

Memorandum



McGill

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To: Senate, December 5, 2007

FROM: Anthony C. Masi, Provost
Morton J. Mendelson, Deputy Provost (Student Life & Learning)

SUBJECT: Final Administrative Response to the Recommendations of the Principal's Task Force on Student Life and Learning.

DATE: November 27, 2007

DOCUMENT #: D07-20

FOR: **DECISION** **APPROVAL** **DISCUSSION**

ISSUE: Discussion of the Final Administrative Response to the Recommendations of the Principal's Task Force on Student Life and Learning.

BACKGROUND: The *Final Report of the Principal's Task Force on Student Life and Learning* called upon the University Administration to respond to its recommendations in two stages: preliminarily in the winter term of 2007, presented in a document that was received by Senate on March 28, 2007, and in more detail in the fall term of 2007. The *Final Response* outlines specific initiatives, summarizes the process by which we will advance the recommendations, estimates the related costs where possible, and proposes timelines and other ways by which we will measure our achievements.

It must be noted that this *Response* is neither the end of one process nor the beginning of another. Rather, it is meant to highlight ongoing progress toward the University's goal of becoming as student-centred as possible. The Deputy Provost (Student Life and Learning) will continue to monitor and report on our progress through a web-based report card, to be established in the winter term 2008, and through regular reports to Senate.

PRIOR CONSULTATION: Relevant University Administrators, Administrative Units, Student Life and Learning Units, Student Groups, and Deans.

NEXT STEPS: Circulate to the Board of Governors; annual reports to Senate.

APPENDICES: Final Administrative Response to the Recommendations of the Principal's Task Force on Student Life and Learning.

**FINAL ADMINISTRATIVE RESPONSE TO THE RECOMMENDATIONS OF THE
PRINCIPAL'S TASK FORCE ON STUDENT LIFE AND LEARNING**

Professor Anthony C. Masi, Provost

December 2007

The Principal's Task Force on Student Life and Learning at McGill was struck by Principal Heather Munroe-Blum in the winter term of 2005 to investigate whether the University was as engaged in its mission with respect to students as it was with respect to research and to examine the strong synergies between the two. The Task Force, which was given a broad mandate to review issues affecting student life and learning at McGill, sought to make a small number of substantive recommendations that would have significant impact across the University.

The *Final Report of the Principal's Task Force* [www.mcgill.ca/principal/focus/final/], which was completed in December 2006, summoned the University to action with important, far-reaching recommendations:

The goal is clear: to provide students with the support and opportunities they need to achieve their full potential while at McGill and to ensure that all members of the community share in this goal. McGill is only as great as what it can offer to students, to society and to the advancement of knowledge; and in that respect, the life and learning that each of our students experiences while at the University is a measure of its success.¹

The *Report* called upon the University Administration to respond to its recommendations in two stages: preliminarily in the winter term of 2007, presented in a document² that was received by Senate on March 28, 2007, and in more detail in the fall term of 2007. This *Response* outlines specific initiatives, summarizes the process by which we will advance the recommendations, estimates the related costs where possible, and proposes timelines and other ways by which we will measure our achievements. As has been the case throughout this process, students, faculty, and staff will continue to be engaged in advancing the recommendations of the *Report*. The relevant University administrators have been consulted in developing this *Response*, and responsibility for addressing particular recommendations has been assumed as appropriate. In addition, student groups have been consulted and have indicated ways in which they can contribute to the implementation of the Task Force recommendations. Appendix A provides a list of the individuals who were consulted and who contributed to the preparation of this *Response*.

It must be noted that this *Response* is neither the end of one process nor the start of another. Rather, it is meant to highlight ongoing progress toward the University's goal of becoming as

¹ Unless otherwise specified, sections in italics are direct quotes from the *Final Report of the Principal's Task Force on Student Life and Learning*. McGill University, 2006.

² http://www.mcgill.ca/files/provost/PTF_SLL_prelim_admin_response_March_2007.pdf

student-centred as possible. For the most part, this *Response* focuses on initiatives that involve the central administration and administrative units and provides examples of initiatives being undertaken by faculties. While it is not possible to list all initiatives in this document, we are committed to sharing information as progress is made. Much, if not the majority, of the work will have to be done at the local level, to ensure that initiatives to achieve shared goals are translated meaningfully into local contexts. In that respect, this *Response* and the ongoing measurement of our progress will represent the collective actions of the central administration, the faculties, departments and schools, the Library, our information technology experts, other academic and administrative units, as well as students and student groups, joining in what will necessarily be an endeavour shared across the University.

BROAD PRINCIPLES: THE STUDENT-CENTRED, RESEARCH-INTENSIVE UNIVERSITY

The *Report* articulated values already expressed in the McGill University Mission Statement³ and in the Provost's *White Paper: Strengths and Aspirations* (2006)⁴:

At the core of McGill's mission, along with the conduct of outstanding research, is the provision of an education of excellent quality to our students in our undergraduate, graduate and professional programs. ... As a research-intensive university, McGill aims to provide students with an academic experience that benefits directly from the research programs and agendas of Faculty members. A supportive campus environment is [also] essential for students to thrive.

Furthermore, the *Report* included two overarching objectives:

... to set the stage for a stimulating, enjoyable and fulfilling learning experience for our students, with services and administrative processes that are effective, efficient and, most importantly, student-oriented.

... to ensure that decision-making at all levels is informed by principles and goals appropriate to a student-centred, research-intensive University.

In support of these overarching objectives, the Task Force offered a proposed statement of McGill's aspirations in this regard in the form of a definition of a student-centred, research-intensive university (Appendix B)⁵. The University embraces these aspirations, and the initiatives outlined in this *Response* can be seen as steps that are being, or will be, taken to fulfil them. To help promulgate the values expressed in the definition, the University will communicate it broadly by posting it on the web, referring to it in publications for students, at Discover McGill and PGSS orientation, and drawing it to the attention of faculty, staff, and administrators in orientation and staff development sessions across the community.

³ <http://www.mcgill.ca/secretariat/mission/>

⁴ http://www.mcgill.ca/files/provost/Strengths_and_Aspirations_June_2006.pdf

⁵ <http://www.mcgill.ca/files/principal/Student-Centred-Research-Intensive.pdf>

THREE BROAD RECOMMENDATIONS⁶

The *Report* proposed recommendations in the areas of academic advising and mentoring, resources for students, and the building of a learning community. Here, we consider each area in turn, summarizing the broad recommendations and describing the approaches to address them. For the sake of clarity and coherence, the descriptions in the text of this *Response* are not necessarily organized around the specific recommendations regarding implementation that were offered in the *Report*. However, Appendix C provides a list of the specific recommendations in the *Report*, with a summary of the steps that will be taken to address each, as well as, where possible, an indication of the anticipated time lines and resources required. Thus, Appendix C can serve as a *Report Card* against which we, as a University, can judge our own progress in fulfilling our specific goals and in reaching our aspirations as expressed in the definition of a student-centred, research-intensive university. The Deputy Provost will report regularly to Senate on our progress in this regard.

We are also a publicly-funded university, with seriously constrained resources. Such an environment creates challenges and requires us to make difficult choices. However, that should not prevent us from reaching our aspirations, so it is worth reflecting on the following, taken from the *White Paper*⁴:

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

Thus, the specific goals articulated here will necessarily be part of, and are only achievable within, the framework of our planning and budgeting processes. Our successes will rely upon our ability to increase revenue sources to create a stable, secure, and more diversified funding base, including governments, students, and philanthropy.

In this regard, it is important to note that the benefits derived from research are not only academic; research funding provides valuable direct and indirect financial support for students, both undergraduate and graduate. Our ability to fully fund research graduate students and to provide undergraduate students with either paid or unpaid research experiences relies on the success of our professors in attracting research funding. Moreover, funds to support the indirect costs of research that are provided by the federal and provincial governments increase the University's operating resources, thereby making more money available for students. Thus,

⁶ Besides making its three broad recommendations, the *Report* also recommended the creation of a senior administrative position related to student life and learning. The *Preliminary Response* described the position of the Deputy Provost (Student Life and Learning), which was created in July 2006, consistent with that recommendation, as well as the restructuring of the position of the Dean of Students and the creation of the position of the Executive Director of Services for Students.

money and time used to facilitate efforts by our professoriate to obtain research funding results in additional direct and indirect help for students.

ACADEMIC ADVISING, SUPERVISION, AND MENTORING AT MCGILL

The Principal's Task Force made the following central recommendations on advising and mentoring:

- *McGill should ensure that quality academic advising is available and accessible for all students, geared to the stage of the student's academic career.*
- *Members of the academic staff should be encouraged to take advantage of opportunities to assume mentoring roles vis-à-vis students, usually on the basis of shared academic interests.*
- *The University is accountable for minimising unnecessary obstacles to students in academic and administrative matters, for making relevant information available in a timely fashion, and for providing the guidance students need through the academic cycle.*

OPTIMISING THE CONTEXT FOR ADVISING AND SUPERVISION

It is worthwhile first addressing the last of these central recommendations, because the type, extent, and nature of advising are all necessarily shaped by the context in which advising takes place. To optimise the use of our limited resources, we must ensure that students receive the advice or supervision that they need as efficiently as possible. The most obvious example of this approach is the use of group sessions to provide information to students who all face a common situation, followed by one-on-one advising for members of the group who face special circumstances. Less obvious examples include efforts to reduce bureaucracy and improve communication with students, because unnecessary red tape and poor communication not only frustrate students, but also waste University resources.

Bureaucracy. Students' complaints about bureaucracy may reflect problems based on different root causes:

- unnecessary regulations and unnecessarily complicated procedures;
- inconsistent regulations and procedures across different units in the University;
- unclear information about regulations and procedures;
- difficulty in finding an individual willing to take ownership of particular problems or issues raised by students;
- lack of clarity about when and how exceptional circumstances can be accommodated;
- lack of a single point of contact (either real or virtual) to address specific issues.

These and other causes have to be identified and addressed by all administrative and academic units that serve undergraduate, professional, and graduate students. The following initiatives, which are all solutions to one or more of these root causes, will either continue or commence in the near future:

- In the current academic year, the University will institute a “Red-Tape Contest” (fashioned after an award-winning initiative at a G13 peer institution⁷) to help identify, and offer solutions for, instances of unnecessary bureaucracy, wherever they may occur.
- Appointments have just been made to the position of Executive Director Services for Students and the position of Registrar and Executive Director Enrolment Services. The individuals have been mandated to undertake reviews of processes and procedures in units under their management to identify areas that can benefit from simplification.
- The Committee on Student Affairs has created a Subcommittee on the Coordination of Student Affairs Policies in an attempt to standardize policies and procedures across faculties, thereby reducing red tape. The following topics are currently being discussed, but other issues will be addressed after these are dealt with:
 - Deferred/supplemental examinations
 - Transfer credits
- The University will continue the highly successful “Spotlight on Service” series, which ensures that units serving students have a forum for communicating with each other and developing best practices based on each others’ experience. A web site has just been created (www.mcgill.ca/spotlightonservice) and the annual meetings will continue to expand in scope and attendance.
- The Organizational and Staff Development group of Human Resources is working with the Office of the Deputy Provost to offer an intensive professional development curriculum for front-line staff at McGill. This initiative involves engaging staff and other stakeholders in the development of service excellence criteria. This input will inform the design and delivery of a workshop where staff will enhance their skills through a variety of theoretical and practical exercises. The extended scope of this initiative is to foster critical thinking about our processes and procedures and empower front line staff to identify and influence process improvement. By the end of the first year of the program, we anticipate that most of the staff in the Student Life and Learning units will have participated in training.
- A number of changes, which have already occurred or are under discussion, will lead to better coordination of some services:
 - The Scholarships and Student Aid Offices have been merged in the Brown Building.
 - A centrally administered Examinations Office has been established and will be expanded.
 - Discussions are under way with respect to the integration of the ARR student services unit and the student records component of the Arts and Science Student Affairs Office; discussions have also taken place with respect to closer

⁷ <http://dalnews.dal.ca/2007/06/25/redtape.html>

coordination between the ARR student services and Student Accounts; all these steps presuppose the availability of common space to accommodate these functions; a space proposal has been prepared.

- The Network of Academic Advisors in the Faculties of Arts and of Science has been reconvened as a forum for discussion of common concerns and to share best practices.
- Discussions are under way concerning the integration across units or centralization of reviewing foreign credentials and granting transfer credits.
- Following up on a Roundtable on International Education that was held in 2005-06, the Office of the Deputy Provost is drafting a strategy paper on the topic, to be discussed with stakeholders; issues related to serving incoming and outgoing exchange students, students on study away, and international students at McGill will be addressed.

Communication and information technology. Reducing bureaucracy and red tape will not benefit students unless the University ensures that information communicated to students about policies, regulations, and procedures is clear and timely, whether that information is obtained from written materials, on the web, or from individuals who are acting in an official capacity. Moreover, the University must also facilitate the way in which students provide information that is needed from them.

- Clearer communication with students will be accomplished in a number of ways:
 - From the administrative perspective, the University Calendars are a primary, authoritative source of information; from the student perspective they are sometimes seen as voluminous, complicated and legalistic; consequently a major redesign of the undergraduate Calendar is being undertaken to eliminate the printed version and replace it with a fully searchable web adapted version for 2009-10.
 - Continued improvements to *myMcGill* will be undertaken, including the ability to “target” messages and announcements to particular groups of students (e.g., U2 English Majors).
 - Web pages are being designed to help students and others access information that they need regarding services on campus, e.g. a Teaching and Learning website has been deployed; the Student Information tab on the main page has been reorganized with the help of student focus groups; and the proposed Advising and Mentoring website is described in more detail below.
- IT solutions to address specific problem areas have been, or are being, developed:
 - A web-based application for international exchanges has been developed and has been available to McGill students since November 2007.
 - On-line event booking: Ancillary Services released a new web resource designed to simplify and automate the process of reserving university venues for academic or extra curricular activities.

- Canadian Student Aid Project: In July 2008, the first module of a new Minerva student-aid module will be functional at McGill. It will provide user-friendly, web-based tools that will allow students to apply for and track their loans and bursaries on line. By July 2009, students will be able to define their financial needs on Minerva, and the system will provide students with individualized comprehensive information regarding the cost of attendance and their package of financial support, whether it includes salary, fellowship, scholarship, bursary, or other sources. The module will also enable us to put into practice an institutional need assessment to make optimal use of our resources for supporting students.
- Career Services Management Software: In Phase I, outdated systems in the Career and Placement Service (CAPS) and McGill Engineering Career Centre (MECC) will be replaced with new enterprise software, integrated with the Student Information System, which will facilitate students' access to job postings. The intention is to expand the use of the software to all career centres and internship offices on campus.
- The courseware multimedia production group is developing a web-based multimedia (video, text and graphics) site, sponsored by the Faculty of Arts, to promote Internships on campus, as part of the University's overall internships initiative.
- Legal documents: A new interactive web site has been developed [<http://www.mcgill.ca/legaldocuments/>] to show new students what legal documents they need to deliver to ARR to ensure that their tuition is assessed correctly and that their registration file is complete. A new Minerva tool for the collection of legal documents is being developed to replace the current email process.
- Students will soon be able to consult a map of computer labs across campus that will allow students to check on-line in real time where there are available computers in labs across campus.
- The CIO has created a position for an E-advising Project Manager, who will be included on the CSA Subcommittee on Undergraduate Student Advising. Thus, there will be clear coordination between IT at McGill and the group that discusses ways of optimising the context in which advising takes place or improving advising.
- E-advising will develop a record-keeping system to enable tracking of advice to students across the community, which will facilitate advising generally, but especially to students in interdisciplinary and multi-track programs.

ADVISING FOR STUDENTS IN UNDERGRADUATE AND PROFESSIONAL PROGRAMS

Of course, no matter how clear our communications or how accessible information may be on line or at integrated counters that are staffed by fully supported personnel, high-quality, individualized advising must be accessible to students. Advising refers to a range of functions currently offered by various individuals and offices at McGill, and these are described in the

*Undergraduate Programs Calendar*⁸, but, in large measure, apply also to students in professional programs. The types of advisors include Faculty advisors, department and school academic advisors, professors and lecturers, and peer advisors, with additional support provided by personnel in the First-Year Office, McGill Counselling Service, Career and Placement Service, and the Office of Admissions, Recruitment, and Registrar (ARR) and in the libraries.

Advising is an essential component of the support that students need to successfully achieve their academic and personal goals. As outlined, the University will take steps to simplify regulations and procedures and to make authoritative information and advice readily available to students and to other members of the McGill community whom students may consult. Students, however, are expected to take an active role in the advising process, availing themselves of information provided by programs, departments, faculties, and the University as well as seeking appointments with various advisors, professors, and counsellors, to ensure that they receive the advice they need to formulate and successfully pursue a personal plan of study.

The range and models of advising differ across various undergraduate and professional programs, disciplines, departments and faculties. Our goal is to achieve equally high standards across the University, without sacrificing appropriate and necessary local variations. We have far to go. On the National Survey of Student Engagement⁹ (2006), McGill scored significantly below the mean of our G13 and AAU peers on the question about the quality of advising. Our long term goal is to be excellent, but in the first instance, we aim to score above the mean of our peers – a goal that we will strive to achieve over the next 3 years. As we establish new advising objectives over this period, we will continue to monitor student satisfaction in the results of our First-Year Student Survey (FYS) and in the Canadian Graduate & Professional Student Survey (CGPSS).

Clearly there is much to be done, necessarily constrained by limited resources. Nonetheless, faculties received approximately \$500,000 towards requests identified in the 2006-07 compact process as responding to Student Life and Learning initiatives. Moreover, faculties have been requested to submit plans by January 2008 for improvements in coming years regarding the quality and accessibility of advising. In addition, advising and services to students are priorities in the comprehensive campaign¹⁰.

To help faculties define their advising needs for this compact exercise, advising will be addressed at a meeting of the Deans this fall. Deans are being asked to consider the continuum of advising within their faculties and the commitment required to meet Task Force objectives (1.2, 1.3, 1.4, 1.5, and 1.7; see Appendix C). The Deans will also be asked to respond to some of the recommendations from the Advising Subcommittee on Undergraduate Student Advising of the

⁸ 2007-2008 *Undergraduate Programs: McGill University Calendar*, Section 4.1.3 [<http://coursecalendar.mcgill.ca/ugcal200708/wwhelp/wwhimpl/js/html/wwhelp.htm>].

⁹ <http://nsse.iub.edu/index.cfm>

¹⁰ At the October 2007 launch of Campaign McGill, the University announced a \$5-million donation to establish the Kelly and Michael Meighen Endowment for Student Advising and Support; this generous donation will go toward implementing some of the initiatives described in this Report.

Committee on Student Affairs (CSA), which include the feasibility with available resources of recommendations regarding professional advisors and the ratio of advisors to students.

The Subcommittee on Undergraduate Student Advising has already proposed a number of concrete initiatives and will refine them further over the current academic year. Progress toward improving advising is being, or will be, made in various ways:

- An Advising Mission Statement has been drafted by the Subcommittee and will be considered by CSA and the faculties before being brought to Senate for approval during the 2007-08 academic year; the approved Mission Statement will be widely promulgated. Going forward, CSA Annual Reports to Senate will include concrete steps taken or being taken to accomplish the Advising Mission Statement.
- The job qualifications for various levels of advisors will be reviewed in conjunction with stakeholders to ensure that students receive the service they require. As part of this review, the responsibilities of advisors in various settings will be examined, and process mapping will be undertaken, to ensure that advisors spend their time optimally on activities that either serve students or promote the integration of advisors in the academic functions of the units in which they work.
- An academic advising web site will be created, which will serve as a clearinghouse for information both about advising and for advisors. It will include an “Academic Advising Toolkit”, using existing definitions, models and best practices. Consultation will be ongoing with the E-advising project team and stakeholders to approve material that will be posted temporarily on the Office of the Dean of Students web site while the Advising web site is designed in 2008.
- The Dean of Students will begin working with the Organizational and Staff Development Section of Human Resources to develop training modules for advisors. The training sessions will be aimed at all levels to achieve the goals implicitly and explicitly set out in the mission statement, given current human and material resources and differing departmental and faculty cultures.

MENTORING

The Dean of Students will assume a leadership role in fostering discussions about, and improvements in, mentoring of undergraduate and professional students. Toward this end, the following steps will be taken:

- A mentoring web site will be created as a companion to the academic advising web site. It will provide a clearinghouse for information about mentoring; it will also include a “Mentoring Toolkit”, using existing definitions, models and best practices, with an emphasis on a *mentoring continuum*, from senior undergraduates mentoring first-year students, graduate students mentoring undergraduates, and so on.
- Information and training sessions will be developed for units, tailored to their mentoring needs and existing constraints.
- An inventory of mentor-recognition programs will be developed, adaptable to unit constraints and to the status of mentors.

Mentoring is also encouraged where structured opportunities in faculties and departments enable professors and students to discover academic interests in common, like in the Faculty of Law where the tone is set early on. An open-house for newly admitted students features a round-table of professors discussing their ongoing research in the Faculty, and opportunities for student participation. This process will be supported by the mentoring web site mentioned above.

In addition, the white paper called on faculties to develop programs and approaches to ensure that research conducted by McGill professors informs the design of courses, programs, and teaching at the undergraduate level. A University-wide project was launched by Teaching and Learning Services in 2006-07 to explore the nexus between research and teaching and to share best practices and make recommendations about how these goals can be met effectively at McGill. An excellent model for exposing students to the process and products of scholarship can be found in the Faculty of Science Office for Undergraduate Research¹¹, which seeks to expand research opportunities for qualified and interested students.

GRADUATE SUPERVISION AND ADVISING:

The current guidelines and regulations for academic units on graduate student advising and supervision are provided in the *Graduate and Postdoctoral Studies Calendar*.¹² The importance of high-quality supervision and advising in attracting excellent graduate students and supporting them in the timely completion of their degrees cannot be overstated. Thus, the following measures will be continued, expanded, or initiated to improve graduate supervision and advising:

- Graduate and Postdoctoral Studies (GPS) is working with Teaching and Learning Services to increase the training and development of advanced skills for supervisors, through, for example, campus-wide training and workshops.
- A web site on graduate supervision and advising, which will be coordinated with the advising and mentoring web sites described above, will serve as a clearinghouse for information on a range of topics and will include a “Graduate Supervision and Advising Toolkit”, using existing definitions, models and best practices.
- GPS is establishing a supervisory database that will not only provide quantifiable supervisory capacity by department and program, but will also link supervisors and supervisees, thus providing concrete data for supervisory success and failure. These data will aid in locating supervisory problems and in helping units and individuals overcome them.
- The Post-Graduate Student Society (PGSS) is working with the Graduate and Postdoctoral Studies Office (GPSO) to facilitate graduate supervision and advising:
 - by helping ensure that graduate students are fully informed of expectations, which will aid them in fulfilling their roles with respect to supervision and advising;

¹¹ <http://www.mcgill.ca/science/ours/>

¹² 2007-2008 *Graduate and Postdoctoral Studies: McGill University Calendar*, Section 10.1 [<http://coursecalendar.mcgill.ca/gradgi200708/wwhelp/wwhimpl/js/html/wwhelp.htm>].

- by helping draft a template of a supervisor-supervisee “contract” to complement graduate student progress tracking;
- by conducting a survey on progress reports, which will be used to improve this valuable tool.

RESOURCES FOR STUDENTS: FUNDING AND SPACE

The Principal’s Task Force made the following central recommendations regarding financial support and space for students:

- *McGill University should develop a base level of funding for graduate research students in all departments that is competitive with that offered by our peers, both Canadian and international.*
- *The University should take measures to secure the resources necessary to offer sufficient assistance to undergraduate and professional students over the course of their program so that no candidate offered admission to McGill need turn down that offer for lack of financial assistance.*
- *The University should provide adequate and safe laboratory and office work space on campus for all graduate students.*
- *Informal meeting space available for students’ use should be distributed across the campus, including some quiet space, and space within easy access of snacks and beverages.*

GRADUATE STUDENT FUNDING

The *White Paper*⁴ makes a clear commitment to increase graduate student funding to levels equal to or greater than those of our major peer competitors. Recent analyses of the gap between current levels of graduate student funding and our goal have been revised, especially in line with projected increases in graduate enrolment and announced increases in support for graduate education by our peer institutions. If we consider, for example, the funding of doctoral students at our major peer G13 competitors, McGill would require approximately \$15M annually to close the gap. The following initiatives are designed to achieve our goal of increased funding for graduate students:

- As an initial step, the University budget for 2007-08 included differential tuition relief directed toward international Ph.D. students in the form of McGill International Doctoral Awards (MIDAs)¹³.
- Graduate student funding is a major priority in fund-raising for the Comprehensive Campaign that was announced in October, a priority shared at all levels of the University.
- The Office of the Vice-Principal (Public Affairs) will take a leadership role in advocating for a government program of matching donations to Quebec universities,

¹³ <http://www.mcgill.ca/gps/documents/fellowships/midas/>

- in order to encourage growth in philanthropy, as well as a reduction of fees for international graduate students to the levels paid by Quebec graduate students.
- GPSO is working with the faculties to distribute student support funds more flexibly and transparently, with the goal of creating multi-year packages, particularly for doctoral students, that will lead first to differential funding guarantees across faculties and ultimately to guaranteed funding within the University.
 - The Canadian Student Aid Project described earlier will increase our ability to serve units and graduate students with respect to constructing, describing, offering, monitoring, and administering funding packages.
 - Through both increased investment in research grant support positions and the reorganization of the Research Grants Office and related infrastructure, the Office of the Vice Principal (Research and International Relations) is improving the support provided to faculty applying for external funding. As noted earlier, increased research funding provides valuable financial support for graduate and undergraduate students, both directly and through contributions to the indirect costs of research.

UNDERGRADUATE FUNDING

The University is committed to ensuring that we have the means – i.e., sufficient funds, appropriate assistance programs, and student-centred policies and procedures – so that qualified undergraduate and professional students are not prevented from studying at McGill for financial reasons. It is not possible to specify the ultimate level of overall funding we would need to achieve this goal, because increasing financial support to students will increase the number of students who need support and the level of support that is needed. Indeed, as we make progress toward the goal of removing economic barriers to attending McGill, we expect to see measurable increases in the economic diversity of our students, which will benefit the intellectual and academic environment of the University.

The University will commit existing resources and will raise funds to ensure that our student aid programs meet the goal set out above. We will monitor and improve the percentage of students receiving financial aid, the proportion of their average cost of attendance that the financial aid we provide meets, and the economic diversity of our students. Economic diversity will be measured through a postal code analysis of newly admitted students and through indirect measures of socio-economic status in a Diversity Survey that will first be undertaken in winter 2008. A number of steps are being, or will be, taken to achieve our goal:

- The University will increase funds available for financial aid:
 - 30% of net increases in tuition will be diverted to student aid.
 - Undergraduate financial support, in the form of merit- and need-based awards, is a major priority in fund-raising for the Comprehensive Campaign.
- The University will review its financial aid programs and the way in which they are administered to ensure that students who require financial aid have ready access to it:
 - As of 2006-07, an Entrance Bursary Program (EBP) was established to make McGill more accessible to newly admitted undergraduate students from low- and

moderate-income families. The key element of this program is that newly admitted students may apply for financial aid and receive a response before they are required to make a decision about accepting their offer of admission.

- Current caps on levels of support will be raised and eligible expenses will be reconsidered, as will the current link between University and government support.
- The Canadian Student Aid Project described above will increase our ability to better serve applicants for, and recipients of, financial aid from McGill and will enhance our ability to monitor and analyze funding of our students, thereby providing information that will help us to further improve our programs.
- The University, through the Office of the Vice-Principal (Public Affairs) will promote relevant public policy initiatives, which, in part, should support our goal of increasing funding for undergraduate and graduate students:
 - substantial and sustained reinvestment by the Quebec government in Quebec universities;
 - the unfreezing of tuition fees tied to a commitment by each university that increases its fees to dedicate 30% of the net increase to need-based student aid;
 - the renewal of the Canadian Millennium scholarship fund, which is scheduled to expire at the end of 2009;
 - a government program of matching donations to Quebec universities in order to encourage growth in philanthropy.

Unfortunately, current levels of funding from all sources limit our ability to offer the level of financial support to students that we aspire to.

GRADUATE STUDENT SPACE

The *White Paper*⁴ articulated commitments regarding space for graduate students: to improve the quality of office space made available to them, to ensure the quality of the equipment and surroundings in their laboratories, and to establish spaces for students from different fields to meet informally. It must be noted that, of all the problems addressed by the recommendations of the Principal's Task Force, those regarding space are among the most difficult to solve, let alone solve quickly. Budgets for acquiring new space and for renovating existing space are extremely constrained and are subject to many equally deserving demands. Nonetheless, the commitment to address space problems for graduate students stands, and a number of preliminary steps will be made in this regard.

Graduate students require access to space for four kinds of activities:

- research (including wet laboratories, computer facilities, libraries, etc.);
- classroom learning and seminars;
- individual work (including reading and writing, studying, meeting with students whom graduate students teach, etc.);

- informal group activities (including informal learning, social activities, etc.).

Although we know quite well that the quality and quantity of graduate student office space is insufficient, the extent and distribution of the problem are still not well defined. More data are needed, not only to assess the current situation, but also to determine the type of space that best serves students' needs. The Associate Provost (Graduate Education) is working with PGSS, Planning and Institutional Analysis, and the Teaching and Learning Space Working Group to obtain more data in this area in order to assess the gap between current and optimal space for graduate students.

In the 2007 Compacts, faculties were specifically asked to assess the current availability and use of their graduate student space. These responses were received in the early fall of 2007. The Associate Provost (Graduate Education) has now met with all the Deans to review these assessments and needs. Over the next few months, the Associate Provost will draft a multi-year plan to meet these needs for consideration in the next University budget cycle for 2008-09.

UNDERGRADUATE STUDENT SPACE

Despite the difficulties we face in finding quick solutions to our space problems, the University is committed to supporting the construction of informal learning spaces that will complement much needed new academic facilities. There appears to be a serious inadequacy of space available for undergraduate students and an immediate need for space to accommodate group study, computer rooms, reading rooms, as well as informal social spaces to facilitate interdisciplinary interaction.

The *White Paper*⁴ supports the Library's role in providing interactive and work space for students, staff, and faculty. The following developments are noteworthy:

- the Library's extended hours, up to 84 hours per week, with the provision of services, and up to 24 hours every day as a study hall during examination periods;
- CyberThèque, a new multi-use study space in Redpath-McLennan complex providing computer access, group and private study space, lounge space, and production areas;
- the addition of informal student space as part of the Macdonald Library renovations.

Also, the following advances have been, or will be, made to the University's teaching and learning spaces:

- As part of major renovation plans for Management and Arts during 2006 and 2007, new classrooms and informal learning spaces have been created in the Bronfman and Leacock Buildings, with design support from Teaching and Learning Services.
- Major renovation plans for 2008 and 2009 for Law and Education will similarly consider including innovative teaching and learning spaces.
- A major new large (120-seat) innovative lecture hall is under construction in the Stewart Biology Building, as a result of collaboration between the Faculty of Science, the Departments of Biology and Psychology, and Teaching and Learning Services.

- \$1M was allocated to improve teaching and learning space in each of the 2006-07 and 2007-08 capital budgets in addition to the \$1M IT fund that is allocated annually to improve technology in teaching and learning spaces, as prioritized through the Teaching and Learning Working Group.
- The Teaching and Learning Working Group was given a broader mandate to include all teaching spaces – i.e., classrooms, teaching labs, and informal learning spaces. Since last year, all projects being designed for classrooms and teaching areas are reviewed by Teaching and Learning Services to consider innovative new methods of teaching.
- The Director of Teaching and Learning Services recently participated in a Design Forum organized by Universitas 21, of which McGill is a member. The goal of the forum was to address issues related to a new generation of learning environments that facilitate student-centred, collaborative and problem-based learning approaches.
- A commitment of \$500K has been made to begin to upgrade undergraduate teaching laboratories in the Faculty of Science.

It is also necessary to facilitate access to classrooms and seminar rooms:

- The University will institute new class-scheduling software and procedures in time for the 2009-10 class schedule, with the goal of increasing student choice and optimizing classroom use, while balancing the academic objectives of departments and faculties, professors' schedules, and the availability of space.
- The University has developed consistent on-line room-booking procedures and appropriate fees. Discussions will be undertaken with academic staff, support staff, and students to determine if the new streamlined booking system meets the needs of the McGill community and to help refine the booking system, as appropriate.
- Discussions will be initiated with all stakeholders to establish whether the self-funding model for events is appropriate for the overall benefit of the McGill community.

Residences continue to play a key role in providing informal space for students on campus. Athletics and Recreation is currently reviewing the physical layout of its facilities to enhance delivery of services and to increase informal meeting space.

Finally, the following steps have been, or will be, taken to broaden access to virtual space in the context of available resources:

- Upon completion of the project to expand wireless access on campus, 1,800 access points will be installed on the downtown campus, 130 access points will be installed on the Macdonald Campus and 452 classrooms will have wireless access.
- Working with the University community and student leaders, the CIO will facilitate the formulation of a policy to ensure the greatest possible access by all students to all public computers, including those connected to public LAN jacks and those located in teaching labs, public spaces or in the libraries on campus.

- A number of IT projects are being considered to enhance the web/portal/e-mail environment to share information more effectively in the University community.
- The CIO is creating full-featured web sites to support interdisciplinary initiatives.

BUILDING A LEARNING COMMUNITY

Supporting the values expressed in the *White Paper*⁴, the Principal's Task Force made the following central recommendations in the area of building a learning community:

- *In creating a learning community, McGill should enhance the opportunities for the McGill experience to provide students with a window on the world.*
- *The achievement of this learning community requires ... a commitment ... to creating an inclusive and welcoming community, one that supports the development of strong collegial bonds and mutual respect and accountability among its members. ... It is one that celebrates diversity and is welcoming to its students.*

Our institutional commitment to achieving these goals will be reflected in a wide variety of specific initiatives that are already underway or will be in the future:

- The University will conduct a survey by April 2008 to assess the diversity of McGill's students on a wide range of dimensions, in an effort to achieve the following:
 - identify needed services;
 - identify under-represented groups;
 - measure our progress toward certain goals (e.g., increasing economic diversity).
- The University will continue to support the leadership role and objectives of McGill's Social Equity and Diversity Education (SEDE) Office¹⁴.
 - SEDE has launched a new program – Learning Engagement and Action in Diversity – which will encourage students to become engaged in their local and international communities in a socially responsible way.
 - In fall 2007, SEDE and the McGill Chaplaincy Service are hosting outreach events to religious communities in the Montreal area to familiarize McGill students with the diversity of religious traditions in our community.
 - SEDE will devote a spring campaign to "Community in Diversity", encouraging us to learn more about Montreal's diverse communities through a week of events and excursions.
- Athletics and Recreation fosters community spirit through the following:
 - University staff members who purchase memberships are welcome to participate in Intramural Sports teams. Hockey and soccer are the biggest draws in this area.
 - Some intercollegiate teams engage academic advisors to mentor players.

¹⁴ http://www.mcgill.ca/equity_diversity/

- Some clubs (triathlon, university squash club, masters swim) are environments that welcome and encourage interaction between staff and students.
- Athletics and Recreation staff play an important role in supporting students outside of Athletics and Recreation. Coaches have established systems to monitor academic progress and, inherent in their position, play an important mentoring role. Many managers also help students through the challenges presented by their university experience.
- Athletics and Recreation is an active participant in SEDE initiatives, consulting them on issues and using SEDE information forums, forms and expertise to inform student athletes of activities.
- Athletics and Recreation provides a context for students to learn University values regarding hazing, racism and harassment¹⁵.
- Athletics and Recreation has a tutor program for Level I & II student athletes.
- The Schulich School of Music has developed “The Schulich Ambassador” program, where a group of students has been selected to represent the school at a variety of events. The students act as peer advisors and assist with student orientation among other responsibilities.
- The University is taking steps to increase students’ exposure to small- and medium-sized courses and to improve teaching and learning in large courses:
 - Academic units have been asked to review their offerings of very small courses with a goal of increasing enrolment slightly, thereby increasing the offerings of small courses.
 - (Re)Design Project: Teaching and Learning Services, the Tomlinson Project in University-Level Science Education, and Content and Collaboration Services are cooperating with departments and instructors offering large courses to improve pedagogy, with the goal of increasing student engagement. This holistic approach to course design, which initially focused on Biology courses, has already generated a lot of interest, and its implementation is now being extended to courses in other departments and faculties.

Thus, large classes can be effective in some situations, provided they are done well. Moreover, large classes help ensure that as many students as possible are taught by tenure-stream faculty, who can bring their own research and excitement for their field into the classroom.

- The University will expand opportunities for students to engage in Quebec society:
 - McGill and Université de Montréal are implementing an exchange agreement, being piloted in January 2008, which will provide an opportunity for undergraduates in each university to attend the other university for one or two full semesters.

¹⁵ http://www.mcgill.ca/equity_diversity/documents/

- An informal group of administrators and faculty members has been formed to discuss ways of advancing opportunities, including the possibility of tuition waivers, for students to learn or improve their French.
- A Learn French web page¹⁶ was added to the McGill Student Information tab to inform students about French / Quebec Studies Programs at McGill.
- The diversity survey, in addition to data already collected in the Admissions Survey, will provide information regarding McGill students' proficiency in French and motivation to learn French, which will contribute to efforts to expand our students' engagement in Quebec and to providing opportunities for this to happen.
- Achieving the transition to their first-year is critical for students to succeed academically and socially in university. Given the diversity of our students, the transition is quite difficult for some students. The University will expand the services provided to first-year students, with the goal of improving their success and preventing problems that might otherwise have to be addressed later:
 - The new Executive Director of Services for Students will play a leading role in coordinating a First-Year Transition Network that will span administrative units, the First-Year Office, Student Affairs Offices, academic programs, Residences, Athletics and Recreation, and other stakeholders, including student groups, which are already very much involved in student orientations.
 - Residences will continue to play an important role in building a learning community based on respect.
 - SEDE and the Residence Life Office are implementing a program that aims to increase students' understanding of diversity in McGill Residences, to help incoming students to continue developing their awareness and appreciation of their peers and other members in the McGill community.

The critical role that students – both individually and collectively through their associations and other groups – play in building an open, welcoming, and vibrant learning community must be acknowledged. Thus, the University is committed to the following:

- Finding ways to increase cooperation with student groups on joint initiatives, such as:
 - a student-made video on academic integrity for outreach to new students which supports other initiatives undertaken by the Academic Integrity Subcommittee;
 - initiatives to communicate with students, like the development and distribution of a poster promoting community mindedness undertaken by the Student's Society.
- Ensuring that student groups, which are independent of the University, are supported appropriately.

¹⁶ <http://www.mcgill.ca/learnfrench/>

- Facilitating the leadership role that student groups can play in supporting our shared values – e.g., about diversity.

STRATEGIC ENROLMENT MANAGEMENT

Although the recommendations of the Principal's Task Force may seem somewhat independent of each other, the issues they touch upon – services to students, funding of students, allocation of space, and the kind of community and sub-communities we are striving to fashion and support at McGill – are all interrelated. To be able to offer our students the range of opportunities that we want to provide as outlined in the *White Paper*⁴ and in this *Response*, we must not only manage our resources as effectively as possible, but also manage our enrolment.

Strategic enrolment management at McGill is being instituted to ensure that McGill's strengths and goals are aligned with changing markets, consistent with the mission, values and culture of the University as well as its unique position in Quebec. We will adopt a multifaceted approach that focuses on administrative processes, academic programs, student support, and marketing perspectives.

For example, data on graduate supervisory capacity, support packages, and space will form core elements of a University-wide mechanism for managing graduate enrolment, which will in turn ensure that we can effectively use each of these sets of resources. Through consultation between GPS – spearheaded by a new Director of Recruitment and Retention – the faculties, and departments and schools, graduate enrolment targets will be established. These goals and their achievement will be evaluated and recalibrated yearly.

MOVING FORWARD

Appendix C summarizes all the recommendations of the Principal's Task Force on Student Life and Learning and the steps outlined in this *Response* that will be taken to address them. A version of Appendix C, in the form of a *Report Card*, will be made public on the web during the Winter term of 2008, and we will annually evaluate our progress toward meeting our stated goals and report to Senate in this regard. We will update the *Report Card* to include new initiatives as they arise and to include local initiatives that can serve as examples to others. It should be noted that although this *Response* cannot include every initiative that will be taken to move us closer to the aspirations expressed in the Task Force *Report*, we must see ourselves as engaged in an ongoing process of improvement, and successes will breed new goals and further successes.

Appendix A

Contributors to the Final Administrative Response

Senior Administration	Deputy Provost (Student Life and Learning) Associate Provost (Graduate Education) Associate Provost (Planning and Budgets) Vice-Principal (Research and International Relations) Vice-Principal (Public Affairs) Associate Vice-Principal (Human Resources) Associate Vice-Principal (University Services) Assistant Vice Principal (Director of University Campaigns) Chief Information Officer
Deans	Agricultural and Environmental Sciences Arts Continuing Education Dentistry Engineering Education Law Desautels Faculty of Management Medicine Schulich School of Music Religious Studies Science Dean of Students Director of Libraries
Directors	Admissions, Recruitment and Registrar Ancillary Services Executive Director of Services for Students Planning and Institutional Analysis Residences Scholarships and Student Aid Office Social Equity and Diversity Education Student Mental Health Teaching and Learning Services
Student Groups	Student Society of McGill University Post-Graduate Student Society Macdonald Campus Student Society Arts Undergraduate Student Association Music Undergraduate Student Association McGill Association of Continuing Education Students

Appendix B

Definition of a Student-Centred, Research-Intensive University

The University aims to ensure that decision-making at all levels is informed by principles and goals appropriate to a student-centred, research-intensive University. The following is a statement of McGill's aspirations in this regard:

McGill is an outstanding research-intensive University that strives to offer its students the best education possible, in a vibrant environment for learning and campus life that supports students' academic progress and personal development. All members of the McGill community are committed to ensuring that students' concerns and interests pervade all aspects of University life.

Students are valued members of a cooperative academic community, and a primary concern of the University. They are treated as individuals, whose diverse backgrounds, goals, aspirations, needs, talents, and successes are welcomed and celebrated. Students are given the means and opportunities to freely probe, examine, debate issues and ideas, and actively pursue their educational goals. As members of a research-intensive university, students learn about, and are encouraged to participate in, research and scholarship in their field.

From the first contact of prospective students with the University, interactions among students, faculty, and administrative and support staff are based on mutual trust and respect. McGill strives to make the information needed by students easily accessible to them. The rights and responsibilities of students are clearly articulated and supported.

University decisions are made with due consideration given to their impact on students. Students participate in University governance and influence goals set by academic units, faculties, and the administration. Moreover, students are encouraged to participate in ongoing dialogue, where their voices are heard and where their concerns are addressed.

The University provides students with a wide variety of academic and support services, striving to make them easy to access, and it fosters students' interest in organizing their own activities. Students' best interests are a principal focus of academic, administrative, and support staff.

The University helps students obtain the financial support they need to pursue their education, by providing internal programs that are as generous as possible, and by supporting students in their efforts to find employment and external support.

The University helps students develop the means to succeed, to inquire after truth, and to contribute to society over their lifetimes.

Appendix C

Report Card: Addressing the Recommendations of the Principal's Task Force

Initiative	Time Line ¹⁷	Responsible Units and/or Resources Allocated ¹⁸
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1. Strengthen Advising and Mentoring at McGill¹⁹		
CSA to review recommendations and suggest implementation plans	Fall 2007	Committee
CSA coordination of student affairs policies	Ongoing	Committee/Faculties
Arts & Science Advising Network	Ongoing	Committee/Faculties
Spotlight on Service	Ongoing (annual)	\$3,000 annual budget ARR / Athletics / Faculty Offices / NCS/ GPSO / Libraries / Residences / Student Accounts / Student Services
Red Tape Contest	2007-08	Prizes TBD Implementation budget TBD
Appointment of Executive Team Members, EDSS, EDES	Fall 2007	ARR/Student Services
Develop Single Point of Contact Model for Services	Plan by Fall 2008	Planning budget \$10,000 ARR/Student Services/Faculties/Student Accounts/GPSO Implementation budget TBD
Consolidate Some Student Records Functions	Plan by Fall 2008	ARR/Faculties Implementation budget TBD
Merger of Scholarships & Student Aid Offices	2006-07	Renovation \$75,000 Student Services/ARR

1.1 Adoption of an advising mission statement.		
Draft mission statement proposed by CSA	APC 2007-08	Committee/Faculties

<p>1.2 Encourage all academic staff to contribute to the enhancement of student life and learning outside the classroom, and to the creation of a warm and welcoming learning community at McGill.</p> <p>1.3 Ensure that every student has an Academic Adviser, which will entail that each department has access to one or more full- or part-time Academic Advisers.</p>

¹⁷ Where possible, a timeframe to develop the project, program or product is suggested.

¹⁸ Many initiatives are funded through the reallocation of existing resources within units. The entries under this section indicate the contributing units and the direct costs where known, but ongoing and maintenance costs will continue to be covered by unit operating budgets and are not included here.

¹⁹ Source of recommendations: *Final Report of the Principal's Task Force on Student Life and Learning at McGill*, December 2006 (<http://www.mcgill.ca/files/principal/Final-Principal.pdf>) and Workgroup reports. Where possible, both current and planned initiatives have been included.

Initiative	Time Line	Resources Allocated
<p>1.4 Advisers should be integrated into the academic functions of the department or Faculty.</p> <p>1.5 Adopt institutional standards to set out the number of students per full-time, dedicated Adviser.</p> <p>1.7 Exploring the University's ability to provide services to candidates and students in French as well as in English, and to communicate the availability of these services effectively to French-speaking candidates and students.</p>		
<p>Deans' Working Lunch to consider recommendations:</p> <p>a) advising mentoring continuum and commitment required to meet objectives</p> <p>b) CSA Subcommittee on Student Advising recommendations</p> <p>c) Share best practices for enhancing structured opportunities, (e.g., FIGS in Science, Osler Fellows in Medicine) to promote a learning community.</p>	<p>Late Fall 2007 for Faculty Compact Reports Winter 2008</p>	<p>2007-08 Compacts \$562,250 2008-09 Compacts TBD Faculties/Dean of Students</p>

1.6 Develop protocols and access to records of advice given to students by Academic Advisers.		
E-calendar	2009-10 Calendar	CIO Project Manager ²⁰ Budget in preparation ARR/Faculties/CIO
E-Advising	2008-09	CIO Project Manager Budget in preparation Dean of Students/ARR/CIO/Faculties
Career Centre Software	MECC Winter 2008 CAPS 2008-09	CIO Project Manager Software \$70,000 CAPS/MECC/CIO
Canadian Student Aid Project (CASA)	2008-09 Project management, and product development Annual Maintenance Budget Training for community roll out	CIO/SSAO/Student Accounts CIO Project Manager Software 225,000 33,000 TBD
Centralize review of foreign credentials and transfer credits	Draft plan Fall 2008	ARR/Faculties/GPSO
Create an advising and mentoring web site and tool kit	2008-09	Dean of Students /HR/CIO /Faculties/TLS /GPSO/Students/Content and Collaboration Services Budget TBD

²⁰ Project Managers are generally appointed at the IST 3A level and serve several IT project concurrently.

Initiative	Time Line	Resources Allocated
1.8 Review effectiveness of standards and mechanisms of accountability for supervisors and graduate students.		
Develop Academic Advising and Mentoring Tool Kit	2008-09	Dean of Students /HR/CIO /Faculties/TLS /GPSO/PGSS Budget TBD
GPS and TLS training and development of advanced skills for supervisors	Fall 2008	GPSO/TLS
GPS supervisory database	2008-09	GPSO/CIO
PGSS Initiatives to orient new students	2007-08	PGSS/GPSO
PGSS supervisory contract template		PGSS/GPSO
PGSS survey on progress reporting		PGSS/GPSO

1.9 Allocate resources to quality advising		
<i>Please see 1.2-1.5</i>		
Develop Academic Advising and Mentoring Tool Kit	2007-08	Dean of Students /HR/CIO /Faculties/TLS /GPSO/Students Budget TBD
Deliver training for front-line staff	2007-08	\$137,000 HR/DP-SLL
Review provision of advising services on campus	Winter 2008	Dean of Students /HR/Advisors/ Faculties/Students Budget TBD
Develop training modules for professional advisors	2008-09	Dean of Students /HR/Advisors/ Faculties/Students Budget TBD
Develop information session on Mentoring	2008-09	Dean of Students /HR/Faculties/ MAUT/Students/TLS Budget TBD
Develop Mentoring recognition program	2008-09	Dean of Students/DP-SLL /TLS

2. Improved Resources for Students: Funding and Space		
Financial aid a priority in the Comprehensive Campaign.	Beginning Fall 2007	DAUR, Faculties
30% of net increases to tuition are allocated to student aid	Ongoing	For example, the increase of \$100/yr for the coming 5 years will generate approximately \$500,000 per annum in year 1, increasing by that amount annually
Promote relevant public-policy	Ongoing	VP-PA

Initiative	Time Line	Resources Allocated
initiatives to support University goals		
Review cost of living and caps applied to student funding	Fall 2007	Scholarships and Student Aid, GPSO
Develop a multi-year plan for providing adequate space for graduate students	2007-08	AP-GE/ PIA/ Faculties
Science Undergraduate Laboratory upgrade	Phase I 2007-08	\$500,000
(Re) Design Project	2007-08 Ongoing	TLS/Tomlinson TPULSE/CIO Hardware: \$200,000 Future Projects TBD

2.1 Funding packages for undergraduates should be offered at the time that students are deciding on offers of admission.		
Entrance Bursary Program	Established in 2006-07 Ongoing	Reallocation of existing resources plus additional funds from the Campaign
CASA will enhance this	See section 1.6	

2.2 Combinations of bursaries, fellowships, research and teaching assistantships would be considered to make up funding packages.		
McGill International Doctoral Awards (MIDAs)	2007-08	GPS /Faculties
GPSO working with faculties to formalize goal of guaranteed minimum of graduate student support	Plan 2008-09	GPS / Faculties
CASA	See section 1.6	

2.3 Encourage / support faculty members applying for all external funding that might enhance graduate student financial support.		
Increased faculty-based research grant infrastructure support	Ongoing	VP-RIR/Faculties
Reorganization to improve central research grant infrastructure support	2007-08 Ongoing	VP-RIR

2.4 The University should increase resources available to fund graduate students over time.		
<i>Please see Section 2.</i>		

2.5 Ensure that McGill offers to graduate students are competitive.		
McGill International Doctoral Awards (MIDAs)	2007-08	GPS / Faculties
Comprehensive Campaign	Launch Fall 2007	
CASA	See section 1.6	

Initiative	Time Line	Resources Allocated
2.6 Advise prospective graduate students in recruitment materials to apply for external support.		
Director of Recruitment and Retention	2007-08	GPSO new position
2.7 Establish target enrolments consultatively.		
Strategic Enrolment Management Advisory	2007-08	DP-SLL / PIA, GPSO / Faculties
2.8 Self-assessments collected by the University from students who apply for financial assistance should be aggregated and analyzed to assist in determining the amount of the unmet financial need of our undergraduate and professional students.		
CASA will provide reliable information in this area	See section 1.6	
2.9 Improve need-based financial assistance while enhancing the number of merit based scholarships.		
<i>Please see Section 2.</i>		
2.10 Streamline procedures and decision processes for the reservation of University space by student organisations wherever possible.		
Events booking website	Summer 2007	Ancillary Services
Class scheduling software	2009-10 class schedule	DP-SLL/CIO Project Manager Software budget TBD ARR/Faculties/Departments
2.11 The University should review the principles and underlying balance of fee structures and cost recoveries associated with the use of University facilities.		
On line booking for events Corridor of serviced space for after-hours events	2007-08 Review in 2007-08	University Services University Services
2.12 In assessing the adequacy of work space for students, the University should take into account the special role the University Libraries can play in supporting individual and group working space, as well as informal social space.		
CyberThèque	Fall 2007	Library/CIO
Macdonald Campus Library	2007-08	Library
2.13 i) The University should take measures to ensure that access to virtual space, as well as multi-purpose space, is easier for all students, and to develop and publish this information.		
Computer Lab Virtual Map	2007-08	CIO
Informal space enhanced in: Bronfman Leacock/Arts/Ferrier Law Education	2006-07 2007-08 2008-09 2008-09	Faculties
Lecture hall in Stewart Biological Sciences Building	2007-08	Faculties

Initiative	Time Line	Resources Allocated
Teaching & Learning Workspace -to include informal spaces	2006-07 2007-08	CIO/TLS/PIA Annual budget: \$1M
CIO projects to enhance web/portal/e-mail environment	Ongoing	CIO/ARR

3. Building a Learning Community

3.1 Articulating, as appropriate, and in consultation with students and the Social Equity and Discrimination Officer, institutional expectations of students as members of a learning community that celebrates diversity.		
SEDE LEAD program	2007-08	SEDE
Leadership Summit	2007-08 Pilot	First Year Office
Diversity Survey	2007-08	PIA

3.2 Exploring possibilities for the development of academic orientations to the University tailored to students entering at different points in the program.		
First Year Office and Faculties	Ongoing	
First Year Transition Network	2008-09	Meighen Gift / Faculties / Residences / Student Services

3.3 Encouraging departments to examine course offerings, with a view to assessing the capacity to offer students access to more small or medium size classes at all stages of their program.		
Review of very small and small courses and of small programs	2007-08	Provost's Office

3.4 Consider the role that residences might play in bringing McGill students from different regions of Québec, Canada and the world together.		
Residences program with SEDE	2007-08	Residences / SEDE

3.5 In conjunction with the Chief Information Officer, developing and implementing policies and operations designed to enhance communication, both to students and within the University,		
Web-based Internship website	Fall 2007	Arts/CIO
Legal Document Website	Fall 2007	ARR/CIO
<i>myMcGill</i> improvements	Ongoing	ARR/CIO
Improvements to web sites: TLS/Student Information/Learn French	2007-08	CIO/DP-SLL/TLS

3.6 Articulate standards and goals for the administration of services for international students on campus.		
3.7 In consultation with the McGill's International Students' Network and the Office for International Students, exploring mechanisms to support student activities that bring together International and Canadian students.		
Strategic plan on Student Exchanges	2007-08	DP-SLL/APC/Faculties
Costing of International Education Activities	2007-08	DP-SLL/ARR/Student Services/Faculties

Initiative	Time Line	Resources Allocated
Review of services on campus	2007-08	ARR (EDES)/Student Services (EDSS)/DP-SLL/Faculties
<p>3.8 Exploring with sister universities in Montreal the possibility of joint programs that would enable McGill students to take advantage of opportunities to fulfil some program requirements at a French-language institution.</p> <p>3.9 Exploring the University's ability to provide services to candidates and students in French as well as in English, and to communicate the availability of these services effectively to French-speaking candidates and students.</p>		
Assessment of need: Admissions Survey Diversity Survey Workgroup to formalize recommendations	2007-08	Workgroup
Web page: Learn French	Fall 2007	
Exchange with Université de Montréal	2008-09	DP-SLL/ARR/Arts & Science SAO
Inter University Exchange	Ongoing	ARR
Dedicated coordinator for francophone students: http://www.mcgill.ca/firstyear/francophones/	Ongoing	First-year Office
Bilingual service signage and name badges	Fall 2007	\$10,000
<p>3.10 Enhancement of second-language skills for staff.</p>		
HR Fall French program for staff https://home.mcgill.ca/hr/staffdevelopment/	Fall 2007	HR- Staff Development