



# McGill

# Question

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**TO:** Senate

**FROM:** Emily Yee Clare, Student Senator

**SUBJECT:** Question Regarding the Impact on Students of Reduced Access to Academic Resources and Services

**MEETING DATE:** September 22, 2011

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**PREAMBLE:** In the draft Principal's Taskforce on Diversity, Excellence and Community Engagement (PTFDECE), McGill emphasizes a commitment to nourishing the welfare of its students and staff. The Taskforce recommends that "McGill should develop measures to support the retention and flourishing of staff." Additionally, the Taskforce asserts that such measures would include "programs that encourage positive work-life balance, as well as increased supports for those with family obligations".

In the Principal's Taskforce on Student Life and Learning (PTFSLL), McGill asserts that these "interactions among students, faculty, and administrative and support staff are based on mutual trust and respect." Both Taskforces imply that the University values the input of every individual as integral to furthering McGill's educational mission. Furthermore, the University acknowledged the importance of two central components of what makes a university community great: the students and staff.

While students are not party to labour disputes, they are nonetheless affected by limited services and resources. For example, medical and dental students have been negatively impacted by reduced clinic time, and questions about graduation time have been raised. Certain residences have lacked night stewards and maintenance staff, potentially compromising the safety of student residents. The Edward Rosenthal Mathematics and Statistics Library and the Birks Reading Room have been closed, significantly reducing student access to specialized academic resources and study space. More generally, some students have found it difficult to access the Scholarships and Student Aid Office, the Office of International Student Services, and general administrative services related to course registration.

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**QUESTION:**

How does the University expect students to “achieve their full potential while at McGill” – as per the PTFSLL – in light of critically reduced access to vital services?

How will McGill work to ensure that, as stated in the Administrative Responsive to the PTFSLL, “University decisions are made with due consideration given to their impact on students”?

What actions is the University taking to ensure that reduced access to academic resources and services does not lead to issues involving graduation and term completion?

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