

**PRINCIPAL'S TASK FORCE ON DIVERSITY, EXCELLENCE
AND COMMUNITY ENGAGEMENT
WORKING GROUPS**

WORKING GROUPS

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

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

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

Working group 1a: Recruitment and retention of qualified academic, administrative and support staff, and for promoting academic administrators, from a broad range of backgrounds; mechanisms for broadening the pool of qualified students for admission to programs, and supporting them while at McGill.

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

- ❖ What processes exist, and what might be put in place, to broaden the range of qualified candidates to academic, administrative and support positions at McGill, and to positions in the academic administration of the University?
- ❖ What assists exist, and what might we put in place, to reach out and include those whose opportunity to prepare for admission to McGill has been limited by the need to work to support themselves, or by adverse personal or family circumstance, so as to better enable them to gain admission to, and excel at, McGill?
 - ✓ Is there a role for the Centre for Continuing Education in providing this support?
 - ✓ How does each unit best play a role?

- ❖ What steps might we undertake to support more qualified Aboriginal students in gaining admission to, and excelling at, McGill, and to reach out to, identify and include qualified Aboriginal graduate students and faculty?

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

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

- ❖ How we can better communicate the connection between broadening the spectrum of voices included in our community and enhancing excellence in the achievement of our academic mission?
- ❖ What strategies currently in place at McGill will do most to enhance positive engagement with diversity and access in the academic administration, the academic, administrative and support staff, and in the student body? What additional initiatives might we implement over the next four years?

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

Working Group 2

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

- ❖ What current initiatives exist, and how might we build on these, to provide opportunities for members of the McGill community to extend the impact of our contributions by best reaching out to the broader communities in Montreal, Quebec and beyond?
- ❖ What impact can stronger partnerships have on the quality of our research, scholarship, teaching and service?
- ❖ How might these initiatives dovetail with and support initiatives to ensure that a broad socio-economic spectrum is represented in the pool of qualified applicants for admission to our programs?
- ❖ How can we give existing initiatives more salience and impact within the McGill community?

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

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

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

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

- ❖ How do we assess our achievements in pedagogy and program design, and provide feedback that will support individual members of the academic community in their efforts to excel? How can we foster inclusion in these areas?
- ❖ How can we support Deans, Chairs and individual supervisors in efforts to enhance the supervision of graduate students, improve graduation rates and time to completion? How can our efforts in this area foster inclusion?
- ❖ What ‘output’ measures for assessing the quality of our pedagogy and programs at the undergraduate, professional program and graduate levels best reflect our mission and ambition?
- ❖ How can we improve engagement of faculty with students, including graduate students, taking into account the diversity of both the professoriate and the student population, and the fields in which they work?
- ❖ How do we recognize and celebrate excellence in teaching, supervision and program delivery, and how can we enhance recognition and celebration?

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

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

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