
Report of the Committee of Table 12
Academic Governance

May 2004

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“If we want things to stay as they are, then things will have to change”¹

1. Introduction

Universities have been described as “medieval institutions in the 21st century.”² The modern university must meet the challenge of ensuring that it is nimble enough to respond to the demands of the 21st century while reaffirming the fundamental principles that ensured its survival as an institution since medieval times. Thus, the modern university must respond appropriately to new pressures placed on it by increased demand for postsecondary-level education, rapid technological changes, the ever-increasing reliance of governments on universities as agents of economic prosperity and alternative models for delivery of undergraduate and graduate education³. At the same time, the university must reaffirm its independence, its impartiality, its commitment to both the creation and the critical transmission of knowledge, and its commitment to serve its community. Above all, its focus must be on its students’ educational experience.

2. What is governance?

Governance is defined as “the act, process, or power of governing or leading.”⁴ Fundamental criteria of good governance are: transparency, accountability, efficiency, responsiveness, clarity, strategic planning (including setting and communicating goals, and measuring progress towards those goals), succession planning and the establishment of appropriate consultative processes. The Committee of Table 12 used these criteria to examine the University’s academic structures and processes and how they affect the life of the members of its community.

3. Scope of Table 12’s mandate

Table 12 viewed its role as dealing strictly with academic governance and, therefore, deliberated only on issues that were clearly within the academic realm.

The governance structures at the University of Ottawa follow the traditional lines of university governance. That is, it has a bi-cameral structure consisting of a Board of Governors whose broad role it is to oversee the finances of the University and a

¹ Di Lampedusa, G. *The Leopard* New York : Time-Life Books, 1960

² Nelson, WAW & Gaffield, C. (eds) *Universities in crisis: a mediaeval institution in the twenty-first century*. The Institute for Research on Public Policy, 1986

³ For example those adopted by the University of Phoenix, Royal Roads University, the Ontario Community Colleges.

⁴ The American Heritage® Dictionary of the English Language: Fourth Edition. 2000

Senate whose role it is to deal with academic matters. The University is divided into faculties, some of which are further divided into departments and schools. The delegation of power and responsibilities follows these structures.

Strictly speaking, Board of Governors issues might be viewed as falling outside our mandate. However, given that the actions of the Board can weigh heavily on academic issues, we decided to include it within our remit.

Virtually every one of the recommendations below is sufficiently far-reaching or complex that we could not actually suggest concrete action, but rather additional study. Going further was clearly impossible given the limited size of the Table's membership and the very short time-frame available.

4. Outcomes of the Committee's deliberations

4.1. Assumptions

A number of important societal and institutional trends could affect the University's academic governance. The Table 12 discussions are based on assumptions about these trends through to the 2010 time horizon, notably:

- Student numbers on campus will remain at or close to all-time highs due to demographic trends and growing participation rates. [This also implies that while an explicit mandate of the University is to support and promote the francophone and, especially, the Franco-Ontarian community, anglophone students will remain the majority on campus.]
- The proportion of the University's budget derived from tuition fees will not decline, while that from government will not increase substantially. [This has implications for the relationship between professors, support staff and students, because the rise in this proportion is one factor that has tended to commodify university education. Moreover, it means that many students will continue to hold part-time jobs, which affects the time they have for their studies.]
- Rapid information-technology change will continue, but will be incremental. The fundamental relationship and the nature of contacts between student and professor are not expected to change by 2010. [Widespread virtual-reality-type contacts are not expected within this period. However, decreasing person-to-person contact and increasing electronic contact for administrative purposes means that greater efforts may be needed to engender the sense of belonging vital for both students and professors.]

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- Major turnover in the professoriate is expected, but total numbers of full-time professors will remain similar to present. Part-time professors will continue to play a key role in undergraduate teaching. [Subject to recommendations from Round Table 7 on career paths.]

4.2. The University of Ottawa Act

The University of Ottawa Act⁵ drafted in 1965 no longer reflects the reality of the University, including its current structure, the contribution of both genders, and the acknowledgement of the diversity not only in the academic and support staff, but also in the student body. Many changes have taken place since 1965 and the Act, as it is, no longer accords with the image that the University has of itself as a modern, inclusive, national and international institution.

For example:

- The language of the Act is not gender-neutral.
- The use of the term “Christian principles” (cf. sections 4.b, 8) excludes a large portion of the contemporary University of Ottawa community and should be replaced by a term without religious overtones, such as “ethical and moral principles.”
- The use of the terms bilingualism and biculturalism does not adequately reflect the mission of the University, which is clearly centred on French and English. Furthermore, multiculturalism rather than biculturalism meshes better with the international mission of the University.
- If the University of Ottawa is indeed “Canada’s University,” its mandate in the dissemination of French culture extends beyond the borders of Ontario.

Recommendation 1. Table 12 recommends that the University take the steps necessary to revise the Act to reflect its contemporary reality and its mission.

4.3. The University’s central administrative structure

The University community needs to understand how the University functions, because its central administrative structures affect the way its members work and study. While there is some information on the University’s Web site about the Board and the Senate, there is no mention of the these two bodies’ standing committees, of the role played by the Joint Committee of the Board and Senate, and of the role given to the University’s Administrative Committee. Table 12 did not have enough information to confirm whether the central administrative structures operate in accordance with the principles of good, democratic governance enunciated above. This points to a lack of transparency and clarity.

⁵ <http://www.uottawa.ca/about/uofact.html>

The lines of communication between the Board and the Senate were not clear to this Table. The COU document on university accountability⁶ delineates the principles of this relationship, and the Committee endorses them.

The University is perceived as being well managed, albeit very conservatively: it does not have a debt and there have been no negative events to tarnish its reputation, but its public image remains lacklustre. Furthermore, the workforce (faculty and staff, but especially the faculty) is not engaged, and that prevents the institution from realizing its full potential. This situation begs the question: how effective would the University be at managing a crisis?

Table 12 believes that ensuring the engagement of faculty and staff is one of the most important and urgent challenges the University faces at present. Suggestions and recommendations will be made throughout this report that, if implemented, would contribute to redressing this situation. Clearly, a major cultural change is essential to make this engagement happen.

The Table was pleased to note that members of the University community (students, staff, faculty) are involved at the Board and Senate levels and even on some standing committees. One of the purposes of such representation (if not the main purpose) should be to communicate issues of interest to the respective groups. However, this is apparently not done systematically. The Committee could not establish whether communication breaks down because representatives do not know such a role falls within their mandate or whether communication is simply not facilitated or may even be discouraged.

A well-informed community is essential to building the *esprit de corps* needed to ensure that the administration, faculty, staff and students join together to realize the mission of the University. Thus, such communication is also essential.

Rightly or wrongly, the University of Ottawa is perceived as having a top-down approach to management. This means the Administrative Committee (and possibly others) may be unnecessarily burdened with issues and decisions that might better be left to faculties. For example, the Administrative Committee must approve all decisions on administrative stipends granted to department chairs, even if the funds are in the budget of the faculty. This is inefficient at best and, at worst, may undermine the budgetary authority of the deans.

Recommendation 2. Table 12 recommends that the Administrative Committee take steps to review the University's administrative structure against the fundamental criteria of good governance and that it make changes necessary to

⁶ Council of Ontario Universities: University Accountability: A Strengthened Framework. Report of the Task Force on University Accountability, Section 4.1

meet these criteria. Members of the University community should be involved in such a review.

Recommendation 3. Table 12 recommends that steps be taken (e.g. an orientation, some technical assistance) to ensure that student, staff and faculty representatives on the University's administrative bodies understand their role and responsibility as representatives, and that suitable vehicles be found for them to communicate information to their respective constituency (e.g. the Fulcrum for student issues). However, it is understood that confidentiality is needed in certain cases.

*Recommendation 4. Table 12 recommends that the University provide an **Annual Report** to its community (external and internal), highlighting its accomplishments in scholarship and teaching, and including key performance indicators and financial information. The University should also consider holding a joint meeting of the Board and Senate, perhaps on the release of such an annual report, with an invitation to its community to attend.⁷*

4.4. Structure and roles of faculties and departments

One of the original questions asked of Table 12 concerned the number of faculties and departments. Table 12 could not answer this question in the time allocated. To be successful, major changes in the academic structure of the University must be based on sound governance principles and must stem from thorough study and consultation with all partners.

The principles must center not only on efficiency, responsiveness and collaboration, but also on the aims of the University to achieve a higher degree of interdisciplinarity in teaching and research.

Faculty and departmental "walls" are strong. Departments, which are generally organized around disciplinary lines, control programs of studies. This may impede the development of innovative methods for education, research and interdisciplinary activities. Therefore, as well as for efficiency, there may be benefits to merging some academic units to ease succession planning (see section 4.6), to realize goals and to capitalize on the location of the University in the national capital. Moreover, the education of undergraduate students would profit from being organized around programs of studies, rather than around departments. Again, this calls for a major change in culture, which requires a thorough review involving the collaboration of the entire community.

⁷ During the final editing of this discussion paper, the University did produce a "Report to the Community," anticipating a part of this recommendation. However, the Report appears to have been largely unheralded, so far. For example, it did not appear among the news items on the University's Web page immediately upon release.

Moreover, the way in which budgets are allocated to faculties and departments and the assignment of workload and teaching duties often lacks sufficient flexibility to allow for innovation and collaboration (e.g., it may be difficult to incorporate team teaching for part of an interdisciplinary course into a professor's work-load).

Before the University undertakes any such review, however, it must be committed to the best practices of managing change. This involves communicating the basic background and goals and assessing what change is necessary to reach them. Secondly, it must be clear about what changes are proposed and must involve the people (faculty, staff and students) who would be affected by the changes, valuing their ideas, showing respect for, and being prepared to learn from, them. This helps to build consensus, an essential step to success. Table 12 stresses the need for total commitment from the central administration, including the implementation of its findings, once such a process is undertaken.⁸

The discussion should revolve around the needs of students, particularly undergraduate students. Our programs have tended to be very specialized, with little room for optional courses and, even there, little focus on what these courses should achieve in the overall education of the student. This, as well as the many factors identified in the Mann Report⁹, indicates that changes are needed. Employers repeatedly tell us that they do not want ultra specialized bachelor's graduates; rather they want graduates who can solve problems, can communicate orally and in writing and know about issues in the world around them. Table 3 will look at the goals of the undergraduate degree in detail; however, Table 12 wishes to signal the goals the University of Toronto recently set for undergraduate education.¹⁰

Recommendation 5. Table 12 recommends that the Administrative Committee assess the needs for changes to its faculty and department structure and roles in light of its commitments to changes in undergraduate and graduate education and to interdisciplinarity.

4.5. The many faces of faculty work

While the career progress of a professor theoretically requires a balanced contribution to teaching, research and community activities, the evaluation of the three types of activities is not uniformly robust. At present, the evaluation of the professor as a teacher is mostly mechanical and rests mainly on the average

⁸ c.f. P. Eckel et al. Taking Charge of Change : A Primer for Colleges and Universities. An occasional paper series of the ACE project on Leadership and Institutional Transformation. American Council on Education, 1999

⁹ Interdisciplinarity for the University of Ottawa 2002 <http://www.uottawa.ca/vr-etudes-academic/en/reports/RapportInterEng.pdf>

¹⁰ Stepping UP: Companion Paper: Enabling teaching and learning and the student experience http://www.provost.utoronto.ca/userfiles/page_attachments/library/6/3432_1800583_CP1.Teaching_Learning.pdf

numerical rating given by students at the end of a course. While student evaluations are an important component of the evaluation of teaching, it should not be the only component; nor is the teaching evaluated by this method (largely lecture-style teaching to larger groups of students) the only type of teaching that should be valued and taken into account.

The University of Ottawa is and wishes to remain a research-intensive university. This means that professors are encouraged to compete for research funding and be entrepreneurial in their research activities. This requires an immense commitment that can be at odds with the time and enthusiasm devoted to undergraduate education. The tension between research and teaching is an age-old issue: "*Galileo also secured a bonus in personal liberty by arranging for his university appointment at Pisa to entail no noisome teaching duties.*"¹¹ The tension will always exist, but it can be lessened if professors are appropriately valued for all aspects of their teaching.

The balance between teaching and research is a complex subject that requires further study and debate, as it is fundamental to university governance and its future direction. A recent report of the Faculty of Medicine¹² supports the idea of a variety of possible career paths for professors. While there is greater variety in Medicine than elsewhere on campus, at present, career paths in all the other faculties are essentially one-size-fits-all, and this increases the tension.

Recommendation 6. Table 12 recommends that the University assess mechanisms to recognize the importance of teaching and its evaluation, particularly at the undergraduate level.

4.6. Academic planning

The current exercise signals a commitment of the University to academic planning. However, Table 12 believes that academic planning should occur on a continuing basis and be adjusted for demographics and trends. Academic planning should also ensure a congruence of goals for education and research. Moreover, sound academic planning should set goals and milestones and should review achievements against them. In other words, a sound academic plan should include benchmarking and oversight. A good academic plan should have an 8-10 year vision but provide for adjustments made necessary by changing circumstances. At present, the University does not have a visible academic plan. Its research plan (Strategic Areas of Development), mandated by the requirements of the Canada Foundation for Innovation and the Canada Research Chairs Program, does not include goals, measures of achievement for those goals, or a periodic formal review process or mechanisms to update the strategic areas.

¹¹ D. Sobel in *Galileo's Daughter*, Penguin Books Canada Ltd, 1999, p. 36.

¹² http://www.medicine.uottawa.ca/pdf/task_force.pdf

Table 12 noted that there is currently an Academic Planning Committee of the Senate composed of deans and vice-rectors. We submit that this structure may not be the best to achieve the aims stated above and should be revised.

Recommendation 7. Table 12 recommends that, on the thrust of the current academic planning exercise, the University develop an academic planning strategy that includes benchmarking its progress towards the realization of the plan year by year and informing the Board of Governors and the community of the status of the plan.

4.7. Leadership and succession planning

Leadership from the top

Leadership starts at the top. One of its first tenets is that the “led” must know and respect the leader. Given the need for the University to raise funds, it is natural that the central administration should have turned its preoccupations more and more toward the outside. However, a healthy balance must be established between internal and external activities.

The Committee applauds the initiative taken by the Rector to visit faculties annually and the Vice-Rector, Academic, to visit departments, as well as their holding breakfast meetings with students to hear their concerns and share ideas. In the interest of developing a sense of participation among faculty and staff, consideration should be given to holding similar informal sessions with them. We recognize that this is time-consuming, but it would go a long way to improving communications and ensuring that all sectors of the University work towards institutional goals. For example, faculty, staff or students do not necessarily espouse the bilingual (French and English) mission of the University, which is often viewed as a burden rather than an asset. The administration therefore needs to communicate clearly its vision of bilingualism as the single most distinguishing feature of the University and to generate a consensus for it within the community.

Recommendation 8. Table 12 recommends that mechanisms be established to enable the Rector and vice-rectors to meet with staff and faculty. Such meetings could be modeled on those currently held with students.

Recommendation 9. Table 12 recommends that ways be found to celebrate and promote the University’s bilingual mission among students, faculty and staff and to promote it to the external community. The University should also explore all avenues to raise additional funds for such activities.

Identifying and nurturing future academic leaders

Given that academic administrators are generally recruited from the ranks, it is important to identify potential leaders early, nurture their career and assess their readiness to undertake leadership positions. A recent article from Stanford University's To-morrow's Professor ListServ¹³ discussed both the reasons why faculty might be reluctant to assume leadership roles and the ways to encourage participation. Many of the issues raised apply to universities as well as to community colleges. The issue not addressed in this piece (due to its being focused on community college) is the broader role of a university professor in a 'research-intensive university' - that of research or scholarly activities. The perception by faculty of those that take on administrative jobs is that administrative work can engulf one's time (or can be made to do so) at the expense of scholarly activities. This means the University must help those who want to pursue this career path while retaining their stature in both their research and teaching careers. In fact, 'balanced' administrators (having fingers in research, teaching and administration) command the most respect as they are in touch with what the University's real jobs are.

One of the unique features of academic administration is that after serving their term as "officers," administrators return to being "soldiers." This may not be an easy transition, so the University has to facilitate it. For those at the level of deans and above, administrative leaves are a key facilitator. However, department chairs, who in many ways have the toughest job since it carries large responsibilities but little power, must be adequately compensated during their tenure and assisted in returning to "soldier" status. Such compensation need not necessarily be monetary. For example, a one-term leave or the provision of a research assistant might be more valuable to allow someone to reintegrate his or her full-time research and teaching activities successfully.

The Committee was pleased to note that the University is studying the implementation of programs to train academics for the administrative challenges that await them.¹⁴ We suggest several other initiatives that would facilitate the recognition and the nurturing of future leaders and thus strengthen our succession planning:

- Establish a leadership database that tracks the progress of the individuals listed and provide training in important areas.
- Create a Centre for Leadership with programs geared to faculty at various levels of career development.
- Reward leadership by reinstating a merit scheme. The Committee recognizes the difficulties inherent in managing merit pay. However, we believe the

¹³ TP Msg. #563 Developing Community College Faculty as Leaders
<http://ctl.stanford.edu/Tomprof/postings.html>

¹⁴ Rapport et recommandations du groupe de travail sur le développement d'un programme de leadership académique À l'Université d'Ottawa (Octobre 2003)

recognition of merit is an essential component in the achievement of excellence.

- Celebrate success. The University has already undertaken excellent initiatives in this respect. The administration must continue to ensure that these events are well publicized (inside and outside) and well attended, especially by central administrators.
- Establish a process of yearly face-to-face meetings between the academic staff and their immediate supervisor, that is, the dean for faculty members, the Vice-Rector, Academic, for deans and so on. The evaluation scheme must be well structured, as each person must undergo the same process, and constructive, that is, designed to help people improve their performance. The purpose of such meetings would be to assess performance against set criteria to guide future activities. Other purposes, and no less important, would be to ensure that faculty members know their dean; that deans get feedback on their performance from the central administration and from those they lead, etc. Such evaluations exist at other universities¹⁵ and appear to benefit all concerned. The disadvantages of such a process include: 1) the time required, especially at the level of deans; however, we believe the potential outcomes are worth the time and effort; 2) the need to work within the bounds of the collective agreement; which should not be difficult given that such interviews aim to help people improve performance and, for example, ease the way to tenure and promotion.

Recommendation 10. Table 12 recommends that the University establish a leadership database.

Recommendation 11. Table 12 recommends that the University reinstitute a merit scheme.

Recommendation 12. Table 12 recommends that the University explore the feasibility of establishing an annual evaluation scheme for faculty and academic administrators, consisting of a face-to-face meeting with their immediate supervisor. The University should examine and adapt schemes that exist elsewhere and have proven successful.

Identifying and nurturing future leaders among the support staff

Future leaders among the support staff must also be identified and should be included in the leadership database proposed above. The University of Ottawa lists many programs for the training of support staff.¹⁶ We could not determine how good this training is or whether people participate and with what outcomes. This is something the University must assess and adjust, as necessary.

¹⁵ Queen's University, for example utilizes such an evaluation process.

¹⁶ http://www.uottawa.ca/services/hr/newweb/training_e.html

In the mid-1990s, the University implemented a support staff merit pay scheme. This went a long way to encouraging supervisors to perform yearly evaluations (with face-to-face meetings) with their staff. When the merit awards were discontinued, a few years later, compliance with yearly evaluations and reports waned dramatically.

Recommendation 13. Table 12 recommends that the University include support staff in an academic leadership database or in a separate one.

Recommendation 14. Table 12 recommends that the University re-establish a merit scheme to recognize the performance of support staff.

Recommendation 15. Table 12 recommends that the University take means to ensure compliance with the annual evaluation of support staff.

Nurturing collaboration among faculty and support staff

At least in certain sectors of the University, there appears to be a lack of understanding between professors and support staff employees. Neither group understands the work of the other. Consequently, dissatisfaction and lack of appreciation exist on both sides.

Support staff need to understand the nature and requirements of academic work, particularly research. Conversely, faculty members need to respect the staff and to understand the difficulty of responding to multiple and, at times, conflicting demands for their services.

Academic leaders who are well prepared for their task should be able to bridge that gap, establish communications among all parties, and promote mutual respect.

Recommendation 16. Table 12 recommends that leadership training schemes for chairs, directors and deans recognize the need to address the issue of improved staff-faculty collaboration.

Valuing and integrating part-time faculty

Given the assumptions listed in Section 4.1, part-time faculty will continue to play an important part in the delivery of programs, especially at the undergraduate level. Therefore, their work must absolutely be integrated into the life of their academic unit and that mechanisms must exist to ensure they have a sense of belonging.

This group of faculty bring with them valuable practical experience from the workplace; they can also be ambassadors for the University with their employers and the external community in general. Table 12 applauds the initiative taken by the University to recognize outstanding teaching by part-time faculty (the award for part-

time professor of the year). Beyond that, the committee did not know to what extent part-time professors, particularly those with extensive service, are integrated in the life of faculties, departments or programs.¹⁷ It was suggested that long-time service as a part-time professor be recognized in some way (e.g., a certificate for the 25th course taught).

Recommendation 17. Table 12 recommends that faculties and departments assess how part-time professors are integrated within their activities and structures, that this information be shared and that best practices derived from it be adopted by the University at large.

Improving the quality of life at the University

Budget cuts in the 1990s, as well as considerable increases in the number of students, have stretched the resources of the University very thinly. Departments have lost support staff essential for the proper maintenance and running of equipment, and secretarial support has diminished. Support staff thus feel overworked, and professors feel that they are left doing work, such as photocopying, that cuts into precious teaching or research time and could profitably be done by another employee group. In addition, many tasks formerly performed centrally have been downloaded to departments, while in some cases support staff positions have been centralized.

The advent of computers, which was supposed to alleviate many tasks, in fact, has created new ones. For example, professors now receive e-mails from students 24/7, and many students expect quasi-instantaneous responses. The University needs to establish for all its members – students, staff and professors – the level of service that can be expected. Should students expect responses to e-mails sent on weekends, on holidays or in the evenings? Rather than spending 30 minutes to answer an open-ended question by e-mail, is it reasonable for a professor to respond that the student should visit during the next office hours? Given that the demand for immediate service is increasing in society and at the University, appropriate boundaries, expectations and obligations need to be established and communicated.

Changes in the technical environment have not always been accompanied by changes in support-staff structure and skills. Furthermore, the requirements for making the labour system efficient have not been established. It is inefficient to pay a professor's salary to accomplish basic clerical tasks, for instance.

Recommendation 18. Table 12 recommends that the University carry out an in-depth study how the changed technical environment has affected the ability of academic units to deliver “services to their clients.”

¹⁷ The Faculty of Medicine, with its many types of professor, may be an exception in this respect. A document adopted in 2001 delineates career paths for a variety of contributors to the teaching and clinical work done by part-time professors.

Recommendation 19. Table 12 recommends that the University periodically review the effectiveness of academic units. Reviews could profitably take place upon the appointment (or reappointment) of chairs or directors.

Budget cuts have also hindered building and infrastructure maintenance and the provision of services. University premises are cleaned less often, garbage is left to accumulate longer, campus patrols have been reduced, etc. This does not make for a pleasant and safe working environment. While there are no easy remedies, the University should work to mitigate the effects of these cuts.

Recommendation 20. Table 12 recommends that the University investigate the impact of service cuts on the life of the community and study mechanisms to alleviate the negative effects.

Table 12 also asked whether existing mechanisms for reporting suspected misconduct are sufficiently robust to protect the person(s) reporting the misconduct. There are well-articulated policies and procedures around sexual harassment issues. However, procedures for handling other issues, such as harassment in general or various types of fraud, appear to be lacking. Most corporations have “whistle-blowing” mechanisms that protect the rights of all parties while an investigation takes place, and they then rule on the merits of each case.

Recommendation 21. Table 12 recommends that the University consider establishing mechanisms to deal with complaints other than those involving sexual harassment.

4.8. Other issues

Relations with Carleton University

Table 12 asked to what extent it was possible to collaborate with a competitor. In the Materials Management area (which was outside our mandate), the two institutions do indeed collaborate. In the academic area, the existence of 12 joint graduate programs was noted, and we assume that Table 5, which deals with graduate studies, will comment on the benefits and efficiency of these programs.

5. Conclusion

We know we have identified many issues that will require time and further study to resolve. We hope, however, that the recommendations arising from our discussions will help the Steering Committee as it goes forward in the strategic planning exercise.

6. Appendix 1- Members of Table 12

- Nicole Bégin-Heick, Consultant, former Dean of the Faculty of Graduate and Postdoctoral Studies (co-chair)
- David Zussman, Executive Vice-President and Chief Operating Officer of Ekos Research Associates Inc., former Dean of the School of Management (co-chair)
- Elisabeth Clarke-Gilman, Chief Administrative Officer, Faculty of Social Sciences
- Penny Collette, Executive-in-Residence, Office of the Vice-Rector University Relations, and Senior Fellow at the Center for Business and Government, Kennedy School, Harvard University
- Denis Desautels, Executive-in-Residence, School of Management
- Robert Giroux, Former President and CEO of the Association of Universities and Colleges of Canada
- Marie Lyne Laliberté, Student, Doctorate in Psychology
- Antoni Lewkowicz, Associate Dean, Research, Faculty of Arts
- Thomas Moon, Professor, Department of Biology
- Hussein Mouftah, Canada Research Chair, School of Information Technology and Engineering
- James Nininger, Company Director
- Francine Tougas, Professor, School of Psychology

We thank Ruby Heap, Assistant Dean, Faculty of Graduate and Postdoctoral Studies, for spending time with us to discuss interdisciplinarity and what makes it work.