Agenda
Facilitators:
Prof. Chris Buddle, Dean of Students
Prof. Angela Campbell, Associate Provost (Equity & Academic Policies)

12:15-12:20
Welcome from Provost Manfredi

12:20-12:40
Working with McGill Students

12:40-1:20
McGill’s Commitment to a Safe & Respectful Campus Environment

1:20-1:50
Achieving Tenure at McGill and Academic Responsibilities (Teaching, Research, & Service)

1:50-2:00
Word from MAUT
Working with Students at McGill

PROF. CHRIS BUDDLE
DEAN OF STUDENTS
Working with today’s students

Mental health and wellness
  ◦ Dependence and Resilience

Confidentiality, social media use, and boundaries

Academic accommodations
  ◦ Incidental illness, disability, religious holy days

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

You are a McGill employee, not a friend

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
  ◦ Counselling, Psychiatric Services, Health Services Scholarship & Student Aid, First People’s House, McGill Office of Religious and Spiritual Life, and more!

Office of Students with Disabilities (OSD)

Peer Support Centre, Nightline

Ombudsperson

Security Services (x3000 downtown, x7777 Mac)
McGill’s commitment to safe and a respectful campus environment

PROF. CHRIS BUDDLE
DEAN OF STUDENTS

PROF. ANGELA CAMPBELL
ASSOCIATE PROVOST (EQUITY & ACADEMIC POLICIES)
Charter of Students’ Rights

FUNDAMENTAL RIGHTS

9. Students enjoy within the University all rights and freedoms recognized by law.

10. Students have the right to be treated with equality, dignity and respect, including the right to be free from harassment and from discrimination on the basis of race, colour, sex or gender, gender identity or expression, pregnancy, sexual orientation, civil status, age (except as provided by law), political conviction, language, ethnicity, religion, social condition, family status, a disability or the use of any means to palliate a disability.
11. The University will take reasonable efforts to ensure students are free from violence, including sexual violence.

12. Students enjoy the freedoms of opinion, of expression and of peaceful assembly.

13. Students have a right to be free from vexatious conduct displayed by a representative of the University acting in an official capacity.

[...]

16. The University shall take adequate measures to protect the personal security and health of students.

[...]
Code of Student Conduct and Disciplinary Procedures

Academic Offences:

16. Plagiarism
17. Cheating
18. Procure or distribute confidential or copyrighted materials
19. Misrepresentation of Fact
Non-Academic Offences:

10. No student shall, in a University context:
    (a) **Assault** another person, threaten another person or persons with bodily harm or damage to such person’s property; or
    (b) Commit an act of sexual violence against another person or persons...
    (c) Knowingly create a condition that unnecessarily **endangers or threatens** or undermines the health, safety, well-being, or dignity of another person or persons, threatens to cause humiliation or threatens the damage or destruction of property; or
    (e) Commit an act of harassment against another person or persons...
STATEMENT OF RESPONSIBILITY

The University shall take measures aimed at creating and maintaining an environment free from Harassment, Sexual Harassment and Discrimination Prohibited by Law. The University shall take reasonable action to prevent Harassment, Sexual Harassment and Discrimination Prohibited by Law, and, whenever it becomes aware of such behaviour, to put an end to it. Nothing in this Policy relieves administrators from the responsibility of addressing situations of inappropriate behaviour in accordance with good management practices, regardless of whether a specific Complaint under this Policy has been received. Nothing in this Policy relieves the University from its obligations under the Labour Standards Act of Quebec.

Harassment, sexual harassment or discrimination prohibited by law are cause for disciplinary measures.
4.1 “Consent” means free, informed, expressed and ongoing agreement to engage in sexual activity and cannot occur when a person is incapable of consenting to the activity, for example, when a person is rendered incapacitated by alcohol or drugs, is unconscious, or where the sexual activity has been induced by conduct that constitutes an abuse of a relationship of trust, power or authority, such as the relationship between a professor and their student.
Professor-student relationships: permitted, or not?

Draft revisions to McGill’s Policy Against Sexual Violence state the following:

8.1 The University is committed to cultivating and maintaining a safe academic environment for students based on integrity and respect. Students have the right to a safe and respectful learning environment that fosters their academic success.

Members of the Teaching Staff bear the responsibility of conducting themselves with professionalism and integrity at all times in their contacts with students.
Draft revisions to McGill’s Policy Against Sexual Violence state the following:

i) No member of the Teaching Staff may enter into or initiate a sexual or romantic relationship with a student over whom the member of Teaching Staff has academic authority, influence, or collaboration.

ii) Breach of the prohibition set by Section 8.1(i) shall be subject to a disciplinary sanction of at least suspension without pay, unless the facts warrant a less severe sanction. The member of the Teaching Staff may also be subject to administrative measures.

FURTHER: relationships between a teaching staff member and student within the same Faculty must be declared even if the staff member does not exercise authority, influence or collaborate with the student.
Email: Osvrse@mcgill.ca
Web: mcgill.ca/osvrse
550 Sherbrooke W. Suite 585
OSVRSE services & resources

Available to the entire community

Offers:
- Psychological Support
- Physical support
  - E.g., Sexual assault forensic evidence kit, STI testing, plan B, HIV pre-exposure prophylaxis.
- Awareness and Prevention: workshops, information
- Information about accommodations
- Receive disclosure, and provide assistance with reporting
  - Internally or externally
McGILL's RESOURCES FOR
SEXUAL VIOLENCE SUPPORT & RESPONSE

I want to...

find SUPPORT

make a REPORT

ask QUESTIONS

contact OSVRSE
The Office for Sexual Violence Response, Support & Education
they can help with
- Accommodations
- Crisis intervention
- Short-term counselling
- Reporting accompaniment
514-398-3954
osvrse@mcgill.ca
mcgill.ca/osvrse

contact the SPECIAL INVESTIGATOR (Sexual Violence)
they are
- Impartial
- Independent from McGill
- Trauma-informed
- Confidential
Me. Caroline Lemay
mcgill.si@omega-ombs.ca

contact OSVRSE
The Office for Sexual Violence Response, Support & Education
ask about
- The reporting process
- Accessing resources
- Education initiatives
- Supporting survivors
514-398-3954
osvrse@mcgill.ca
mcgill.ca/osvrse

*Sexual violence is an umbrella term defined by the Policy Against Sexual Violence that includes sexual assault, sexual harassment, sexual exploitation, voyeurism, and the non-consensual distribution of sexual images.
Equity & Inclusion Resources & Contacts

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

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

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

**SI**
SEXUAL VIOLENCE – REPORTING
Special Investigator
(mcgill.si@omega-ombs.ca)
Case Studies
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?
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?
Mark & Jill: In the Faculty lounge, you overhear a female colleague (Jill) talking about a male student who is exhibiting inappropriate behaviour towards her. This includes emails that talk of his love for her, showing up at her office frequently, and trying to become a friend with her on FB. It slowly dawns on you that she is referring to your own MSc student, Mark. Indeed, you later receive an email from Jill because she decided you need to be aware of the situation. Jill is going to go to the GPD and demand the department kick Mark out of McGill. You are aware that Mark is troubled, and that he may have some significant mental health issues and is sometimes unpredictable. But he is also a brilliant physicist with an intellect that has incredible potential. He already has a publication drafted which will likely get accepted to a top tier journal. You already have a meeting planned with Mark for next week, to discuss his research but now you are worried about how to approach him. What do you do?
Undergraduate student A and Prof. Z met when Prof. Z guest lectured in one of A’s seminar classes, after which he invited all students in the class out for a drink.

That evening out with students, Prof. Z and A spoke at length about A’s interest in graduate studies. A later reached out to Prof. Z for advice about grad programs. Prof. Z invited A to meet over coffee off campus to discuss and she accepted. Prof Z and A met over coffee three times. Each time, Z and A discussed A’s academic interests. Z also inquired about A’s family and whether she would need to consider “partner relocation issues” if she moved to take up graduate studies.

Z offered to read drafts of essays A was completing that term. A accepted. Z told A that her work “demonstrated tremendous intellectual depth and sophistication.” He provided her with advice about how to improve the work before submission. At the most recent coffee meeting, Z told A that it was “probably best to be discreet” about their meetings since “most people wouldn’t understand our connection.”

Since the last coffee meeting (a month ago), Prof. Z has emailed A three times inviting her to meet again to discuss graduate school, and offering (a) a letter of reference and (b) summer employment as his RA. A has not replied. She says the messages make her anxious. She does not wish to see Z again but does not want to upset him by saying so, since he is a senior faculty member in her department.

A tells you about this situation and seeks your advice. A also tells you that a group of her friends have penned an “open letter” to the University administration denouncing what they call “opportunistic and predatory” behaviour with students. A indicates that some of your colleagues will sign that letter. What do you do?
Tenure at McGill

ANGELA CAMPBELL
ASSOCIATE PROVOST
(EQUITY & ACADEMIC POLICIES)

ANGELA.CAMPBELL@MCGILL.CA

February 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://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 may be delayed in specific circumstances (i.e., periods of authorized leave).
Tenure at McGill

Tenure Candidates: 2008-2018:

- Total number of candidates: 653
- Number of successful candidates (i.e., who did not withdraw from process or see tenure denied): 612
- Success rate: 93.7%
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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<th>PROFESSORS</th>
<th>LIBRARIANS</th>
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<td>Professional and Scholarly Activities</td>
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<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 1\textsuperscript{st} to the day after Spring Convocation
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!