



# NEWS

Volume 26 No.1 December 2010

## Concordia University Part-time Faculty Association Newsletter

### A NIGHT AT THE THEATRE – A SPECIAL INVITATION TO:

#### ***The Lieutenant of Inishmore***

Wednesday, January 12 at 8:00 pm  
The Studio, Segal Centre for the Performing Arts  
5170 Côte-Ste-Catherine

It is my pleasure to invite you and a guest to a special CUPFA presentation of ***The Lieutenant of Inishmore*** at the Segal Centre for the Performing Arts on January 12, 2011. In offering you complimentary tickets and an invitation to a reception following the performance, the CUPFA Executive wishes to acknowledge your work as a part-time faculty member, and to thank you for these valuable efforts.

***The Lieutenant of Inishmore*** is a funny, challenging and controversial play by Martin McDonagh. This professional production, directed by CUPFA member Kate Bligh, will feature performances and behind-the-scenes support from current Concordia students and recent graduates.

For many of these young people, this production will be their first opportunity – supported by CUPFA - to earn a pay cheque (albeit a small one) in their chosen fields. It will also serve as an invaluable stepping-stone towards their professional careers, leading to eventual membership of performing arts unions.

Tickets have been in high demand and a few are still available for January 12. Please email Judith Grad, Chair of Mobilisation, in order to reserve up to two complimentary tickets ([judithgrad@sympatico.ca](mailto:judithgrad@sympatico.ca)). The performance will be followed by a reception: this will be an opportunity for you and your guest to share a glass and some food in company with the cast. It is important for you to respond immediately to reserve your complimentary tickets.

The trailer on YouTube, provides a glimpse of the dynamic nature of the play and of our student actors: <http://www.youtube.com/watch?v=KK0K92utOEw>

I look forward to you joining the CUPFA Executive, and to welcoming you to a night at the theatre to remember.

Maria E. Peluso  
CUPFA President

### 2008-11 CUPFA Executive

#### **President**

Maria E. Peluso

#### **Vice President, Collective Agreement & Grievance**

Patrice Blais

#### **Vice President, Professional Development & Training**

Leslie Cohen

#### **Treasurer**

Umanath Tiwari

#### **Secretary**

Angela Ford-Rosenthal

#### **Members-at-Large**

Judith Grad

Pankaj Kamthan

David Moscovitz

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#### **Office Hours**

Monday through Thursday

9:00 a.m. – 4:00 p.m.

#### **Grievance Clinic – By appointment**

Patrice Blais, Grievance Officer

Michael Pinsonneault Asst. Grievance

Officer

#### **Professional Development Clinic**

**By appointment**

Leslie Cohen

## **President's Message**

### **Accountability You Say?**

Bill 38 coupled with the public hearings in the National Assembly respecting educational institutions at the university level, stipulates the need for transparency from Universities in Quebec regarding their finances. We all agree it's a worthwhile goal on the surface.

Presentations made by Quebec Universities in the National Assembly that were held in the early fall ([www.assnat.qc.ca/fr/travaux-parliamentaires/index.html](http://www.assnat.qc.ca/fr/travaux-parliamentaires/index.html)) largely demonstrate that the exercise was one of public relations rather than a genuine exercise in taking stock of the situation, and this in contrast to the 2006-07 hearings. The parliamentarians, if and when they attended, raised some important questions. The subjects of distance online learning (presented as a panacea to marry resources and accessibility), financing formulas related to the number of part-time students, the geographical dispersal of some institutions, as well as student debt were repeatedly addressed.

The issue of part-time faculty was once again tied to the under funding issue. This proves once again the need for the Quebec réseau of part-time faculty unions (FNEEQ) to continue to demonstrate the role of part-time faculty in the pursuit of the University's mission. For good reasons, the part-time unions in Quebec are opposed therefore to any increases in tuition as the solution to the funding difficulties. Raising tuition is not the solution and is disconcerting in a province that was historically the last to provide public education to its citizens.

The global, financial and economic crisis that began in late 2008 continues to impact on the education systems of many countries. No region, no country, can isolate itself or has been spared from this economic crisis. More than 50 million people have been thrown out of work worldwide and the World Bank says that up to 200 million more will fall below the poverty line. Social justice in the world is going backwards, not forwards. Countries the world over are examining the impact of the crisis on higher education.

For the first time, the federal government in the United States has been holding congressional hearings on public education. State governments there, like our provincial governments here, are attempting to "fix" the under funding by reducing the quality of education for our students and reducing the working conditions of faculty. Greater online courses, larger classes, reducing student services (shutting down of the Legal Aid office, fewer resources for students with special needs, a continued increase of private programs, less production courses in the Faculty of Fine Arts, etc.) have all contributed to less quality education, not more.

Our Association strives to improve the lives of our members and of our students. Our active participation at the North American conference for COCAL (Coalition of Contingent Academic Labour) in Quebec City this past summer reinforced the need for continued solidarity among teacher unions worldwide. We are seeing education budgets being cut almost everywhere in the world, which is having dramatic consequences for teacher's pay, their employment and their very subsistence. Governments everywhere are ignoring recommendations put forward by UNESCO, the International Labour Organization and just about every other UN agency about the funding needs in education.

But how will Concordia fulfill the requirements of Bill 38 and financial transparency to the government? Good question. It is important for our employer to make financial decisions that will not impede the quality of education. Consider the following cost reduction arguments that remain largely unfilled.

The justification for centralizing the decision making at the most senior levels (with more Vice Presidents than IBM), was supposed to shut down the large expenditures (so the argument was made) at the Faculty administration level. Has this happened? Rather, we continue to have large sums of monies spent equally at the senior Vice President levels as we do at the Faculty administrative levels. The high level of finances spent at both levels, coupled with the salaries and expense accounts of managerial personnel, in these offices has hardly provided any accountability for promises made.

I encourage members to read the special commentary article by Professor Iain Pears from Oxford University that is reprinted from the London Review of Books entitled the "End of Research".

In addition, the rights currently provided to all employees are being ignored as our employer seeks to undermine benefits with medical health care, pensions, issues of pay equity, outsourcing of work, signed Collective Agreements that continue to be ignored, in addition to greater online courses, larger class enrollments, and fewer PT courses. Where is the accountability and transparency taking place? How are our voices heard on issues of quality education as professional partners in the decision making process?

Part-time faculty members sitting on Department Councils, Faculty Councils, and Senate and on the Board of Governors are encouraged to make your views known on the financial crisis and on two important policy areas in your meetings. The two reports from the Office of the Provost on Core Competencies/Indicators and the other one on Teaching Assessment is what is currently being debated. There is no consensus on the objectives of these two policy reports from either full time or part-time faculty.

The Association has actively provided our assessment about these two policy areas but up until now only some of our concerns are being addressed about teaching assessment and course evaluations (for example) and on several remedial issues (the University Writing Test being another). Copies of the Provost's reports can be accessed on the Provost's website:

[http://provost.concordia.ca/?utm\\_source=www&utm\\_medium=searchbox&utm\\_campaign=auto\\_suggest](http://provost.concordia.ca/?utm_source=www&utm_medium=searchbox&utm_campaign=auto_suggest).

Let us know your views. Ensure you check with the Association on our position about the areas currently being debated throughout the University. I ask members and Department reps to contact me about the two policies (Core Competencies and the other on Teaching Assessment) if you are unsure about what is being proposed or are interested in sharing your views. I urge you to participate in meetings that involve these policies in your area. Your voice will be a significant one.

I thank members who honoured us with their presentations at the Showcasing Event held during Campus Equity Week in the last week of October. It is but a beginning and the Association will seek to enhance the research and creative contributions of our members. Space to display your work, and more research funding are currently being explored with the University. Our Orientation for new and established members in September was a great success and again but a beginning to enhance and improve on the next Orientation Day that will be scheduled in September 2011.

On behalf of the Executive, a major thank you to all of you for your fine contributions and continued support as part-time faculty members. We manage to harness the collective wisdom of the membership that spans five Faculties to provide a united voice. I cannot think of a more dedicated group of individuals.

I look forward to seeing many of you at our "CUPFA Evening at the Theatre" with the production of the *The Lieutenant of Inishmore* on Wednesday, January 12 (please reserve your complimentary tickets immediately) and look forward to our AGM on Thursday, March 24.

May you and your families have a peaceful holiday season, one that will see a healthier and meaningful New Year.

**Maria E. Peluso,  
CUPFA President**

## **NOTICE OF MEETING - AGM**

**All part-time faculty members are invited to attend the  
CUPFA Association General Meeting**

**on**

**Thursday, March 24, 2011  
Hall Building H-763**

**4:45 p.m.**

### **GETTING PAID WHAT YOU DESERVE**

The new CUPFA Collective Agreement was the result of seven years of hard work to improve your working conditions. The negotiating team achieved that result on paper. The implementation however is a horror story in many Departments along with the Office of the Provost.

The employer, in an attempt to save dollars, is interpreting clauses in the Collective Agreement about "extra student contact time". This is not all. Our employer also interprets the value of a course in terms of academic credits and not proportional hours. This is odd given that clauses about calculating the value (hours/seniority credits) of teaching contracts were not changed during the negotiations. The result for many members is that they end up with less money for the same work they have been doing for years. This situation should not occur and you must fight back. Please let us know if you suspect your remuneration is incorrect. Most of the Association's grievances regrettably relate to this situation.

If you suspect ANYTHING is incorrect with your PT teaching contract, sign it "IN PROTEST AND WITH RESERVATIONS" and report it to CUPFA immediately. The University is a large institution and we need your help in monitoring our Collective Agreement and to ensure all members are paid what they deserve.

I also want to make the membership aware that you must review your pay stubs carefully. You will note that your paper pay stub does not correspond to your electronic pay stub. As well, you may also have deductions for amounts that are not identified. Many members will assume that their pay stub is accurate because they get paid by direct deposit. Check it carefully and report any strange and unidentified deductions, or discrepancies to CUPFA.

Members who are thinking about retirement and wanting to draw their Concordia Pension Plan may do so without losing their seniority or teaching opportunities while retired or drawing their Concordia Pension Plan. Misinformation has been provided by the Benefits Office in HR, causing all kinds of confusion. In fact, it is imperative that you contact the Association first. As well, should you ever leave Concordia, remember that the pension plan you have is portable and the funds belong to you. Don't leave these funds behind!

Lastly with the holiday season approaching, I offer my best wishes to all members and their families. I hope you can all enjoy some quiet family time with your loved ones.

**Patrice Blais, Vice-President Collective Agreement and Grievance,  
blais.patrice@gmail.com**



## **Everything you wanted to know, but were afraid to ask, about professional development, small claims, etc.**

If you have questions about Professional Development, do not hesitate to consult our Professional Development (PD) documents (PD News, etc.), website, or call us at CUPFA. We cannot address much in this article and will try to concentrate on just a few points.

Our aim is to meet the needs of as many members as possible and to use the fund to its maximum capacity. We cannot do so, unless you apply for funding, whether for large grants (e.g., research projects; conference presentations; preparation of art, etc.) or small claims (e.g., stationery supplies; books; academic memberships; software, etc.)

Some members have been confused as to how seniority is counted both when applying for PD and for courses. As you know, this is important because one requires **24** credits of seniority to apply for large grants, and at least **12** credits and a contract within the academic year to be eligible for small claims. (Likewise, there are various levels of seniority that affect the allocation of courses.) Deadlines to apply for large grants are April 15, October 15, and January 15. Small claims application deadlines are in January of each year; the exact date fluctuates slightly and is usually in the second week of January.

Although each time you hold a teaching contract you earn seniority, the credits do not become official until February 1 of each academic year, when the official list is posted by the university. For example, if on February 1, 2010, your seniority was 21 credits, and in the summer of 2010 you teach a 3-credit course, 24 official credits of seniority will only be posted on February 1, 2011. This means that on October 15, 2010 when there is a deadline to apply for PD grants, that person will have only 21 official credits and not be eligible to apply for funding. The February 1 posting, includes all teaching/remission/representative credits for the academic year. This means that summer, fall, and in-progress winter contracts will be counted.

The addition of the winter credits is important. These credits will now count for the April 15 deadline for grants. Moreover, if you were not eligible for small claims in January because you had fewer than 12 credits, and then you cross the 12-credit threshold on February 1, you can complete a small claims application on February 1 and submit it to CUPFA. Although we cannot guarantee we can process small claims for you, as it will depend on how much money is available and how many applications we received in January, we will do our best to meet your request.

At this point, we are still reimbursing the licensing and examination fees (note: not course/tuition fees) for Engineers who require professional certification to be eligible to teach at Concordia. Please note, that these claims are processed all year-round. Do not wait until January to apply for these reimbursements.

For the last several years, Pankaj Kamthan, member-at-large on the CUPFA Executive has been helping to process the small claims. We have worked hard to communicate effectively with members whose files have contained mistakes. Many of the problems we have seen in previous years have been solved. However, some of you are still having difficulty completing your paperwork, and preparing your receipts. Please do not hesitate to book an appointment to meet with one of us where we can complete your forms together. This will help us to process your file in a timely fashion, and should help you to understand the process better so you can be at ease the following the year.

After we process your claims, they are further processed by budget officers in each Faculty, and then by Financial Services. There are many claims being processed at the same time, including those for full-time faculty. When the files are complicated, or there are several mistakes, it can take more than one hour (and sometimes, three people!) to process a file. Please keep in mind that this is a labour intensive, time consuming process.

When ready, your reimbursement will be deposited directly into your bank account. This is the same account where your salary is deposited; but this payment is not salary and will not show on your pay stub. Please check your bank statements regularly to note when your PD small

claims have been deposited. Frequently, we get calls from members who claim they were never paid when in fact the deposit had been made months before.

Many thanks to those who have told us how much they appreciate our hard work and the PD fund. We recognize that these are tough economic times, and many members have had difficulty obtaining their desired teaching load. We are pleased we can offer some financial assistance with PD grants and small claims. Do not hesitate to contact us; we are here for you.

**Leslie Cohen**  
**Vice-President, Professional Development and Training**



**Campus Equity Week Photos by Christine Amstutz**

## **Association On the Move with Mobilisation and Out-Reach**

The Association has been on the move with a very active summer and fall period. As you are aware, my role as member-at-large and Chair of Mobilisation is to reach-out to the membership, to groups, associations, the University community-at-large and to individual members directly. In particular, I am active in reaching-out to new members.

You will receive an in-depth Annual Report in the new year of our mobilisation and out-reach activities. As you already know, we accomplished the following activities and events in the past few months alone: in August members had an opportunity to attend the COCAL IX Conference (Coalition of Contingent Academic Labour) in Quebec City at Laval University; in September we held our first Orientation day for new members; our three day Campus Equity Week (CEW) event in the McConnell Library Atrium this past October was also followed by the Showcasing of the research and creative achievements of our members.

You may have read about our out-reach activities covered in the [Concordia Journal](#), in [The Link](#) and in [The Concordian](#). We obtained excellent coverage and built strong alliances along the way among diverse groups on campus. You can also learn more about our involvement with COCAL by visiting their website <http://cocalinternational.org/events.html>. There you will find photos taken by Christine Amstutz of our members and of our CUPFA Kiosk. Quite an impressive array of activities with our participation in workshops and plenaries about the working conditions of part-time faculty.

The past summer and fall months have seen a rise in the involvement and commitment of part-time faculty members on so many levels. I am thankful for all the good will, the enthusiasm, and the energy demonstrated by our volunteer members for all these activities.

For the winter term, I am pleased to coordinate the logistics for the "CUPFA Evening at the Theatre" scheduled for Wednesday, January 12, 2011. The CUPFA event highlights the production of Martin McDonagh's play *The Lieutenant of Inishmore* directed by Kate Bligh (Depts. of Theatre, English, and the School of Irish Studies). An activity financially sponsored by the Association supporting student actors that were hired and the work of our members. A few complimentary tickets (for two) remain for January 12. Contact me immediately to receive your complimentary tickets. A production not to be missed!

As well, we are pleased once again, to offer you the 2011 magnetic calendar along with your copy of CUPFA News. It contains information on how to contact CUPFA as well as significant deadlines, marked in red, important to you as a CUPFA member. These calendars were also sent out to departmental secretaries in appreciation of their support of Part-time faculty.

If you have any questions, want to get involved, or have any suggestions to highlight our achievements please don't hesitate to contact me at the CUPFA offices.

**Judith Grad**  
**Member-at-large**  
**Chair of Mobilisation**

### ***Long Service Recognition***

The University now celebrates the long service reception at the end of the fall term. The following part-time faculty members will be honoured on December 6, 2010 for their commitment to the University over the years. The Association recognises the value of your contribution to your students and to your profession. We congratulate this year's CUPFA recipients who have served as loyal members of the University community.

#### **20 Years of Service**

Nasyr Abdul Al-Khabyyr  
Ken Briscoe  
Karen Bruck  
Simon Dardick  
Ernestina Daubner  
Howard Davies  
Pierre Deslauriers  
Dr. David Douglas  
Penelope Ann Ellison  
Angela Ford-Rosenthal  
Dr. Yael Glick  
Dr. Elsa Lo  
Dr. Elaine Pigeon  
Erwin Regler  
June Riley  
Laird Stevens

#### **25 Years of Service**

Michel Choquette  
Michele Delisle  
Louli Farah-Hebert  
Dr. Pierre Gauthier  
Dr. Jack Hirschberg  
Dennis Kalogeropoulos  
Hany Moustapha  
Dan Oxley  
Dr. Marc Picard  
Joanabbey Sack  
Dr. Ahmad Shafaat

#### **30 Years of Service**

Annie Bergey  
Renee Desrosiers de Lanauze  
Sadegh Ghaderpanah  
Laurence Jourde  
Moin Kermani  
Juliette Laplante-L'Herault  
Abubakr Joel Lauziere  
Stan Mroz  
Jean Yves Richard  
Yaron Ross  
Maurice Fernand Rossin-Arthiat  
Robby Saks  
James Wilson

#### **35 Years of Service**

Marie Bouchard  
Dr. Lakshmi Dube  
Rosalyn Hailpern

**Call for Nominations**  
**Election of CUPFA Executive Steering Committee**  
**Deadline Wednesday, January 19<sup>th</sup>, 2011 before 12 noon**

Regular part-time faculty members in good standing are notified of the call for nominations for election of the Association's Executive Steering Committee. Members wishing to stand for an elected office, for elections taking place at the Association's General Meeting, are advised to follow procedures outlined in the CUPFA Constitution. Terms of office for all positions are for a three-year period ending in March 2014. Obtain nomination forms by calling the CUPFA offices at 848-2424 ext. 3691. All duly completed nomination forms should be addressed to the Chief Returning Officer Me Tetiana Gerych and received in S-K 340 before 12 noon, Wednesday, January 19<sup>th</sup>, 2011. No nominations will be accepted after 12 noon on Wednesday, January 19<sup>h</sup>, 2011.

## **THE COLLABORATIVE NATURE OF THE CUPFA WEB SITE**

The CUPFA Web Site has a new interface that aims to be accessible, easily found and navigated. It also happens to be a result of collaborative work.

A small image is displayed in the address form where one enters the URL as well as in the list of bookmarks. This image, also known as the favourite icon, symbolizes CUPFA on the Web. It was created by one of the interns from Vanier College working for CUPFA during the summer.

The list of contributions by members on the CUPFA Web Site continues to grow. Indeed, the current image showcased on the CUPFA Web Site is an artwork by one of the members.

I have received feedback from a variety of people on the CUPFA Web Site over the past year, for which I am grateful.

Finally, in the words of Clarence W. Barron, the pioneer of Dow Jones, "Everything can be improved".

**Pankaj Kamthan,**  
**Member-at-large**

## **Journalists Still On Lock-Out – Boycott the Journal de Montreal!**

As you are aware journalists at the *Journal de Montreal* have been locked-out by Quebecor – the media giant employer hell bent on eliminating the professional and working conditions of journalists. The journalists on lock-out have created their own alternative newspaper called *Rue Frontenac* but remain without pay and without a contract. The journalists were supportive of our own efforts during CUPFA's seven years of negotiations. Please consider supporting our colleagues who have been locked-out for well over 20 months without a new collective agreement! Go to the following website to sign their petition and boycott the Journal de Montreal <http://csn.qc.ca/boycottons-le-journal>

## **NEW! NON-VIOLENT CRISIS-INTERVENTION WORKSHOPS**

Many members have expressed concerns about classroom problems with aggressive or disruptive behaviour. The two-hour workshop teaches how to recognize the early signs in behavioural levels contributing to the development of disruptive, assaultive and out-of-control situations. You learn how to safely respond and diffuse such situations by the use of principles and techniques offered by Concordia Security. All workshops begin at 8h30 a.m. in H-767 on any one of the following dates you can choose. For further information you may contact Lyne Denis at ext. 3713 or by email: [lyndeni@alcor.concordia.ca](mailto:lyndeni@alcor.concordia.ca). Choice of dates to attend the workshop are: January 19, January 26, February 10, February 17, February 24, March 11, or March 16, 2011.

### **Academic Integrity** Frequently Asked Questions

**Q What can I do to prevent or reduce the likelihood of academic misconduct in my class?**

A Be a responsible educator. Keep stressing the positive value of integrity and explain to your students why it is important. Honesty is not limited to academia. In addition, here is a sample of strategies that you can adopt to promote academic integrity:

#### **Course outline**

- include information on your course outline about academic integrity. The Course Outline Guide <http://teaching.concordia.ca/resources/teaching-handbook-and-course-outline-guide/Course%20Outline%20Guide.pdf> provides useful wording.

- as well, include the link to A Guide to Academic Integrity [http://www.concordia.ca/info/currentstudents/academicintegrity/?referID=cs\\_tab\\_li](http://www.concordia.ca/info/currentstudents/academicintegrity/?referID=cs_tab_li) in your course outline. Encourage your students to access the information and ask any questions in future class meetings.

#### **Support for proper sourcing**

- provide students with information about how to document their sources;  
- direct students to on campus resources (ex library, Student Learning Services etc...) to further their understanding of sourcing;

#### **Test/Exams/Papers**

- include an academic integrity warning on test scripts and other instructions for other evaluative exercises;  
- provide multiple versions of tests;  
- in the case of take home exams, give very clear instructions about what information students are allowed to access;  
- during in-class exams, adopt a sign-in and sign-out strategy with identification;  
- during in-class exams, ensure adequate invigilation;  
- provide unique essay / research paper topics;  
- ask for submission of drafts to the essay /research paper.

**Q I think that one of my students has cheated on an exam but I am not entirely certain if I should file an Incident Report. What should I do?**

A Call your Associate Dean/Code Administrator in charge of academic integrity for advice!

**Q I think my student has plagiarized but it takes too much time to find the evidence. What should I do?**

A You do not have to identify every instance of plagiarism in the piece of work you are grading. Once you have identified a few instances, explain in the Incident Report that

you suspect that there might be more. Your responsibility is to provide reasonable grounds that there has been academic misconduct.

**Q I have found a case of plagiarism, but the work is only worth 3% of the final grade and I am afraid that filing an incident report will unduly punish the student.**

A You should always report cases of plagiarism, no matter how small the weight of the assignment may be.

**Q Where do I find the Incident Report forms?**

A The documents are available at the following links:  
IR-CentrallySupervisedExaminations.pdf  
<<http://vpexternalsecgen.concordia.ca/documents/policies/IR-CentrallySupervisedExaminations.pdf>>  
IR-NonCentrallySupervisedExaminations.pdf  
<<http://vpexternalsecgen.concordia.ca/documents/policies/IR-NonCentrallySupervisedExaminations.pdf>>  
IR-NonExaminationRelatedOffences.pdf  
<<http://vpexternalsecgen.concordia.ca/documents/policies/IR-NonExaminationRelatedOffences.pdf>>

**Q After I have filed an Incident Report, what should I tell my student?**

A Keep the conversation to the minimum! Advise your student that the Associate Dean/Code Administrator will be contacting them shortly. In the meantime, suggest to the student that they can call the Associate Dean/Code Administrator's office for help and information. Above all, tell the student to read the Academic Code of Conduct. <http://vpexternalsecgen.concordia.ca/documents/policies/AcademicCodeConduct2008.pdf>!

**Q. What grade do I give the student when the time to report final grades comes due?**

A. Input a grade of NR. If the Incident Report has already been received and processed, this grade will be changed to a PEND. If not, the Associate Dean/Code Administrator will ensure that the grade is modified. Once the academic misconduct process comes to its conclusion, you may be requested to change the student's grade based on the final decision of the case.

**Q I disagree with the decision of the Associate Dean/Code Administrator. What can I do?**

A The Associate Dean/Code Administrator has to consider a wide range of issues when making a decision. Once you have submitted the Incident Report, let due process unfold. If you have any questions or concerns, call him/her or talk to your Chair who can bring up the matter. It is the Associate Dean/Code Administrator's responsibility to reach a decision after careful review of the case.

**Q. Will faculty members in other educational institutions be able to see notations regarding the Academic Code of Conduct on a student's transcript?**

A. This depends on the severity of the academic penalty. More information appears on the student record (internal to the university on the Portal) than on the transcript issued by the university (see articles 68 and 69 in the Academic Code of Conduct). Sanctions of F or FNS and extra credit appear on the transcript, but no mention is made regarding academic misconduct. This means that the student will appear only to have failed the course in question. Other sanctions, such as a failure in an individual assignment, do not appear on the academic transcript.

**Q Is it true that students who cheat are always weak academically?**

A Not at all! The offender's CGPA has been over 2.00 consistently for the past several years.

**Q I mostly teach 400 level courses. Why would I need to talk about plagiarism in my classes?**

A For the past several years, there has been an increase in the number of cases of students who have completed more than 60 credits of their program. This means that they have completed close to two-thirds of their degree!

**Q Students who cheat are all criminals!**

A Most of the cases are a result of negligence. Students are stressed, their study habits are not well developed and they wait until the last minute to work on their essay, or lab report. Remember, you are dealing with young people!

## OFFICE EXPENSE CLAIMS FORMS

Members are reminded to send a letter (do not call or email) to Suzanne Downs, Coordinator, Provost's Office, Academic Administration, L-AD-221 to obtain your Office Expense Claim Forms for income tax purposes. Please ensure your request is sent as early as possible, in January 2011. Do not wait until tax time. Suzanne Downs cannot respond to requests at the very last minute and no one is obliged to help you then.

## NEW – CONCORDIA STUDENT PARENTS CENTRE!

The Concordia University Student Parents Centre (CUSP) is a new student service on campus which assists students with dependent children. Located at the downtown campus, the Student Parents Centre is a child-friendly space which offers computers and internet, a free phone, a comfortable lounge, and toys, books and games for children of all ages. Student parents may come to CUSP to work, relax, or to obtain referrals and support services of all kinds, academic and other. Only open for its second academic year, we are currently embarking on a campaign to get the word out about CUSP to faculty, staff and of course, students. Many student parents have learned about CUSP through faculty who have referred them to the Centre. If you encounter a student with dependent children, especially those who are in need of assistance, please consider informing them about CUSP.

As many faculty are well aware (and some from personal experience), juggling academic responsibilities while raising a family is very difficult, especially for primary caregivers, single parents and those lacking support networks. Many student parents face serious yet sometimes unrecognized challenges to completing post-secondary education when compared to "traditional" students, including financial crises, emotional strain, and most significantly, few flexible and affordable childcare options. For many student parents, the ability to overcome these challenges is determined by the discretion and sensitivity of professors who are willing to accommodate the barriers student parents face in their education. It is for this reason that we would like to thank those professors (and encourage others) who have worked with student parents to help them find ways to achieve their education.

To refer student parents to CUSP, or for more information, please contact CUSP at: [www.cusp.concordia.ca](http://www.cusp.concordia.ca) 2150 Bishop, K- 200-202 PHONE 514-848-2424, ext. 5954

## JOIN THE NORTH AMERICAN PART-TIME FACULTY – ADJUNCT LIST-SERVE

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### *Commentary*

#### **London Review of Books - Vol. 32 No. 6 · 25 March 2010 Letters**

#### **The End of Research**

Ross McKibbin's excellent article on the inane proposals of the Higher Education Funding Council for England (Hefce) for the future regulation of research misses one point: the degree to which the universities themselves – or rather the managerialiat controlling them – have connived in the subordination of academics to centrally generated goals (*LRB*, 25 February). Hefce, after all, is not some corporate Trojan horse; it is largely made up of former academics who have made the transition into university management, and have in so doing vastly increased their salaries and their power.

Eight out of 15 of the Hefce board are university managers, the rest coming from business; nine out of 11 members of the research committee, ten out of 14 on the skills committee and 15 out of 18 on the access committee are senior university administrators. Working academics – teachers and researchers – are conspicuously absent. Hefce is, in reality, little more than a managerial oligarchy, and its power is extraordinary: no other country in the world hands out so much money (some £7 billion a year) to such a small group with so little external supervision over what it does. It answers to no one except the secretary of state for business, innovation and skills, and in effect is the means by which the government stranglehold over universities is maintained. This is spelled out specifically in the document detailing the role of the chairman, which is 'to support the wider strategic policies of the secretary of state'. This represents a complete change of focus from the old University Grants Committee, which Hefce replaced in 1992. The UGC was set up in 1919 as a buffer, to prevent direct government interference in the universities. Hefce was set up to facilitate precisely that interference.

The board is not elected, but appointed in a manner that is far from transparent. It may consult on proposals but can, and does, disregard objections: as long as it does the minister's bidding, its powers are near absolute. Not that there are many objections, as many of its proposals, like the current ones on impact and assessment, are sent out to precisely the same sort of people who generate them in the first place. Senior administrators appointed to Hefce propose changes, senior administrators in universities approve them; the academics themselves are rarely consulted. The most prominent demonstration of this system of mutual support and reinforcement came a few years ago at Oxford when academics revolted against the vice-chancellor's attempts to dissolve the university's democratic structure and impose centralised management. Hefce intervened, somewhat shabbily, on the side of the vice-chancellor. I know of no case in which it has urged greater accountability on the part of management. Indeed, when there are complaints against the management of a university, Hefce frequently finds that there is no case to answer, or only raps the offender lightly on the knuckles.

Thus when it was censured by Parliament in 2002 for 'failing in every respect' to follow the code of practice on access to government information, Hefce shrugged it off. It took no action when it was revealed that London Metropolitan University had inflated its submission for the Research Assessment Exercise in 1992 and 1996, and misplaced the dossier detailing the charges for 18 months. It ignored London Met's massaging of its data on student numbers for years; only at the end of last year, when it was revealed that the university had claimed £36 million of funds for students who had dropped out, did Hefce urge London Met's governors to 'consider their position'. Here it was building on an old track record: it did nothing when Luton submitted false

student data in 2003, and whitewashed complaints against Middlesex in 2002 by asking the university to respond to charges rather than investigating them fully (it then kept the report secret).

Hefce's style is mirrored inside the universities, which have been slowly converted into hierarchical, authoritarian organisations in which the last vestiges of accountability (e.g. senates with real supervisory power) have been degraded, and guarantees of academic freedom (tenure in particular) abolished. It goes without saying that this undermines researchers' freedom. It is hardly conducive to fearless innovation if, as is currently happening at King's College London, a head of department can decide which aspects of historical research are worthwhile (including his own, as it turns out) and close down others (King's has proposed to get rid of the UK's only chair in palaeography); or if administrators, using figures whose analysis they control, can denounce certain subjects as 'sub-critical' and axe them.

Such administrators identify themselves as the masters of the institution, not its servants, and come to regard academics who were once colleagues as employees to be managed. Pay levels are a good indicator of how power is concentrated. To give some examples, at University College London, while spending on academic departments rose 79 per cent between 1999/2000 and 2008/9, administrative costs rose 119.6 per cent, and the vice-chancellor's remuneration rose 168.4 per cent. At Bristol, spending on departments rose 84.6 per cent, administration was up 261.2 per cent, and the vice-chancellor's reward was up 113 per cent. The average pay package of a vice-chancellor is now more than £190,000 (higher than the prime minister's), and for the Russell Group it is around £250,000. The head of UCL gets a total of £404,000, Nottingham £333,000, Oxford £327,000 and Birmingham £332,000. In many cases these salaries are presented as recompense for increased responsibility, for which read more power.

While lecturers are assessed endlessly by students, administrators and Hefce itself, the managers answer in practice only to the board that appointed them in the first place. In the case of King's, the senior administrators' salaries in 2008/09 were determined by a remuneration committee of three people: a marquess, a hotel designer and a banker. The reasoning behind their decisions is not made public, and if there is any performance review it is kept secret.

All this suggests an explanation for Hefce's periodic bursts of regulatory frenzy. Academics know, as I suspect Hefce knows, that the imbecilic methods of assessment under proposal will do nothing at all to improve output. But I fear that the quality of research is not the point. Control is. Leaving people to do their jobs without monitoring their every step is almost literally incomprehensible to a body specifically set up to wield power.

The humanities are an example of this self-defeating desire to dictate: for many years now, the need to produce RAE fodder to satisfy arbitrary and largely pointless benchmarks has detracted from real and substantial research. The same goes for the fatuous new ideas for assessing impact. At best these will tie academics up trying to find some way of finessing the system; at worst they will produce populist nonsense aimed not at refining the way the public thinks about issues but merely at filling a hole in the market. 'Impact' will make the humanities less about education, more about entertainment.

**Iain Pears, Oxford**

### **Upcoming Dates to Remember**

January 10	Small Claims deadline
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February 1	Courses posted for Summer 2011
February 15	Deadline for applying for Summer 2011
March 24	CUPFA AGM

## **La Voix française**

Cette année nous avons tous pu profiter de notre nouvelle convention collective. Malheureusement, tel que mentionné par Patrice Blais, Vice Président Convention Collective et Griefs, l'Administration de l'Université n'est pas toujours prête à appliquer cette convention, ce qui crée des problèmes dans plusieurs départements. Nous continuons à travailler pour résoudre ces problèmes.

Par ailleurs Concordia est en train de ré-examiner les politiques d'évaluation des professeur(e)s et les problèmes de frais de scolarité. Nos systèmes d'éducation joueront un rôle très important dans la période de relance qui suivra la crise économique actuelle. Pourtant nous voyons de nombreux gouvernements couper leurs budgets d'éducation. Il est donc très important de continuer à lutter en solidarité avec les associations de professeurs et d'étudiants de partout dans le monde. C'est pourquoi plusieurs membres de l'Exécutif ont assisté à une conférence cet été à l'Université Laval de Québec qui nous a donné l'occasion de rencontrer des collègues des Etats-Unis, du Mexique et d'autres régions du Canada pour discuter des problèmes auxquels nous devons faire face. Cette année nous continuerons plus que jamais à travailler pour nos membres et nos étudiants.

Nous sommes là pour vous, n'hésitez pas à nous contacter, nous voulons vous entendre. Nous sommes toujours prêts à vous aider. Dans l'année à venir nous visons encore à mettre en valeur nos membres, leurs recherches et leurs travaux. Veuillez noter dans vos agendas la date du 24 mars, 2011 et venez nous rencontrer à l'Assemblée générale.

À l'occasion des Fêtes nous vous présentons nos meilleurs voeux pour de joyeuses fêtes et pour une très bonne année 2011.

**Angela Ford-Rosenthal**  
**Secrétaire exécutive**

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