

# MUFA Newsletter

McMASTER UNIVERSITY FACULTY ASSOCIATION

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Editor: Katherine Cuff

## President's Report

Delivered at the MUFA General Meeting, December 8, 2022

Thank you everyone for joining us for our general meeting. We are meeting online today upon the request of some members given the current CUPE 3906 Unit 1<sup>1</sup> strike and it is nice to see so many of you here this afternoon.

I'd like to begin by giving a quick update on MUFA's internal activities since I began my term as MUFA President on September 1, then highlight some of the work we have accomplished at the University and briefly conclude with some future plans.

This Fall term we welcomed two new Executive members – one faculty member from Science and one from Engineering. Welcoming these new Executive members also required (by our [by-laws](#)) that we quickly find a new Returning Officer to replace MUFA's long-standing Returning Officer who recently stepped into the Deputy Provost role. I thank these three faculty members for taking on these voluntary positions<sup>2</sup>. We welcomed 50 new MUFA members to the University since July 1 and I enjoyed meeting several new colleagues from across campus at our MUFA new Faculty Luncheons. It was also great to meet some of our CLA MUFA members at the luncheon the Executive hosted for them in early November.

(Continued on page 2)

<sup>1</sup>During our general meeting, it was announced on the [Daily News](#) that both parties had agreed to meet again with the provincial mediator the following day. A tentative agreement was subsequently reached early in the morning of December 10<sup>th</sup> and later ratified by both CUPE Unit 1 members (on December 12<sup>th</sup>) and the Board of Governors (on December 15<sup>th</sup>). The new collective agreement had not yet been posted publicly at the time of writing.

<sup>2</sup>MUFA strives to have representation from across the Faculties, at various ranks and appointments as Executive members. Our full Executive membership for 2022/2023 can be found [here](#). Nominations for 2023/2024 are now open. See details in this Newsletter.

## In This issue:

President's Report	PAGE 1
Scholars at Risk Program	PAGE 4
Collegiality: why we should care	PAGE 5
Workload Survey Report	PAGE 7
Passages	PAGE 9
External Tuition Bursary Payment	PAGE 9
MUFA Award for Outstanding Service	PAGE 10
OCUFA Board of Directors	PAGE 11
OCUFA Awards Portal	PAGE 12
Welcome New Members	PAGE 12
CAUT Standing Committees of Council	PAGE 14
2023-2024 MUFA Executive	PAGE 14
Faculty Workshops	PAGE 15
MUFA AGM	PAGE 16
Elections to Senate and Board of Governors	PAGE 16

Our Executive has been very busy this term. The Special Enquiries and Grievance Committee surveyed all members who have accessed the MUFA Legal Support Fund since the [MUFA Legal Support Policy](#) was established in June 2021 and will be using this feedback for their review of the policy, accompanying documents and legal support processes in the new year. The Executive also established an ad hoc Investment Committee to investigate a potential move of MUFA's financial operations from PACE Credit Union to one of the larger big banks to better protect MUFA's financial investments and I will have more news on this in April. Our [Faculty Council](#) also met this term to discuss the new Faculty Grievance Policy.<sup>3</sup> Much of the discussion, however, focused on the contingency planning that was underway in response to the potential labour action by our TAs/RAs in lieu. We are planning for another MUFA Faculty Council meeting in the winter term.

The Executive has also been busy providing feedback on various University policies and I'd like to give you some updates. First, we heard concerns from many faculty members about proposed changes to the [Policy on Request for Relief for Missed Academic Work Revision](#) which we conveyed and discussed at Joint Committee. Consequently, the proposed revised policy did not go through the approval process to take effect January 2023 as originally planned and instead revisions are still being considered for a Fall 2023 start date. The Sexual Violence and Discrimination & Harassment Policies are currently undergoing their three year cyclical review. The Executive has been engaged with the EIO office, providing feedback on the community wide survey instrument, advertising the policy review and faculty townhall and both individually and collectively providing feedback on the policy revisions. These are incredibly important policies that affect everyone in the University community and any proposed revisions need to be carefully reviewed and considered, even more so now with the recent [Royal Assent of Bill 26](#) which will require Universities to have policies in compliance with this new legislation that details the 'rules respecting sexual misconduct toward students by employees of publicly-assisted universities'.

Feedback from the MUFA Executive was also sought on various other policies, including initial feedback on the current [PhD Supervision Policy](#) which is undergoing a revision, the [Electronic Monitoring Policy](#) (as required by the Ontario government), and the [Storm Emergency Policy](#). MUFA also monitors [SPS A9 Allocation of Teaching Stream Positions Across Faculties](#) and for the first time since SPS A9 was enacted, all Faculties subject to the policy are just at or below the allowable limits for contract limited appointments. A newly revised [SPS C4, Pregnancy and Parental Leaves for Faculty and MUFA Librarians](#) which incorporates the additional pregnancy benefits of six weeks and whose pregnancy and parental benefits now accounts for salary increases while on leave as negotiated last year in Joint Committee also received approval through the University governance processes.

In Joint Committee, we established and confirmed the membership for two joint working groups as agreed upon in our remuneration agreement (and with input from the MUFA Executive). The Joint Working Group Collection and Reporting Salary Data Equity-Deserving Groups is 'to recommend an approach to gather, analyze and report on salary data of MUFA members to assess and support salary parity across equity-deserving groups.' The Joint Working Group on Teaching Stream Faculty is 'to review all policies and bylaws at the university, faculty, and department levels that affect faculty including but not limited to: workload, promotion criteria, voting privileges, and eligibility for committee membership, senior positions, and graduate supervision. I thank the committee members for agreeing to serve on these committees and we look forward to supporting them as they begin their important work in the new year.

We also negotiated a revised Joint Committee [Career Progress/Merit \(CP/M\) Plan](#) that is effective starting in the 2022 CP/M Year. The key changes to the plan is that student evaluations are no longer listed as a factor for CP/M assessments, CP/M awards can now be given in increments of 0.1 rather than 0.25, and any increase in the CP/M pool above 120 par increments per 100 faculty (as ne-

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<sup>3</sup>We are still looking for faculty interested in becoming potential mediators to help with informal resolutions of faculty grievances. Please get in touch with [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca) to express your interest.

gotiated in the remuneration agreement) will be distributed directly to departments. For those new to McMaster, the dollar value of a par increment depends on a faculty member's salary (see details [here](#)). We also agreed at Joint Committee to an updated Record of Activities which now includes a new Appendix B providing guidance and examples for completing Section 1.5 Contributions to Teaching Practice and a new Section 5: Reflections and Goals across a faculty member's teaching, research and service. The content of this new section is meant to facilitate discussions between faculty members and their Chairs/Directors for the purposes of career development and not as a form of assessment for CP/M awards.<sup>4</sup>

Our [current remuneration agreement](#)<sup>5</sup> was negotiated under Bill 124, Protecting a Sustainable Public Sector for Future Generations Act, 2019. Bill 124 was recently determined to be unconstitutional. The provincial government is currently planning to appeal this court decision. If Bill 124 is not in effect on July 1, 2023, then MUFA members will receive a contingent across-the-board increase in addition to the 1% salary increase and the pool of CP/M par increments goes back to 120 per 100 faculty members for CP/M Year 2024.

This past Fall saw many public sector labour actions, including a strike by our own TAs and RAs in lieu represented by CUPE 3906 Unit 1. The contingency planning undertaken by the University in anticipation of the strike and the communications to faculty during the bargaining process led to many questions and concerns from MUFA faculty members. An emergency meeting was requested by a group of MUFA members and the Executive held this meeting via Zoom on November 22. We heard many voices and many concerns at this meeting. The MUFA Executive worked quickly to address some of the key issues raised at the meeting. The first was to communicate con-

firmation that faculty members could submit a final grade of incomplete for academic reasons in the Fall term and ensure that some University communication was corrected to make it clearer that students' rights during a work stoppage that substantially disrupt academic activities are covered by a [Senate-approved University policy](#). Faculty rights and responsibilities during a work stoppage by an employee group is governed by a [Joint Committee policy](#).<sup>6</sup> The MUFA Executive also made available legal counsel for any faculty members with questions and facilitated access for MUFA members to the mufagab moderated email distribution list.<sup>7</sup> The list has facilitated a lot of debate and conversations about future possible directions for MUFA. There is still lots more work ahead for us, including ensuring that the University engages in a comprehensive and transparent review of the graduate funding model at McMaster.

Let me briefly conclude with some of our other plans for the new year. In addition to supporting the work of the two joint working groups, we are also looking forward to the start of the best practice review of the investigation processes under the Research Integrity, Sexual Violence and Discrimination & Harassment Policies. We hope this important review can contribute to the ongoing policy revisions of the Sexual Violence and Discrimination & Harassment Policies. We also plan to reconstitute the MUFA Budget Advisory Committee.<sup>8</sup> Many issues related to graduate funding are inextricably linked to the University activity-based budget model and the University's overall finances. Improving our understanding and knowledge of both will allow us to contribute constructively to the graduate funding review process and better position MUFA to engage in issues of faculty renewal and student enrolment.

*(Continued on page 4)*

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<sup>4</sup>Many of these revisions were driven by feedback the MUFA Executive received from Faculty Council last year. We thank the Council for these helpful suggestions and hope these changes go some way in improving the implementation of CP/M. A more in-depth revision of the CP/M plan is likely to occur in the next year or two, so we welcome any feedback about these changes after this year's CP/M process.

<sup>5</sup>About 60% of the MUFA membership voted (593 MUFA members) and 94.8% of those voted to ratify the remuneration agreement.

<sup>6</sup>Going through old MUFA newsletters, I came across an article written by a lawyer, entitled 'Rights of Faculty during Work Stoppages by Other Groups, Case Comment: MUFA v. McMaster University', outlining a grievance case related to this JC policy which may be of interest, <https://www.mcmaster.ca/mufa/newssept03.html>.

<sup>7</sup>Please note MUFA does not monitor the mufagab list for questions or requests. The email distribution list's terms of reference can be found [here](#).

We will also be looking out for the revised Faculty Code of Conduct which should be available for comment sometime in the winter term. We'd also like to open up discussion with the Administration about all Senate policies related to MUFA Observers, SPS D1-D3. This will likely involve establishing a Joint Ad Hoc Drafting Committee. We have heard about some procedural irregularities in faculty tribunal hearings and we want to ensure MUFA observers (who report only on procedures) are able to provide a fulsome review of all aspects of the hearing procedures. Faculty members have also raised questions about the approval process for some policies and we will be looking to engage in a discussion at Joint Committee about the approval process of policies affecting faculty through the University Governance structure.

Let me end by thanking you all for your time, your comments and your contributions to the University more broadly. As I mentioned in my September President's Report, MUFA relies on all of its members to help uphold our collegial governance system that we so rightfully value and endeavor to protect. And, on behalf of MUFA I thank you for your work in doing this.

Hope to see many of you at our next MUFA Annual General Meeting to be held in-person on April 26, 2023.  
Happy holidays!

***Katherine Cuff***  
***MUFA President***

## Scholars at Risk Program (SARP)

In close collaboration and consultation with McMaster faculty, staff, students, alumni and community, McMaster University's six Faculties and the Office of the Provost have launched the Scholars at Risk Program (SARP). This includes refugees, those displaced within their country of origin, or those living in conflict-ridden situations and at risk of violence. <https://global.mcmaster.ca/forciblydisplaced/>

The establishment of the funds is a humanitarian response to address the growing forcible displacement of students and scholars globally and builds on McMaster's commitment to global citizenship and increasing access to education for all.

There are two ways to participate in this program:

Applicants overseas can apply directly and are matched to Faculty members. Here applicants must write to [sarp@mcmaster.ca](mailto:sarp@mcmaster.ca) and provide any academic/professional information they and their CV where possible.

Faculty members identify a scholar that they would like to bring and submit an application. They should also provide any information on the applicant they have and fill out the SARP Fund Form found on <https://global.mcmaster.ca/forciblydisplaced/mcmaster-faculty-departments-and-research-centers/>

Applications for this program are accepted on a rolling basis. But please NOTE that applications that are submitted by January 25<sup>th</sup> 2023, will be reviewed in February.

If you have any questions, please contact Tania Hakim [hakimt@mcmaster.ca](mailto:hakimt@mcmaster.ca)

# Collegiality: why we should care

Nicholas Kevlahan  
MUFA Past President

The terms “collegial” and “collegiality” are commonly heard at McMaster, if only to highlight their absence. However, many faculty (and administrators) have only a vague idea of what collegiality is and why it is important.

This confusion stems from the fact that colloquially “collegial behaviour” means a “friendly relationship between colleagues”. We say someone is collegial if they are polite, agreeable and try to avoid conflict. However, in the university context, “collegial” refers primarily to a particular governance structure and not to the behaviour of individuals.

Collegial governance at Canadian universities means “academics govern themselves”. It is founded on the idea that a university is fundamentally a community of scholars, and it is therefore those scholars who should govern the university.

This is in contradistinction to “bureaucratic governance” defined by a division of labour, professional management, hierarchy, and a strict chain of command. It also differs from university governance in the USA, where Senates operate under the authority of the Board of Governors and public universities are tightly controlled by state governments.

In a collegial model faculty take a collaborative and constructive role in governing the university. It implies a non-adversarial stance since faculty are part of the governance structure, not exterior to it. We have a shared interest in the effective operation of the university and its academic mission. This is the opposite of the relationship between unionized workers and their em-

ployer, which is necessarily adversarial. However, it also means that faculty can and should oppose administration initiatives and actions they believe are detrimental to the university. Paradoxically, this often demands behaviour that is not at all “collegial” in the colloquial sense!

At McMaster, collegial governance is implemented through the various bodies that faculty sit on, but especially at the Senate, Board of Governors, and Joint Committee. In addition to faculty, these bodies often include members representing other stakeholders, such as students, alumni, the community, and the provincial government. However, faculty representation and power remain at the core of collegial governance.

Joint Committee is a McMaster collegial governance innovation that merits special attention.

MUFA was founded in 1951 as a reaction to unionization of faculty at the University of Manitoba. However, its goal was to gradually build a more formal collegial relation with the administration that would give faculty a say in all aspects of university governance. Throughout the 1950s and 1960s MUFA pushed successfully for various “innovations” such as appropriate salaries, defined pensions and research leave. MUFA leveraged the expert knowledge of its members to make specific proposals to the President and Board of Governors on these issues. In 1978 faculty voted to reject unionization and the so-called “Toronto model” in favour of an innovative collegial governance body that includes three representatives of the administration and three MUFA representatives: the Joint Committee (or “JC”).

According to its terms of reference, JC’s role is to discuss “issues and concerns confronting the University” and “terms and conditions of em-

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***“...faculty representation and power remain at the core of collegial governance.”***

ployment of faculty” and to negotiate faculty remuneration. To fulfill these roles “both sides agree to present full information bearing on those issues and concerns and to respond to all questions and enquiries”. In particular, this means that the administration must provide any financial information requested by the MUFA members of JC.

One of JC’s main roles is to develop and approve policies governing faculty working conditions, such as tenure and promotion and other “special policy statements” (SPS). But JC can discuss *any issue* confronting the University: it is not limited to faculty working conditions and salary. This flexibility allows JC to resolve new and ongoing working condition issues at its monthly meetings, rather than leaving them for the next round of contract negotiations.

JC is a key component of McMaster’s governance structure, but its proper functioning relies on both sides following *our* collegial norms and traditions. This means that the administration must forgo the “management rights” they would have in a unionized university.

### **Challenges to collegial governance**

If collegial governance is an intrinsic part of the university, why do many faculty at McMaster and throughout Canada believe it is at risk?

At some universities, members of the Board of Governors have imposed a corporate governance model and a bureaucratic management style. Decisions are increasingly made in private, with minimal discussion or scrutiny. The role of faculty is limited to strictly academic areas, such as course offerings. Governors have also imposed non-disclosure and code of conduct policies that limit academic freedom and suppress dissent. These practices have led to some notably bad decisions!

For example, it is now clear that Laurentian University’s insolvency application was largely a result of a lack respect for collegial governance. The auditor general’s report confirmed many of the faculty association’s unheeded concerns about secretive and misleading governance practices. The problems at Laurentian would have been avoided if the faculty had been properly involved in important governance decisions.

More recently, collegial governance was restricted throughout Canada as a temporary emergency response to the COVID pandemic, but this “emergency” bureaucratic management style has become entrenched at some universities.

Collegial governance is also under threat from provincial governments seeking to exert ever greater control on universities while constantly reducing funding.

The Province has imposed “strategic mandate agreements”, required that universities adopt a long list of mandatory policies (including a new “sexual abuse” policy that could make it much easier to terminate faculty) and interfered in collective bargaining. They have also short-circuited academic decisions, by requiring “experiential learning”, “micro credentials”, “skills training” and both “integration and differentiation” of undergraduate programs between different universities.

### **How can we strengthen collegial governance at McMaster?**

McMaster benefits from strong collegial governance structures at all levels. However, structures alone are not enough. Faculty need to exercise our rights and insist that collegial norms and practices are followed in all aspects of university governance.

At Senate this should include thorough scrutiny and approval of all policies and an insistence that all new government-mandated policies are brought to Senate for discussion and approval. This is especially important as these policies almost always affect academic freedom. A worrying trend is that none of the new government-mandated policies (persona non grata, policy framework on freedom of expression, right to disconnect, electronic monitoring) were approved at Senate, Board of Governors, or JC!

Senate could also be given various alternatives to discuss when considering strategic decisions. Presenting a single option stifles debate and can lead to bad decisions. Senators should be encouraged to raise topical issues rather than limiting themselves to the standard business agenda. These could include deeper analysis of strategic issues, such as the effect of newly adopted policies and procedures on academic freedom or university finances.

JC can request full financial information on topics of concerns (such as enrollment) and insist that issues affecting faculty working conditions be approved at JC and not just brought “for feedback”.

The care and nurturing of our collegial governance model is ongoing hard work, but it ensures that McMaster continues to be a leading university and a haven for scholarly work.



## “What is enough?” Report from a survey of McMaster Faculty 2022

Over the course of the 2021-2022 academic year, faculty members from across campus began to express concern about workload changes related to teaching, particularly in relation to online and hybrid formats which were increasingly requested by students and the administration. This initial concern prompted the creation of a McMaster University Faculty Association (MUFA) Ad hoc committee on working conditions, consisting of three initial members: Suzanne Mills (Social Sciences), Kevin Veenstra (Business) and Michael Mercier (Science). The committee’s first initiative was to survey the workload concerns and experiences of faculty from across campus.

For a period of four weeks from June 21<sup>st</sup> to July 16<sup>th</sup> 2022, 286 faculty members responded to a survey asking how their workloads have changed since they began working at McMaster. Response rates ranged from 22% (Humanities) to 33.5% (Science). Almost all survey respondents (94.8%) indicated that their workloads had increased slightly or significantly over time. Rates were relatively even across Faculties and slightly higher for those with job tenures of six years or more. Over three quarters (252) of survey respondents made written comments related to changing workloads in research, teaching or service. Common cross-cutting themes included: increasing bureaucracy (greater requirements for documentation accountability mechanisms); the downloading of routine administrative tasks onto faculty; declining faculty control over their work; and increasing expectations in all areas.

**Teaching** - Over three quarters of those who filled out the survey from all faculties except for Business (56%) made written comments about *how* their teaching workloads had increased. The most cited causes of increasing teaching workloads include the switch to online and then to hybrid teaching formats (73), the increase in student accommodations (121) (now often ¼ of all students), and

inefficiencies in the digitized systems related to teaching (for example Avenue to Learn, Student Accessibility Services, Microsoft Teams). A central concern was pressure to provide dual delivery formats.

*“Moving to online; then hybrid delivery took enormous time, and still takes time as now we're teaching (and learning) educational technology as well as course content. There is also an increased administrative burden (maintaining electronic messaging and dissemination platforms, preparing interactive technologies) and communication burden (prescribed detailed course outlines, online materials and announcements), electronic grading and grade submission. In the old days, most of the burden was in the classroom and preparing for classroom interactions.*

*Those things are still there, but there is a lot more extra work that's not been compensated for or even acknowledged.” #198*

Respondents also described being pressured or told by administration to increase the number of assignments, adopt experiential learning or alter forms of evaluation. Some instructors felt that changes hindered student learning while others lamented how they were no longer able to control their workloads. Crucially, many faculty felt that their academic freedom to design and teach their courses had declined. Teaching related workloads were particularly unsustainable for teaching professors.

*“For the first time in my life, I found myself complaining about my job over the past few years. It's unquestionably related to workload, especially as far as teaching and admin goes. I find myself furious with the way that I've been reduced to a*

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*"content provider" instead of an educator. My connection to students has been severed and now must be mediated by so many outside agents ...I can feel myself looking at students now as "work" rather than people, and that's a damned shame because I used to love teaching." #286*

**Research** – Survey respondents from the Faculty of Sciences (73%) and Health Sciences (73%) were most likely to make written comments about how their research workloads had increased followed by Social Sciences (69%) and Engineering (68%). Respondents highlighted how the administrative burden involved with all research processes has increased alongside mounting research expectations. Examples of increased administrative burdens include: the adoption of online/digitized systems; longer, more frequent and more intensive monitoring and accountability processes (purchasing, ethics, health and safety etc.); and the downloading of tedious, routine activities from administrative staff to faculty.

*"Time spent with grant applications, ethics approvals, and financial administration has overall taken time from doing research: the quality of research suffered." #59*

Faculty members remarked that these changes have paradoxically occurred as non-teaching staff complements increased. With respect to mounting research expectations, several faculty members cited tremendous pressure to build large teams and secure more grants and publish more papers.

*"..what is enough? Always working in a context that demands more research, more articles... the bar is always being raised. Leads to working seven days/week just to keep up" #115*

Some noted that meeting increasing research expectations often compromised research quality as there was insufficient time for quality graduate supervision or to develop new innovative ideas. Faculty also noted that administration related to research was becoming more intense and downloaded onto faculty members.

*"Increased expectation of yearly research output*

*means constant churn and little time to reflect on original approaches to research. #315*

**Service** – Survey respondents from Humanities were most likely to make written comments about increases to service workloads (85%), followed by Social Sciences (74%) and Sciences (73%). Workload related concerns pertaining to service included the proliferation of committees and service roles, the bureaucratization of committee and service work and insufficient faculty numbers. Several respondents observed that staff hires often resulted in new initiatives requiring faculty service. Respondents also felt that many committee processes (such as hiring committees) had become overly bureaucratic and time consuming.

*"Extreme bureaucratization of every single level of service, which crystallizes in many meetings and incapacitating discussions over minutia that does not seem to have any long-term impact on the well-being of the department and morale of the collegial body. Recruitment events are too many; hiring committees need to go through various trainings and even if they've done that, it is still difficult to reach consensus over qualifications and priorities." #146*

Several faculty members described having an increased service burden related to new EDI initiatives because of their membership in an equity-seeking group.

**Control over work and workload** - A cross-cutting theme from respondents in all Faculties was a declining control over their work and workloads. Several respondents linked this to the erosion of collegial governance between faculty and administration.

*"I do feel a loss of control and this then filters into the culture of our program as people feel defeated and burnt out-no safe way to express this, fear of merit evaluations if [they] state workload stress, culture of this is the way it is, if you express issues then you're deficient." #106*

*"My general impression is that the collegial relationship between administrators and faculty has, to*

*(Continued on page 9)*



*some extent, broken down, and that increasingly faculty are treated as hired hands who should do as they're told." #194*

**Merit and remuneration** – A significant number of respondents felt that the CP/M system was inequitable and unable to recognize the very different types of work that faculty do. Some felt that the CP/M system reinscribes systemic inequalities by not recognizing service, advocacy activities or work with communities outside of the university.

*"Merit evaluations are still not transparent and I believe they are contributing to salary inequities" #92*

Some faculty members felt that the competitive system of CP/M leads to a ratcheting up of workloads as the bar for being 'good enough' moves ever higher.

*"I think workloads for all faculty are very high. ... Merit evaluations and T&P are looking for excellence across the board. To do that means that faculty members have to work very, very long hours all the time. The more we excel and the more we achieve, the greater the expectations and greater the workload." #108*

**Effects** – Several faculty members described how their 'out of control' workload prevented them from spending time with their families, thereby exacting a toll on their mental and physical health leading to burnout.

*"The workload has become completely unbearable. It is impossible to leave work at work. The "wellness" emails from the university are tone-deaf and infuriating, positioning a systemic issue as a personal problem that could be dealt with through yoga." #156*

The full report will be posted on the MUFA website in the coming weeks. The ad hoc committee is currently looking for greater representation from across campus, if you are interested in getting involved please get in touch with the Chair, Suzanne Mills at [smills@mcmaster.ca](mailto:smills@mcmaster.ca) or MUFA at [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca).

## PASSAGES

**Elspeth Finch**

School of Rehabilitation Science  
October 21, 2022

**John Litva**

Electrical and Computer Engineering  
January 10, 2023

**Ian Spenser**

Chemistry and Chemical Biology  
December 28, 2022

## EXTERNAL TUITION BURSARY PAYMENT

The 2021/2022 Tuition Bursary payment was processed sent via email transfer the week of December 13. Payment amounts will vary based on what was claimed by each faculty member but the maximum payment for this year - based on pool calculations - was: \$2,791.17 .

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



# CALL FOR NOMINATIONS: THE MUFA AWARD FOR OUTSTANDING SERVICE



## PURPOSE

The purpose of the MUFA Award for Outstanding Service is to provide annual recognition<sup>1</sup> for faculty and professional librarians who have made an outstanding contribution to the mission of the University through the provision of exceptional service to faculty, librarians, staff and/or students.

## THE AWARD

Each year there will be a maximum of three awards in the amount of \$2,500.

## ELIGIBILITY

The Awards are open to all Full Members of the McMaster University Faculty Association (MUFA)<sup>2</sup>.

## PROCEDURES

1. The MUFA Executive will appoint a selection committee to be drawn from amongst the categories of faculty, librarians, staff and students (undergraduate and graduate).
  - a. The Committee shall be comprised of no less than four, and no more than eight members, including the Chair.
  - b. The MUFA Past President normally serves as Chair and is not counted as the faculty representative.
  - c. The Secretary to the Committee will be the MUFA Executive Director.
  - d. A quorum for a Committee meeting shall be four members in attendance, including the Chair.
2. Nominations
  - a. There will be a call for nominations through the University and MUFA electronic distribution lists, in the MUFA Newsletter, and on the MUFA webpage.
  - b. Nominations must be emailed to [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca) no later than **FEBRUARY 17, 2023**.
  - c. The nomination must include a summary of not more than 750 words highlighting the candidate's accomplishments.
  - d. Each nomination must be supported by a minimum of two and not more than four reference letters. The reference letters must be e-mailed or mailed to MUFA, either through the nominator or directly from the reference. Reference letters should not exceed 500 words.
- e. The position and contact information for the nominator and all references must be clearly indicated.
3. The Committee will review the nominations and will make the final decision regarding the selection of the award recipients. Some of the factors considered by the Committee will include:
  - enhancement of the reputation of McMaster University
  - provision of excellent service
  - demonstrated innovation
  - breadth and depth of impact
  - the enhancement of student success
  - the ability to establish and maintain effective and harmonious working relationships
  - evident acceptance of diversity and inclusivity at McMaster
  - strength and diversity of supporting references
4. The faculty/librarians selected to receive the awards will be invited to attend a special reception normally held in conjunction with the MUFA Annual General Meeting and will be presented with their awards at that time. Pictures of the individual recipients and a brief summary of the rationale for their awards will be published in the MUFA Newsletter and on the MUFA webpage.
5. Each eligible faculty/librarian who was nominated for an award will receive a letter of commendation from the MUFA President.

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<sup>1</sup>MUFA faculty/librarians are not eligible for the President's Awards for Outstanding Service, awarded by the President of McMaster University

<sup>2</sup>Those holding academic administrative appointments with the rank of Assistant Dean or higher in the current academic year are not eligible for the Award.



# OCUFA adopts a four-year strategic priorities plan at recent Board of Directors meeting

December 8, 2022

The OCUFA **Board of Directors** adopted a four-year strategic priorities plan which aligns with the Provincial election cycle. This plan will help the organization be more effective and impactful, and offer opportunities to incorporate longer-term goals into current priority projects. Additionally, it will help focus on legislative changes that should lead to collective gains for us all. The strategic plan incorporates an action-oriented agenda with a focus on enhancing equity, diversity, inclusion, and Indigenization across campuses, member organizations, and within OCUFA.

## Key areas of interest in the plan:

- A strong voice for university faculty and academic librarians
- Sustainable public funding for public universities
- Transparent, equitable, and collegial governance
- Promotion and protection of good academic jobs

## Panel discussion

The meeting included a panel discussion with leaders from the post-secondary education sector talking about their members' priorities around maintaining quality education, and protecting collective bargaining. The speakers spoke of the importance of interpersonal connections and finding linkages between various struggles such as: advocating for increased public funding, decent work, climate action, food security, Indigenous solidarity, and accessible education.

## Gala

The inaugural OCUFA Awards of Distinction Gala was held during the weekend, wherein we celebrated the exceptional contributions that university faculty and academic librarians have made to improve the quality of higher education at Ontario's universities. We also recognized exceptional graduate student work and media reporting in the area of higher education in Canada.

Read about all the incredible work of this year's winners and watch the celebratory video of the award recipients [here](#).

## Election of next OCUFA President

Congratulations are in order for OCUFA's Vice President, **Nigmendra Narain**, who was elected the next President of OCUFA. His term will begin on **July 1, 2023**.



## OCUFA awards portal now open for applications

The Ontario Confederation of University Faculty Associations (OCUFA) is pleased to announce the awards portal is [now open for applications](#). Nominations are being accepted for the Lorimer Award, OCUFA Service Award, Status of Women and Equity Award of Distinction, and Teaching and Academic Librarianship Awards.

### Nomination deadlines: March 20, 2023

At OCUFA, we are proud of the contributions our members make to Ontario's postsecondary sector and believe it is important to recognize some of the exceptional people who improve working conditions for faculty and academic librarians, learning conditions for students, and the overall university experience for everyone on campus.

In addition to recognizing those faculty and academic librarians who go above and beyond, OCUFA has two fellowships designed for graduate students and journalists covering issues in Canadian higher education. You can read more about the [Henry Mandelbaum Graduate Fellowships](#) and the [Mark Rosenfeld Fellowship in Higher Education Journalism](#) here.

OCUFA has been celebrating the faculty and academic librarian contributions to improve education quality through their service, bargaining, grievance, and equity work for many years and we encourage you to nominate colleagues in your faculty association who you believe deserve to be honoured. You can learn about past winners [here](#).

- [Nominate someone](#) for the Status of Women and Equity Award of Distinction.
- [Nominate someone](#) for the OCUFA Service Award.
- [Nominate someone](#) for the Lorimer Award.
- [Nominate someone](#) for a Teaching and Academic Librarianship Award.
- You can read more about the purpose and guidelines for each of the OCUFA awards [here](#).

All awards will be presented at a special reception in October 2023. We encourage you to share this call for nominations widely and to reach out to Cheryl Athersych at [cathersych@ocufa.on.ca](mailto:cathersych@ocufa.on.ca) with any questions.

## Welcome New Members

**Casey Hoeve**  
Library

**Helen Kula**  
Library

# Call for Nominations for CAUT Standing Committees of Council

Nominations are now open for vacancies on CAUT Standing Committees of Council.

**\*\* The deadline for nominations is February 1, 2023. \*\***

Information on Committee Vacancies is available on the [CAUT website](#). Nominators should include a completed copy of the [Standing Committee Nomination Form](#).

The composition, function, terms, and procedures for selection of committee members can be found on the CAUT Website under each standing committee page.

*We welcome recommendations of members of marginalized groups. These groups include but are not limited to: Aboriginal peoples; women; racialized academic staff; academic staff with disabilities; and lesbian, gay, bi-sexual, trans, queer and two-spirited academic staff.*

## Committee Vacancies

### **Academic Freedom and Tenure Committee [Vacancies: 3]**

Members of the [Academic Freedom and Tenure Committee](#) should have had considerable involvement in and knowledge about academic freedom. They must be sympathetic to and have had experience in the defence of academic freedom and tenure, and they should be willing and available to dedicate considerable time to the work of the Committee between meetings, including promotion of academic freedom, drafting of documents, and other related activities.

### **Collective Bargaining and Organizing Committee [Vacancies: 4]**

Members of the [Collective Bargaining and Organizing Committee](#) should have demonstrated experience in collective bargaining and organizing. They should be able to commit time between meetings to the work of the Committee, including drafting of model clauses, development of policy statements, and other related activities.

**Equity Committee [Vacancies: 3]** (1 member representing Aboriginal academic staff; one member representing academic staff with disabilities; one member representing LGBTQ2S)

The [Equity Committee](#) is composed of two members of the following groups: Aboriginal academic staff; academic

staff with disabilities; lesbian, gay, bi-sexual, trans, queer, and two-spirited academic staff; racialized academic staff; and women academic staff. Members of the Equity Committee should have considerable experience in and a commitment to the advancement of equity. Members should be willing and available to dedicate significant time between meetings to the work of the Committee, including drafting and editing policy documents, preparing advice for the Executive and Council, and other related activities.

### **Librarians' and Archivists' Committee [Vacancies: 4]**

Members of the [Librarians' and Archivists' Committee](#) should have considerable experience and knowledge of the professional interests and academic concerns of librarians and archivists at Canadian post-secondary institutions. They should be aware of policy matters pertaining to academic rights and working conditions of academic librarians and archivists. Members should be willing and available to dedicate significant time between meetings to the work of the Committee, including conference planning, drafting or editing documents, responding to enquiries, and other related activities.



# 2023-2024 MUFA Executive

If you are interested in serving on the Faculty Association Executive or know of someone who would make an excellent candidate, please complete the form below and email to the Nominating Committee, Faculty Association, [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca).

**Deadline: February 17, 2023**

CANDIDATE \_\_\_\_\_

FACULTY \_\_\_\_\_

RANK \_\_\_\_\_

PORTFOLIO PREFERENCE \_\_\_\_\_

(E.G., academic affairs, budget advisory committee, human rights & equity, membership, OCUFA, pension, public relations, remuneration, special enquiries & grievances, tenure/permanence)

DEPARTMENT \_\_\_\_\_ CAMPUS ADDRESS \_\_\_\_\_

EXTENSION \_\_\_\_\_ E-MAIL \_\_\_\_\_

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 not interested in putting your name forward for the Executive Committee, please use the form below to let us know if you would like to participate in MUFA's efforts by serving on one of the following committees.

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Yes, I am interested in working more closely with the Faculty Association. My interests are:

- |                           |                          |                  |                          |                               |                          |
|---------------------------|--------------------------|------------------|--------------------------|-------------------------------|--------------------------|
| MUFA Council              | <input type="checkbox"/> | Membership       | <input type="checkbox"/> | Special Enquires & Grievances | <input type="checkbox"/> |
| Academic Affairs          | <input type="checkbox"/> | Pension          | <input type="checkbox"/> | Tenure/Permanence             | <input type="checkbox"/> |
| Budget Advisory Committee | <input type="checkbox"/> | Public Relations | <input type="checkbox"/> | Ad Hoc Committees             | <input type="checkbox"/> |
| Human Rights & Equity     | <input type="checkbox"/> | Remunerations    | <input type="checkbox"/> | Special Assignment            | <input type="checkbox"/> |

Are there other areas where the Faculty Association might be useful to its members? \_\_\_\_\_

NAME \_\_\_\_\_ EXTENSION \_\_\_\_\_

DEPARTMENT \_\_\_\_\_ E-MAIL \_\_\_\_\_

**Return form to McMaster University Faculty Association, [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca)**

## 2022-23 Workshop Series Hosted by the Office of the Provost

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 there!**

### Professor Hippo-on Campus for Leaders (Deans, Associate Deans, Assistant Deans, Chairs & Directors)

This student mental health education program is for faculty and instructors (educators) and those who interact with, support and supervise McMaster students in many other ways (navigators) on campus.

**Day:** Monday, March 6, 2023

**Time:** 9:30am – 11:30am

**Location:** In-person (MDCL floating boardroom 3002)

[Learn more and register here.](#)

### New Faculty Workshops

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.

**Topic:** Understanding Academic Integrity

**Day:** Friday, January 20, 2023

**Time:** 3-5pm

**Location:** Crescent House, 132 Mayfair Crescent

[Learn more and register here](#)

### \*NEW\*

**Topic:** The Psychology of Focusing on What Really Matters: A reset for workplace productivity

**Day:** Friday, February 3, 2023

**Time:** 3-5pm

**Location:** Crescent House, 132 Mayfair Crescent

[Learn more and register here](#)

**Topic:** Building Your Research Portfolio

**Day:** Friday, February 10, 2023

**Time:** 3-5pm

**Location:** Crescent House, 132 Mayfair Crescent

[Learn more and register here](#)

**Topic:** The Culture of Collaborations

**Day:** Friday, March 3, 2023

**Time:** 3-5pm

**Location:** Crescent House, 132 Mayfair Crescent

[Learn more and register here](#)

### Career Progress/Merit Scheme (CP/M) & Record of Activities (ROA) Workshop for Chairs & Directors

One-hour workshop for Chairs and Directors. Led by [Alison Sills](#), Chair of Physics & Astronomy and former MUFA president, and [Stephanie Verkoeyen](#), Educational Developer, MacPherson Institute.

**Day:** Monday, February 13, 2023

**Time:** 11am - 12pm

**Location:** In-person (L.R. Wilson, Community Room 1003) & Remote (Zoom)

[Learn more and register here.](#)



MUFA is always looking for pictures that represent McMaster and faculty to use on our website ([www.macfaculty.mcmaster.ca](http://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](mailto:mufa@mcmaster.ca).



## MUFA ANNUAL GENERAL MEETING

Wednesday, April 26th

1:30pm

Great Hall, University Club

## Elections to the Senate and Board of Governors

The election process is underway and MUFA would like to encourage faculty members to get involved in either Senate or Board of Governors. This type of service is key to maintaining robust collegial governance at McMaster. Your voice matters!

### Senate: Two Stage Process:

A call for nominations from the Faculty's nominating body is followed by a general call for additional nominations. If you are interested in participating on Senate, please be sure to let your Chair or Director know.

### Board of Governors: One Step Process:

A general call is issued to all faculty.

## MCMASTER UNIVERSITY FACULTY ASSOCIATION

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Email: [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca)

Website: <https://macfaculty.mcmaster.ca/>

Twitter: [@MUFA\\_MacFaculty](https://twitter.com/MUFA_MacFaculty)

*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 MUFA at [mufa@mcmaster.ca](mailto:mufa@mcmaster.ca).*

*Deadlines are the 5<sup>th</sup> 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](https://macfaculty.mcmaster.ca/).*