Newsletter

Copyright Ownership for Instructional Material*

With emergency remote teaching (ERT), instructors have switched to online teaching platforms on a short notice, while at the same time striving to maintain McMaster's world-class reputation for excellence in teaching. They created innovative solutions to design digital materials, such as podcasts, vidcasts, interactive learning modules and online examination and students' support tools. Given the pandemic emergency conditions, the increase in faculty workload and the mental toll it had on faculty, many did not pay much attention to the subtleties of the use and sharing of their creative and innovative online instructional materials as well as the conditions for copyright ownership in our existing policy on copyright ownership and licensing of instructional material.

Faculty members, as first authors of instructional materials in both online and offline environments, are normally the owners of copyright of that material. The first major exception to this right is when a non-teaching Staff, who has been hired to create or produce materials that can be used for teaching, is involved in the creation of the instructional materials. The copyright policy has a framework for licencing instructional materials to the University.

Some Faculties have hired instructional development staff to support with ERT during the pandemic. Faculty members who are using such services are advised to understand the implications of using those services on copyright ownership and licencing of materials that is jointly created. Factors that can impact the copyright ownership and licencing include:

- Whether or not the faculty member took the initiative to create the material or they were invited by their Faculty to do so?
- What additional resources were supplied by the Faculty? In particular whether or not this assistance is "more than the usual?"
- Is the course taught regularly by the faculty member?

SAVE THE DATES!

MUFA Annual General Meeting
April 28, 2021
10:30 a.m.

IN THIS ISSUE

MUFA

- Was only one faculty member or a group of faculty members involved in the creation of the course materials?
- If support staff are involved, it is useful to know when were they hired, who uses their services, how often, and to which unit they belong?
- Is the University planning to invest, or have they already invested, significant additional resources in the design and delivery of the course?

The other major exception, where the University may claim ownership of copyright, is where a faculty member is specifically invited to create a course with the understanding that it would be a special project to which additional resources above what is normally available would be deployed. An example is when the creation of materials are funded from a grant and will be used for routine training of students to develop their professional profile in a specific domain, such as research integrity or lab safety for graduate students. In these situations, the University must be able to point to what additional support and resources they provided.

The University would normally start discussion on giving up copyright before the faculty member is engaged in creating the instructional materials. It is recommended that faculty members ask for retaining some of the copyright, or an expanded license for use, provided the future use is at another educational institution, charity, or non-profit. The former being much more preferable to the latter.

It is important to keep track of expectations at the time of planning the course, what resources at the University were used, are these resources usually available, how does the course fit into the rest of the department's offerings, and if there was a separate IP agreement.
One would also think about the implications of signing licensing agreements. For example, would the signee (or a different faculty member) be able to refuse to use the licensed materials in the future? This situation would arise if the subject material is related to technology or software that changes through time or for pedagogical reasons. If the ability to use different materials with a certain course is taken away from future instructors that might constitute a breach of their academic freedom. The University can set the curriculum, but how that translates into choice of course materials and class content is usually a matter of academic freedom.

Relevant Policies:
- Copyright Ownership and a Policy Framework for Licensing Instructional Material
- Joint Intellectual Property Policy
- Ownership of Student Work

Note written based on current copyright policy for instructional materials and input from Immanuel Lanzaderas, a Legal Officer with CAUT.
This note should not be considered as specific IP or copyright advice. Faculty members with specific questions or concerns, may want to consult an IP lawyer. MUFA is working on a framework for providing legal support to faculty members in the future that will cover IP and copyright.

CARL releases copyright resources for universities

The Canadian Association of Research Libraries (CARL) has today released a new Open Educational Resource, Copyright for University Instructors and Staff. In a series of seven short self-directed modules, university employees are guided through instructional videos and brief quizzes that will help them navigate the complexities of copyright law in Canada.

"Understanding copyright is a critical component of teaching and learning in higher education," CARL Executive Director Susan Haigh stated. "This set of modules gives universities across Canada an alternative to in-person copyright education, allowing them to more easily educate individuals who are working off-campus or who cannot attend a live instructional session."

Contents of the modules are licensed using a Creative Commons Attribution-NonCommercial 4.0 International License. For universities considering adopting or adapting this course, an implementation guide is available here: https://www.carl-abrc.ca/wp-content/uploads/2020/12/Implementation_guide.pdf.

"The fact that all course content is being made available using a Creative Commons license is a significant benefit to universities," said Carol Shepstone, Chair of the CARL Public Policy committee and Chief Librarian at Ryerson University, "This means that universities can easily adapt—and build upon—these modules to ensure that they meet the specific needs of their instructors."

CARL is the voice of Canada's research libraries. Our members include Canada's 29 largest university libraries and two federal institutions. CARL enhances its members' capacity to advance research and higher education; promotes effective and sustainable knowledge creation, dissemination, and preservation; and advocates for public policy that enables broad access to scholarly information.

Spring 2021 virtual convocation

Convocation is an important part of the university experience but due to the COVID-19 pandemic and the need for physical distancing, all convocation ceremonies at McMaster will need to be different. With physical distancing limitations still in place in Ontario, McMaster's spring convocation will continue being be held online.

The online ceremonies will take place as follows:
• Monday, June 14, 2021 @ 10 am – Faculty of Humanities and School of Arts & Science
• Monday, June 14, 2021 @ 12 pm – School of Nursing
• Tuesday, June 15, 2021 @ 10 am – Faculty of Business
• Wednesday, June 16, 2021 @ 10 am – Faculty of Social Sciences
• Thursday, June 17, 2021 @ 10 am – Faculty of Science (including Medical Radiation Sciences)
• Thursday, June 17, 2021 @ 12 pm – Faculty of Health Sciences (excluding Nursing)
• Friday, June 18, 2021 @ 10 am – Faculty of Engineering

Online celebrations can be accessed from our main Graduation page: https://registrar.mcmaster.ca/grad/details/ closer to the date. No registration is required. The virtual ceremonies will be live-streamed on the dates and times listed above. All videos will remain accessible for viewing on our convocation website.

More details will be emailed directly to graduating students beginning in April, and updates will be posted on the RO's website and on @macstudentservices Instagram.

For more information on Spring 2021 convocation, please visit: https://registrar.mcmaster.ca/grad/details/

New eReserves service increases access to course readings for students and instructors

Beginning with spring term 2021, the University Library will become the initial point of contact for developing custom courseware — a compilation of course resources available in both a digital and physical format, to better leverage existing licences and e-reserves.

The Library's new eReserves service allows students to connect to their course readings with just one-click, inside their Avenue to Learn course, 24 hours a day, at no cost to the student.

Using eReserves can help instructors ensure course readings are made accessible and are copyright compliant. Course readings can easily be added or changed during the semester. Instructors will now also have access to usage statistics for the readings in each course.

Learn more at eReserves.

SunLIife Drug Exception Application Form

Sometimes it may be medically necessary for your physician to prescribe a drug that is not covered, not fully covered or that requires more frequent dispensing that is currently eligible under your plan. If this is your situation, can request that Sun Life make an exception by completing a Drug Exception Application Form, which you can get from Human Resources.

Please note that completion of this form is not a guarantee of approval.

2020 T4 Slips Now Available Online

Human Resources 2020 T4 remuneration slips are now available to McMaster employees through Mosaic employee self-service. Read more about accessing tax slips and making changes to your federal basic personal exemption.

Claiming Home Office Expenses on Your 2020 Taxes

With so many staff and faculty working remotely, there have been many questions about how to claim work from home expenses and the use of T2200/T2200S forms for the 2020 tax year. McMaster will issue T2200S forms to all eligible employees who wish to claim work expenses incurred working from home due to the COVID-19 pandemic. Forms will be prepared and distributed directly to employees via email by March 31, 2021. This will be managed and supported centrally for all staff and faculty by Human Resources with support from KPMG. Individuals do not need to submit the T2200S form when filing their taxes electronically but retain in the event they are asked to produce by Canada Revenue Agency. Additional tools and resources are available for employees to help use this form and calculate expenses.

T2200 - Employees who are eligible to claim other employment related expenses, in addition to home office expenses and office supplies (eg. motor vehicle, travel), must obtain a signed T2200 form. The process for obtaining a T2200 form remains unchanged and employees will need to request this form from their manager per the current T2200 form policy.

If you have any questions, review the Frequently Asked Questions about Home Office Expenses or contact your HR representative.

Listening to students' voices

All semester long, our students listen to our voices (or watch our hands, in the case of ASL courses). And at the end of the semester, it has long been our tradition to ask students to voice their experience in the course, in the form of a course evaluation survey. More than a decade ago, one of my students took the opportunity to make it clear that listening to me had not been a positive experience for them, by commenting, "She has an annoying voice." I've often wondered what that student's goal was in writing that: Did they think I should have acquired a different voice to make their experience more pleasant? Would they have learned more or better if my voice were different? Did they want my Chair to discipline me for my voice? The only plausible goal I can think of is that they wanted to hurt me. If so, they achieved some modest success – after all, I still remember their barb all these years later. But I know that my white skin and monolingual anglophone Ontario accent shield me from the abuse that many colleagues receive in this medium, anonymized and typed up in a formal report issued by our employer. A much more important question than what that student hoped to achieve is what we hope to achieve: what is our goal in surveying students at the end of each course?

What do we want to know from student surveys?

Ostensibly, the goal of these surveys is to measure Effective Teaching, or, in the case of Teaching Professors, Excellent Teaching. According to the [Tenure & Promotion Policy](), "A candidate for re-appointment, tenure and/or promotion must demonstrate that he or she is an effective teacher," and, "A candidate for permanence must demonstrate that he or she is an excellent teacher". [SPS B1 Procedures for the Assessment of Teaching]() opens by stipulating that "Effective teaching is a condition for […] salary increments based on merit." Our [existing]() [policies]() require the numerical data from student surveys to be considered in determining whether an instructor's teaching is effective, which is necessary for making decisions about tenure, permanence, promotion, and merit.

Who could argue with the goal of ensuring effective

teaching? McMaster's world-class reputation for [creativity, innovation and excellence]() rests in no small part on the quality of our teaching. Even in a pandemic, the immense efforts we have invested in redesigning courses for virtual learning show that McMaster faculty are deeply committed to providing high-quality learning experiences for our students.

What can we know from student surveys?

The problem is, the numerical scores from student surveys have very little relationship to teaching effectiveness. A large and growing literature has repeatedly found that these surveys are strongly biased by factors such as the instructor's race, accent, and perceived gender and by students' grade expectations. So convincing is the evidence that a 2018 [decision by arbitrator William Kaplan]() set the precedent that "averages [of survey responses] establish nothing relevant or useful about teaching effectiveness", a ruling that required Ryerson University to stop using survey results for promotion or tenure decisions. In the time since that ruling, pandemic conditions have introduced even more factors that are beyond an instructor's control but influence students' learning experience, such as the quality of the instructor's home internet connection or the invasive nature of remote proctoring.

According to our policies, we value effective and excellent teaching. According to the university's [vision statement](), we value "excellence, inclusion and community". But over the years we've built a system that calculates a faculty member's annual merit and makes high-stakes decisions about tenure, permanence and promotion using a number that not only does not measure effectiveness or excellence, but actively works against promoting inclusion and community by reinforcing existing hierarchies of race and gender. The system also does real harm to equity-seeking members of our community by subjecting them to anonymous hateful comments that are irrelevant to their teaching.

What has MUFA done about it?

At the time of the Kaplan ruling, MUFA began collaborating with scholars at the MacPherson Institute to develop innovative and equitable ways to observe teaching effectiveness. A 2019 report made initial recommendations, and an ongoing committee is developing an evidence base that will inform a redesigned system, guided by research and advice from our colleagues at OCUFA and at comparable institutions.

In the absence of an unbiased, valid tool for observing effective teaching, the members of the MUFA executive thought it imperative to attempt to mitigate the biasing effects of the current surveys. To that end, we negotiated a revision to the so-called "summative question" on the surveys. Instead of asking students their opinion of the instructor's effectiveness, that question now asks, "Overall for this course, how would you describe your learning experience?" Furthermore, under pandemic circumstances, we negotiated an agreement that these scores should not be used at all in the assessment of merit for 2020. We hope these temporary changes go some way to reducing the biases of the student survey process, but they were only ever meant to be short-term measures.

What still needs to be done?

Excellent teaching is too diverse and too complex to be tracked by a single number that gets compared across instructors. As members at a recent MUFA Council meeting pointed out, simply replacing student survey numbers with peer review scores or with student focus groups is unlikely to eliminate the bias. If our goal is excellence, we need complex, high-quality ways of assessing progress towards that goal. It will take time to do this, and we're working on it.

Once we've developed a new process, we'll need to update all our policies to make sure they're consistent with each other. We should also build in a regular schedule for reviewing the process, to make sure we don't inadvertently regress to overly simple, biased metrics over time.

One MUFA Council member asked whether we had taken any steps to redress historical consequences of using biased data. The MUFA executive have not discussed this specifically with respect to student survey data, but we are continuing to investigate equity issues in our members' compensation. The 2015 salary adjustment for women faculty was one outcome of this ongoing process.

Keep listening to students

While all that work is going on, we can and should strive for continuous improvement of our teaching. And here is where listening to our students is vital. Students are the only ones who can provide first-hand data on their experiences of our courses. We could design the most rigorous, comprehensive courses in the world that still might not support our students' learning. Within a semester, listening to our students might prompt us to move due dates, reweight assessments, or return to a topic that we thought we had finished. By listening to our students at the end of a semester, we can make improvements to the course for the next cohort of students, like converting a timed test to a take-home assignment, or reducing the number of low-stakes quizzes. Listening to my students saying, "I don't have the textbook. Is it required? Is it on reserve? It's awfully expensive," led me to create an OER that is freely available to all learners everywhere. I can't do a thing about the sound of my voice, but I don't actually think it has much effect on students' learning.

If we claim to offer excellent teaching, we have a responsibility to listen to what students say about their learning. If we claim to offer excellent teaching, we have a responsibility to avoid relying on invalid, biased data as evidence. MUFA is working on ways to do both of these. We welcome your contributions to this work. To get involved with the work of the MUFA Executive, please contact mufa@mcmaster.ca .

Catherine Anderson
Associate Professor, Linguistics and Languages
MUFA Remuneration Chair

OCUFA

49th Annual OCUFA Teaching and Academic Librarianship Award
2020/2021 Call for Submissions

Each year, OCUFA recognizes outstanding teachers and academic librarians in Ontario universities through its Teaching and Academic Librarianship Awards. Since 1973 OCUFA has presented 442 awards. The recipients are selected by the OCUFA Teaching and Academic Librarianship Awards Committee.

Categories

- Teaching, in the context of the OCUFA awards, embraces virtually all levels of instruction – graduate and undergraduate teaching, continuing education and faculty development. Similarly, proficiency in teaching may extend well beyond the classroom, the laboratory or the faculty member's office. Activities such as course design, curriculum development, organization of teaching programs and other significant forms of leadership are often important contributions to the instructional process. Those who excel in any of these are eligible for the OCUFA Teaching Awards.

- Academic librarianship, in the context of the OCUFA Awards, embraces all aspects of librarianship that contribute to the scholarly achievement of all members of the university community. Activities such as development and delivery of services, provision of educational materials, collection development and management and other contributions to academic librarianship are important to the intellectual functioning of the university. Those who excel in any of these are eligible for an OCUFA Academic Librarianship Award.

Eligibility

The OCUFA Teaching and Academic Librarianship Awards recognize individuals with exceptional contributions to the higher education community. Group nominations are *not* accepted.

A candidate must meet both of the following prerequisites to be considered:

1. Candidate is a member of an OCUFA affiliated faculty association

2. Candidate was not previously nominated **or** Candidate was nominated in a previous year, but did not win **or** Candidate was nominated twice consecutively, but did not win. At least two years have passed since the last nomination.

Posthumous nominations can be made for those who passed away in the award year. For example, if the award year is 2020-2021, nominations can only be made for those who passed away between July 1, 2020 and June 30, 2021.

Nominations

- Nominations are invited from individuals, information groups or faculty or students, or both, and such organizations as local faculty associations, faculty or college councils, university committees concerned with teaching and learning, librarians, local student councils, departments, alumni, etc.

- Guidelines to assist in organizing a nomination should be consulted by prospective nominators and are available on request from your Faculty Association Office, the Provincial Office of OCUFA, or the OCUFA website.

Procedure

- If you would like assistance with your submission, you can contact Jennifer Blaney (Educational Developer, MacPherson Institute) at blaney@mcmaster.ca

- All submissions should be done as one singe PDF file via OCUFA's online system

The deadline for nominations is May 28, 2021.

Professor Hippo-On-Campus

Demand for student mental health support and services is increasing on post-secondary campuses in North America. Campuses must develop systems and processes to ensure students receive the attention, support and care that they need to thrive academically and personally. Building support and safety networks requires campus-wide engagement and culture shifts. At McMaster, we are committed to this endeavour.

Faculty and instructors (educators) and those who interact with, support and supervise McMaster students in many other ways (navigators) are integral to this process. They should not be expected to be mental health experts or counselors, but they are often ideally situated to recognize and respond to stressed and distressed students *and* to start important conversations and prevent unnecessary stress and distress. They must feel prepared and comfortable to address student needs in ways that are consistent with and appropriate to their roles.

The Professor Hippo-on-Campus program has been designed and tested to help accomplish these goals in an accessible and engaging format. You will learn a lot about what's available and what to do to support student mental health. Let's start talking about the hippo in the room – mental health!

You will learn, along with Professor Hippo, about…
1.   Why Professor Hippo?
2.   Stress, Resilience and Coping
3.   Emotions, Mental Health and Mental Illness
4.   Creating a Mental-Health Positive and Inclusive Learning Environment
5.   Communicating with Stressed and Distressed Learners
6.   Recognizing and Responding to Students in Distress or Difficulty
7.   Accommodations: Context and Process
8.   Mental Health Matters for Educators and Navigators

The Professor Hippo-on-Campus e-learning modules will take approximately 3 hours to complete. Each module is about 10-30 minutes in length. The modules are best done gradually (e.g., 1-2 modules per day). Each module has a "resume" feature so if you do not finish a module at one time you will be prompted to continue where you left off when you come back to the module.

How can I register for the program?

Log in to Mosaic.
1.   Open the "Regulatory Training" section.
2.   Click "Search by Course Name"
3.   Enter "Professor Hippo"
4.   Click "View Available Sessions"
5.   In the column called "Session," click on the available session number.
6.   You will be prompted with the online class details. Ignore date and time listing as this course is online. Click "Continue".
7.   This will generate a "Submit Training Request." Click "Submit"
8.   It will take approximately 24 hours for your course to appear in Avenue to Learn.

Don't forget – you must complete the pre- and post-surveys in addition to the modules in order to be certified and recognized as completing the program.

Questions about the program?

Contact profhipp@mcmaster.ca if you have questions about this program.

Passages

John Browning
Arts and Science
January 18, 2021

Ronald Gillespie
Chemistry
February 26, 2021

Jiankang Zhang
Electrical and Computer Engineering
January 17, 2021

Welcome New Members

Alida Bowman
Nursing

Pratheepa Jeganathan
Mathematics and Statistics

Hamidreza Mahyar
School of Engineering Technology

Faculty members are being encouraged to provide feedback to the Mental Health Task Force through the McMaster Mental Health Task Force website. This is a completely anonymous feedback mechanism.

The feedback form is located on the MHTF site (and the Okanagan homepage) click on the "McMaster Mental Health Feedback" button https://okanagan.mcmaster.ca/initiatives/mentalhealthtaskforce/

The questions being asked on the website are:

1. What is the most important issue impacting the mental health and well-being of students and/or staff and/or faculty at McMaster that you feel needs to be addressed?
2. Describe an approach, idea, strategy or solution (e.g., information, resources, curricula, program) that you think should be considered, further developed or expanded to improve student, staff, and/or faculty mental health and well-being at McMaster. Please include links if helpful.

MUFA Website Update

In order to ensure that the MUFA website is AODA compliant now and going forward, the MUFA website was redesigned and can now be found at www.macfaculty.mcmaster.ca.

Please note that any of your old bookmarks will need to be updated to reflect the new website.

If there is a specific link that you're looking for, please don't hesitate to contact us for us help in locating the new link.

Spring/Summer External Tuition Bursary Deadline

For the Spring/Summer 2021 semester, employees must complete and submit the application form via Mosaic employee self-service on behalf of their dependant by April 30, 2021.

Detailed instructions on How to Apply for this benefit can be found on the McMaster Tuition Assistant & Bursary Benefit website

MUFA

Annual General Meeting

Wednesday, April 28, 2021
10:30am

Get Involved with MUFA!

A voluntary organization such as MUFA can succeed in serving the interests of its membership only to the extent that the members participate in formulating and executing policy. At any given time, approximately two dozen individuals carry the burden for all of the members and after a few years most of them are exhausted by the tasks which they have voluntarily borne. Their valuable experience and wisdom is then lost to us. The best way to lessen this attrition of talent is for more of the membership to give some time and effort to the Association.

If you are interested in putting your name forward to participate on future Executive Committees, ad hoc committees, MUFA committees, or as a MUFA representative on University committees, please let us know by completing this form on our website.

MUFA is always looking for pictures that represent McMaster and faculty to use on our website (www.macfaculty.mcmaster.ca) and in our newsletters. If you have any pictures you would like to share, please email them to mufa@mcmaster.ca.

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