

Newsletter

Volume 48.2
Editor: Nicholas Kevlahan

McMaster University Faculty Association - November 2021



General Meeting

January 7, 2022

1:30pm

via Zoom

Annual General Meeting

April 28, 2022

3:00pm

University Club

Back to Campus: Winter 2022

As I write this the University is preparing for a transition back to in-person work in the winter term. Most teaching, research and meetings are expected to be on campus next term. However, this is dependent on the pandemic remaining under control. Despite the low numbers in Canada, the current surge in Europe shows us that the situation could change quickly. Fortunately, Canada has reached high levels of vaccination (about 90% of eligible Canadians are vaccinated) and mask wearing is still the norm in most indoor settings. This suggests that we could avoid a European type surge.

MUFA expects that instructors and students will continue to be masked for in-person learning. We recognize that teaching in a mask is difficult, unpleasant and far from optimal for effective teaching. Almost all of us would prefer to teach without masks if given the choice! Some members have told us in no uncertain terms that they do not want to teach in a mask, while others have said they would be uncomfortable being on-campus if some activities take place unmasked.

However, we understand that masks (together with mandatory vaccination) are the most effective tools we have for reducing risk and allowing a return to more normal conditions. Allowing instructors to teach unmasked while students remain masked is a double standard and could lead to conflicts and confusion, especially in seminar type courses where students are expected to do most of the talking.

At present MUFA considers that masking should continue until teaching without a mask is recommended by government and McMaster public health experts as a best practice. Any change to this policy should be well-justified on public health grounds and communicated clearly to the entire university community to ensure full transparency and to avoid misunderstandings.

Effective ventilation is another tool to reduce the risk of transmission and to provide a more comfortable working environment.

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MUFA has asked the Administration to continue their campaign of improving ventilation and to communicate clearly what has been done and why. [This article](#) includes some helpful information, and there is more on the [COVID site](#).

MUFA has been working with the Administration to clarify the guidance around social distancing requirements. Currently, social distancing (i.e. keeping a distance of at least 2m) is not required for instructional activities (although masking is still required). Instructional activities include teaching, research seminars and graduate student offices. Meetings should respect room capacities, but strict adherence to the 2m rule is not required, although it should be attempted where practical (again, masking is required). The Administration is currently revising the guidelines around eating and drinking, and these should be published shortly.

MUFA has negotiated a memorandum of agreement (MOA) with the Administration on course delivery in 2021-2022 that is [published in this newsletter](#). Please let us know if you are being asked to teach in ways that are inconsistent with the MOA.

It is important to remind students that attendance is required for in-person courses, including for tests and exams, unless they have an accepted accommodation. Instructors are not obliged to provide alternative arrangements for students who find it preferable to stay home, or to record and post their lectures (although this may often be good practice). The Administration has told us that they expect international students to be on-campus by the start of the winter term. Please let MUFA know if you are being pressured to allow an on-line alternative to a course that has been scheduled in-person. We have urged the administration to provide SAS and the Registrar with the resources to allow them to return to their pre-COVID standards of service (e.g. arranging accommodations for tests and exams and invigilating exams).

At the Joint Committee MUFA has negotiated a continuation of the COVID modifications to the Tenure and Promotion policy for those faculty hired 1 July 2021 to 1 July

2022 (the previous version is on the [Secretariat website](#)). We have also agreed that “2021 student evaluation of teaching (SET) data should not be used as an assessment tool for faculty performance by chairs and directors. Chairs and directors should not request the SET data from their faculty.” We expect to have an agreement soon to continue using the alternative three-year average computation of CP/M scores for the 2021 evaluations.

As I mentioned in our September newsletter, McMaster is facing an unprecedented number of grievances and hearings involving MUFA members. MUFA continues to monitor these cases closely, and to insist unambiguously that the Administration strictly follows our jointly negotiated policies and does not attempt to circumvent them for convenience, or because they feel they are too constraining. If policies are thought to be deficient or outdated they need to be re-negotiated jointly with MUFA, not circumvented!

One of our top priorities this year is negotiating an excellent contract, with improved salary and benefits. This issue of the newsletter includes an update on our [remuneration negotiations](#).

Our next General Meeting will be held on Friday 7 January from 13:30 to 15:30 on [zoom](#). In addition to an update on our contract negotiations, we will also provide the latest information we’ve received from the administration on the back to campus plan. Our Annual General Meeting will be held on Thursday 28 April in the Great Hall of the University Club, with the option of attending via zoom. We will have a short presentation by OCUFA President Sue Wurtele.

It is reassuring that the partial return to campus in the fall term has gone relatively well. We all hope the full return to campus next term will go equally smoothly!

Nicholas Kevlahan
MUFA President

2021 Preparation for Remuneration Negotiations Underway

Our [current faculty contract](#) with the University expires on June 30, 2022 and we are already well underway in our preparations for our remuneration negotiations with the University administration. Thank you to all of the MUFA members who completed the recent remuneration survey. We heard from more than half of our members providing us with a clear mandate from the MUFA membership as we head into negotiations in these unusual times. In addition to the conditions imposed by global COVID-19 pandemic, this round of negotiation is also constrained by the [Government of Ontario's Bill 124](#) that imposes a 3-year "moderation period" where negotiated total compensation increases are capped at 1% each year.

For those of you who are new to MUFA (or need a refresher), here is a short overview of the faculty association's remuneration negotiation process here at McMaster. The process of collective bargaining is relatively unique given MUFA is a non-unionized faculty association (only one of three in Ontario, with Toronto and Waterloo being the other two). First, as just mentioned the remuneration negotiation process begins in the fall with the remuneration survey sent out to all MUFA members. Information from the survey is used by the Remuneration Committee (see membership [here](#)) to prepare MUFA's Remuneration brief. This brief is a "written statement outlining amendments, additions and/or deletions which are being sought for the ensuing year in salary and benefit programmes for faculty members" and is presented for your approval at our virtual General Meeting on January 7th at 1:30pm (please mark your calendars!) The University administration also prepares a remuneration brief which is shared with MUFA's Remuneration Committee. Negotiations take place in Joint Committee (see membership [here](#)) and begin once the MUFA Remuneration brief is approved by the membership. The Joint Committee meets biweekly in January, then weekly in February and then twice a week in March up until March 15. If at any time an agreement is reached, it is then put to the MUFA membership for a vote and requires approval by the majority of the voting MUFA members. If by March 15th an agreement has not been reached, then MUFA and the University administration go into final offer selection arbitration. What this means is that a Selection Officer from a panel of officers (jointly agreed upon by both parties at the very beginning of the negotiation process) approves either MUFA's current position or the University's. This

Selection Officer's determination is binding. This has the advantage of giving both parties an incentive to put forward their most reasonable bargaining positions and ensuring there is a known end date for having an agreement in place. More details about the process can be found [here](#).

Both the University and the Faculty Association are committed to engaging in these negotiations within the collegial framework that McMaster University has so successfully built between its faculty and administration, and as agreed upon in the [Principles for Negotiation of Faculty Remuneration](#). MUFA looks forward to working with the University administration to ensure that a new agreement is put in place that upholds these principles and ensures that McMaster University remains competitive in recruitment and retention of faculty and continues to provide high quality educational experience for our undergraduate and graduate students. Two essential ingredients in maintaining McMaster University's international reputation for research excellence and teaching innovation.

If you have any questions about the negotiation process, please get in touch with a member of the [Remuneration Committee](#).

Welcome New Members

Shahab Asoodeh
Computing and Software

Stephen Gandza
Nursing

Giulia Muraca
Obstetrics and Gynecology

Aftab Taiyab
Pathology and Molecular Medicine

**Memorandum of Agreement re Course Delivery in the 2021-22 Academic Year
("Course Delivery MOA")**

BETWEEN

McMASTER UNIVERSITY ("McMASTER")

AND

McMASTER UNIVERSITY FACULTY ASSOCIATION ("MUFA")

(Collectively referred to as "the Parties")

WHEREAS the Parties agree that certain modifications to course delivery are required to ensure continuity of operations and to enable McMaster to continue to fulfil its academic mission in the face of the evolving challenges posed by the COVID-19 emergency;

AND WHEREAS the provincial government and the local health authority have enacted legislation or otherwise imposed health and safety orders or recommendations to address the COVID-19 emergency;

AND WHEREAS McMaster, which must continue to comply with such enactments and orders and to be guided by such recommendations, is currently planning for full or partial in-person course delivery in the 2021-22 Academic Year;

AND WHEREAS, as of the date hereof, the COVID-19 emergency is ongoing and unpredictable;

AND WHEREAS operational flexibility in the assignment of mode of course delivery in the 2021-22 Academic Year is necessary to enable McMaster to continue to meet its commitments to all members of the McMaster University community, including students, staff and faculty members;

AND WHEREAS the Parties have discussed an agreement that would address instruction in the 2021-22 Academic Year;

NOW THEREFORE, the Parties agree as follows:

1. The Faculty Deans in consultation with the Provost will determine the mode of program delivery (please see Schedule "A" for a list of instruction mode and accompanying code) in the winter and spring/summer terms of the 2021-22 Academic Year, subject to the following considerations:

- a) The goal is a return to the pre-COVID-19 mode of course delivery, i.e., primarily in person.
- b) The faculty dean (or delegate) will request that faculty members teach in an instruction mode that allows for remote participation/learning by the student (including, but not limited to, instruction modes BD, PO, PV and YY as defined in Schedule "A") only if the course is necessary for current final-year students to complete their degree requirements, where no substitution to requirements is possible.
- c) Remote instruction modes may be used to accommodate a faculty member's needs as contemplated in paragraph 1 (e). These include blended courses in which the faculty member's delivery is remote, while tutorials and labs may be in person (including, but not limited to instruction modes BD, PO, PV, V, O or YY).;
- d) If a faculty member agrees to teach a course simultaneously in remote and classroom modes of delivery (instruction modes BD, PO, PV and YY), the Department Chair or Dean (or designate) may offer the faculty additional teaching

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support such as teaching assistants, instructional assistants, or tech support. In all instances, Deans should ensure equity in the provision of such resources.

- e) A faculty member who is unable to teach in the mode assigned to them, because of a need based on a protected ground of discrimination under the Ontario *Human Rights Code*, shall identify their need for accommodation as soon as possible and provide documentation to substantiate the request.
- f) Once a term has begun, an individual instructor cannot change the mode of delivery of a course without the explicit agreement of the dean.

2. The Parties will continue to meet, at least monthly, to discuss the matters addressed in this MOA, and specifically, to receive updates from McMaster regarding its course delivery plans for the 2021-22 Academic Year. Regardless, McMaster shall immediately inform MUFA in writing, and will schedule a meeting of the Parties, if, based on the advice of the local health authority, there is a material change in its expected or predicted ability to return to the pre-COVID 19 emergency mode of course delivery. Except as outlined in paragraph 3 below, there can be no shift in mode of course delivery, unless the Parties agree otherwise, after October 18, 2021 (in the Fall Term) or after February 28, 2022 (in the Winter Term).

3. If, at any time during the 2021-22 Academic Year, local health authorities, and/or the provincial government, mandate ongoing physical distancing regulations or implements stay-at-home orders such that mostly remote or some combination of remote and in-person course delivery is required, faculty members teaching in classrooms may be directed to shift to remote course delivery.

4. Faculty members shall retain the right to adjust course content, regardless of mode of delivery, in accordance with their right to academic freedom, except in situations where the curriculum is prescribed to meet accreditation standards and/or involves multiple instructors/delivery sites

5. Impact on the distribution of some faculty members' duties is permissible, notwithstanding type of appointment and applicable workload standards.

6. This MOA is effective upon signing and expires August 31, 2022, unless the Parties agree to extend it.

Schedule "A" – Instruction Mode and Code Guide

o With some or all in-person instruction

- BD - Blended (in-person / online) (A course component alternates between in-person and online /virtual.)
- E - Experiential / WIL - Experiential or Work-Integrated Learning (This may occur in a workplace off or on campus. The workplace decides on an individual student basis, not at a course level, if in-person work is required.)
- P - In person
- PO - Combined in person / online (Course material is available in-person and online (asynchronous). Students can choose how to participate.)
- PV - Combined in person / virtual (Course material is available in-person and virtual (synchronous). Students

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can choose how to participate)

- R - Research Independent student research project or thesis (The supervisor decides on an individual student basis, not at a course level, if in-person work is required.)
- ZZ - In person components required (In the event of a need to change in course delivery modes during the term, ZZ indicates that in-person attendance is required by the students. Any changes must be approved by Chair/Program lead. Applied in 21/22 or the duration of the pandemic response.)

o **With all remote instruction**

- V – virtual, synchronous (Course component is fully delivered synchronously through virtual delivery such as Teams or Zoom.)
- O – online (Course component is fully delivered asynchronously online through pre-recorded modules.)
- YY – remote optional (In the event of a need to change in course delivery modes during the term, YY indicates that in-person attendance is required by the students. Any changes must be approved by Chair/Program lead. *Applied in 21/22 or the duration of the pandemic response.*)

McMaster University's Rosa da Silva receives prestigious OCUFA teaching award

Rosa da Silva, an Associate Professor in the Department of Biology at McMaster University, has been named one of Ontario's most outstanding university teachers by the Ontario Confederation of University Faculty Associations (OCUFA). She is receiving a 2020-2021 OCUFA Teaching Award for her outstanding contributions to the quality of higher education at Ontario's universities.

"During the COVID-19 pandemic, Rosa da Silva has taken a hands-on and innovative approach to teaching by packaging and delivering biology lab teaching kits to over 2,000 students enrolled in McMaster's biology program," said Associate Professor Edmund Pries, Chair of OCUFA's Award Committee. "This is a shining example of Rosa's commitment to quality education, which is driving pedagogical innovation at McMaster University."

The other recipients of a 2020-2021 OCUFA Teaching Award are:

- [Melanie Adrian](#), Associate Professor in the Department of Law and Legal Studies at Carleton University
- [Annette Bailey](#), Associate Professor in the School of Nursing at Ryerson/X University
- [Mairi Cowan](#), Associate Professor in the Department of Historical Studies at the University of Toronto Mississauga
- [Dragana Obradović](#), Associate Professor in the Department of Slavic Languages and Literatures at the University of Toronto

- [Kathryn Plaisance](#), Associate Professor in the Department of Knowledge Integration at the University of Waterloo
- [Micah Stickel](#), Professor in the Department of Electrical & Computer Engineering at the University of Toronto

"The work of Ontario's university professors and academic librarians touches the life of every student who pursues a university education in Ontario and inspires them to embrace new ideas and build a brighter future," said OCUFA President Sue Wurtele. "Throughout the COVID-19 pandemic, this year's recipients have distinguished themselves through their dedication and boundless energy. OCUFA is honoured to recognize them with teaching and librarianship awards."

The recipients of the 49th annual TALA awards are being honoured in a [special video](#) celebrating their achievements.

Founded in 1964, OCUFA represents 17,000 professors and academic librarians in 30 faculty associations across Ontario. It is committed to enhancing the quality of higher education in Ontario and recognizing the outstanding contributions of its members towards creating a world-class university system. For more information, please visit the OCUFA website at www.ocufa.on.ca.

McMaster University Faculty Association (MUFA) equity survey: Synopsis of the findings and recommendations

McMaster University Faculty Association (MUFA) is committed to equity among its members. As such they commissioned a study at the beginning of the COVID-19 pandemic to explore, among other factors, the impact of COVID-19 and McMaster’s appropriately rapid response to the Covid-19 pandemic on equity and faculty working conditions. The goal of the study is to provide that can support both the Administration and MUFA to address existing inequities as well as those that were aggravated by the COVID-19 pandemic.

The study was led by Kipiriri L. and Anderson C., Co-investigators,; Sills, A., Culver K., Hassini E., Daniel J., and Krantzberg, G. on behalf of MUFA executive; Arig A. contributed to the designing and analysis of the equity, diversity and inclusion (EDI) section. Data were collected using Lime Survey between October- December 2020. While most of the survey questions were quantitative, respondents had an option to qualitatively expand/explain their quantitative responses. This article provides a snapshot of the findings with a link to the full report. The findings and recommendations from the study participants were discussed with the MUFA executive, who further consolidated some recommendations that are presented herein.

A total of 348 (30% of the MUFA members) completed the survey, which is consistent with the acceptable response rate for online surveys. Respondents represented all faculties, ranks, and appointment types, with the large majority of respondents in tenured positions for more than ten years. We provide a synopsis of the main findings and related recommendations for the key issues of; hiring, career progress and merit, university processes, conflict and complaint resolution, equity, diversity and inclusion (EDI) and COVID-19.

Table 1: Characteristics of the respondents N=129 (Respondents who self-identified)

Characteristic	n (%)
Women	78 (60%)
Indigenous People (First Nations, Inuit, Métis)	<1%
People with disabilities	16 (12%)
Member of a Racialized Community	24 (18%)
Transgender or Non-binary	<1%
2SLGBTQ+	10 (8%)

Hiring:

Key findings: Respondents indicated that faculty hiring decisions made in recent years were primarily fair and equitable. Gender equity and diversity in selection committees were perceived as a sign of fairness in the recruitment process. However, women respondents perceived less fairness on average in hiring processes than men did. Many of the challenges that respondents mentioned related to transparency in the processes and especially in negotiating for salaries; which introduces salary inequalities.

MUFA Recommends:

- a. That the Joint Committee seek information from the Deans of Science and Engineering on their initiatives to reduce

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salary inequality by reducing or eliminating scope for salary negotiation during hiring.

- b. That the Joint Committee requests that the scope for negotiation and a typical standard offer is communicated clearly to all candidates receiving offers.
- c. That MUFA Council have departmental representatives act as negotiation advisors for new faculty hires in all departments.
- d. That, for those already hired, MUFA connects with new members near the end of their first year to find out how MUFA could support them.

Career Progress and Merit CP/M:

Key findings: The survey responses made it clear that current practices of determining CP/M awards are not contributing to a collegial culture and equity among faculty. The perception of arbitrariness and unfairness has led to a disproportionate level of resentment.

MUFA Recommends:

- a. That the Joint Committee instruct Chairs to give specific information about how each member's score was determined, rather than just general guidelines. In particular, reasons for a score changing should be stated.
- b. That MUFA Council have departmental representatives act as CP/M advisors to explain Departmental norms and procedures for determining CP/M. This is especially important for new members.
- c. That MUFA Council hold a special meeting of MUFA Council devoted to CP/M to get a clearer understanding of practices throughout the University.
- d. That chairs should be instructed to give specific information about how each member's score was determined, rather than just general guidelines. In particular, reasons for a score changing should be stated.
- e. Chairs should define their means for assessing service, research and teaching and the metrics associated with each

University Processes:

Key findings: There remains considerable unhappiness among our respondents about the fairness of other university processes that involve selecting among a group of

candidates, e.g. selection processes for leadership positions (Chairs, Deans, etc.), and nominations for internal and external awards.

MUFA Recommends:

- a. That MUFA and Joint Committee should ensure that member's rights regarding leave (research, parental, medical, compassionate, ...) are clearly communicated.
- b. That MUFA emphasize the seriousness of Human Resources' repeated errors in correctly calculating salaries and members must be treated fairly when the errors are discovered.
- c. MUFA could advocate at Joint Committee for teaching buyouts or other compensation for teaching faculty who made especially large contributions.
- d. That MUFA consider negotiating improved PDA or a specific fund for home office expenses to provide additional support for COVID-related impacts.
- e. That MUFA consider negotiating to enrich CP/M for junior faculty to account for the large impact of COVID on this cohort

Discrimination and Unfair treatment:

Key findings: A sizeable portion of respondents reported experiences of discrimination or unfair treatment at the hands of other faculty members, Chairs and Deans. This was along the dimensions of mostly: Sex (56%), Family status (21%) and Age (19%), Pregnancy, Place of origin, Race and Ethnicity (15-16%). Furthermore, a good proportion (40%) had witnessed another faculty being discriminated against (commonly by sex and race).

MUFA Recommends:

- a. That MUFA communicates to all members that discrimination and harassment of our colleagues is unacceptable.
- b. That MUFA develops more extensive practices for connecting and communicating regularly with members about their rights and about the supports MUFA offers.
- c. That MUFA collaborates with the Vice-Provost Faculty to create and support a culture of collegiality and eq-

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uity among all MUFA members, revise the Faculty Code of Conduct, including clear, unambiguous policies about e.g. faculty sexual relations with students.

c. The Joint Committee and MUFA should support department and faculty initiatives that support EDI and are in line with the university EDI pillars.

Equity, Diversity and Inclusion (EDI):

Key findings: Most work places were evaluated as supportive of EDI. While the respondents indicated awareness of the various EDI resources available at the university and in the community, fewer respondents indicated having accessed these resources: Chair | Dean | Provost (35%), Employee and family assistance program (29%), Human resources, MUFA, & security (18-21).

MUFA Recommendations:

- a. Collaborate with the Equity and Inclusion Office (EIO) to enhance the visibility and profile of EDI-related university programs and services, as well as EDI stakeholder groups.
- b. MUFA should support efforts to build capacity among faculty to integrate EDI in teaching practices and research programs, and resolve apparent conflicts between undergraduate course management policies which may introduce inequities.

COVID-19:

Key findings: All MUFA members have experienced increased workload during the pandemic, with more than half of respondents reporting 1-2 days per week of additional work in the last academic year. It was recommended that MUFA negotiates for fair compensation for the additional work associated with conducting teaching and research; and adequate reimbursement of additional expenses incurred to set up home workspaces during the pandemic.

This is a summary of the study results and recommendations for how the University can address existing inequities, including those aggravated by the COVID-19 pandemic. We are, however, aware that faculty members may have additional suggestions with regards to the proposed recommendations, or further (new) recommendations. If you are that faculty member, we would love to hear from you.



External Tuition Bursary Payment

HR is finalizing payment processing for the 2020/2021 academic year for the external Tuition Bursary program. They are anticipating that payments will be processed by the end of the November (they will be sent via email transfer this year vs cheque). Payment amounts will vary based on what was claimed by each faculty member but the maximum payment for this year - based on pool calculations - is: \$3,402.15.

Should you have any questions, please contact your [HR Advisor](#).

Observers Needed

Required: members of the Faculty Association—yes, RETIREES also qualify—to serve as observers for appeal and grievance hearings. The role of the Observer is to report on the adequacy of the procedures, with a view to making recommendations to improve relevant policies, not to comment on the conduct or the judgement of the tribunal. Hearings usually take place over one or two days. For more information, send us an email at mufa@mcmaster.ca.

New Faculty 2021-22 Workshops
hosted by the
Office of the Vice-Provost, Faculty

All workshops to be held from **3pm to 4:30pm (unless noted)**

These workshops expose faculty to McMaster's various management and support structures and involve guest speakers from across campus to present critical topics for career success. Each peer-to-peer workshop format provides an excellent opportunity to hear from reputable faculty and/or senior leaders on aspects of the academy to help junior faculty develop their intellectual pursuits and campus community connections.

We hope to see you at the workshops! All events will take place remotely for 2021 (2022 TBD). Platform link (or location details) will be shared closer to the event date.

2021

Friday, November 26

Granting & Funding Landscape

Register at: [Granting-Funding Landscape](#)

Friday, December 10

Graduate Supervision

Register at: [Graduate Supervision](#)

2022

Online: Friday, January 21 *10:30am-12pm*

Understanding Academic Integrity

Register at: [Academic Integrity](#)

Friday, February 11

Building Your Research Portfolio

Register at: [Building Research Portfolio](#)

Friday, March 4

The Culture of Collaborations

Register at: [Collaborations](#)

Friday, April 8

Knowledge & Scholarship through Experiential Learning

Register at: [Experiential-Learning](#)

Career Progress/Merit Scheme (CP/M) and Record of Activities Form (ROA) – Workshop

This one-hour workshop will cover the fundamentals of the CP/M scheme, and will provide some guidance about how best to fill out the Record of Activities form. It is geared towards new MUFA faculty members in their first few years at McMaster from Faculties other than Health Sciences.

Two offerings (same content). Choose one date:

Online: Monday, January 10 *1:30-2:30pm*

Register at: [CP/M & ROA Online](#)

OR

In-person: Monday, January 17 *9:30-10:30am*

Register at: [CP/M & ROA](#)

If you have any questions, please contact:
Cara-Jane Dempsey, [Office of the Vice-Provost, Faculty](#)
FacultyLeadership@mcmaster.ca

Years of Service*

Congratulations to the following MUFA members celebrating milestone years of service as of November 1, 2021.

10 Years of Service

Faiez Alani

Engineering Practice and Technology

Paul Andrews

Psychology, Neuroscience and Behaviour

Sara Bannerman

Communication Studies and Media Arts

Katherine Boothe

Political Science

Sean Carey

Earth, Environment & Society

Vanina Dal Bello-Haas

Rehabilitation Sciences

Russell De Souza

Health Evidence and Impact

Jeffrey Denis

Sociology

Ali Emadi

Mechanical Engineering

Maryam Ghasemaghaei

Information Systems

Christopher Gombay

Nursing

Jocelyn Harris

Rehabilitation Sciences

Sandra Lapointe

Philosophy

Michael McGillion

Nursing

Jose Moran-Mirabal

Chemistry & Chemical Biology

Robby Nieuwlaat

Health Evidence and Impact

Stephanie Premji

Labour Studies

Cheryl Quenneville

Mechanical Engineering

Saiedeh Razavi

Civil Engineering

Andrew Roddick

Anthropology

Graham Scott

Biology

David Smith

Communication Studies and Media Arts

Leyla Soleymani

Engineering Physics

Jennifer Stearns

Medicine

Jennie Vengris

Social Work

Vanessa Watts

Sociology

Matthew Woolhouse

School of the Arts

Haniyeh Yousofpour

Human Resources and Management

15 Years of Service

Todd Alway

Political Science

Gavin Andrews

Health, Aging and Society

Kjetil Ask

Medicine

Karen Beattie

Medicine

Luc Bernier

Earth, Environment & Society

Mick Bhatia

Biochemistry

Russell Bishop

Biochemistry

Lori Burrows

Biochemistry

Vanessa Cavalieri

Nursing

Chandrima Chakraborty

English and Cultural Studies

Shayne Clarke

Religious Studies

Erin Clements

Mathematics and Statistics

Brian Coombes

Biochemistry

Jeffrey Dickhout

Medicine

Thomas Doyle

Electrical and Computer Engineering

Saeid Habibi

Mechanical Engineering

Megumi Harada

Mathematics and Statistics

Bonny Ibhawoh

History

Peter Keir

Kinesiology

Mark Larche

Medicine

Sung-Sik Lee

Physics and Astronomy

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*Years of Service data is provided by Human Resources via Mosaic. If you have reached one of these milestone years and your name does not appear on this list, please get in touch with Human Resources to ensure your information is corrected.

15 Years of Service continued

Cynthia Lokker
Health Evidence and Impact
Vladimir Mahalec
Chemical Engineering
Matthew Minnick
Engineering Physics
Andrew Mitchell
School of the Arts
Ishac Nazi
Medicine
David Novog
Engineering Physics
Bridget O'Shaughnessy
Economics

Amy Palma
Nursing
Briana Palmer
School of the Arts
Spencer Pope
Classics
Jiaping Qiu
Finance and Business Economics
Mark Rowe
Religious Studies
Diana Sherifali
Nursing
Elena Verdu-Bercik
Medicine

Brenda Vrkljan
Rehabilitation Sciences
Joanna Wilson
Biology
Peidong Wu
Mechanical Engineering
Wade Wyckoff
Library
Rachel Zhou
Health, Aging and Society

20 Years of Service

Alex Adronov
Chemistry & Chemical Biology
Christopher Anand
Computing and Software
Ali A Ashkar
Medicine
Marshall Beier
Political Science
Patrick Bennett
Psychology, Neuroscience and Behaviour
Gianluigi Botton
Materials Science and Engineer
Angelo Canty
Mathematics and Statistics
Dan Centea
Engineering Practice and Technology
Cameron Churchill
Civil Engineering
Paulin Coulibaly
Earth, Environment & Society
Kari Dalnoki-Veress
Physics and Astronomy
Mohamed Abdelaziz Elbestawi
Mechanical Engineering
Warren Foster
Obstetrics and Gynecology
Cecile Fradin
Physics and Astronomy

Yiping Guo
Civil Engineering
Ruth Hannon
Nursing
Stephen Heathorn
History
Alison Holloway
Obstetrics and Gynecology
Mukesh Jain
Mechanical Engineering
Lovaye Kajiura
Biology
Thia Kirubakaran
Electrical and Computer Engineering
Philip Koshy
Mechanical Engineering
Ryan Leduc
Computing and Software
Patricia Chia-Ying Liaw
Medicine
Philippa Lock
Chemistry & Chemical Biology
Guoying Luo
Finance and Business Economics
Michelle Lynn MacDonald
Biochemistry
Lynn Martin
Nursing

Nicola Nicolici
Electrical and Computer Engineering
Melissa Northwood
Nursing
Devashish Pujari
Marketing
Parminder Raina
Health Evidence and Impact
Sudipto Sarkar
Finance and Business Economics
Alexandre Sevigny
Communication Studies and Media Arts
David I Shore
Psychology, Neuroscience and Behaviour
Alison Sills
Physics and Astronomy
Erik Sorensen
Physics and Astronomy
Michael Thompson
Chemical Engineering
Felicia Vulcu
Biochemistry
Chang Qing Xu
Engineering Physics

25 Years of Service

Lynda Marie Bentley-Poole

Nursing

Karen Bird

Political Science

Neil McLaughlin

Sociology

Petra Rethmann

Anthropology

Stephen Clarence Veldhuis

Mechanical Engineering

Martin Von Mohrenschildt

Computing and Software

Sarah Wojkowski

Rehabilitation Sciences

Timber Yuen

Engineering Practice and Technology

30 Years of Service

Aubrey Dey Cannon

Anthropology

Patricia Chow-fraser

Biology

Margaret Fahnstock

Psychiatry

Derek Lobb

Obstetrics and Gynecology

Vian Mohialdin

Pathology

35 Years of Service

Barry Allen

Philosophy

Frantisek Franek

Computing and Software

Amiram Jacob Gafni

Health Evidence and Impact

Rick Hackett

Human Resources and Management

Ryszard Janicki

Computing and Software

Michael Francis Mazurek

Medicine

Michael J O'donnell

Biology

Mahmut Parlar

Operations Management

Ralph Egon Pudritz

Physics and Astronomy

John Cameron Stout

French

Michael Robert Veall

Economics

Jeffrey Weitz

Medicine

Gail Wolkowicz

Mathematics and Statistics

Yufei Yuan

Information Systems

40 Years of Service

Chun-Sang Cheung

Finance and Business Economics

Anne Pottier

Library

45 Years of Service

Cyril Levitt

Sociology

Ram Mishra

Psychiatry

50 Years of Service

James King

English and Cultural Studies

Michel Piers Rathbone

Medicine



Mac Mindfulness 2022 Faculty

Dates: January 13, January 20, January 27 & February 3

Time: 9:00am-10-15am

Location: Via Zoom*

Cost: Free

Ready to try mindfulness or want to expand your existing practice?

Mac Mindfulness invites you to participate in a 4-week mindfulness program to help you develop a more grounded perspective on your work and personal life experiences. These sessions are guided by Koru, an evidence-based mindfulness curriculum designed originally for university-aged adults that is now being widely used across campuses and in communities.

The course will help you to better manage your stress and focus. Mindfulness participants who have completed the program have learned and applied the mindfulness-based, stress-management strategies and reported that they feel improved calmness and greater self-compassion and awareness.

Commitment to the full 4-weeks is encouraged and registration is required:

Register [here](#)

If you have any questions, please contact:

Cara-Jane Dempsey, Mac Mindfulness Coach
Faculty Leadership & Development, Office of the Vice-Provost,
Faculty
FacultyLeadership@mcmaster.ca

**We hope to also offer in-person mindfulness classes - details to be shared next semester.*

This Newsletter is published five times between September and May by the Faculty Association at McMaster University. The Association's Executive for 2021/2022 is composed of the following members:

President	Nicholas Kevlahan
Vice-President	Katherine Cuff
Past-President	Elkafi Hassini
Human Rights	Liss Platt
Member-at-Large	Kirsten Culver
Member-at-Large	Deborah Sloboda
Membership	Spencer Pope
OCUFA Director	Katherine Cuff
Pension	Claude Eilers
Public Relations	Nicholas Kevlahan
Remuneration	Catherine Anderson
Special Enquiries & Grievances	Ana Campos
Special Enquiries & Grievances	Lydia Kapiriri
Tenure/Permanence	Gail Krantzberg
Treasurer	Aadil S. Merali Juma

Executive Director	Mara Giannotti
Executive Officer	Jessica Weyman
Returning Officer	Matheus Grasselli

Opinions expressed in this Newsletter are those of the authors and do not represent the views of the Association or of its Executive unless so specified. Anyone wishing to contribute to the MUFA Newsletter is invited to send submissions to the MUFA via email at mufa@mcmaster.ca.

Deadlines are the 5th of each month. All submissions will be published at the discretion of the Editor.

Current and past issues of the MUFA Newsletter are posted on the [MUFA website](#).



Dear members of the McMaster community,

Whether you have been joining us virtually this fall or have been on campus or at another McMaster site, we have been so excited to see the activity levels increasing and to have the chance to spend time with students and colleagues. My greatest thanks for all that you have contributed and for the support you have shown each other as we have dealt with the challenges of the pandemic.

As we move past the middle of the fall term, we are focusing our attention on Winter 2022 and continuing our plans for what learning, teaching and work will look like beginning in January.

As I announced at our Back to Mac town halls in June, **McMaster is currently planning to resume in-person classes in the winter term** with very limited exceptions. Teams across campus are also planning to ramp up on-campus student life activities so they are closer to, if not meeting, pre-pandemic capacities. This includes services and resources, events, and student study and social space.

Staff will continue returning to the office throughout the remainder of the fall term and into the new year to collaborate with colleagues, provide services and support the student experience. **Students, faculty and staff should expect to be on campus or at their McMaster-affiliated site as of January 2022.** Ongoing discussions regarding workplace flexibility will continue in many teams.

The health and safety of our community will remain our top priority. Though we are planning for an in-person term, we will be ready to pivot if necessary and will continue to closely follow all public health mandates. Your continued compliance with all public health guidelines in place on campus is very much appreciated. Please also note that completion of [Back to Mac COVID-19 training](#) is

mandatory for all students, faculty and staff who have not previously accessed campus.

I would like to thank everyone who uploaded their proof of vaccination to [MacCheck](#). We have had an [extremely strong response](#) from across our community, and this widespread uptake of vaccination has allowed us to plan for in-person learning opportunities, meetings, events and activities in the winter term.

If you have not yet uploaded your proof, please remember that **you are not permitted to access campus or any McMaster-affiliated site until you do so**, unless you have an approved exemption. There is additional information available on our Back to Mac website about potential impacts on [course progression for students](#) and [employment status for faculty and staff](#) if you have not yet uploaded your proof of vaccination.

We have all learned a lot during the pandemic. We have learned the important role technology plays and the opportunities it creates to think differently about how we work, teach and research. We have also learned that kindness, empathy and diversity strengthen our ability to learn, to do our work, and to strive for excellence.

Once again, thank you for all that you contribute to the university and our students.

Sincerely,

Susan Tighe
Provost and Vice-President (Academic)

The time for fossil-fuel divestment is now

Susie O'Brien, (Prof., English and Cultural Studies)

Jim Quinn, (Prof., Biology)

Don Wells, (Prof. Emeritus, Labour Studies)

For the last several years, student and faculty groups across McMaster have been campaigning for the divestment of the university's endowment fund from fossil fuels. As 2021 draws to a close, the stakes of that campaign are clearer than they have ever been.

On November 12th, 2021, the 2-week long COP26 Climate Talks in Glasgow went into overtime. Many world leaders and members of social movement groups, including students, struggled over key components of a deal that could keep global temperatures within 1.5-degrees Celsius, and thereby hopefully limit some of the worst impacts of human illness and death, migration, military conflict and other dire consequences linked to ecosystem collapse that will otherwise certainly result. That the approved final document was disappointing reflected the enormous power of fossil fuel interests, which had the largest delegation at COP26.

On the same day, students from the OPIRG group [Mac Divest](#) were putting up posters that read "No Brighter World Without Divestment," when they were stopped and interrogated by campus police, who demanded their student numbers and ordered them off campus. This action followed the power washing of a sidewalk mural with the same message, within hours of its completion, during Orientation Week. It followed as well the curtailment of students' participation in McMaster University's Carbon "Town Hall" in March, 2021, by turning the event into an obtrusively controlled webinar that marginalized their voices.

Two weeks earlier, on October 27th, 2021, University of Toronto President, Meric Gertler announced that the University of Toronto Asset Management Corporation (UTAM), U of T's investment manager, would divest from all direct investments in fossil fuel companies within the next 12 months, and divest from all indirect investments by no later than 2030, and sooner if possible. Campus groups such as Divestment and Beyond and Leap U of T,

who had been advocating for U of T to divest for the last several years, celebrated the move, while [urging the university to go farther](#), divesting not only the endowment but also the pension fund, from fossil fuels.

These disparate events together highlight the urgent issue of fossil fuel divestment, one crucial step towards mitigating the worst effects of climate change. They also illustrate McMaster's failure yet to follow the growing list of Canadian universities to announce concrete divestment plans (a list that now includes the University of Toronto, the University of Guelph, the University of British Columbia, the University of Victoria, Université du Québec a Montréal, Université Laval and Concordia University). Despite [President David Farrar's highly welcome call](#) on the Board of Governors to "put in place a strategy to divest fossil fuels from the university's institutional investment pool as soon as possible" in March, 2021, no such strategy has materialized after eight months.

A related serious concern is the university's excessive regulation of student voices. Muzzling students' academic freedom raises questions about the extent of McMaster's commitment to helping to prepare them to become engaged, empowered, responsible citizens of Canada and the world; it is especially troubling in this instance, given that catastrophic threats of the climate crisis will impact their generation much more directly than they will the older generations that include most MUFA members (as well as most members of McMaster's Senior Administration and Board of Governors).

As faculty members, we have different responsibilities than students do and enjoy for the most part greater power and security (though in some ways they arguably exert a greater influence on the university than we do). We share with students a commitment to the dissemination of knowledge, including climate science and to the expression of ideas—even those that might be in tension

(Continued on page 17)

with the university's brand. We also inhabit the same world, whose dangers are unevenly experienced but increasingly unavoidable.

[MGI](#) (MacGreenInvest) is a McMaster faculty group that has been advocating with some members of McMaster's senior administration, including President Farrar, and working in solidarity with students to call on McMaster's Board of Governors to divest the university's endowment fund from fossil fuels. The campaign is coupled with a call to reinvest funds in much-needed renewable energy sources, such as solar, wind, hydropower and geothermal energy. We encourage faculty members across the university to join our campaign to urge the Board of Governors to follow David Farrar's recommendation to commit to divestment as soon as possible and to announce a clear, concrete plan (with timelines) for doing so. If you are interested in joining MGI, please send an email to quinn@mcmaster.ca with "Join MGI" on the subject line.



MUFA General Meeting

January 7th, 2022

1:30 p.m.

Via [Zoom](#)



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