Orientation for New Tenure Stream Academic Staff

FACULTY CLUB
9:00AM-5:00PM

THURSDAY 29 AUGUST 2019

McGill
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>8:30-9:00am</td>
<td>Registration &amp; Breakfast</td>
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<tr>
<td>9:00-9:15</td>
<td>Welcome</td>
<td>Prof. Christopher Manfredi, Provost and Vice-Principal (Academic)</td>
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<td>9:15-10:30</td>
<td>Working with McGill Students</td>
<td>Prof. Fabrice Labeau, Deputy Provost, Student Life and Learning</td>
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<td>Prof. Chris Buddle, Dean of Students</td>
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<td>10:30-10:45</td>
<td>Break</td>
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<tr>
<td>10:45-11:30</td>
<td>Graduate Supervision</td>
<td>Prof. Josephine Nalbantoglu, Dean of Graduate &amp; Postdoctoral Studies</td>
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<td>11:30-12:30</td>
<td>Research Integrity Conflict of Interest</td>
<td>Dr. David Ragsdale, Deputy Research Integrity Officer</td>
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<td></td>
<td>Prof. Angela Campbell, Associate Provost (Equity &amp; Academic Policies)</td>
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<tr>
<td>12:30-1:30</td>
<td>Lunch &amp; McGill Services Fair</td>
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<tr>
<td>1:30-2:30</td>
<td>McGill’s Commitment to a Safe &amp; Respectful Campus Environment</td>
<td>Prof. Angela Campbell, Associate Provost (Equity &amp; Academic Policies)</td>
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<td>Sinead Hunt, Senior Equity &amp; Inclusion Advisor</td>
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<td>2:30-2:40</td>
<td>McGill Association of University Teachers - MAUT</td>
<td>Prof. Petra Rohrbach, MAUT President</td>
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<td>2:40-2:50</td>
<td>Break</td>
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<td>2:50-3:45</td>
<td>Equity, Diversity &amp; Inclusion initiatives at McGill</td>
<td>Prof. Angela Campbell</td>
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<td>Tynan Jarrett, Senior Employment Equity Advisor</td>
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<td>Kakwiranó:ron Cook, Special Advisor, Indigenous Initiatives</td>
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<td>3:45-5:00</td>
<td>Tenure at McGill</td>
<td>Prof. Angela Campbell, Associate Provost (Equity &amp; Academic Policies)</td>
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<td>Prof. Anja Geitmann, Dean, Agricultural &amp; Environmental Sciences</td>
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<td>Prof. Peter Grütter, Department of Physics</td>
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<td>5:00</td>
<td>Cocktail</td>
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2019 NEW TENURE STREAM HIRES
New tenure stream academics by rank

N = 78

- Professor: 8
- Associate Professor: 9
- Assistant Professor: 52
- Assistant Professor (Special): 7
- Associate Librarian: 1
- Assistant Librarian: 1

2019 start date
# New tenure stream academics by Faculty

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<thead>
<tr>
<th>Faculty</th>
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<tr>
<td>AES</td>
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<td>Arts</td>
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<tr>
<td>Dentistry</td>
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<tr>
<td>Education</td>
<td>3</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Law</td>
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<tr>
<td>Libraries</td>
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<tr>
<td>Management</td>
<td>9</td>
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<tr>
<td>Medicine</td>
<td>24</td>
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<tr>
<td>Music</td>
<td>1</td>
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<tr>
<td>Science</td>
<td>14</td>
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N = 78

2019 start date
New hires by gender, 2019

N=78

Men, 40, 51%

Women, 38, 49%

2019 start date
Overall tenure stream academic staff

Professors N=1713

- Full, 722, 42%
- Associate, 662, 39%
- Assistant (incl. Spec Cat), 329, 19%

Librarians N=64

- Assistant, 27, 42%
- Associate, 36, 56%
- Full, 1, 2%

Snapshot January 2019
Working with Students at McGill

Chris Buddle, Dean of Students
Fabrice Labeau, Deputy Provost, Student Life & Learning
Things to think about with today’s students

International student body! (30% from outside Canada)

Mental health and wellness
  ◦ Dependence and Resilience
  ◦ Stress and anxiety about academics and distress about the state of the world

Technology and connectedness
  ◦ Social media use, privacy, boundaries

Academic accommodations
  ◦ Incidental illness, disability, religious holy days

Balancing Rights and Responsibilities
  ◦ Charter of Students’ Rights / Code of Student Conduct & Disciplinary Procedures
Helping students in difficulty: your role

You are a McGill employee, not a friend
- Boundaries are important

Be an active listener
- Non-judgmental, attentive, empathetic, patient
- Limit the ‘life advice’

Refer students to appropriate resources/services
- ‘helping student in difficulty resource’
- Pick up the phone, or see about trying for a direct referral

Early Alert Tool

Look after yourself, too: Employee and Family Assistance Program
Key Resources to help Students

Office of the Dean of Students

- Student Affairs Case Manager

Student Services

- Wellness Hub (new for Fall 2019!)
- Other services include: Scholarship & Student Aid, First People’s House, McGill Office of Religious and Spiritual Life, and more! Office of Students with Disabilities (OSD)

Student-run support: Peer Support Centre, Nightline

Ombudsperson

Security Services (x3000 Downtown, x7777 Mac)
Case Studies
Case 1: Eerily similar lab reports

Your class has a laboratory and students are required to hand in individual lab reports. Your TA brings two such reports to your attention. There are some striking similarities between the reports, and although they are not identical, you feel they are similar enough to concern you. You also see that the reports include exactly the same citations. What do you do?
Case 2: Student in distress

At the end of your office hours a student comes to see you. They are visibly quite upset, and although their original concern was about a request for an extension on an assignment, you realize quickly that something else is wrong. The student breaks down in tears, and says that they just don’t think anyone cares if they are around anymore. You are suddenly quite worried for their wellbeing - what might your next steps be? What can you do longer-term?
Case 3: Conflict with a Trump supporter

Melissa is taking a class in political science. In that course, the Prof set up a Facebook group for students and there was a discussion on Trump’s rise to power. A Freshman student in the class named Jeremy (who lives in Residence) posted his support of Trump and anti-feminist ideology. Jeremy wrote comments on the FB group including: "I can’t stand feminists", "It's men who are discriminated against these days". Melissa is deeply offended by the comments, and brings a complaint to security services arguing her wellbeing is being negatively affected by Jeremy. The Prof’s Chair learns of this and asks the Prof to shut down the Facebook group - the Prof refuses, citing the importance of "passionate debate" about US politics. Some of the students in the class are angry, feel threatened by Jeremy's "hate-speech", refuse to do group work with him, and they argue their rights to a healthy learning environment have been undermined.
Case 3: Conflict with a Trump supporter (continued)
The debate spills to other social media platform, and the Prof has heard students will be protesting his next lecture, and he's worried and wants security to keep protestors out of his classroom. Some students have also demanded that Jeremy gets kicked out of Residence, and there is a poster campaign that appeared in all the residence halls. Through all of this, Jeremy is furious: he claims he is free to express his views on Trump and feminism, and he is the subject of verbal harassment in residence, and his mental health is suffering. He demands University action against the students in Residence, and against Melissa. The Montreal Gazette is doing a piece on discrimination against Trump supporters at McGill, and has interviewed Jeremy - they are seeking comments from McGill on its stance on anti-Trump sentiments across the University. They have also called the student to ask whether the student society will be making an official statement. If you were the Prof in the political science class, and had to speak to students, and maybe the press, about this, what do you do and what would you say?
Supervisory Responsibilities

Orientation for New Tenure-Track Academic Staff
August 2019

Josephine Nalbantoglu, Dean of Graduate & Postdoctoral Studies
Supervisory Responsibilities

Distinct from classroom teaching, your work as a graduate supervisor involves mentorship and the formation of the next generation of academics and professionals.

Essentials

- Clarifying expectations
- Student-supervisor relationships
- Planning for success
- Starting out

Essentials

If you want to learn more about your supervisees, such as their motivations, conceptions of scholarship, reasons for delay, and work-life balance, try the Being a supervisee section.

Supervisees

Your work as a supervisee often contributes directly to the research of your supervisors as you become a scholar in your own right and earn your qualifications.

Essentials

- Discussing expectations
- Avoiding delays
- The work-life balance
- Starting out

Want to learn more about your supervisors and their roles, which might one day be yours too? See the Being a supervisor section, which provides insight into their perspectives and concerns.

www.mcgill.ca/gradsupervision
Practical Considerations

**Expectations** – Letter Of Understanding

**Advisory Committees** – Supervisor(s) +

**Progress Tracking** – Annual or more often

**Funding** – Guaranteed stipend, External and Named awards, GEF, grants

**Problems** – How to keep things running smoothly
Finding Help

1st Contact: Supervisor

If concern is not resolved, move up:

- Graduate Program or Department Chair
- Graduate Program Director
- Faculty Associate Dean
- GPS Associate Dean
- GPS Dean
Think about the following:

Are you the right person to deal with this?
Who should you contact
Confidentiality
What should you do after the student leaves?
What should be in the follow up meeting?
Supervisory Responsibilities

Case Studies – Authorship
Case Studies – Student Conflicts
Research Integrity

Orientation for New Academic Staff
David Ragsdale
McGill Research Integrity Officer (RIO)
Associate Professor, Department of Neurology & Neurosurgery
Montreal Neurological Institute
McGill University
rio.vprir@mcgill.ca
What does the RIO do?

• Promotes standards of research integrity at McGill.

• Ensures that the initial assessment and (if deemed necessary) subsequent investigation of an allegation of research misconduct are conducted in a timely, objective, thorough, competent and fair manner, and in accordance with the McGill Regulations Concerning the Investigation of Research Misconduct.

• Notifies appropriate agencies, where required.

• Not a mediator/arbitrator for general disputes, e.g. over authorship.
What are your responsibilities as a researcher?

• To maintain the highest standards of honesty, integrity and ethical behavior in all research.

• To familiarize yourself with, and abide by, the Regulatory Framework, university policies, and the regulations, policies and guidelines of relevant agencies.

• To not misrepresent academic, professional or employment credentials or experience.

• To obtain necessary approvals.

• To use scholarly and scientific rigor and integrity in obtaining, recording and analysing data, and in reporting and publishing results.
What are your responsibilities as a supervisor?

• Ensure that students have been advised of their obligations to academic and research integrity.

• Ensure that students have received a copy of the Regulatory Framework relevant to their particular research domain.

• Disclose to students any special conditions concerning constraints on publication, limitations on future use of data, ownership and intellectual property, that may influence their decisions to participate in research.
What is the “Regulatory Framework”?

McGill Regulations on the Conduct of Research

Tri-Agency Framework: Responsible Conduct of Research

FRQ Policy for the Responsible Conduct of Research
What constitutes research misconduct?

• “Research misconduct includes ... conduct that constitutes a significant departure from the ethical and other standards that are commonly accepted within the relevant research community for proposing, reporting or reviewing research or the treatment of humans or animals involved in research.” (from McGill Guidelines)

• It does not include:
  • Reasonable differences of interpretation or judgement relating to data or results.
  • Alleged plagiarism by students related to unpublished research, undertaken for academic credit, as long as the allegation implicates only students. However, if the alleged plagiarism is in a graduate thesis, it is reviewed as research misconduct.
What is the difference between a “breach” and research misconduct?

• Breach – A departure from accepted practices; a violation of agency/institutional policies.
• Misconduct – A breach that has been committed intentionally, knowingly or recklessly.
• Determination of misconduct is based on a preponderance of evidence.
• Sanctions depend on the severity of the breach/misconduct. They can be applied by the institution and/or by a funding agency.
What if there was a breach of the Guidelines, but it was an honest mistake?

- Intent is not considered when determining if a breach has occurred.
- Intent is a factor in determining whether the breach constitutes research misconduct, whether sanctions are imposed and the severity of any sanctions.
- Failure to address and fix the record in a timely manner may be determined to be research misconduct.
- If plagiarism is demonstrated, it is assumed that it was done knowingly. The respondent is responsible for showing that she/he did not know.
What can go wrong and when?

**Planning**
- Protocol plagiarism
- Inappropriate design
- Lack of ethics approval
- Conflict of interest
- Misrepresentation in a funding application
- Breach of agency policy

**Conduct**
- Fabrication
- Falsification
- Poor record keeping
- Ethics non compliance
- Ethics breach
- Breach of agency policy

**Publication**
- Plagiarism
- Lack of recognition of authorship
- Misreporting in publications
- Ghost authorship
- Duplicate publication
- Breach of agency policy
What happens if the RIO receives an allegation of research misconduct?

Step 1: Allegation

Step 2: Inquiry by RIO

Step 3: Committee on the investigation of research misconduct

Step 4: Written report to the Provost
  • Findings
  • Recommendations

Step 5: Sanction
Where do allegations come from?

• McGill community
• Scientific community outside McGill
• General public
• Journal editor
• Granting agency
• Anonymous
• Secretariat on Responsible Conduct of Research - Ottawa
If you think research misconduct has occurred, you should report it to:

- The Research Integrity Officer
- Anonymously, as per the Policy on Safe Disclosure
- Not reporting may constitute research misconduct.
More details can be found in the McGill Regulations Concerning the Investigation of Research Misconduct
integrity

noun 1. adherence to principles; soundness; honesty.
Conflicts of Interest

ANGELA CAMPBELL
ASSOCIATE PROVOST
(EQUITY & ACADEMIC POLICIES)

ANGELA.CAMPBELL@MCGILL.CA

August 2019
What is a Conflict of Interest (COI)?

A COI is not a moral shortcoming. It is only a problem when it goes:

1. Unrecognized
2. Undisclosed
3. Unmanaged
What is a Conflict of Interest (COI)?

2.1 Members of the University have a duty to:

(i) act responsibly, ethically and fairly with care, diligence, and loyalty and be accountable for their actions and decisions in the workplace;

(ii) arrange their affairs in a manner that will bear public scrutiny;

(iii) disclose Conflicts of Interest as soon as they are aware of them and address or manage them in the best interests of the University community;

(iv) not act, after ceasing to be a Member, in such a manner as to take improper advantage of his or her prior association with the University.

McGill Regulation on Conflict of Interest
What is a Conflict of Interest (COI)?

1.2 “Conflict of Interest” means any situation in which:
(i) a Member or a Related Party has a personal interest, whether direct or indirect, of which the Member is, or should be, aware, and that in the opinion of a reasonably informed and well advised Person is sufficient to put into question either the independence, impartiality, and objectiveness that the Member is obliged to exercise in the performance of his or her duties or the ability of the Member to act in the best interests of the University (actual Conflict of Interest);

or

(ii) a Member or a Related Party appears, in the opinion of a reasonably informed and well advised Person, to have a personal interest, whether direct or indirect, that is sufficient to put into question the independence, impartiality, and objectiveness that the Member is obliged to exercise in the performance of his or her duties or the ability of the Member to act in the best interests of the University (apparent Conflict of Interest);
s. 3.1 Regulation on Conflict of Interest

A Member, immediately upon becoming aware of a Conflict of Interest, shall make written disclosure of the facts material to the Conflict of Interest on a form approved by the Provost to:

(i) his or her Reporting Officer in accordance with these provisions; and

(ii) in the case of a Conflict of Interest situation arising in the context of research involving human subjects, to the Research Ethics Board in accordance with the University policies governing the ethical conduct of human subject research as exist from time to time.

See s. 3.3ff re: how the Reporting Officer must assess and decide whether a conflict exists and may be permitted.
Potential Outcome –
Failure to Disclose and Manage COIs

s. 9.1 Regulation on Conflict of Interest

The failure of a Member who knows, or who should reasonably know, that he or she is in a Conflict of Interest, to comply with the provisions of this Regulation may constitute a disciplinary offence under the regulations, policies, code or collective agreement to which the Member is subject.
Recognizing COIs

Faculty members at McGill may find themselves in potential COIs in relation to:

• Students

• Research

• Hiring and Human Resources

• The University

See “Recognizing Conflicts”:  
Professor A invites all members of her lab over to her home for an end-of-term dinner. At the dinner Prof. A invites those in attendance to take part in her new research project.

Professor B uses two text books of which she is a coauthor in her “World of Chemistry” course. They are listed as mandatory readings.

Professor C’s cousin enrolls in his “Western Musical Traditions” course.

Professor D hires her spouse as a research assistant.

Professor E creates a spinoff from her McGill-based research with two PhD students. They share equal ownership of the equity. The spinoff owns the intellectual contributions that Prof E and the students make to it.
Recognizing COIs

Professor F asks her lab team to: (a) water her plants; (b) walk her dog; and (c) housesit while she is on holiday for a month.

Professor G hires his MSc student as a private math tutor for his daughter.

Professor H agrees to peer review a grant application for a faculty member at another institution with whom H had a close friendship in grad school.

Professor I is on a department hiring committee in a year in which Prof I’s graduate student is applying for a position.

Professor J lobbies the department hiring committee and Chair to hire his spouse as a faculty lecturer.
UPHOLDING OUR COMMITMENT TO A RESPECTFUL AND INCLUSIVE CAMPUS ENVIRONMENT

* Prof. Angela Campbell
Associate Provost (Equity & Academic Policies)

* Sinead Hunt
Senior Equity & Inclusion Advisor
ISSUES THAT ARISE

**Examples:**

You are the subject of behaviour that you feel is vexatious, harassing, or discriminatory.

A student tells you that they are the subject of unwanted sexual attention from another student or a member of the Department.

A student invites you (a) to coffee; (b) to their annual student association holiday party.

You are aware of rumours/gossip among your colleagues and/or students concerning alleged misconduct.
WHAT TO DO IF AN ISSUE ARISES?

DO:
• Speak with your Department Chair
• Invite/encourage training within your department on topics like:
  o Employment equity
  o Respectful work/learning environments
  o Responding to disclosures
• Read and understand University policies
• Become familiar with and reach out to McGill resources:
  o Senior Equity & Inclusion Advisor
  o Senior Employment Equity Advisor
  o Office for Sexual Violence Response, Support & Education
  o Special Investigator (SV)

DON’T:
• Try to handle matters alone
• Act as investigator
• Act as an advocate without knowing all the facts
• Participate in informal narratives or breach privacy/confidentiality
Policies

- Policy against Sexual Violence

- Policy on Harassment and Discrimination Prohibited by Law:

Information about reporting under either Policy:
https://mcgill.ca/how-to-report
Policy against Sexual Violence: Key Elements

- Creates a centralized report procedure led by an independent Special Investigator.

- Prohibits members of teaching staff from entering into a romantic or sexual relationship with students over whom they have authority or influence.

- All sexual violence survivors receive full and unequivocal support from the Office for Sexual Violence, Response, Support, and Education (OSVRSE). There are now no time limit for reporting an act of sexual violence.

- As of Fall 2019, online training for faculty, staff and students will be mandatory. This online training is in addition to the in-person sessions delivered on campus by OSVRSE. All members of the University community must have completed this online training within the academic year. All units within McGill will be engaged in ensuring full adherence to this requirement.
IT TAKES ALL OF US:
CREATING A CAMPUS COMMUNITY FREE OF SEXUAL VIOLENCE

Goal

This learning program strives to increase awareness of sexual violence in order to help shift campus culture to one of respect and consent, and to create a community free of sexual violence.

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<tr>
<th>STUDENT MODULES</th>
<th>FACULTY &amp; STAFF MODULES</th>
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<tbody>
<tr>
<td>Module 1 Sexual Violence</td>
<td>Module 1 Sexual Violence</td>
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<tr>
<td>Module 2 Sexual Consent</td>
<td>Module 2 Ethical Relationships</td>
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<tr>
<td>Module 3 Bystander Intervention</td>
<td>Module 3 Bystander Intervention</td>
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<tr>
<td>Module 4 Supporting Survivors</td>
<td>Module 4 Supporting Survivors</td>
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https://www.mcgill.ca/sv-education/program-overview
Policy on Harassment & Discrimination
Prohibited by Law:
Key Elements

- Reporting occurs through the Senior Equity & Inclusion Advisor, Sinead Hunt.
- Complaints are investigated by a team of Assessors who are members of the McGill community appointed to this role by Senate.
- Reports must be made within 1 year of the last incident of harassment or discrimination.
- Parties must be members of the McGill community.
Resources & Contacts

**HIRING**
Senior Employment Equity Advisor  
(tynan.jarrett@mcgill.ca)

**HARASSMENT & DISCRIMINATION**
Senior Equity & Inclusion Advisor  
(sinead.hunt@mcgill.ca)

**SEXUAL VIOLENCE – SUPPORT**
O-SVRSE  
(osvrse@mcgill.ca)

**SEXUAL VIOLENCE – REPORTING**
Special Investigator  
(mcgill.si@omega-ombs.ca)
**McGill’s RESOURCES FOR SEXUAL VIOLENCE**

**I want to...**

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<th>find</th>
<th>make a</th>
<th>ask</th>
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<tr>
<td>SUPPORT</td>
<td>REPORT</td>
<td>QUESTIONS</td>
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**I want to SUPPORT**

- Contact OSVRSE (The Office for Sexual Violence Response, Support & Education)
- They can help with:
  - Accommodations
  - Crisis intervention
  - Short-term counselling
  - Reporting accompaniment

**I want to make a REPORT**

- Contact the SPECIAL INVESTIGATOR (Sexual Violence)
- They are:
  - Impartial
  - Independent from McGill
  - Trauma-informed
  - Confidential

**I want to ask QUESTIONS**

- Contact OSVRSE (The Office for Sexual Violence Response, Support & Education)
- Ask about:
  - The reporting process
  - Accessing resources
  - Education initiatives
  - Supporting survivors

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*Sexual violence is an umbrella term defined by [Policy Against Sexual Violence](https://www.mcgill.ca/v terse) that includes sexual assault, sexual harassment, sexual exploitation, voyeurism, and the non-consensual distribution of sexual images.*
McGILL’s RESOURCES FOR REPORTING HARASSMENT & DISCRIMINATION

<table>
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<tr>
<th>I want to...</th>
<th>INQUIRE about my case in a confidential manner</th>
<th>LEARN about support services and other resources</th>
<th>INITIATE the complaint process under the Policy</th>
</tr>
</thead>
</table>

Contact the SENIOR EQUITY AND INCLUSION ADVISOR
Sinead Hunt
sinead.hunt@mcgill.ca  mcgill.ca/how-to-report  (514) 398-6419

- **Contact**
  - they will... explain your options under the Policy and how the complaint process works.
  - they can... connect you with relevant resources based on your situation and needs.
  - they will... initiate the mediation process and/or a formal investigation, if you wish.

*Harassment* is repeated unwanted or hostile conduct that has a negative impact on the person and results in a harmful environment for the person. In the employment context, a single serious incident may constitute harassment.

**Discrimination** is any action that disadvantages someone based on any prohibited ground of discrimination (e.g., race, sex, national origin, disability, religion, etc.).

Both terms are further defined in McGill’s *Policy on Harassment and Discrimination Prohibited by Law*. 
Case study

Four students come to Prof. A’s office hour. They present Prof. A with pages of screenshots of text messages from a student (X) to 5 different students. In each of the exchanges, X invites a different student to “hook up”, two of whom are among the students in Prof A’s office. The messages show that, when turned down, X continues to send more frequent and hostile messages to the respondent. The students tell Prof A they feel threatened by X.

The following day Prof. A is copied on an email from the students to Prof. A’s Dept Chair that reads:

X creates a hostile and compromised environment for learning and as Chair, it’s your responsibility to prevent their access to us. We have talked to Prof. A who has all the facts. He’s the one person who has been willing to hear, believe, and support us. But, that is not enough. We demand action from you.

What should Prof. A do?
Case study

Your graduate student has just revealed to you that he’s been having a romantic relationship with your departmental colleague (Professor B) for the last 6 months. Your student tells you that he intends to end the relationship soon. He insists the relationship was purely consensual and “nothing criminal” happened, as the matter involved two consenting adults.

What do you do?
Our Objectives

• To ensure faculty involvement in the governance of the University

• To improve working conditions and salaries of teaching faculty and librarians

• To foster and protect academic freedom

• To build a stronger academic community
Main Areas of Activity

- **MAUT representation on University standing and ad hoc committees** and councils
- **Services to members**: advice & support on issues relating to benefits, tenure and promotion, grievances, etc.
- **Social Events** for members & families
What are we working on now?

• Fair and transparent policies and procedures w.r.t. sexual harassment and intimate relations between faculty and students
• Revising and improving Regulations Relating to the Employment of Academic Staff (discipline, dismissal)
• Gender equality and equity issues
• Academic Freedom: meaning and implementation
• Salary policy for 2019 and beyond
• Reducing administrative burden on faculty members on a continuous basis
MAUT and the McGill Faculty Club invite all McGill University Academic Staff and their families to

**OCToberFest**

**APPLE PICKING**

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**Friends and colleagues,**

Please join us at a wine and cheese reception

**Wednesday, September 11, 2019 | 4-7pm**

McGill University Faculty Club, 3450 McTavish

- Two complimentary drink tickets
- Assortment of appetizers
- Live piano bar

RSVP: membership.maut@mcgill.ca by September 6

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**Sunday, October 6, 2019 | 11 am to 2 pm**

Teja Hall Faculty Club, Macdonald Campus, 21082 Lakeshore Road, Sainte-Anne-de-Bellevue

- Lunch + 2 drinks + round-trip bus from downtown campus
- Each family can pick a bag of apples from the orchard

FREEd for MAUT members and their families | $10 for prospective members and their families

Seating is limited, so reserve early (please indicate the number of adults and children)

RSVP: membership.maut@mcgill.ca by October 2
SAVE THE DATES

Welcome Gathering
September 11, 2019
4 pm - 7 pm
McGill Faculty Club - Ballroom

MAUT APBM
McGill Association of University Teachers
Association des Professeurs et Bibliothécaires de McGill

PLEASE JOIN US
for these Social and Informational Events for
McGill University Academic Staff
RSVP Required
membership.maut@mcgill.ca
www.mcgill.ca/maut

SAVE THE DATES

Octoberfest
Apple Picking
October 6, 2019
11 am - 2 pm
Tadj Hall - Macdonald Campus

MAUT’s Guide to the University
November 14, 2019
11:30 am - 2 pm
McGill Faculty Club - Billiard Room

Winter Brunch
January 26, 2020
11 am - 2 pm
McGill Faculty Club - Ballroom

*MAUT Members + Family only event

Tenure & Mentoring Workshop
April 23, 2020
9 am - 11:30 am
McGill Faculty Club - Ballroom

*MAUT Members only event
### McGill Association of University Teachers APPLICATION FORM

**Membership Type**

- **Full Member**
  - full-time or part-time academic appointment at McGill, with duties equal to or greater than half a regular full-time appointment
  - membership fee = 0.50% of annual salary, paid by payroll deduction
  - first year membership is free

- **Associate Member**
  - academic appointment at McGill, with duties less than half of a regular full-time appointment
  - membership fee = $190 per year, paid by payroll deduction
  - first year membership is free

- **Retired Member**
  - retired from an academic appointment at McGill
  - either Full or Associate Member at the time of retirement
  - not reappointed with academic rank at McGill
  - membership fee = $3 per year, payable by cheque to the McGill Association of University Teachers
  - first year membership is free

- **Librarians**
  - Librarian members of MAUT are also eligible to become members of the MAUT Librarians' Section.
  - See membership information at www.mcgill.ca/maut/librarians-section
  - first year membership is free

**Special Offer**

- **McGill Faculty Club – Free Membership ($60 value)**
  
  Upon joining MAUT, this exclusive offer is valid until the next May 31st. Members who take advantage of this offer will be contacted by MAUT to confirm whether or not they wish to renew their Faculty Club membership before April 1st. For Faculty Club membership enquiries, please contact Natasha Sharma at natasha.sharma@mcgill.ca.

**Member Information**

- **Family Name:** 
- **Given Name(s):** 
- **McGill ID number:** 

**Faculty:**

- **Department:**

- **Date of first appointment at McGill:**

**Contact Information**

- **McGill e-mail address:**
- **McGill phone no.:**
- **McGill building/office no.:**

**Signature:** __________________________  Date: __________________________

Email your completed application form to membership.maut@mcgill.ca or by post to MAUT Membership Engagement Officer at 3480 Peel St., Room 304.
WHAT IS MAUT?
MAUT is a voluntary and democratic association that has been the voice of McGill University’s Academic Staff since 1951.

WE VALUE...
- Collegiality
- Academic freedom
- Community engagement
- Your voice and participation
- Working conditions that are conducive to teaching, research and other pursuits of McGill Academic Staff

WHAT WE DO
- Assist members in the reappointment, tenure and promotion process
- Review and develop policies on salaries, economic benefits and working conditions
- Assist members in cases of grievances, appeals and workplace issues
- Active in advancing academic rights, equity issues and family care
- Through FQPPU and CAUT, we lobby and influence the Quebec and Canadian governments on university matters
- MAUT Representative sit on key McGill University Committees such as the Committee on Academic Staff Compensation as well as many others
- Regularly involved in the development of university regulations and policies

OUR ACCOMPLISHMENTS
MAUT is proud of the continuous work we do for our members and all academic staff and for our collective efforts for the McGill community as a whole.

- We have been instrumental in the development of the University’s Statement of Academic Freedom
- MAUT’s input has improved the Regulations Concerning the Investigation of Research Misconduct
- Throughout the year, we organize a series of well-attended social events providing members and their families opportunities to engage with each other and have fun.

MAUT MEMBERSHIP BENEFITS
- Complimentary first year MAUT membership upon joining
- Free membership to the McGill University Faculty Club in the first year
- www.mcgill.ca/facultyclub
- Exclusive members-only workshops
- Access to MAUT Newsletters, members-only resource directory, social events
- Participation at the MAUT Annual General Meeting and Forums
- Networking opportunities
- Access to legal and professional counselling
- Access to advisors specializing in your field or area of expertise/mentorship
- Publicize your teaching profile through MAUT website and social media platforms
- Recognition through MAUT awards
- Subscription to the CAUT Bulletin (Canadian Association of University Teachers)
- Online access to the FQPPU Revue de presse (Fédération québécoise des professeurs et professeurs d’université)
- Daycare/Family Care options exclusive to members only

BECOME AN MAUT MEMBER TODAY...
By becoming a member, you are supporting and strengthening our effectiveness in advancing and protecting the interests of all academic staff and in maintaining the quality of academic life at McGill.

JOIN MAUT!
Simply complete the application form on the reverse side and send it to MAUT by post or email.

MAUT APBM
McGill University
3405 Peel St., Room 304
Montreal, QC H3A 1W7
Tel: 514-398-5484
Email: membership.maut@mcgill.ca

For further information regarding membership, please visit our website at www.mcgill.ca/maut/membership

MAUT is more than a membership - we are your community!
Where to get more info and how to join?

General Information:
Honore Kerwin-Borrelli, Administrative Officer
514 398-3942 or maut@mcgill.ca

Membership Information:
Jo-Anne Watier, Membership Engagement Officer
514 398-5484 or membership.maut@mcgill.ca

Work Related Issues:
Joseph Varga, Professional and Legal Officer
514 398-3089 or jvarga.maut@mcgill.ca

www.mcgill.ca/maut
Feel free to contact us:

MAUT President
Petra Rohrbach
Parasitology, FAES
Tel.: 514 398-7726
petra.rohrbach@mcgill.ca

MAUT Past-President
Axel van den Berg
Sociology, Arts
Tel.: 514 398-6846
axel.vandenberg@mcgill.ca
Equity, Diversity and Inclusion at McGill
Why employment equity at McGill?

• **Fairness:** Because under-representation reflects bias and/or inequities, and we seek to be fair, equitable, and just.

  *Implied Goal: Hitting the numbers. Representativeness is the solution.*

• **Service:** Because under-representation hinders our ability to support our students, staff, faculty, and community stakeholders fully; and we seek to better serve, support and reflect our students and our community.

  *Implied goal: Segment/group-specific/siloed responses and offerings.*

• **Integrated Learning:** Because stymied efforts towards representation reflect both a challenge in meeting goals AND an under-utilization of human potential; and we value learning and the positive changes learning affords.

  *Implied goal: learning & change; results unanticipated from the outset.*
Senior Employment Equity Advisor

The Senior Employment Equity Advisor (SEEA) oversees the implementation of McGill’s Employment Equity Policy through the development and implementation of strategies to support equitable recruitment, retention, promotion and awards across McGill campuses.

What the SEEA does:

• Provides training and advising to all levels of the university on Employment Equity
• Works with internal partners to facilitate removal of systemic barriers in recruitment activities, employment policies and practices
• Consults and engages widely across the University Community (HR, Unions and Associations, etc)
• Supports the development of specific strategies and protocols for recruitment, retention, recognition and reward
• Lead on ensuring compliance with Quebec EE legislation
• Responsible for collection, analysis and communication of EE data

Contact information

Tynan Jarrett
Tel.: (514) 398-2477
Email: tynan.jarrett@mcgill.ca
What does this mean for you?

• Questions about equity in employment related to recruitment, working environment, retention, reappointment, promotion, and awards (info and referral)

• Training and advising if you are a member of a selection committee or a hiring department
Employment Equity Survey

• McGill has Employment Equity Survey and we need all employees, to respond. The survey helps us:
  • have a more accurate picture of our workforce;
  • take concrete steps to identify and remove systemic barriers to equity in recruitment, employment, retention and promotion;
  • meet our obligations under McGill's Employment Equity Policy and in accordance with Quebec and Canadian Law

You count, so be counted!

McGill | Take the 30-second employment equity survey now
Discussion
Tenure at McGill

ANGELA CAMPBELL
ASSOCIATE PROVOST
(EQUITY & ACADEMIC POLICIES)

ANGELA.CAMPBELL@MCGILL.CA

August 2019
Tenure at McGill

- Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff
- Regulations Relating to the Employment of Librarian Staff available from the Secretariat website:
  - https://www.mcgill.ca/secretariat/policies-and-regulations

Stages toward tenure:

- Reappointment consideration (3rd year)
- Tenure consideration:
  - Not later than the 6th year for Assistant Professors
  - Not later than the 5th year for Associate Professors
  - Not later than the 4th year for Full Professors

Reappointment and tenure consideration maybe be delayed in specific circumstances (i.e., periods of authorized leave).
Tenure Candidates: 2009-2019

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<tr>
<td>Total # of Candidates</td>
<td>619</td>
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<tr>
<td>Number of successful candidates (ie., who did not withdraw from process or tenure denied)</td>
<td>573</td>
</tr>
<tr>
<td>Success rate</td>
<td>92.5%</td>
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Academic freedom is central to McGill University’s mission of advancing learning through teaching, scholarship and service to society.

The scholarly members of the university have the freedom to pursue research and artistic creation and to disseminate their results, without being constrained by political or disciplinary orthodoxies, monetary incentives or punitive measures as a result of their academic pursuits. They may exercise this freedom in the service of both the university and the wider society. When scholarly members of the university participate in public forums and debates, they should represent their views as their own.

The exercise of academic freedom requires collegial governance with the full participation of scholarly members. They retain the right of free expression, including the freedom to criticize one another, university policies and administration.

The university and its officers have a duty to protect the academic freedom of its scholarly community, both individually and collectively, from infringement and undue external influence as well as to maintain the university’s institutional autonomy.
### Academic Duties

**Assessment for Reappointment**

Performance of academic duties must show **promise** of – and **progress** towards – meeting the criteria for tenure.

**Minimum Assessment for Tenure**

- **Superior** performance in **two** categories
  
  (NB: for librarians, one of two Superior assessments must be for Position Responsibilities)

- **Reasonable** performance in the **third**

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<tr>
<th>PROFESSORS</th>
<th>LIBRARIANS</th>
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<tr>
<td>Teaching</td>
<td>Position Responsibilities</td>
</tr>
<tr>
<td>Research</td>
<td>Professional and Scholarly Activities</td>
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<tr>
<td>Other Contributions (Service)</td>
<td>Other Contributions (Service)</td>
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Academic Duties

• An academic unit must provide expectations/criteria for reappointment and tenure (in writing) within 2 months of initial appointment. If you don’t get these, ask!

• Academic duties are assigned by the head of the academic unit

• Staff members are expected to be engaged in academic duties throughout the year, and to be available for such duties from Sept 1st to the day after Spring Convocation
Preparing for Reappointment and Tenure: Important Resources

- Guidelines for Developing a Teaching Portfolio
- Guidelines for Developing a Research Portfolio
- Guidelines for Developing a Service Portfolio

These are Appendices A, B, and C respectively of the Regulations Relating to the Employment of Tenure Track and Tenured Academic Staff

- Examples of the Range of Research Accomplishments, Recognition and Impacts Valued at McGill
Some Tips

• Seek out and consult with colleagues and your mentor.

• Have your colleagues read drafts of your papers, grant applications, course outlines, etc.

• Understand that different departments will have different expectations with respect to your academic duties.

• Keep your cv up-to-date, and file all materials/documents that demonstrate your excellence as a teacher, researcher and member of the McGill and wider academic community.

• Have goals and a plan, but be prepared to adapt and be flexible.

• Compare yourself to your best self, and not your colleague next door or down the hall.

• Have fun: this is a charmed life!