



NEWS

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Concordia University Part-time Faculty Association Newsletter

PRESIDENT'S MESSAGE

On October 3, 2015 CUPFA held a gala event to mark its 25th anniversary. Our last such event was on our 15th anniversary and our goal in marking this occasion was to celebrate all that part-time faculty members have accomplished over the past 25 years and to portend what we will collectively accomplish over the next five, ten, twenty years and beyond. For the 210 members and guests it was a very special evening. We hosted our President, our Provost as well as the Deans of Arts & Science and Fine Arts. CUPFA member Robert Soroka hosted the evening's events for us and also played a central role in one of the evening's signature offerings: a film espousing the importance and significance of the work of part-time faculty. Directed by Monique Moumblow, the film impressed our President and Provost for the professional manner in which it articulated the value of part-time faculty at Concordia. We have made the video available to all members on our web page and I encourage you all to take a look at it and indeed, to show the film to students. I want to especially thank the organizing team for the event, Maria Peluso, Sally Cooke and Lorraine Oades for all their hard work in putting together such a special night.

Beyond the impetus to toot our own horn, the goal of the evening was to express the central role part-time faculty have at Concordia and to express our belief that it is in the best interest of our students and of the University for Part-time faculty to hold that role. The cuts related to the government Austerity measures have bitten us hard over the last few years. There are some who would question whether or not we retain the same added-value that part-time faculty once had: to them we say, yes we do! The part-time faculty of Concordia University have contributed so much to the central mission of this institution for so many years. We comprise nearly 40% of its teaching force and with each passing year we add to its research production.

Visibility is a key theme I wish to sound to members. As we look to the future, it is more and more evident that each of us must take on the responsibility to advocate on behalf of the part-time faculty. No one can make the case for our contribution better than us. How can you help? Start with your own faculty profile within your department? This simple act of recognition used to be difficult.

2014-17 CUPFA Executive

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David Douglas

Vice President, Collective Agreement & Grievance

Patrice Blais

Vice President, Professional Development

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Past President – Maria Peluso

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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

Lorraine Oades

It used to require permission from your department and the time of the department secretary to add you in, but no more! Now you can do this yourself, through your MyConcordia.ca portal. It's easy to do: simply log in to your MyConcordia account, then go down the menu until you reach "Alerts and Profiles." Click on this and you arrive at a screen that offers "Faculty Profile" and "Media Profile." The former will allow you to be listed on your departmental page. Simply fill out the appropriate boxes and press return and you are there! Remember, for a title you are a Professor (Part-time), NOT a Lecturer. [en Français, le titre exact est Professeur (A temps partiel), pas Chargés de Cours!]. You can re-edit this page as often as you wish. So, don't be shy about listing your events, conferences and other academic activities. Let's show our departments and the world the impact we collectively are making at Concordia.

As I write, the Quebec government has finally tabled its revisions to the pension system for universities and colleges. The full impact of the changes are under study, but the initial view suggests that Quebec will be mandating that individuals carry a higher burden of cost in providing for their pensions. Our negotiating team expected this shift, and we will incorporate this change into our monetary demands at the table. We do feel aggrieved at the fundamental nature of this change. The plan we have is the result of past negotiations and arrived at between the University and its Associations in a fair and open manner. Our plan was not in financial distress, as was the case with some other institutions. We are going to pay a price for the mismanagement of others and the government in its legislation has mandated a strict "final status" for pensions. For about a year we have been in discussions with the University to understand how the plan will change. In the coming months we will communicate more on the specifics of the change. In the meantime, the silver lining we can note is the fact that the government has not mandated the end of "Defined Benefit" plans, such as ours. It is in our collective interest to support the continuation of a defined benefit plan.

Finally, I close off this message with my best wishes to all of you as we approach the end of the year. For those of you preparing for a new course, or for those continuing on in the Winter term, I wish you the best for your class. If you are like me, the vibe of working with students on a daily, or weekly basis is the best feeling there is. As CUPFA celebrates its 25th Anniversary, I mark my own 25th Anniversary teaching here at Concordia. Back then I didn't have the notion of staying here for this one, but in retrospect, it's been a decision I have never looked back on. What can I say, this is a great place to work.

Best wishes to all,

David Douglas, Ph.D.
President, CUPFA

Long Standing Service Recognition

The following CUPFA members will be honoured at the upcoming long standing service luncheon being held in December:

25 Years
Elaine Pigeon

30 Years
Leslie Barker
Michel Choquette
Virginia Nixon

35 Years
Brigitte Radecki

Congratulations to all!

Happy Holidays

Meilleurs Voeux

WHY WHAT HAPPENS IN THE PUBLIC SECTOR AND THEIR NEGOTIATIONS MATTER TO PART-TIME FACULTY AT CONCORDIA

We are in a period where the role of the government, in responding to the public interest, is being seriously questioned. We have seen the government impose serious cutbacks in many sectors, including universities. Even though part-time faculty negotiate with Concordia, not with the government, we are seriously impacted by what happens in the public sector. The following examples will show how the impact occurs:

The Couillard government made it a priority to reform pension plans in the public sector starting with municipalities. We see more and more pressure to regulate, with certainly a subtle wish to eliminate, defined benefit pension plans. One year later the government has now tabled Bill 75¹ that will reform pension plans in Quebec universities. This response was justified due to major deficits in certain university pension plans (mainly Université Laval). This deficit has ended up putting all universities under the same legislative knife. It means that if the legislation is adopted as is, that for a CUPFA member who has been a contributing member to the pension plan, there will be a pay cut representing up to 4%.²

The government has also been withdrawing from other sectors where it plays the role of major funder. In the sector of the CPE daycares (centre de la petite enfance) the government has imposed a cut in their subsidy of 2.95%³. That combined with the pay increase they granted to employees of 1% (no objection to the pay raise, but to the fact that the government grants a pay raise to employees and does not adjust its share of the subsidy), means that these daycares, who are not for profits organizations run mainly by user parents, must struggle to offer the same service with about 3.95% less (more if you adjust for inflation). The government even increased the cost to parents who will only notice it when doing their income tax return in 2015. They will be in for a bad surprise. Worse, none of the extra funds are used to increase services, but rather to establish a lower share of the government's contribution to the CPE sector.

Earlier this Fall we saw increased tensions in negotiations, as evidenced by rotating strike actions across the province. The government has barely budgeted offers from 0-0-1-1-1 over 5 years, to 0-1-1-1-0 over 5 years. Universities who rely on the government for the major part of their funding have seen, like the CPE sector, major cuts. Now we can only expect that University officials will mimic government officials in their offer to part-time faculty.

While we are not at the point of a strike, we must remain vigilant and support those who are in a similar dynamic, thus support our colleagues who share our profession in the CEGEP sector. We must say loudly and clearly that we will not accept the government rationale to accept a pay reduction for a job that we provide: a profession we are dedicated to for our civil society and for the future generations.

Patrice Blais
Vice President, Collective Agreement and Grievance, CUPFA

¹ [An Act respecting the restructuring of university-sector defined benefit pension plans and amending various legislative provisions, Bill 75, 41st legislature, 1st session](#)

² More information on the proposed bill tabled November 11th will be issued soon from CUPFA

³ <http://associationdescadres.ca/compressions-budgetaires-2015-2016-dans-le-reseau-des-cpe-maintenons-la-qualite-des-services/> (online 2015-11-15)

SHINING A LIGHT ON PART-TIME FACULTY

What an accomplishment it is to have reached our twenty-five-year mark. This truly momentous occasion in the history of CUPFA is an important time to look back and reflect upon the many important benefits we have gained from our association as part-time faculty members. We are far stronger united than we are as individuals. The rights we have fought for and the recognition we have achieved together over the past twenty-five years is concrete evidence of this. That said, we must never rest on our laurels. Today's economic and political climate demands that we are ever more prescient in foreseeing the difficulties that are ahead of us, ever more vigilant in protecting our members and ever more innovative in laying a groundwork with the university that is mutually beneficial.

As the economy continues to falter and cuts to education remain on the horizon, job security is on all of our minds. Over the past year, the CUPFA executive has worked harder than ever to continually put pressure on the university to reduce Limited Term Appointments (LTAs), visiting artists and lecturers and by winning individual grievances for our members. While it might not seem as obvious, Professional Development also has an important role to play when it comes to protecting jobs and laying new pathways that engender a mutually respectful and productive relationship with the university. "How," you may ask, "does Professional Development do this?" The answers to this question are likely simpler than you may think.

Professional Development (PD) is one of the cornerstones of our Collective Agreement. PD funding is invaluable because it provides much needed resources that cover the costs of a variety of activities, such as travelling to present papers at national and international conferences; paying for organizational fees and material expenses incurred in curating and participating in large scale art exhibitions and performance events; paying research assistants' salaries and many other costs associated with undertaking cutting edge research. These kinds of activities help us be high-profile ambassadors for the university and allow us to make connections with other academics, researchers and creative practitioners from leading universities worldwide. The value in generating these connections and the direct impact they have on curricular and research/creation based activities are inestimable. The negotiation team worked hard to increase PD funding in our last Collective Agreement, but this is nonetheless evidence that the administration recognizes the value of part-time faculty research and the importance it plays in enhancing the university experience overall. Professional Development touches directly on all of the nine points outlined in the university's new strategic plan, which strives to place Concordia as one of Canada's top leading research institutions over the next ten years. These are the nine inspirational directives - 1) Double our research 2) Teach for tomorrow 3) Get your hands dirty 4) Mix it up 5) Experiment boldly 6) Grow smartly 7) Embrace the city/embrace the world 8) Go beyond and 9) Take pride - provide exciting new entry points from which we can continue to build a solid and productive relationship with the university in potentially profound ways.

One of the ways in which CUPFA marked the important occasion of our 25th anniversary was to shine a light on our members by producing a three-minute video promoting attributes that are at the heart of the university's strategic plan: excellence in teaching, applied experience in our fields, a rich and innovative engagement with research and involvement in the greater Concordia community outside of the classroom. The objective of this video, entitled "**Concordia Part-time Professors: Building a Better Future**", was to create a professional and visually dynamic product that increases the university community's awareness of CUPFA members' significant talents, abilities, and energy. Furthermore, this video shows how we enhance our students' learning experience and the multiple ways in which we benefit the university's many stakeholders. "**Building a Better Future**" was launched on October 3rd at the CUPFA 25th Anniversary gala to an audience of over 200 people. As well as our members, President Alan Shepard, Provost Benoit-Antoine Bacon, Deans from three Faculties, and other key university administrators were in attendance. If you have not had the chance to see "**Building a Better Future**" you can find it on our homepage at cupfa.org. Make sure to check it out and show it off to your students.

Another way Professional Development helps our members shine is through our Showcase/Special Project. This year, we launched our second ever open clarion call entitled "**Mapping Austerity and Other Recent Economic Trends**." As the John Molson School of Business becomes an accredited program and the need to have an active research profile becomes more pressing, this \$10,000 award will aid a member or group of members teaching in JSMB, or other business fields, to create a significant research project.

Professional Development also initiated a pilot project to highlight our members' research activities in Studio Arts as they undergo their Department Appraisal. In order to do this, we built a database that allows us to compile statistics on part-time faculty professors' professional activities. While we were not able to obtain information from all Studio Arts members, the results of this pilot project are nonetheless impressive and revealed that part-time faculty were involved in over 600 public events between 2010-15. These include 30 curatorial projects, 408 exhibitions - 140 of which were solo shows - and 107 public lectures. Moreover, the

database shows that they published 167 books, catalogues and articles, and received more than 24 CALQ grants and 26 CANADA Council for the Arts.

What can I do to help?

Professional Development funding is available to all our members and helps us undertake research projects, present papers, enhance our skills by attending workshops, and much more. One very simple way you can help CUPFA shine a light on our membership is to take advantage of this funding. Does this mean that all part-time faculty members need to be active researchers? Absolutely not! Not all tenured full-time faculty undertake research either. However, even if you are not presently involved in research, there is one way that you can help the association in its efforts to promote the value of part-time faculty. That is by creating a departmental profile. With Concordia's new website, all faculty members can do this by going to the Alerts and Profiles section on your faculty portal. Creating a departmental profile is easy and fun to do. If you are unsure of how to begin, there are a couple of tutorials on C Space. Know that you can always call me if ever you need additional assistance. Two other valuable tools available to part-time and full-time faculty are Explore Concordia and Spectrum. I cannot overemphasize the value of taking a few moments to familiarize yourself with these tools. By promoting yourself, you also send an important message to the administration, other faculty members, and students: part-time faculty matters! Whether it be with our students in the classroom, within the university community at large or on the global stage, we are committed to the highest level of teaching and creative innovation.

Sincerely,

Lorraine Oades
Vice President, Professional Development, CUPFA

PENSION ORIENTATION FOR CUPFA MEMBERS OF PENSION PLAN FOR EMPLOYEES OF CONCORDIA UNIVERSITY

On September 17, 2015 we had an information session about what we think will be the result of the Government of Quebec's expected legislation with respect to University Pension Plans. The meeting was very well attended and the feedback was positive. We were very fortunate again to have our own part-time faculty member Jean Freed, President of Financial Vision, to answer questions about personal finances related to pension and retirement. I also answered questions of attendees on how the pension plan currently works and what the legislative changes may mean. Because there were many questions about survivor benefits I am editing our General Information document to better clarify how these work. You can find it uploaded onto the CUPFA website.

As news is received regarding the Government of Quebec's proposed legislation that could affect our pension plan at Concordia, rest assured we will keep you apprised of the developments and the implications for part-time faculty.

If you have any questions about our pension plan remember you can always email me, June Riley, at jrcupfa@gmail.com.

Make sure you are a contributory member of the pension plan:

No matter how close, or far you are from retirement and no matter what changes occur to the pension plan, it is very much in the interests of each member of the pension plan to be a **contributory** member. To change your membership status from non-contributory to contributory, fill out the form on the pension@ccess portal which is in Cspace, but you may more easily find it on the CUPFA website (www.cupfa.org) under Publications/Pension. Fill it out and bring it to Pension Services (S-FB-1130). The annual deadline is 30 November to change your status for 1 January of the following year. You can change your membership status in any year that you are a member of the plan and you remain a contributory member even if your workload is reduced in later years. Again please read our 18-page General Information document about the pension plan on the CUPFA website.

If you are not a member of the pension plan:

Try to plan your course load so that you teach 3 courses within a single calendar year. You will then be automatically enrolled as a non-contributory member. Then you can immediately change your status to contributory and accumulate double the benefits when you begin to draw on your pension. To do this, send in the form as discussed above.

If your pension beneficiary is your spouse:

Your actual pension benefits, at the default reduction for spouses, will be less than what is indicated on your pension statement. This is explained in our documentation about the Pension Plan on pages 9 and 10. Any plan member with a spouse should inform themselves on this point and request from Pension Services (contact pensions@concordia.ca) an estimate of the reduction in pension for spousal benefits.

BONUS: You can now go to the pension@access portal and use a spousal benefit calculator. The calculator will base its estimate on your accumulated funds as of your last pension statement - it cannot project forward. But it can give you a rough idea of the reduction in your pension plan due to various spousal survivor benefit options.

Revenue Canada investigates Employment Expense claims:

Remember when you do your taxes this year, Employee Expenses deductions are now more frequently scrutinized by the Canada Revenue Agency and some of our members have been audited. You can claim office supplies, but you should not claim anything for which you cannot produce an original receipt. You particularly cannot claim anything for which you are already being reimbursed (such as any Small Claims paid through CUPFA). Read very carefully CRA Guide T4044 about Employment Expenses for Employees Earning a Salary and Revenue Quebec Guide TPF-59-V.

June Riley
Treasurer, CUPFA

LA VOIX FRANÇAISE

L'année 2015 se termine avec un événement mémorable soit le Gala du 25^e anniversaire de notre association. Cette soirée organisée au Musée des Beaux-arts par Maria Peluso, Lorraine Oades et Sally Cooke comprenait une visite à l'exposition Rodin et un banquet. Sally Cooke aux communications et madame Oades nous rappelle l'importance de ce gala – à lire absolument!

En ce qui concerne notre plan de retraite une séance d'orientation pour nos membres a eu lieu le 17 septembre 2015. Mme Riley invite les membres à devenir membre contributif du fonds de pension afin de doubler leurs prestations à la retraite et de porter une attention particulière aux bénéfices accordés au conjoint. Les bénéfices sont expliqués dans le manuel sur le plan de pension aux pages 9 et 10. Les demandes de renseignements peuvent être obtenues à l'adresse courriel pensions@concordia.ca. De plus notre trésorière nous recommande de bien nous renseigner au sujet des dépenses admises par Revenue Canada notamment celles reliés au travail à la maison

Cette année Lorraine Oades, VP Recherche et Développement Professionnel, a organisé une rencontre autour de eConcordia. Cette activité nous a permis de partager nos idées en ce qui concerne les nouveaux défis engendrés par l'enseignement en ligne. Madame Oades nous rappelle aussi l'importance de postuler pour l'obtention d'une des bourses de recherches ce qui a pour but d'augmenter notre visibilité et assurez que nos recherches sont reconnues par l'université. Il est important de rappeler à l'administration que la réputation de Concordia est non seulement mesurée par les recherches exécutées par le corps enseignant à temps plein, mais également par les activités de nos membres. Francine Tremblay ftcupfa@gmail.com invite les membres à correspondre avec elle pour amorcer un dialogue sur la notre population étudiante.

Venez nous rencontrer à l'Assemblée générale : jeudi le 24 mars 2016 à 16:45 dans le Hall Building H -767

À l'occasion des Fêtes, toute l'équipe vous souhaite un joyeux temps des fêtes et une très bonne et heureuse année 2016.

OFFICE EXPENSE CLAIMS FORMS

Members are reminded to send a letter (do not call) to Suzanne Downs, Co-ordinator, Provost's Office, Academic Administration, S-GM 806-05 to obtain your Office Expense Claim Forms for income tax purposes. Please ensure your request is sent as early as possible, in January 2016. 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.

A YEAR TO REMEMBER: CUPFA'S 25th ANNIVERSARY

If you have ever wondered how far CUPFA has come, in the 25 years since the Quebec Ministry of Labour recognized it as the bargaining unit for Part-time faculty, you need wonder no more. Imagine a time, just before CUPFA was born, when the following was true:

1. The average remuneration for a 3 credit course varied between \$1,500 and \$3,000;
2. Credit courses ranged from 55 minutes a week to 5 hours a week and one course ranged from 1 credit to 12 credits;
3. Health and drug benefits did not exist for PT faculty;
4. There were no professional development funds for research;
5. There was some representation, but no PT Hiring Committees;
6. There was no consideration of seniority;
7. Each faculty had their own view about working conditions, with no consistent PT contracts, procedures, or rights;
8. There was no salary insurance, right to a pension plan, or leaves of absence;
9. There was no equal access to an office, phones, computers;
10. Emails and a CUPFA webpage did not exist.

As you can see, there were many good reasons to establish ourselves, to work diligently and with purpose. Today we have an extensive Collective Agreement with many of the inadequacies that existed put right. Having achieved so much since those early days has been a great feat and is the result of tremendous hard work by many. CUPFA is now proud to rejoice at our 25th anniversary this year, with a variety of events and celebrations that mark the achievements of past and present members.

The celebrations were kicked off in September with the first in a series of talks on Austerity that CUPFA has jointly sponsored with the CSU and CULEU. It seems a fitting tribute to CUPFA, in honour of our 25th anniversary, that through this speaker series we are doing what educators are tasked to do: to foster dialogue, to facilitate debate on policy alternatives and to engage the Concordia community in discussion.

A most splendid gala was held at the Museum of Fine Arts in October. Members were treated to a private visit to the marvelous Rodin exhibition and a lovely banquet. President Shepard and our President Dave Douglas sung the praises of part-time faculty and the evening was exquisitely moderated by Robert Soroka, who took us on a journey down memory lane to look at the world as it was twenty five years ago. Another highlight of the evening was the screening of a new short video entitled *Concordia Part-time Professors: Building a Better Future*. It showcases part-time professors' passion for teaching, their dedication to students and applied expertise across a variety of fields. Directed by Monique Moublow it was received with great enthusiasm and is available on the website for all members to download and share with students.

CUPFA then offered two special workshops during Campus Equity Week at the end of October. The first was a forum on eLearning to discuss how we can use technology to enhance the classroom experience, while examining some of the pitfalls and advantages of online courses. A second workshop was a 'hands-on' experience to help members create departmental profiles on Concordia's new website and navigate a host of online tools and networks for research.

Also to mark this 25th anniversary year CUPFA has dedicated \$10,000 to a member, or a group of members who will use the funds to develop their research. This Showcase/Special Project is open to members in the JMSB (or in a field related to business) and is entitled "Mapping Austerity and Other Recent Trends in Finance/Economics, Business, Management or Marketing."

On behalf of Maria Peluso and Lorraine Oades, who also sit on the 25th Anniversary Committee, may I thank you for making part-time faculty a proud, talented and strong group of people. We look forward to the next 25 years of working together for our students and in our research endeavours.

Sally Cooke
Member of 25th Anniversary Committee, CUPFA

TEACHING FACULTY UNITED FOR THE QUALITY OF EDUCATION

As *External Relations* Chair, I had the chance to take part in *Education International* Seventh World Congress Ottawa 21-26 July 2015ⁱ. The theme was *United for the Quality of Education*. In many Canadian universities some faculty are referred to as Teaching Faculty (Chiose, S. 2015ⁱⁱ). I must admit I appreciate the title! I may appear on the record as part-time, but for the last five years I have been lucky enough to be teaching a full

time workload in my department. As a teacher, students are and will remain my priority, but who I am teaching to? Who are my students? Resources are being allocated to teaching and learning, but the nagging question remains. There is great relevance, therefore, of the following piece. It is based on exploratory research by Dr. Salinda Hess, Dr. Sylvia Kairouz and Aaron Brauer regarding our student population started in 2013 and is to be concluded in winter 2016ⁱⁱⁱ.

In the last fifteen years it became obvious that our students have been steadily changing; they seem to be less involved in their studies. Our first clue as to the mechanisms behind this was to be found in Beamish's *The Promise of Sociology* (2010)^{iv}, wherein he examined the relationship between technology and knowledge. At the outset, following Beamish's work, the project involved questioning the links between technology and what seems to be students' increasing disconnection from the academic process (Côté, Allahar, 2011^v Beamish, 2010). It follows, therefore, that our original hypothesis was: the primary reason for students' lack of engagement stems from technology. As teachers, we noticed numerous in-class distractions and their habit-forming elements such as phones, tablets, and other devices, but the following question remains. Does this mean that our students are disengaged? As we perused the literature --including Concordia *National Student Survey Engagement* (NSSE) a nagging concern kept surfacing: what does being engaged mean?

In 2012, the *Maple Spring* event was an eye opener. Certainly, with thousands of students on the streets demanding free education, lack of engagement does not seem to be the operative term; hence, our doubts about the concept, our hypothesis and the search for a more complete analysis^{vi}. The *Maple Spring* brought to the fore the extent to which the tension-ridden relationships among university students, post-secondary education and the social world, specifically the labour markets, were undergoing far-reaching transformations. We recognised a need to know more about the lives of our students today, as well as the role of technology in their lives. In fact, concerns about the ubiquitous presence of technology in education and the contrast between imparting information, *Google* and *Wikipedia*, and constructing knowledge (Angus, 2009:88)^{vii} were the impetus for beginning this ongoing research. Therefore, triggered by persistent comments about students' lack of interest, difficulties keeping pace with university level work, or simple boredom, the present authors, as others before, began with the idea to investigate these trends as *disengagement*. But are our students disengaged? Engagement, as many other concepts in sociology, had become a carry-all, a term that for a number of researchers does not need to be defined. Fredericks et al (2004)^{viii} surmised that this multifaceted term needs to be examined in a tripartite manner, viz., by unpacking its emotional, cognitive and behavioural components; hence, with the assistance of a grant from CUPFA, we had the seed money to hire student researchers and begin an exploratory research on student engagement.

Engagement in three dimensions

The engagement concept for this research has three dimensions: cognitive, behavioural and emotional and each aspect demands different measurement. Although these three dimensions are "dynamically interrelated within the individual" (Fredrick et al., 2004: 61), they must first be defined individually. Therefore, drawing on their definition the following paragraphs endeavour to define engagement.

Emotional engagement comprises the positive and negative responses to the academic environment, e.g., teachers, classmates, and academic activities and it addresses the affective rejoinders in the classroom (Ibid, 63). Emotions such as boredom and anxiety are the ones that come to mind; however, this dimension is also conceptualised as identification. Identification comprises the sense of feeling important to the institution, what Bourdieu would refer to as a sense of belonging and appreciation of success in school-related outcome (value). Theories on values include four distinctions: enjoyment (interest); importance of doing a task well, validating the feature of one's self-schema (attainment value); importance of the task for future goals (importance); and negative aspects of engaging in the task (cost; Ibid, 63)

Cognitive engagement involves the investment and willingness to exert the necessary effort to understand and comprehend ideas and master skills. Thus, cognitive engagement's main points are self-regulation and strategic planning (Ibid, 63) and to be engaged means to manage time and plan accordingly. Moreover, this dimension requires that students go beyond the requirements, prefer challenges and increase their efforts in the face of failure^{ix}. In addition, Fredrick et al., (2004) adds *attitude* to their survey, which we posit could be described as a mind-set triggered by the emotional dimension (cost/reward). We can add one more layer to this cognitive engagement concept, which is related to motivational literature i.e. personal interest.

Behavioural engagement supports the participation in activities that leads to positive academic and learning outcomes. This dimension entails positive conduct and comprises three definitions: a) following the rules and norms of university; b) being involved, which includes effort, persistence, and asking questions in class or during office hours; and c) participation in school activities (Ibid, 62). Lastly, any discussion of the

student body must begin with an examination of what Beamish (2010) calls the *Millennial* generation i.e., students born after 1982.

Our Student Population: description of the finding

As Joel Bakan (2011)^x summarises, the end of the 20th century was a culmination of the century of the child, where childhood came to be seen as a “unique and vulnerable time of life.”^{xi} Thus, by the end of the 20th Century, the social environment of the North American “ideal” family became increasingly child-centered with its accompanying maternal ideals (Margolis, 1993: 129^{xii}). Not only were *Millennial* children increasingly desired, since with access to effective pharmaceutical birth control childbearing had become a choice for many women in the 1960s, but many were also receiving unrealistic praise. Self-esteem was a talk show and dinner-table conversation topic in the 1980s, but by the 90s it was everywhere (Twenge; 2006:44)^{xiii}. Children were not to be criticised and failure was to be avoided for fear of damaging their self-esteem. Unreserved praise was highly recommended, and the development of serious life skills such as cooking, cleaning, shopping, budgeting, or responsibility at any level of serious endeavour was neglected

Their *Baby Boomer*^{xiv} parents, many of whom were a product of the *human potential* movement and the *self-realisation* cultural trends of the 60s and 70s, were pivotal in supporting the “do whatever makes you happy” trend. Many preferred to be a friend rather than parent, supporting and encouraging more than restraining and teaching. Children were increasingly protected and reassured by their hovering *Helicopter* parents.

The initial literature revealed studies suggesting that students spend less time studying, thereby entering what some have called the *grade game* trying to get the best for the least effort (Beamish, 2010:12) and as a result they end up being what Arum and Roska (2011) refer to as “academically adrift”. Too many of our students expect to obtain their degree based on a client/service approach. As clients, students increasingly expect As and Bs, and engagement– studying time, the rigour of critical thinking and analysis -- become secondary to grades (Côté and Allahar, 2011, 2007^{xv}; Anglin and Meng, 2000^{xvi}). Indeed, many of our students find reading required course material difficult, come to class unprepared and then complain that our lectures are hard to follow! When marking assignments it becomes clear that only a very small percentage of our students have done the readings – too many opinions, lack of critical thinking and poor analysis. For many of our students the digital world has become dominant, diminishing the capacity to concentrate on reading texts often relying on *Google* (Beamish, 2010:6) or *Wikipedia*; in the last 15 years --almost all of their lifetime -- they have never been without some sort of mediated or digital stimulation.

Our research began with a definite analysis of our student population – disconnected, not ready to work hard, self-entitled. How many times did we hear these comments during the Maple Spring protests? We even heard this from our Prime Minister at the time, turning their quest to ridicule. Young people today are spoiled, they have everything. After four years of discussions and consideration the present authors reached the conclusion that as a generation the *Millennials* were not spoiled, but too many were forsaken to consumerism. As two working parents became necessary to support the modern lifestyle, children of the middle class were continuously circumscribed by day care, tutors, and extracurricular activities, such as dance, sports, summer camps etc. The key element for parents was to ensure that their children had a competitive edge for the future (Agger, 2004:11). For more disadvantaged or single working parents, the latchkey and the TV maintained the child until parents arrived home; however, we argue that in the last 20 years the Internet has taken on the babysitting and training role and has become the common experience for all social sectors. Children are often considered projects: their success is evidence of great parenting. Many of our students are in fact “academically adrift”, but we definitely need a better understanding of this condition. Therefore, guided by a clear definition of engagement and years of cogitation we are now able to search for a more complete analysis.

I welcome your feedback and encourage you to send your comments to me at ftcupfa@gmail.com.

Dr. Francine Tremblay
Chair, External Relations, CUPFA

ⁱ Education International represents organisations of teachers and other education employees across the globe. It is the world’s largest federation of unions, representing thirty million education employees in about four hundred organisations in one hundred and seventy countries and territories, across the globe. Education International unites all teachers and education employees.

ⁱⁱ Chiose, S. 2015 Globe and Mail <http://www.theglobeandmail.com/news/rise-of-the-teaching-class-changing-makeup-of-canadasuniversities/article26603696/> Last accessed on Monday 9 November 2015

ⁱⁱⁱ Our data comprise one hundred and fourteen questionnaires, twelve interviews and three focus groups

^{iv} Beamish R. *The Promise of Sociology: The Classical Tradition and Contemporary Sociological Thinking*. Toronto, ON: University of Toronto Press; 2010.

- ^v Côté, JE, Allahar AL Lowering Higher Education: the rise of corporate universities and the fall of liberal education. Toronto, ON: University of Toronto Press; 2011.
- ^{vi} The NSSE is mainly descriptive and with no clear definition of engagement.
- ^{vii} Angus, I. Love the Questions: University Education and Enlightenment (Arbeiter Ring, 2009)
- ^{viii} Fredricks JA, Blumenfeld PC, Paris AH. "School Engagement: Potential of the Concept, State of the Evidence." Review of Educational Research. Spring 2004;74 (1): 59-109.
- ^{ix} As a colleague states: "students come to school to be reaffirmed that 'they are great.'" There is a kernel of truth in these words as for some of our students the possibility of not being perfect seems to be dramatic.
- ^x Bakan, Joel. *Childhood Under Siege: How Big Business Callously Targets Children*. Toronto, ON: Penguin 2011.
- ^{xi} The authors are not implying that childhood did not exist previously; what we wish to underline is how childhood became a category to be studied, worthy of special attention and a medical concern i.e., psychological interest.
- ^{xii} Margolis, M. "Putting Mothers on a Pedestal." In: Fox, Bonnie. *Family Patterns, Gender Relations*. Toronto, ON: Oxford University Press; 1993: 120-135.
- ^{xiii} Twenge JM. *Generation Me: Why Today's Young Americans are More Confident, Assertive, Entitled – and More Miserable than Ever Before*. New York, NY: Free Press; 2006.
- ^{xiv} It is important to underline the fact that not all parents born during the *baby boom* had the same opportunities. The same caution is applicable to their children – not all *Millennials* are born equal.
- ^{xv} Côté, JE, Allahar AL. *Ivory Tower Blues: a university system in crisis*. Toronto, ON: U of Toronto Press; 2007.
- ^{xvi} Anglin PM, Meng R. "Evidence on grades and grade inflation at Ontario's universities," *Canadian Public Policy*. 2000: 26: 361- 368. Reprinted in *FAUW Forum*, Nov/Dec. 2001.

WHAT TO DO IN AN EMERGENCY

Put this number in your cell phone, or commit it to memory: **514-848-3717**. You never know when you might need it.

There are seventy buildings at the university and many thousands of students. CUPFA members are responsible for teaching many of those students, often at night and might very well end up being the first responders in an emergency.

So suppose a student falls and twists and ankle, or the lights go out without warning, or there are menacing noises in the building? How do we handle an event that can arise without warning?

In any emergency situation, says the university's Emergency Management team, you've got to reach out. They recommend calling security, that 848-3717 number, before calling 911, since the university's security agents are trained in emergency procedures. If the accident requires emergency services, security will route the call directly to 911, as well as fix the location and have agents waiting for the emergency services in order to save time.

Makes sense to be alert, for you and your students. To know procedures in an emergency, you can view (and even show your class) the Concordia emergency procedures video. Check the link on the CCE Instructors Website in the myconcordia portal. Or, click on: <https://www.youtube.com/watch?v=15bomtLOXMA>. The video describes procedures in case of accident, dealing with hazardous materials, fire, evacuation, shelter in-place and more.

Other good ideas:

1. Familiarize yourself with the evacuation route from your classroom.
2. Check the location of the fire extinguisher nearest your classroom.

Emergency details are laid out online at <http://www.concordia.ca/campus-life/emergency/what-to-do.html>

Donna Nebenzahl
CUPFA Representative, Health and Safety Committee

NOTICE OF MEETING - AGM

All part-time faculty members are invited to attend the
CUPFA Annual General Meeting
on
Thursday, March 24, 2016
Hall Building H -767
4:45 p.m.

WHAT IS ON THE HORIZON? PEAKS AND VALLEYS OF eLEARNING

This fall, as part of Campus Equity Week, CUPFA organized its first forum on eLearning to discuss some of the advantages and pitfalls of online courses and their possible impact on part-time faculty. Executive members Francine Tremblay, June Riley and I met with a small group of members currently teaching e-courses along with part-time professors teaching regular courses to begin what is likely to be the first of many conversations on this topic.

As the university continues to create and develop online courses, it is important to take stock of their possible positive and negative impacts and ask: "What will the future of education look like?" While the CUPFA executive remains extremely cautious because of potential loss of course sections due to e-courses, we must also consider their inevitability and explore ways they may be beneficial to our members.

Seniority is one of the many thorny issues around online courses for our membership. So far, this has not caused serious problems with members currently teaching e-courses that were initially created by full-time faculty and passed on to us, although there is a concern about part-time faculty who help co-create courses and were not properly remunerated or credited for their involvement. What is at stake is how we can develop a structure that allows our members to independently create new online courses without negatively impacting other members with equal or even higher seniority. The university currently offers a six-credit remission to a full-time faculty member who designs a three-credit online course because there is a substantial amount of work involved. Full-time faculty also have "first rights" to continue to teach this course and even have the opportunity to take a break from it and return. This is a tricky issue for us if we would like to offer something similar for our members because of the implications it has on seniority. Does this mean that only members with the highest level of seniority in every faculty would be allowed to develop online courses? If not, what minimum level of seniority should we insist on so that all of our members are protected? How can we protect part-time faculty teaching multi-section courses if someone with lower seniority converts their section into an online course that could potentially absorb other sections?

Another concern we have about e-courses is intellectual property. Who owns the content of e-courses once they have been developed and how easy is it to revise curriculum when needed? Apparently Knowledge One - a private company who supports eLearning at Concordia - claims intellectual property, but this is a fuzzy area and is possibly in dispute.

One of the issues that came up in our discussion around online courses was workload. E-courses typically require a lot of extra work because of large class sizes and the significant amount of online contact and updating needed, particularly when it comes to creating new quizzes and assignments, which must be changed constantly to minimize cheating and plagiarism. Teaching assistants are provided to offset the workload but this does not guarantee satisfactory results and in some cases actually increases the amount of supervision and training required from our members.

Finally, how can we maintain the overall quality of the educational experience for students taking e-courses? We must not only consider academic rigour, but also students' ability to become a part of a larger community that shapes ideas and often allows them to create lifelong friendships that will continue to flourish and benefit them intellectually, financially and emotionally after they have completed their degrees.

While there are many questions to be considered around eLearning, it is important for part-time faculty to participate in this dialogue. One solution that would go a long way in helping to resolve the particularly prickly issue around seniority and help protect part-time faculty overall would be for the university to offer us a guaranteed course floor - that is to say a minimum amount of face-to-face courses we could expect each year. This would create a more level playing field that acknowledges the value part-time professors bring to academic life at Concordia. Will the university consider this route?

Lorraine Oades
CUPFA Vice President
Professional Development



SPECIAL RATES AND SERVICES TO CUPFA MEMBERS
IF ASKED PLEASE PRESENT YOUR CUPFA MEMBERSHIP CARD

APARTMENT RENTING or LEASING? BUYING OR SELLING A HOUSE OR CONDO?

Get professional help that produces results. Real Estate brokers team that provide: sales and rental services on a wide number of websites; Many potential buyers and renters on our waiting list. We do all the work for you. Contact Matthieu Lanctôt 514-889-6609 Equipe CheffLanctôt www.equipechefflanctot.com

DATA STORAGE "Store your Bit" Anthony Seaburg

Be environmental, digitize your documents and backup to the Cloud with simple storage solutions. No worries about losing your information. Access your files in an easy, organized and searchable way. consultation. info@storeyourbit.com, 514-952-3041

FINANCIAL SERVICES, TAX RETURNS - Jean Freed

THERE IS NO FREEDOM WITHOUT FINANCIAL FREEDOM - LA LIBERTÉ PERSONNELLE PASSE PAR LA LIBERTÉ FINANCIÈRE. Financial services for individuals and small businesses; budgeting, debt management, investments, future planning, personal taxes done quickly, wealth enhancement strategies. Special rates for CUPFA members. Call J. Freed (514) 483-5130 or email: jfreed@videotron.ca

FLORIST AND HOME DECORATOR - Alana Pasquino

Alana Pasquino, Interior decorator plus . . . From obtaining flowers, flower arrangements, interior home decorating, personal shopping to a list of available services. Call Alana Pasquino 514-804-2064 Email: info@aminteriorsmtl.com or check-out her website A/M Interiors, www.aminteriorsmtl.com.

HOME RENOVATIONS - Roberto Ronca

Professional quality work and reputation established with many at Concordia. Connect with Roberto Ronca for a free estimate with any of your major home or building renovation projects. Specialist with kitchens and bathrooms. Call Roberto Ronca at 514-962-5428 roncaconstruction@gmail.com

MUSIC

Jazz and R&B - Gary Schwartz

Jazz and R&B music available for receptions, parties and group events. Contact Gary Schwartz at (514) 484-2378 or email at g.schwartz01@sympatico.ca

Vintage Wine Band - Craig Morrison

Vintage Wine a versatile, professional band with a repertoire of popular music: party songs from the 1950s to the 1980s, rock and roll, R&B, surf, Motown, soul, British Invasion, classic rock, blues, country, disco, standards and social dances. Craig Morrison at (514) 272-0367.

Studio Lux - Paul Litherland

Document or Die: Excellent photographic documentation of artworks, art installations and performances by Studio Lux / Paul Litherland. Documentez-vous ou disparaissez! Documentation photographique supérieure d'oeuvres d'art, installations et performance par. studio@lux.ca, 514-996-9786

Stay Connected... Make sure you are aware of the latest issues concerning part-time faculty. Consult our web site at www.cupfa.org regularly and inform us of any changes in contact information.