

FONDATION
PIERRE ELLIOTT
TRUDEAU
FOUNDATION



DISCOVER.
INSPIRE. CHANGE.

Winter 2020



Important dates

November 15, 2019

Scholarship application period opens

January 22, 2020

Final submission deadline for Scholarship competition

Note: Universities may have their own internal deadlines to apply

February 24-26, 2020

Interview period with the Application and Nomination Review Committee

April 2020

Nominees are announced

For more information, contact our Leadership Programs Team:

514-938-0001

leadership@trudeaufoundation.ca

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**Visit the website
to apply!**

trudeaufoundation.ca

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A bright future ahead



Over the Foundation's 16-year history, we have proudly supported the doctoral work of 251 Scholars, the recruitment of 146 world-class Canadians as Mentors, and the appointment of 75 outstanding intellectual leaders as Fellows. The Board of Directors and the entire Foundation community can hold our heads high for the organization's extraordinary history.

During this time, Canada and the world have changed, academia has evolved, and the Pierre Elliott Trudeau Foundation is poised to go in a bold new direction, to undergo renewal, and to innovate on its mission to better prepare the next generation of Scholars to succeed and lead in the world today.

As the Foundation turns to the next five years, several of the strategies and activities outlined below have already begun in earnest. Notably, 2019 marked the beginning of a new programming model for Scholars, Fellows and Mentors as well as a renewed model for the Foundation to engage the wider public. While putting diversity front and centre, we are bringing the Foundation toward new horizons, with the introduction of the *Institutes of Engaged Leadership* built around a scientific theme important to Canadians and the world.

Our team is proud to share the following *Strategic Plan 2019-2024*, ensuring a bright and stimulating future focused on learning, knowledge-sharing and community-building.

PASCALE FOURNIER
President and Chief Executive Officer

Our history

The Foundation is an independent and non-partisan charity established in 2001 as a living memorial to Prime Minister Pierre Elliott Trudeau. In 2002, with the support of the House of Commons, the Government of Canada endowed the Foundation with the Advanced Research in the Humanities and Human Sciences Fund. The Foundation also benefits from private donations.

By the numbers

Since its inception, the Foundation has contributed to the following:

251 Scholars

Supporting some of the brightest minds in Canada and around the world

75 Fellows

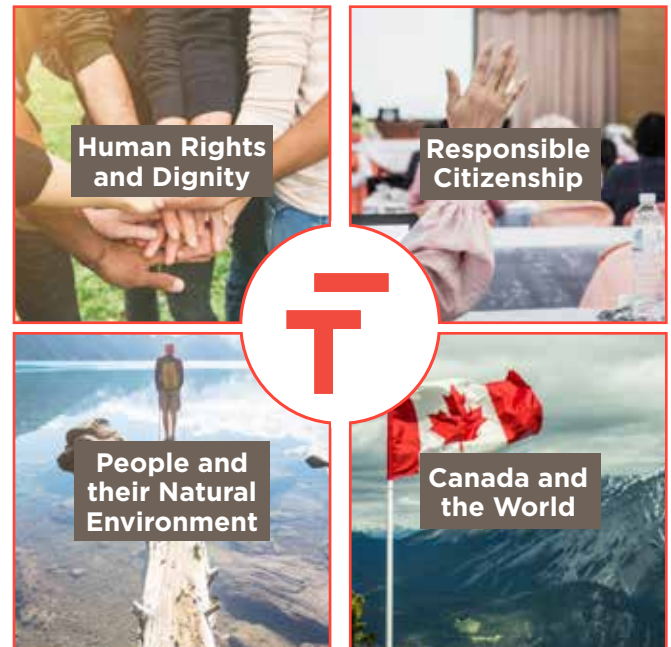
Promoting the research and creativity of Canada's top intellectuals and academic mentors

146 Mentors

Connecting eminent Canadians with Scholars

We empower scholars to have meaningful impact in the world.

Since its inception, the Foundation has recognized and valued academic excellence and leadership across industries and throughout Canada and the world. It enables knowledge creation and encourages sharing of rigorous academic knowledge in innovative and creative ways with the broader public landscape. The Foundation is committed to diversity in many forms, including gender, race, disability, language, socioeconomic background, Indigenous knowledge and region of origin as well as diversity of perspectives.



Values

Community

The Foundation's community is made of leaders who explore, ask difficult questions, and discover new horizons. The Foundation's new programming will empower participants to become Engaged Leaders, equipping Scholars with the tools to be courageous and creative leaders in their institutions and communities and to inspire innovative approaches as they blaze new trails in the social sciences and humanities.

Accountability

All organizations require a robust culture of accountability, particularly during a time of change and innovation. Change is disruptive by nature, and rallying staff, governors, community members and partners around innovation and an agenda of renewal requires trust. Creating that trust requires rigorous accountability and a respectful environment. For the Foundation, accountability means recognizing responsibility, taking risks and rewarding excellence.

Impact

The Foundation's vision is to empower Scholars to have meaningful impact in the world. To deliver on this promise, the Foundation has long invested in innovative researchers who experiment and adapt in the fast-changing landscape and demonstrate an ability to work with those with a variety of perspectives and from different walks of life.

Great public educators and leaders begin here!



The Foundation is an international model for leadership training among academics.

The Foundation bridges the gap between academic and applied knowledge through its innovative and impactful programming and its growing community of intellectuals and leaders.

The Foundation is a catalyst for meaningful change, thanks to the following attributes:

- We have a vibrant, enthusiastic network of Scholars, Fellows, Mentors and alumni
- Our smart, caring community is diverse and reflects the country's richness
- Our prestigious Scholarships attract world-class researchers and helps empower them to have positive impact in the world

Inclusive Excellence and Engaged Leadership

The Foundation seeks Scholars, Fellows and Mentors who are attuned to different forms of unconventional knowledge and eager to translate their expertise into lasting engagement with Canadian society and global communities.

The Foundation's vision will focus on fostering Inclusive Excellence and Engaged Leadership.

Inclusive Excellence

First coined in 2005 by the Association of American Colleges & Universities (AAC&U) Inclusive Excellence was defined by using four primary elements:

1. A focus on student intellectual and social development;
2. A purposeful development and utilization of organizational resources to enhance student learning;
3. Attention to the cultural differences learners bring to the educational experience and that enhances the learning space;
4. A welcoming community that engages all of its diversity in the service of students and organizational learning.

Universities Canada also makes an explicit use of Inclusive Excellence as a driving concept for institutional change, with its public commitment to Seven Inclusive Excellence Principles in 2007.

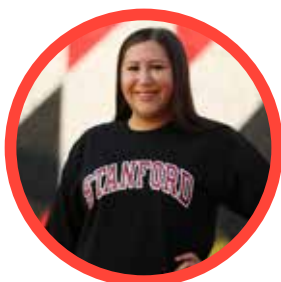
The Foundation recognizes that its future success depends on building a diverse community of Scholars, Fellows, Mentors, Directors and Members, staff, and alumni and must engage and value these different perspectives, experiences, and ways of knowing while maintaining the highest expectations of excellence in one's respective field.

Engaged Leadership

Throughout 2018-2019, the Foundation undertook a listening and learning tour, the *Future Forums*, which visited communities in every province and territory.

Throughout the *Future Forums* process and in discussion with members of our community, the Foundation has developed a vision for Engaged Leadership that may apply to leaders in the academic world and beyond. Engaged Leaders are open, empathetic, collaborative, creative and innovative. Through its *Institutes of Engaged Leadership*, the Foundation will equip Scholars, with the tools to be leaders in their institutions and communities. Instilling in them those values crucial for Engaged Leaders, our programs foster interest in and opportunity for inter-disciplinary collaboration, nurturing an openness to varied perspectives and Inclusive Excellence.

Diverse and distinguished



Jarita Greyeyes

“I was drawn to the Foundation because I wanted to join a community of scholars who had diverse identities, perspectives

and experiences that informed their approach to research, teaching and community engagement. My work centers on the voices and contributions of Indigenous women who have shaped and contributed to Indigenization in their respective institutions. This work involves considering many perspectives and is fundamentally about reframing whose knowledge is valued.”



Steve Vanloffeld

“Having an opportunity to collaborate with such a diverse group of gifted individuals and to be mentored by some of the brightest

people in their fields was a key driver behind my decision to apply to the program. I know my work is richer and will have a greater impact having listened to and learned from people from different social, political, and academic backgrounds. Future scholars who follow the new path being forged by the Foundation, can also greatly benefit from it!”



Carlo Charles

“Diversity in my work is like oxygen to the body. It is present in the theoretical frameworks that I use to inform my research. Diversity is also

present in my methodological approach, ethical issues, the choice of my participants, my analysis and in the framing of my research. I am also and above all interested in a diversity of voices, experiences, knowledge and world views.”



Marie-Soleil L'Allier

“[In my research] I am interested in the resurgence of citizen initiatives that are multiplying in Quebec (but also around the

world) and that implement new sustainable social practices that subscribe to the logic of the “commons”. The Foundation has allowed me to meet other researchers, political actors and activists who are already working on the commons in Europe.”

Criteria

Our renewed Scholarship program represents a gateway for courageous, bold, original thinkers who are hungry to play a leadership role and inspire positive change in Canada and the world. This three-year program is designed to empower Engaged Leaders, equipping outstanding doctoral candidates with the tools to share and apply their research and be creative change-makers in their institutions and communities.

Eligibility criteria

- Scholarship candidates must be already accepted into or in year one, two, or three of a full-time doctoral program in the humanities or social sciences. The Foundation recognizes that many doctoral students are working on research projects that are interdisciplinary and qualify as advanced research in the social sciences and humanities, regardless of their faculty or department affiliation.
- Doctoral work must relate to at least one of the Foundation's four central themes: Human Rights and Dignity, Responsible Citizenship, Canada and the World, People and their Natural Environment.
- Canadian citizens are eligible whether they are at a Canadian or an international institution.
- Non-Canadians (permanent residents or foreign nationals) enrolled in a doctoral program at a Canadian institution are eligible.

What do we look for in applicants?

- Academic excellence;
- Thematic relevance of doctoral research to the Foundation's central themes;
- Community engagement;
- Leadership experience and abilities;
- Originality and audacity;
- Communication skills and desire to contribute to public dialogue and knowledge dissemination;
- Interest in the scientific theme for a given year. From 2020-2023, the scientific cycle is Technology and Ethics. Applicants do not have to have expertise on this topic, but must be willing to engage with this theme as part of our leadership training program.

The Foundation is committed to selecting a diverse group of Scholars, including diversity in terms of gender, race, disability, language, socioeconomic background, Indigenous knowledge and region of origin.

All applicants to the Pierre Elliott Trudeau Foundation Scholarship competition must apply first through their university's internal selection process. Canadian universities can nominate up to four (4) candidates and foreign universities may nominate up to three (3) candidates. Only one university official (e.g. university awards officer) can nominate candidates on behalf of their university. The final deadline for universities to submit their nominations to the Foundation is 22 January 2020 at 11:59 p.m.



Empowering academics to become the Engaged Leaders of tomorrow

The Foundation fosters a new generation of Engaged Leaders who are original, forward-thinking and have the potential to become inspired agents and catalysts for change.

Scholars are outstanding doctoral students who excel as thinkers and researchers. The Foundation seeks to enrich their academic experience by providing leadership training that broadens their worldview and abilities. Scholars will gain social, emotional and behavioural competencies that will prompt them to think, connect and act differently.

Leadership traits and skills can be broken into three aspects: leader of self, leader of others and leader of innovation and ideas. As such, the three-year cycle of the Scholarship program aligns with the development of these three aspects of leadership:

YEAR 1: INSTITUTES OF ENGAGED LEADERSHIP

Self

- Communicating and listening
- Networking
- Knowing your strengths
- Knowing your mission
- Maintaining your well being and health
- Building resilience
- Developing Empathy

YEAR 2: IMPACT CONFERENCE

Others: Team, organizations, community, universities and the public

- Empowering and motivating others
- Giving feedback and having difficult conversations
- Dealing with conflict
- Delegating
- Building trust
- Mentoring and teaching
- Entrepreneurial skills

YEAR 3: CREATIVE PROJECT

Innovation and Ideas

- Project management
- Change management
- Setting expectations
- Thinking outside the box
- Going beyond the comfort zone
- Being open to new ideas
- Fostering innovation
- Sharing knowledge in new and creative ways



Six key concepts

Leadership may be developed through a variety of methods – or a combination of methods – that includes mentorship, courses and training, facing new and challenging situations and various real-life experiences. The Foundation’s programs create opportunities for Scholars to have these experiences, to work in collaboration, to learn from others, and to both offer and receive feedback.

The concepts below, which are the foundation of our leadership training program, transcend the three aspects of leadership, but are the means through which these important aspects of leadership will be delivered to Scholars through the Foundation’s activities.

This leadership training model actively self-reflects on the following three questions:

OBJECTIVES

What do we want Scholars to know?



EXPERIENCE

What do we want Scholars to experience and feel?



ACTION

What action do we want Scholars to take?



The three-year cycle will be shaped by these central questions.

The Foundation has identified six concepts that will guide the design and development of our leadership curriculum, which will answer the questions above. This will be an iterative process, with the curriculum being fine-tuned and adjusted depending on the theme.

The icons beside each concept indicate the question to which they relate.

Audacity & resilience



Taking risks allows leaders to push the envelope, to challenge the status quo, to innovate, and to change the world. We will encourage our Scholars to step outside of their comfort zone and aim high in their work and in their lives.

The willingness to take risks and go outside of one's comfort zone will, at some point, lead to failure. Fear of failure stunts innovation and progress. Accepting that failure will happen to all of us and removing the stigma and shame that come with set-backs and mess-ups encourage resiliency and allow individuals to be more audacious.

By exposing Scholars to uncomfortable situations and causing them to confront their own limitations, we hope to inspire them to be audacious in their thinking and actions. All activities that involve some level of discomfort or vulnerability will be developed in a responsible manner that supports and accompanies Scholars in their learning.

In practice, we will encourage audacity and resiliency by:

- Co-designing dynamic and experiential sessions with Mentors and Fellows for the *Institutes of Engaged Leadership* (year one). These will take Scholars out of their comfort zone and help them grow more comfortable in discomfort.
- Pushing Scholars to be original and audacious in their second-year *Impact Conference* and third-year *Creative Project*.
- Inviting out-of-the-box, innovative, and creative speakers and presenters to events.
- Asking Mentors and Fellows, in their capacity as advisors to the Scholars, to be generous and honest in sharing their own stories of failure in order to help break down stigma and shame.

Communications & sharing knowledge



Scholars are researchers and leaders whose work has the potential to have an important impact on Canada and the world. In order to maximize this impact, they must be able to communicate effectively with those around them and share their research with the wider public.

Scholars need to understand the different tools at their disposal for communicating their work, from legislative committee hearings to op-eds to social media, and how to tailor their communications to suit their audience, whether it be politicians, academics, or community groups. Understanding how to effectively share their research findings will ensure that their work has meaningful impact.

In practice, we will build Scholars' communication skills by:

- Working with Mentors and Fellows to develop media and communications training during the Institutes (year one).
- Having Scholars organize the public *Impact Conference* (year two) in which knowledge and expertise are shared with the wider public and made accessible to all.
- Having Scholars develop the *Creative Project* (year three) that makes use of communication skills to share their research in open and creative ways.

Art & creativity



Art and creativity provide new and powerful ways to understand and relate to the world and to those around us. By incorporating artistic and creative practices, through diverse disciplines and forms, we hope to encourage a complexity of feeling and thought that will broaden Scholars' perspectives. We also hope to prompt them to think about their work and research in original ways.

Exposure to creative practices will encourage Scholars to go beyond traditional academic and intellectual methods. Considering and reflecting on concepts and categories such as space, aesthetics, the body and the senses can transform the way they understand and articulate their research as well as further the meaning and impact of their work. This creative and interdisciplinary perspective will help foster more self-reflective and Engaged Leaders.

In practice, we will incorporate art and encourage creativity by:

- Working with Mentors whose role is to share their knowledge with Scholars through creative and experiential sessions designed for the Institutes (year one) and through their capacity advising Scholars.
- Collaborating with Fellows to incorporate creativity and interdisciplinary perspectives into their sessions organized for Scholars as part of the Institutes (year one).
- Encouraging Scholars to incorporate art and creativity into the concept and format of their second-year *Impact Conference* (year two).
- Having Scholars develop an out-of-the-box *Creative Project* (year three) that uses elements of art to present and share their research in innovative ways.

Diversity

The Foundation is committed to diversity, equity and inclusiveness in terms of people, experiences and knowledge. It hopes to be a space in which diversity can be thought of, articulated and discussed in nuanced and complex ways.

Exposing Scholars to diversity in its many forms will broaden their understanding of their communities, Canada and the world. It will also invite them to reflect on the meaning and impact of their work. The Foundation recognizes diversity in terms of gender, race, disability, language, socioeconomic background, Indigenous knowledge and region of origin. We are open to ongoing conversations and committed to a continuous learning process with all members of the Foundation community.

By discussing diversity and by being exposed to difference, Scholars will learn the importance of listening to others and of creating space for others' views and subjectivity.

In practice, we will invite Scholars to engage with diversity by:

- Selecting a diverse group of Scholars, Fellows and Mentors who are willing to contribute to the Foundation community at large.
- Co-creating content with Mentors and Fellows that will cause Scholars to confront their own biases and assumptions, to consider ideas that they disagree with, to become aware of their own blind spots and to engage with the nuance and complexity of the world.
- Organizing Institutes (year one) in different and often contrasting locations that will teach Scholars about Canada and the world and will allow them to experience and connect to different communities and realities.
- Supporting and encouraging Canada's bilingualism and recognizing the significance of Indigenous Languages.



- Holding open and respectful discussions on diversity with Fellows and Mentors in the development of their sessions for the Institutes (year one) and in their role as advisers and supporters of Scholars.
- Encouraging Fellows and Mentors to expose Scholars to diversity in various forms. If relevant to their expertise, we invite Fellows and Mentors to incorporate different types of knowledge into their sessions such as non-conventional and artistic practices and Indigenous traditions.
- Inviting Scholars to seriously reflect on diversity as a central element of their second-year *Impact Conference*. Suggestions include inviting diverse speakers, incorporating different knowledges and frameworks, creating space for healthy debate of conflicting ideas, testing creative formats and ways of conveying and sharing knowledge.
- Having Scholars incorporate diversity as a central element of their *Creative Project* (year three).

Diversity of Perspectives

The Foundation profiles diverse ideas, diverse approaches to challenges, and diverse solutions to problems by including a wide range of voices, viewpoints and experience.

Collaboration



As future leaders, Scholars need to learn and refine interpersonal skills that will allow them to work effectively and respectfully with others. Reflecting on and understanding power structures and hierarchies as well as productive ways to question them, to work with them and to create space are key leadership skills.

Scholars need to effectively communicate and collaborate with other researchers, community partners, stakeholders and the wider public. Strong interpersonal skills will allow them to work with people they agree and disagree with as well as with actors across sectors. Being strong collaborators will benefit their work and will allow their research to advance and to have a stronger and more meaningful impact.

Collaboration is also key to tackling some of the most pressing issues of our time, which cannot be approached from discrete or siloed perspectives. The Foundation seeks to foster leaders who can understand how people come and work together, who can envision ways to move forward collectively and who can inspire people to do so.

In practice, we will encourage collaboration by:

- Creating open and respectful spaces for discussion during the Institutes (year one) in which Scholars feel encouraged to voice their views and to engage with others' agreeing and disagreeing views.
- Organizing visits and activities with different communities and institutions that push Scholars to collaborate and engage with diverse people, ideas and type of work. This will be part of the *Institutes of Engaged Leadership* (year one).
- Working with Fellows and Mentors to create content that encourages Scholars to work in teams and to engage with difference and conflicting views.
- Having Scholars work collaboratively as a team in the organization of their *Impact Conference* (year two).

Duty of service



The Foundation selects Scholars who are engaged with their communities and who have a sense of duty to serve through their research. We uphold the values of respect, knowledge, empathy and kindness, and hope Scholars are open to developing their emotional intelligence as means to connecting and working with others.

Research shows that emotional intelligence helps leaders to understand their motivations and those of others, to consider alternative points of view, to collaborate and to recover more quickly from failures and set-backs. It also shows that emotional intelligence and empathy are intrinsically linked since improving emotional intelligence tends to breed empathy.

The Foundation will aim to teach Scholars to value emotional intelligence as an essential leadership quality and to get them curious about learning more about their emotions and the emotions of others. This effort to reflect on self-awareness and self-management hopes to prompt Scholars to explore questions about the place from which they speak and produce knowledge, the impact and meaning of their research, and their engagement with communities and the world at large.

In practice, we will place emphasis on emotional intelligence, empathy and service by:

- Including mental health content at all Foundation events.
- Fostering holistic conversations among the Foundation community that gives space and consideration to the impact of emotion.
- Encouraging Fellows to share with Scholars their challenges and drawbacks as researchers, the impact of their work on a personal level and their mechanism to cope with the emotional dimension of their academic work.
- Inviting Fellows and Mentors to share their positive and negative experiences of community engagement during their sessions at the Institutes and in their advising roles at large.
- Pushing Scholars to think about their duty as researchers to share and disseminate knowledge in their planning of their second-year *Impact Conference*.



Scientific theme

The theme of an academic cycle is of fundamental importance. All leadership training provided to Scholars will be based on the chosen theme, in order to bring a practical context to the idea of leadership and to provide an applied scientific-focused leadership training. As such, the scientific theme will greatly influence the selection of Fellows and Mentors, who will deliver training on this theme to Scholars with varied backgrounds under the Foundation's four principle themes. In light of the Foundation's objectives—namely, to encourage and empower public intellectuals to become Engaged Leaders, it is crucial to select a theme that addresses an issue with interdisciplinary, critical and intercultural dimensions. For example, the first cycle of the *Institutes of Engaged Leadership* are on the theme of Power & Knowledge, such as the production of knowledge in the unavoidable context of power relationships, and the role leadership can play in understanding these inequalities. The scientific theme beginning in 2020 will be Technology & Ethics.

Themes will be selected in consultation with the Foundation's Members and Directors, with contributions from leading thinkers in the field in question. Once a theme has been selected, the annual selection criteria of Fellows and Mentors will include the relevance of their work and experiences to this theme. Fellows will contribute to the leadership development of Scholars by sharing of expertise on a variety of subjects related to the theme, equipping Scholars with a greater understanding of the scope of these broad issues and enhancing their awareness of approaches that are controversial or have proven to be ineffective.



Mentors will contribute to the leadership development of Scholars by bridging the gap between academic knowledge and practical, applied knowledge. Mentors will be selected for their expertise on the theme but also for being leaders in their field. As such, they will bring the real-life experiences, social entrepreneurship and business acumen, networking opportunities and field visits to the leadership curriculum.



Leadership program for Scholars

The renewed three-year program empowers Scholars to have meaningful impact in the world by providing leadership training and tools to share and apply their research, centred around a scientific theme.

Over the course of each program cycle, Fellows and Mentors offer leadership training during the *Institutes of Engaged Leadership* (year one) and support Scholars in the development of an *Impact Conference* (year two) and a *Creative Project* (year three).

Year 1: Institutes of Engaged Leadership

The creation of the *Institutes of Engaged Leadership* stemmed from the need to provide focused and intensive leadership training to Scholars, held in locations across Canada and the world. By immersing Scholars in leadership training and experiential learning opportunities, the Foundation hopes to present ideas and experiences that may not be available in a university setting.

The *Institutes of Engaged Leadership* bring together several of the foundational ingredients that make the Foundation's Scholarship program a unique learning experience. At their core, the Institutes are designed to help build community among each cohort of Scholars, Mentors, and Fellows, while providing valuable opportunities to network with active members of the Foundation from previous years, and partners and other external parties who may offer meaningful learnings from academic circles, government, private industry, NGOs, and other affiliations.

Specifically, the *Institutes of Engaged Leadership* are designed to enrich and complement the academic experience by providing opportunities and training based on a leadership curriculum to broaden world views, knowledge, and abilities. By creating this gateway for Scholars, the Foundation is fostering a new generation of Engaged Leaders who are original, forward-looking thinkers and actors empowered with the potential to become inspired agents and catalysts for positive change in the world.

Year 2: Impact Conference

Building on the experience and leadership training received in year one, Scholars will organize a conference during their second year, focusing on the scientific theme of their academic cycle. The conference will be open to the public and educate Canadians on the scientific theme studied in-depth in year one. Scholars will receive guidance and support from Fellows and Mentors. The goal of the event is to allow scholars to put into practice the knowledge and skills they acquired during the first year of their participation in the *Institutes of Engaged Leadership*, while bridging the gap between their expertise and the needs and concerns of Canadian communities. In this context, Scholars can also draw on their own personal experiences as well as those of Fellows, Mentors and community members they meet throughout the public leadership training. The purpose of the conference will be primarily to reach both the general public and other interested

groups including community organizations as well as the academic and business communities. The idea is to build bridges, foster dialogue and open the door to new ways of framing issues through interdisciplinary approaches and community dialogue. In this way, Scholars' expertise will be utilized to democratize knowledge and improve social inclusion.

This conference event could take various forms—art, music, film, dance, presentations, and more. This is the watershed moment when the Pierre Elliott Trudeau Foundation community takes to the public sphere to share the skills and knowledge of the members it supports. It is also an opportunity for Scholars, alongside Fellows and Mentors, to work on and enhance their public speaking skills, and reflect upon how they produce and share knowledge.

Year 3: Creative Project

In the third and final year of the program, Scholars will showcase and share the knowledge acquired through their Pierre Elliott Trudeau Foundation experience through a final *Creative Project* designed to engage the public in academic ideas in new and different ways.

This third year of the program is dedicated to a reflection process that results in the production of knowledge for public dissemination. In addition, Scholars' *Creative Projects* will bring to light lessons learned through their leadership training. The Foundation plays a twofold role: empower the leaders of tomorrow and contribute to the advancement of knowledge in the humanities and social sciences. Through this initiative, we will help develop public leaders with a real awareness of the role their expertise can play in diverse Canadian communities, and who are eager to establish new ties and discover new horizons.

The third year is also an opportunity to experiment with a diverse range of knowledge dissemination practices—everything from books and academic papers to plays, films, or any other medium with the potential to convey the Pierre Elliot Trudeau Foundation experience. By engaging with art and creativity, Scholars will be invited to go beyond traditional academic and intellectual methods and think about their research in innovative ways. Scholars will be prompted to explore questions about the place from which they speak and produce knowledge, the impact and meaning of their research, and their engagement with communities and the world at large.

Scholars will be guided and supported by Mentors whose knowledge and expertise are in the arts and culture sectors as well as in communications to ensure their work reaches broad audiences.

“ The new frontier lies not
beyond the planets
but within each one of us.

~ Pierre Elliott Trudeau

An active role for Fellows

Fellows play a critical role in the leadership development of our doctoral Scholars, though our Fellowship no longer involves a research project as was the case in the past. As leading academics with expertise on our chosen scientific theme, they act as outstanding public educators, dynamic professors and intellectual guides to Scholars over the three-year program cycle.

During the first year, Fellows share their expertise on the scientific theme through dynamic learning sessions at our *Institutes of Engaged Leadership*, equipping Scholars with a greater understanding of key issues involved and how leadership can help address them. By exposing Scholars to diverse perspectives, realities and knowledges, Fellows help Scholars look beyond their areas of expertise and develop a desire to engage with issues and ideas that are outside their doctoral training.

In the second and third year of the program, Fellows act as academic advisors to Scholars in the development of impactful public events (*Impact Conference* and *Creative Project*) on the scientific theme, thereby contributing to the growth of Scholars as public educators.

In partnership with Fulbright Canada, the Foundation has also created the Fulbright Canada - Pierre Elliott Trudeau Foundation Fellowship, Joint Chair in Contemporary Public Policy which will attract a leading American scholar on the scientific theme each year to participate in a residential exchange. These Fellows will also play an active role in the *Institutes of Engaged Leadership*.

As part of its annual recruitment of Fellows, the Foundation will seek leading researchers on the scientific theme who have demonstrated their leadership as public educators as well as strong teaching and academic mentoring skills.



“ It’s really, really important that our critical institutions, whether government, whether private institutions, whether foundations like the Pierre Elliott Trudeau Foundation represent and reflect the broader society. The themes of Inclusive Excellence and diversity in leadership really matter. The benefit of diversity is straight up you get better ideas, you get better results, and you get engaged discussions.”

Poonam Puri,
2016 Pierre Elliott Trudeau Foundation Fellow
Professor, Osgoode Hall Law School, York University

An active role for Mentors

Our Mentors are accomplished leaders from various sectors – private, public, parapublic and non-profit – and professional domains, whose professional achievements reflect the range of skills we believe are of great value to future engaged leaders, such as, for instance: communication and public engagement, team and project management, entrepreneurial skills, social innovation, negotiation, networking, artistic skills to connect the mind, body and heart, and emotional skills in the face of adversity.

Mentors focus on the leadership development of our doctoral Scholars. They act as leadership trainers, guides, and advisors to Scholars during the three-year program. Along with Fellows, they lead the programming of the Institutes during the first year. As part of the *Institutes of Engaged Leadership*, Mentors are responsible for organizing practical leadership training sessions that include relevant site visits, community involvement and/or experiential, hands-on learning.

These experiential learning opportunities will be central to the leadership training and will ensure the Foundation's activities are rooted in the cities and communities where the Institutes will take place. Mentors will not only focus on mentorship, but will shape the Institutes, *Impact Conferences* and *Creative Projects* by creating content, encouraging collaboration, and guiding Scholars in the creation of impactful events.

This approach will enrich the network of contacts between Mentors and Scholars and create opportunities for more personal encounters with these communities. At the beginning of the mentorship program, Scholars will be exposed to a variety of fields of expertise, experiences and issues. Later, the mentorship may become more individualized according to relationships that develop between Mentors and Scholars, which will be facilitated by the Foundation.

In recruiting Mentors, the Foundation considers experts within the field of study related to the scientific theme as well as leaders with a variety of backgrounds able to guide Scholars in a range of areas of expertise important to leadership development.



“The Pierre Elliott Trudeau Foundation program is closely aligned with my own personal passion and professional goals of advancing human rights and dignity. Spending time with the Foundation Scholars makes me feel hopeful. I fully believe that this generation of socially conscious youth are going to change the world for the better. I look forward to being a part of their leadership journey as they grow in both their knowledge and power.”

Christine Hanson,
2019 Pierre Elliott Trudeau Foundation Mentor
Director & CEO,
Nova Scotia Human Rights Commission

Selection process

The objective of the Pierre Elliott Trudeau Foundation's selection process is to ensure the Foundation attracts strong candidates, including excellent academics and leaders who are taking bold new approaches through their work. The Foundation is seeking innovative thinkers who are committed to developing as leaders in their fields and in their communities and will need to look beyond strong CVs and research records. Identifying and selecting candidates who are a good fit for the Foundation's Scholarship program focused on Inclusive Excellence and Engaged Leadership begins within the Foundation, followed by the assessment of the Application and Nomination Review Committee ("ANRC") and the approval of the Board of Directors.

Launch of the Scholarship, Fellowship, and Mentorship programs

On the date of the launch, the Foundation will clearly articulate the expectation that universities are to consider diversity, including academic diversity, as a crucial factor for the four Scholar candidates they nominate (three in the case of international universities).

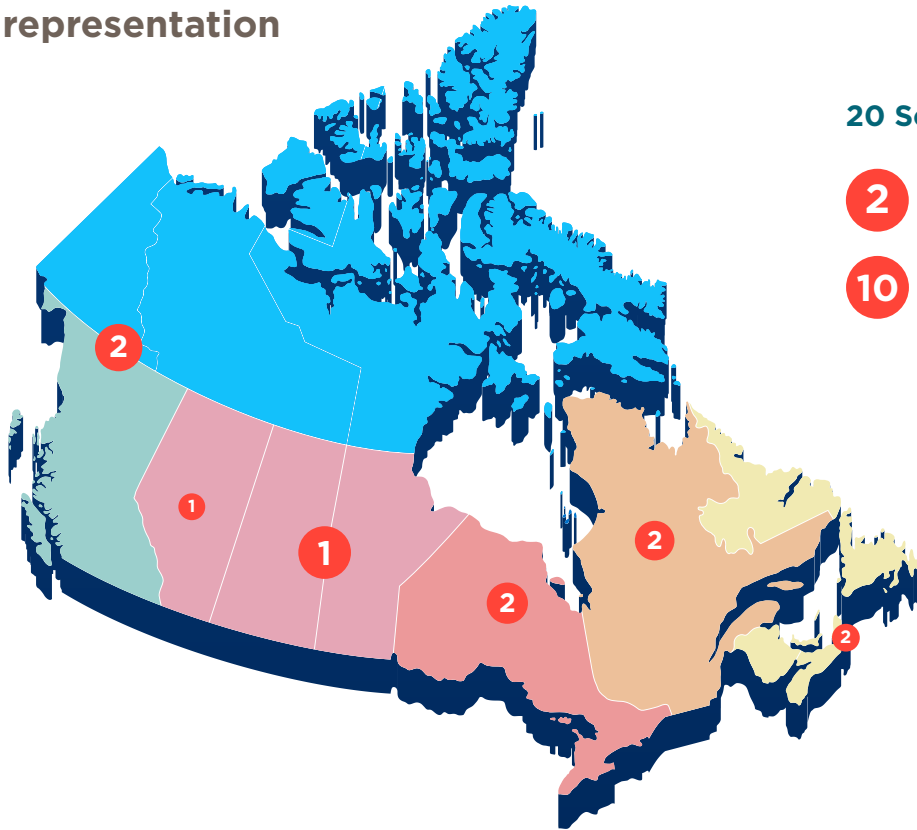
Diversity will also be a central focus for the Fellowship and Mentorship programs. In order to reach established and experienced leaders on the scientific theme of the year, the Foundation will, based on research and recommendation, identify, approach and invite stellar Fellow and Mentor candidates directly to the program. Such candidates will have been researched extensively beforehand and are recognized for their extensive, impressive and indisputable body of experience. Prior to being invited to the program, the President of the Foundation will assess the individual's vision and fit with the scientific theme.

During the call for nominations, the Foundation will take proactive measures to recruit candidates. For the Scholarship programs, the President will send a note to the Presidents, Rectors, Vice-Principals, Research and student organizations of Canadian universities and international universities, inviting them to encourage their students to apply and outlining the renewed criteria. For the Fellowship and Mentorship programs, the Foundation may reach out to individuals who have demonstrated leadership in fields of study or industries related to the scientific theme.

For Scholars, the Foundation team performs an original assessment, based on the criteria established by the ANRC, with the President devising the final shortlists. The criteria will include screening for academic excellence, community leadership, and the boldness and relevance of candidates' profiles. For Fellows and Mentors, teaching ability, academic mentorship and leadership traits are also important criteria. In addition, the selection criteria ensure the highest quality candidates who met a series of objectives regarding gender, language, region, culture, and other forms of diversity and therefore soft targets will be developed for each program. Finalists for the Fellowship and Mentorship programs will be required to present to the ANRC for their final assessment.

In the years ahead, the Foundation intends to put greater authority in the hands of the ANRC and develop a process that is more accessible and inclusive for Scholar candidates in various parts of the country.

Regional representation



20 Scholars, including:

- 2** First Nations, Inuit, and Métis
- 10** Regional goals

Application and Nomination Review Committee

In the months before the 2019 competition, the Application and Nomination Review Committee underwent a shift that has added more members and depth to this committee of crucial importance. Charged with the duty to appoint the Foundation's Scholars, Fellows and Mentors, the renewed ANRC reflects the Foundation's commitment to diversity and inclusion, and include gender diversity, regional and linguistic representation, visible minorities, First Nations, Inuit and Métis members, as well as a diversity of perspectives and experiences.

The Chair of the ANRC will be a high-level researcher or scientist, with a background in academia and previous experience working with a selection committee. In addition, two Directors and one Member of the Foundation will also be part of the ANRC. The remaining members of the ANRC will be academics, including at least three members of the Foundation's alumni community that have since become established academics or public educators.

Scholars are convened for interviews with members of the ANRC, including both individual interviews and a group activity.

Fellow and Mentor candidates who are shortlisted by the Foundation will be assessed by the more experienced members of the ANRC, including alumni Fellows and Mentors. Candidates will be asked to meet with members of the ANRC.

During the final meeting of the ANRC, committee members discuss and assess the Scholar, Fellow and Mentor finalists and make a final recommendation to the Board of Directors.



A Representative Committee

The changes implemented in 2019 put diversity of perspectives, gender, race, language, Indigenous knowledge, and, most notably, regional representation at the heart of the ANRC.

Building upon these initial changes, and working with the Board of Directors, the Foundation intends to further adjust the terms for the ANRC to ensure applicants and recipients have greater regional representation. As highlighted in the Community Survey and other data, the Scholarship recipients, in particular, have disproportionately come from Quebec, Ontario, and British Columbia.

Inspired by peer granting organizations, in 2020 the Foundation will strive to offer regional guarantees to ensure recipients represent all parts of the country. Among the 20 Scholarship recipients, two will be from the Atlantic region, two from Quebec, two from Ontario, one from Manitoba or Saskatchewan, one from Alberta, and two from British Columbia and the North. Further, the Foundation aspires to offer two spots to Indigenous candidates. This will leave eight “wild card” positions for ANRC members to award to worthy candidates, regardless of geography.

For the selection of Fellows and Mentors in 2020, the ANRC will include Members, Directors as well as alumni Fellows and Mentors who will compose the subcommittees that will screen the finalists in a final assessment, which may include a presentation on the candidates' research or area of professional expertise.

Looking toward 2021, the Foundation will further investigate the possibility of decentralizing the selection process. While ANRC members would come together to make final selections in Montreal, the interview process would be decentralized such that candidates could perform interviews in their home region. The members of the ANRC will captain each of these committees, leading small teams of alumni who would perform interviews with Scholars across the country. The ANRC members will report back to the committee with their top choices, based on the greater regional representation outlined above, and in discussion they would determine the other candidates. In this model, many more candidates could be interviewed for the Scholarship program. In this process, the work of the Foundation would shift from intensive internal screening to providing training, materials, and guidance to the ANRC members and regional subcommittees.

Acknowledgements

The Foundation offers its thanks to members of its community for their contributions and advice in setting this new course for its programs, particularly alumni and active community members, Directors, and Members of the Foundation who participated in the following advisory committees:

Future Forums Advisory Committee

Dyane Adam, Karen Bakker, Daniel Del Gobbo, Bernard Duhaime, Judith Marcuse, Cherry Smiley, Malinda Smith

Strategic Advisory Committee

Robert Steiner (Chair), Dyane Adam, Karen Bakker, Marie Battiste, Carlo Charles, Daniel del Gobbo, Rita Karakas, Shannon Litzenberger, Malinda Smith

Strategic Plan Review Committee

Patrick Pichette (Chair), Sacha Haque, Bruce McNiven, Farah Mohamed, Madeleine Redfern, Peter Sahlas, Stephen Toope, Alexandre Trudeau, Jennifer Welsh