularly those underserved by higher education institutions, to discern local needs with respect to knowledge production and capacity development.
- Continue working to design and deliver academic programs aligned with McGill's academic mission and priorities that aim to serve these communities through local capacity-building, knowledge dissemination, and skills development.

Reporting on progress will occur through the Annual Report to Senate of the Academic Policies Committee.

WORKFORCE

Core to McGill's priorities is a focus on building the capacity of all staff. McGill's commitment – articulated through its [My Healthy Workplace](#) strategy – seeks to establish a working environment in which employees "collaborate to use a continual improvement process to protect and promote the health, safety and well-being of employees and the sustainability of the workplace." Further, McGill's [Employment Equity Policy](#) calls for the development and application of equitable practices in the hiring, promotion, and retention of all staff. As such, the University commits to proactive recruitment measures for hiring efforts in relation to all staff groups.

Moreover, all members of the McGill community are entitled to healthy, safe, and inclusive work and learning environments. Pursuant to the University's [Policy on Harassment and Discrimination Prohibited by Law](#) and [Policy against Sexual Violence](#) each of us has a right to learn and work in environments free from harassment, sexual violence, and prohibited-ground discrimination.

While these commitments focus on the University's workforce, healthy, respectful, and inclusive working conditions will also enhance learning environments for students, who engage actively with our staff and who are themselves often also McGill employees.

In support of these aspirations, this EDI Strategic Plan commits to the following goals:

1. Increase the representativeness of the workforce

Measures for progress:

- Continue to collect, track and analyze data through McGill's [Employment Equity Survey](#) while maintaining strict confidentiality of personal information.
- Implement corrective measures to address underrepresentation.
- Train Deans, Chairs, academic staff, and administrative and support staff on employment equity principles, policies, and practices using multiple formats. Assess these training activities in an ongoing fashion to ensure their effectiveness.

Reporting on progress will occur through the Biennial Report to Senate on Employment Equity. Responsibility lies with the AP-EAP with input from Human Resources.

2. Enhance and communicate resources available to support employees with disabilities

Measures for progress:

- Develop and maintain a resource guide aimed at decreasing barriers and increasing satisfaction and retention of staff with disabilities.
- Create a specific position tied to the promotion of accessibility for all staff.

Reporting on progress will occur through the Biennial Report to Senate on Employment Equity. Responsibility lies with the AP-EAP with input from Human Resources.

3. Address EDI gaps among tenure-stream academic staff through active recruitment, retention, and promotion strategies

Measures for progress:

- Surpass target set by [SAP](#): 20% representation of the following federally-designated equity groups: Indigenous persons, racialized persons, and/or persons with disabilities.
- Undertake measures to promote recruitment, hiring and retention of faculty from the most underrepresented groups among tenure track academic staff (persons who are Indigenous, Black, and/or living with a disability).
- Surpass target set by [SAP](#): 25% women full professor by 2022.
- Strive to meet target set by [Provost's Task Force on Indigenous Studies and Indigenous Education](#): 35 professors over 15 years.
- As student demographic data become available, examine how teaching staff and student populations compare, understanding the importance for many students of seeing themselves reflected in McGill's community of instructors and supervisors.
- Create a mentorship network for junior professors.
- Create opportunities for faculty from underrepresented groups to come together in shared social and networking spaces (e.g., welcome ceremony for new Indigenous professors).
- Explore opportunities to develop leadership fora for women and/or members of underrepresented groups to encourage and build capacity for assuming senior leadership roles at McGill.

Reporting on progress will occur through the Biennial Report to Senate on Employment Equity. Responsibility lies with the AP-EAP.

4. Recognize diverse family forms in University Policies and Procedures

Measures for progress:

- Review, with an eye to EDI, the following University policies:
 - Regulations on Maternity Leave, Parental Leave and Extended Parental Leave for Members of Academic Staff
 - Parental leaves policy for non-unionized non-academic staff
 - Allowable expenses from University funding related to dependant care

Reporting on progress will occur through a Report to Senate on the review of these policies and on any revisions deemed appropriate.

5. Ensure University Policies establish prompt, effective, and confidential channels to address EDI concerns and complaints

Measures for progress:

- Analyze reporting rates under:

- Policy on Harassment & Discrimination Prohibited by Law; and
- Policy against Sexual Violence
- Obtain and analyze feedback on experiences of reporting from various sources to evaluate perceptions within the campus community of reporting processes and resources, including:
 - Senior Equity & Inclusion Advisor
 - Office for Sexual Violence Response, Support & Education
 - Human Resources Advisors
 - Employee associations and unions
 - Special Investigator (Sexual Violence)
- Raise awareness, through multiple communication platforms, about relevant University reporting channels and resources.

Reporting on progress will occur through the Annual Report to Senate on the Policy on Harassment & Discrimination Prohibited by Law and the Annual Report to Senate on the Policy against Sexual Violence. Responsibility lies with the AP-EAP and Human Resources.

6. Promote respectful, accessible, and inclusive work environments

Measures for progress:

- Develop and deliver equity, cultural safety, and accessibility/universal design modules for staff, and assess effectiveness of this training through feedback from participants, HR Advisors, and academic leaders.
- Develop a survey instrument and survey cycle through which to measure employee experience and assessment of respect and inclusion in the workplace. As required, develop plans to address outcomes of concern that are identified through this exercise.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP in collaboration with Human Resources.

PHYSICAL SPACE

Thoughtfully designed physical space is essential to the advancement of McGill's academic mission. Likewise, the University's EDI commitments cannot be achieved without considering whether and how access is facilitated, and diversity is reflected, across our campuses. More precisely, we risk alienating those who do not see themselves represented in our physical spaces, including their design or layout, or in the iconography or nomenclature assigned to them.

These themes are addressed at length in the [Final Report of the Provost's Working Group on Principles of Commemoration and Renaming](#). Space was also one of five themes taken up in the [Final Report of the Principal's Task Force on Respect and Inclusion in Campus Life](#). Key recommendations connected to space also appear in the [Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#). Each of these documents articulate recommendations that should guide decisions about physical space, including those that will be made as the University advances toward the implementation of its [Master Plan](#). Building on these recommendations, this Strategic Plan sets the following EDI goals:

1. Reflect diverse identities within McGill's historic and contemporary communities in campus iconography, signage, ceremonies, and naming

Measures for progress:

- Strive to represent diverse identities as new naming opportunities arise.
- Represent diverse identities as new artwork is commissioned and showcased at the University, particularly during and following the University's Bicentennial celebrations.

Reporting on progress will occur through the Annual Report to Senate and the Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP in collaboration with University Advancement and the Visual Arts Collection.

2. Enhance accessibility of buildings, pathways, and other physical spaces

Measures for progress:

- Design, implement and maintain an Interactive Accessible Network (IAN) Map establishing wayfinding for all individuals regardless of capacities vis-à-vis physical mobility.
- Increase project activity within the Universal Access Capital Projects Working Group.
- Ensure and maintain compliance with building codes and regulations intended to enhance accessibility.
- Increase accessible entrances in campus buildings (per Campus Master Plan).
- Develop accessibility standards for built facilities.

Reporting on progress will occur through the Annual Report to Senate on Physical Development. Responsibility lies with the AP-EAP and Campus Planning and Development.

3. Create dedicated spaces for McGill community members' spiritual, social, and wellness needs

Measures for progress:

- Designate accessible non-denominational contemplative space for individual or group meditation, counseling, spiritual needs, and/or other activities promoting mental and emotional wellness.
- Assess whether existing spaces meet current needs through engagement and consultation with the Wellness Hub, the McGill Office for Religious and Spiritual Life, Equity Education Advisors, and student associations.

Reporting on progress will occur through the Annual Report to Senate and Board of the Joint Board-Senate Committee on Equity. Responsibility lies with the AP-EAP and the DP-SLL.

4. Enhance Indigenous presence in public spaces, as well as the availability of cultural and living spaces for Indigenous students, faculty, and staff

Measures for progress:

- Advance the general goals, orientations, and principles related to Indigenous representation embedded within the Board-approved Master Plan.
- Define a global space strategy for all Indigenous needs, including academic, communal, study, and cultural functions.

Reporting on progress will occur through reporting on Master Plan to Senate and the Board of Governors. Responsibility lies with Campus Planning and Development and the Special Advisor on Indigenous Initiatives.

CONCLUSION

This Strategic Plan provides a foundation for advancing EDI initiatives already underway at McGill, while also creating a platform for new opportunities that will deepen our understanding of, and commitment to, EDI as a campus community over the next five years. This Plan embeds EDI as a shared responsibility across multiple University offices and stakeholders, thereby communicating the centrality of EDI throughout the University. Notably, while the Plan situates EDI as a responsibility that rests primarily with the Associate Provost (Equity & Academic Policies), it identifies multiple sites of accountability for EDI outcomes. In so doing, the Plan sets clear goals and measures, transparently identifying where responsibility for results lies and what modes will be used to share information about the University's progress in this domain. Finally, McGill's EDI Strategic Plan is anchored to the five priority areas identified by McGill's Principal & Vice-Chancellor, Professor Suzanne Fortier. As such, it will guide decisions about our core activities as a University, serving to enhance McGill's EDI commitments and outcomes while simultaneously advancing excellence in the pursuit of our University's academic mission.

APPENDIX A – University Reports Articulating EDI Commitments (Listed Chronologically)

- 2005 [Policy on Harassment and Discrimination Prohibited By Law](#)
- 2005 [Policy Concerning the Rights of Students with Disabilities](#)
- 2007 [Employment Equity Policy](#)
- 2008 [McGill University Physical Master Plan: Planning and Design Principles](#)
- 2011 [Principal's Task Force on Diversity, Excellence, and Community — Engagement](#)
- 2016 [Report of the Ad Hoc Working Group on Systemic Discrimination](#)
- 2016 [Policy against Sexual Violence](#)
- 2017 [Report of the Provost's Task Force on Indigenous Studies and Indigenous Education](#)
- 2017 [Strategic Academic Plan 2017-2022](#)
- 2018 [Report of the Principal's Task Force on Respect and Inclusion in Campus Life](#)
- 2018 [Report of the Working Group on Principles of Renaming and Commemoration](#)
- 2019 [McGill Strategic Research Plan](#)
- 2019 [Master Plan](#)
- 2019 [McGill CRC Equity, Diversity, and Inclusion Action Plan](#)



Enrolment Services

DEGREES, CERTIFICATES AND DIPLOMAS GRANTED

FEBRUARY 2020 GRADUATION ('201909')

Ceremony 2019093001

CERTIFICATES

Graduate and Postdoctoral Studies

Graduate Certificate in Chronic Pain Management	13
Graduate Certificate in Comparative Law	1
Graduate Certificate in Educational Leadership I	14
Graduate Certificate in Educational Leadership II	2
Graduate Certificate in Information Architecture & Design	1
Graduate Certificate in Translational Biomedical Engineering	1

Faculty of Agricultural and Environmental Sciences

Certificate in Food Science	3
Farm Management and Technology Program	4

Faculty of Education

Certificate in Education for First Nations and Inuit	1
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CERTIFICATES **40**

DEGREES

Graduate and Postdoctoral Studies

Doctor of Civil Law	8
Doctor of Music	2
Doctor of Philosophy	198
Master of Architecture	35
Master of Arts	96
Master of Education	3
Master of Engineering	66
Master of Laws	13
Master of Information Studies	2
Master of Music	6
Master of Science	163
Master of Science Applied	50
Master of Science Applied - Occupational Therapy	65
Master of Science Applied - Physical Therapy	87
Master of Social Work	5
Master of Urban Planning	1

Faculty of Agricultural and Environmental Sciences

Bachelor of Engineering - Bioresource	17
Bachelor of Science in Agricultural and Environmental Sciences	22
Bachelor of Science in Food Science	5
Bachelor of Science in Nutritional Science	44

DEGREES, CERTIFICATES AND DIPLOMAS GRANTED**FEBRUARY 2020 GRADUATION ('201909')**

Faculty of Arts	
Bachelor of Arts	421
Bachelor of Social Work	7
Bachelor of Theology	1
Faculty of Education	
Bachelor of Education	14
Bachelor of Science in Kinesiology	4
Faculty of Engineering	
Bachelor of Engineering	177
Bachelor of Science in Architecture	2
Bachelor of Software Engineering	32
Faculty of Law	
Bachelor of Civil Law and Juris Doctor	113
Bachelor of Civil Law and Bachelor of Laws	1
Desautels Faculty of Management	
Master of Business Administration	61
Master of Management	40
Bachelor of Commerce	157
Faculty of Medicine	
Bachelor of Science in Nursing	1
Bachelor of Nursing	5
Schulich School of Music	
Bachelor of Music	10
Faculty of Science	
Bachelor of Science	172
Faculties of Arts and Science	
Bachelor of Arts and Science	24
DEGREES	2130

DIPLOMAS

Graduate and Postdoctoral Studies	
Graduate Artist Diploma	1
Graduate Diploma in Clinical Research	4
Graduate Diploma in Nursing	12

**DEGREES, CERTIFICATES AND DIPLOMAS GRANTED
FEBRUARY 2020 GRADUATION ('201909')****Faculty of Arts**

Diploma in Environment 1

Desautels Faculty of Management

Graduate Diploma in Public Accountancy 1

Faculty of Medicine

Graduate Diploma in Mental Health Nurse Practitioner 3

Graduate Diploma in Pediatric Nurse Practitioner 4

DIPLOMAS

 26

TOTAL OF ALL DEGREES, CERTIFICATES AND DIPLOMAS:

2196