



# NEWS

Volume 32 No.1 December 2016

## Concordia University Part-time Faculty Association Newsletter

### The School of Hard Knocks

Looking back over the year that has been, it typically is the time to highlight the best moments, the happiest moments or the successes of the previous year. It's not that I cannot find those moments in the past 365 days, but from the present post-US election gloom and doom, the irritations and outrages form a far clearer image in my mind. SO, let me get these off my chest, and then perhaps I can segue into some of the events we as an Association can truly be thankful about or perhaps those moments that we may build on for the year ahead.

Where to begin? Well, for too many of our members, the question of work was the paramount stressful issue in the past year. For a third year in a row, part-time faculty have borne the brunt of the loss of work at Concordia. Yes, there are fewer Reserve courses on offer in 2016/2017 (375, down from 408 in the year previous), and yes, there are fewer LTAs in 2016/2017 (116). But, while the latter should be good news to us, it sure doesn't feel that way. Why? Because in 2015/2016, there was a 15% up tick in the number of LTAs, and because this fact was not disclosed to the Association during that year. Yes, you read that *correctly*.... During a year in which our Provost, at meetings with members and in committee meetings, repeatedly pronounced that there was "no increase" in LTA usage, the opposite was true. This fact, when it came to light this past September, was singularly responsible for setting our negotiations back. Trust is the bedrock upon which labour relations are built, and with the outgoing Provost, trust was broken.

Our response? We immediately withdrew our monetary offer from the table, and challenged the new Provost to define how his practice will restore labour relations. We withdrew our support for a pilot project on the FRIS system, which was to have taken place this fall.

### 2014-17 CUPFA Executive

#### President

David Douglas

#### Vice President, Collective Agreement & Grievance

Patrice Blais

#### Vice President, Professional Development

Lorraine Oades

#### Treasurer

June Riley

#### Secretary

Scott Chlopan

**Chair of Communications** – Sally Cooke

**Chair of External Relations** – Francine Tremblay

**Chair of Mobilisation** – Erik Chevrier

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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

Lorraine Oades

It will remain in a state of suspension until further notice. We have moved to an aggressive posture with respect to infractions of the Collective Agreement, filing a number of individual and Association grievances this fall.

In the Provost's Office, they got the message. In the present circumstances, we don't take them simply on good faith. We require specifics, and we want to see it in writing.

It is truly unfortunate to have to pursue our interests and goals through this path, but in the near term, it is what is required. And, sometimes, this approach carries benefits: this past August, with little more than two weeks prior notice, CUPFA was informed that our premiums for our Drug Benefit plan would be increasing on September 1 by 20%. We were skeptical about this, and made aggressive inquiries. I am happy to report that with the fine work of Me Patrice Blais, our VP, Collective Agreement & Grievances, and the persuasive oratory of Maria Peluso, our Board of Governors representative, the increase was found to be improperly levied, and as a result, the University will cover its costs during this year.

The new team? Yes, with the installation of Dr. Graham Carr as Provost, and Dr. Nadia Hardy as Vice-Provost, Faculty Relations, we do have the opportunity to reset labour relations. We have been very clear to them that the events of 2015/2016 cannot be repeated. The "swamp" (to use language populating the news these days) was not created by them, and we are willing to sit down with them in a constructive manner in order to "drain it."

So, given the events of the previous year, what can members expect in the forthcoming one? Turning to the positive, for the first year in three years, the Ministry of Education is not sending further budget cuts our way. Indeed, the latest budget offered (just) a glimmer of reinvestment. Coincident with this, we have been informed that enrolment has risen for 2016/17. This is very welcome news, as the previous year, Concordia had not made its enrolment target. A robust increase in student numbers will put pressure on departments to request additional courses. Finally, the Voluntary Retirement Plan initiative resulted in 44 Faculty deciding to leave the University. Twenty-two of these faculty were previously on half-time teaching. The University will re-hire tenure-track faculty to these positions over the next few years, but it is in their interest to spread out the timeline of that process. For CUPFA, this should bring somewhere in the order of another 100 three-credit courses back into our fold in the 2017/2018 year.

After a long, dark run of fortune, it is good to see the light at the end of the tunnel. With the new Provost, and his new team, we will move ahead and bring negotiations to a successful conclusion. We move ahead with caution, and with the clear lessons of recent experience fresh in our minds. But, forward we will move, and we have reasonable expectations that our next year will bring further positive results.

As in past years, I wish to thank all the members of the CUPFA Executive for their tireless efforts on behalf of members. I want to loudly proclaim my deepest thanks to Karen Taillon and Manon Charland, who always perform their duties above and beyond the call of duties. I wish to thank our many representatives at University, Faculty, and Department levels. Your efforts on the ground remain our best eyes and ears. I cannot thank you enough. Finally, I wish to extend my holiday wishes to all of you.

Best wishes to you for 2017,

David Douglas, Ph.D.  
President

*Happy Holidays*

*Meilleurs Voeux*

## **Miles to go before we sign...**

**...because after 570 days and counting, the only acceptable deal must be a good one.**

We shall not agree to:

### A Collective Agreement without decent work opportunities

The highest priority of part-time faculty in the current context is the declining amount of work opportunities over the past few years. The last commitments in regards to work opportunities from the Office of the Provost have shown to be a lie. The workload of part-time faculty has been reduced by approximately 100 course sections (3 credits) in comparison to other teaching categories (full-time faculty, reserve etc.). If you are a member who has lost one or more courses as a result of this, it means you have had a significant decrease in your income. This is unacceptable. We have been waiting months and the Employer has miles to go to address this situation.

### A Collective Agreement without respect

It takes on average 9-10 years for a part-time faculty member to get access to a decent health insurance plan. It usually takes a minimum of 5-6 years to be enrolled in the pension plan. After that long road to acquire those benefits there is no part-time faculty on the relevant committees (pension, benefits) to bring forward our concerns and provide advice on issues that differ significantly from full time employees. We are an essential part of the teaching mission of the university and should be treated as such. We shall not remain silent. We expect proper respect. The Employer has miles to go...

### A Collective Agreement without recognition

Part-time faculty members are an integral and essential part of this University. We teach over 40% of course sections in the university. Many of our members are also involved in research. Our representation on university academic bodies is minimal in comparison to our full time colleagues. Our representation on many committees (senate research, senate finance) is non-existent. The importance of our contribution should be properly reflected in our representation and involvement in the university governance. There are miles to go to reach that point.

In conclusion:

Their words may be positive, supportive and sound fine  
But their commitments need to fall in line  
And miles to go before we sign  
And miles to go before we sign

\*Credits for the inspiration to Robert Frost, 'Stopping by Woods on a Snowy Evening'

Patrice Blais  
VP Collective Agreement & Grievance

## **Appel de nominations Élections des membres de l'exécutif pour 2017-2020 Date limite: vendredi 13 janvier 2017 avant midi (12 :00)**

Les professeur(e)s à temps partiel qui désirent se présenter aux élections, qui se tiendront à l'Assemblée Générale le 9 mars 2017, doivent remplir le formulaire de nomination. Tous les mandats sont d'une durée de trois ans, finissant en Mars 2020. Une fois le formulaire dûment complété, veuillez adresser le tout à Me Tetiana Gerych et le transmettre au S-K 340 avant midi (12:00) le vendredi 13 janvier 2017.

Pour de plus amples informations et/ou pour obtenir une copie du formulaire, veuillez contactez le bureau au 514-848-2424 poste 3691.

## **Double Our Impact**

By now we are all very familiar with and, for the most part, continue to be inspired by the nine strategic directions that the university put forth in 2014. However, many of us may still be wondering what these directions will mean for part-time faculty going forward. How will part-time faculty be affected by these goals? At what level will we be able to participate? And how will this participation be acknowledged and valued in terms of teaching, curricular development and research?

With this in mind, the CUPFA Executive continues to develop initiatives that support our members' professional development and research activities, find ways to highlight our accomplishments, and ensure that they are reflected within the university community and its mandate.

Last winter, CUPFA announced an open call for a Special Project Award for a member teaching in the John Molson School of Business. The recipient of this award was Dr. Krzysztof Dzieciolowski for his research in Big Data. Dr. Dzieciolowski's project, "Bridging Academic and Industry Expertise for Big Data Probabilistic Data Matching," explores how algorithms of Big Data have the potential to radically change modern economies on a global scale. This project provides a unique opportunity for two undergraduate Research Assistants from JMSB to work with Dr. Dzieciolowski and gain invaluable hands-on experience, by applying skills they learnt in the classroom to the real world.

This fall, CUPFA created a new series of MicroLink workshops that will take place once a month throughout the academic year. The MicroLink workshops build on the highly successful MicroTalk series that CUPFA launched in 2013. While the MicroTalks were well-attended events, with audiences ranging from between 50 to over a 100 people at each talk, the MicroLinks are specifically designed to be intimate in nature. They are based on the concept of a "think tank", or "floating research group," with the aim of providing part-time faculty with important opportunities to share ideas, give one another feedback on their current research practices and create potential cross disciplinary collaborations.

In conjunction with the MicroLink workshops, CUPFA partnered with the Faculty of Fine Arts' Dean's Office to co-sponsor a colloquium entitled "Blood, Brains + other Trains: Thoughts on Emerging Collaborations & Camaraderie in Arts+Sciences," that was held from October 19th-22nd. The colloquium was organized by part-time faculty member Peter Flemming, who is also participating in the MicroLink workshops.

CUPFA premiered three new promotional videos directed by part-time faculty member Monique Moublow, from Studio Arts, during Campus Equity Week 2016, which took place during the last week of October. One of these videos entitled "Working Together to Build a Better Future," features Vice Provost Lisa Ostiguy, Deans Paula Wood-Adams and Rebecca Duclos, Interim Dean Stéphane Brutus and other full-time faculty and upper administration; each of whom speaks about the value of part-time faculty and how we contribute to Concordia. We also produced video profiles on two part-time faculty members: John Boulay, from Exercise Science, and Mina Yazdanpanah, from Computer Science.

Following on this trend, make sure you keep an eye out for a series of in-depth profiles of part-time faculty that will be published in the Concordian newspaper once a week, every week, throughout the winter term, starting in January.

## **Campus Equity Week Campaign**

Many of us are concerned about recurring budget cuts and their effect on our programs and our job security. This year, Concordia implemented its second Voluntary Retirement Plan in three years, this time focusing on senior full-time faculty as well as staff. The CUPFA Executive is carefully monitoring the impact that the retirement of over forty full-time faculty will have on our jobs. While, on the one hand, this could lead to an increase in courses offered to us, we are also very concerned about Department Chairs upping their requests for LTA hires. One way CUPFA has been proactive in our goal to decrease Limited Term Appointments, which swallow up our courses, was to launch a campaign during CEW 2016 to encourage the university administration to create pathways that would allow part-time faculty to undertake and be paid for supervisory and administrative work at Concordia. So far we have collected over 2000 signed student support cards to reinforce our position. The campaign will continue throughout the fall semester.

CUPFA would like to thank its members for all of their tremendous work, both within and outside of the classroom. Our collective actions are building momentum and the university is noticing.

Lorraine Oades  
Vice President, Professional Development

**Call for Nominations**  
**Election of CUPFA Executive Committee**  
**Deadline Friday, January 13<sup>th</sup>, 2017 before 12 noon**

Part-time faculty members in good standing are notified of the call for nominations for election of the Association's Executive 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 2020. 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, Friday, January 13, 2017.

### **Pension News**

#### **Pension Orientation for CUPFA Members of Pension Plan for Employees of Concordia University**

On Thursday May 18th, 2017 at 4:45 p.m. in H-763 we will have another Pension Orientation. We will cover the changes to the Pension Plan for Employees of Concordia University that will become effective on January 1st, 2018. I am happy to report that Jean Freed, President of Financial Vision, has once again agreed to co-host the meeting with me.

Information is going to be coming out about changes to the pension plan in 2017. Although some details are still being worked out, we can tell you right now about a few key changes to expect. First, benefits will remain almost entirely the same as before. Second, as required by Quebec law, the non-contributory option will no longer exist. All members of the pension plan will have to be contributory. Third, contribution rates will increase from the current level of about 30% of plan costs borne by employees and 70% for employer, to 45% borne by employees and 55% borne by the employer. This is a good thing, because all the other alternatives for funding were all considerably more expensive and involved 50-50 cost sharing with the University.

Starting in 2018, current employees who don't join the pension plan, or who choose to leave it will have access to a Concordia RRSP investment infrastructure without any contribution from the University. These employees can re-join the plan on January 1st of any year going forward. Those who choose to join, or remain members of the pension plan will remain participatory until retirement.

New employees who start working for Concordia on, or after January 1st, 2018, will be given the choice to opt in or out, but after 3 years they will automatically become enrolled in the plan without a possibility of becoming non-participatory at a later date.

*The pension plan we have at Concordia is a really good one and the benefits definitely outweigh the costs, even at the higher contribution rates. Our advice to current members is to become contributory and stay in the pension plan.*

#### **If you are currently a member of the pension plan**

Make sure you are a Contributory Member of the Pension Plan. No matter how close or far you are from retirement, regardless of the increase in plan costs, it is very much in the interests of part-time faculty to be contributory members of the pension plan. To change your membership status from non-contributory to contributory, fill out the form on the pension@caccess portal which is in Cspace, but you may find it more easily on the CUPFA website ([www.cupfa.org](http://www.cupfa.org)) under Pensions (Pension Information). Fill it out and send/bring it to Pension Services (S-FB-1130). The annual deadline to change your status is November 30th.

#### **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 member starting in January of the year after you qualify.

## **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 ([www.cupfa.org](http://www.cupfa.org)). Any plan members with a spouse can request an estimate of the reduction in pension for spousal benefits from Pension Services. Contact [pensions@concordia.ca](mailto:pensions@concordia.ca). You can also go to the [pension@ccss](mailto:pension@ccss) 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. It can, however, give you a rough idea of the reduction in your pension plan due to various spousal survivor benefit options.

## **Your Employment Expense Claims and Income Tax**

You can claim the costs of an appointment with a financial planner as part of your home-office expenses. You can also 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. Some of our members have been audited.

## **Cost of Our 25th Anniversary Gala**

It has been pointed out that in the last CUPFA News issued in 2015, I neglected to report on the cost of the Gala, which we held in October 2015 to celebrate the 25th anniversary of CUPFA. I recall that bills were still coming in at the end of last year. I can report however, that the Gala cost just under \$40,000 and our promotional video cost \$19,000. Against this the University contributed \$25,000 so the net cost was \$34,000. This compares reasonably well with our expenditures on other forms of professional development activities.

If you have any questions about our pension or other treasury-related issues at CUPFA you can always email me, June Riley, at [jrcupfa@gmail.com](mailto:jrcupfa@gmail.com).

June Riley,  
Treasurer

## **NOTICE OF MEETING - AGM**

All part-time faculty members are invited to attend the  
CUPFA Annual General Meeting  
on  
Thursday, March 9, 2017  
Grey Nuns Building GNE 104  
4:45 p.m.

## **Student Experience and the Quality of Education**

As teaching faculty, it became obvious to Dr. Salinda Hess and me that in the last fifteen years Concordia's student population had been steadily changing; they seem to be detached, less involved in their studies. We were not alone trying to understand this phenomenon. Therefore, between 2012-2015 with grants from CUPFA Professional Development we began a research on Sociology and Anthropology students. As teachers, this project has been one the most inspiring and challenging endeavours in our career. We began this research with a single variable - technology, and without a proper working concept of engagement. Now we have reached the moment where we have realised the long road we have traversed, how many different trails we have discovered and how much is left to be done; hence, adapted for this Newsletter this is a final reflection not a conclusion.

As introduced in our exploratory research, engagement is a three-dimensional concept: behavioural, emotional, and cognitive. Used this way, the concept allowed us to explore and render a more elaborate picture of our

student population and their so-called disengagement. At the outset of this project, we were convinced that the main variable leading to student disengagement was technology, such as cell phones and tablets. Today we claim that technology plays a role, but this variable must be analysed in combination with others. Our students may not be disengaged in the sense that research has suggested, and this project has given us reason to argue that something else is causing our students to be “disengaged.” The situation could be more about what and how we teach, the state of university education, the socio-economic context, and the continuing effects this context has on our student population. At this point, we suggest that **emotional** engagement is the dimension influencing **behavioural** and **cognitive** engagement.

If **emotional** engagement addresses the affective rejoinders in the classroom, emotions such as boredom and anxiety are the ones that come to mind. Why are they anxious? Why are they bored? We found partial answers in technology and job prospects. This dimension is also conceptualised as identification. Identification comprises the sense of feeling important to the institution i.e., belonging. It is clear that despite the democratisation of education, university is still in many ways suited for the elite, or the middle class. As French sociologist Pierre Bourdieu argues, cultural (general knowledge) and social capital (social and economic class) are factors in how comfortable someone feels at university. Lastly, **emotional** engagement includes a cost/return aspect; therefore, if, graduating students from Social Science believe that there are very few jobs available, then we have even more reason to place the emotional dimension first!

It is clear that the expectations of many students are increasingly disconnected from the reality of their lives, which again could affect their mind-set and attitude vis-à-vis their studies. Today, as Hess highlights, few entry-level jobs will give young people the disposable income that so many had in the late 60s and 70s, which brings us once again to the main reason why students are at university – to get a job. This aspect is central for the **emotional** dimension. However, as we discovered, generally this cohort of students is not needed in the downsized economy of today. The average student in high school today has few job options, which results in higher education being continually pushed as the way to a good job, but for the majority, however, few options are available to reach even the lifestyle level of their parents, much less the image of success that is being communicated to them through consumer marketing. Moreover, many students are wondering if an undergraduate degree will suffice. Indeed, the tendency is to produce more graduate programs and degrees and encourage undergraduate students to continue to graduate studies, which creates another level of anxiety, grades. Indeed, a GPA of 3:00 and strong letters of references used to be sufficient, but with inflation and increased competition it is not unusual that students in very good standing are refused for graduate programmes. Despite this academic inflation, the reverse situation is also a complication, such as hiding credentials to get a job!

The academic environment has changed; university students in Québec have experienced a multitude of educational reforms throughout their primary and secondary education. These reforms are instigated by the increasingly distant educational ministry, in the belief that they know what is necessary to educate the population. In many cases, the basic writing and reading skills needed have been overwhelmed in these reforms. Moreover, students are processed through institutions that increase in size with fewer personnel to instruct them. These changes follow the neoliberal dictum, particularly prevalent in the US, of increased school sizes for “economies of scale” and ever-decreasing personal contact with the responsible teacher. Everyone is integrated into a classroom where everyone is perceived as being equal; we suggest that such reforms without support lead to a diminished educational environment. Many students are the products of these schools and arrive at university with major deficits in actual skills. Compounding these educational issues is that the institutions responsible for providing accurate, impartial, information and regulation—e.g., government, science, medicine, and education – have increasingly come under the influence and biases of industry and commerce, such as the pharmaceutical, chemical, and technological industries.

Many of our students are under increasing pressures, aware of the economic and environmental problems in the world and wondering where in the world they will fit in. Adding to this pressure, many students are wondering if an undergraduate degree will suffice in the future. Indeed, the tendency, according to Annie Potter from the Education department at Concordia University, is to produce more graduate programmes and degrees, which she suggests leads to academic grade inflation. Canadian scholars and our sister unions have also raised this criticism finding that academic inflation is an issue that occurs across the board in University education. Positions in institutions that once accepted individuals with undergraduate degrees now want Masters’ degrees and those who accepted Masters’ now require PhDs. The effect on university programmes has been to step up the promotion of graduate degrees offering student packages, i.e., TA jobs and bursaries to potential students and encouraging younger and younger students to enrol in said programmes. This raises many issues, among them the competency of relatively inexperienced graduates (on a practical/clinical level) in many fields of employment. In general, internships are often the only ‘hands-on’ experience a few graduates receive. Some healthcare professionals have raised the issue of safety when the graduate profession pertains to human care.

Our sister unions, as Hess and I fear, think that there is a “dumbing-down” of the educational process in order to keep students in the university. Some professors will be dismissive of students with comments such as “they are not interested in ideas, they need to be entertained, or they are plain stupid.” Reciprocally, many students see academics as being in their “ivory tower” and totally disconnected from reality. Most academics are caught up in the competition for research funds and promotions based on the amount of money they can bring into the university. Competition between universities to attract students have turned higher education into a business and according to Dr Pasdermajian, when that happens learning and critical thinking becomes secondary. CUPFA must take the lead on these issues. Please send comments, and thoughts to Francine Tremblay at [ftcupfa@gmail.com](mailto:ftcupfa@gmail.com)

Francine Tremblay  
Chair of External Relations

### Long Standing Service Recognition

The following CUPFA members will be honoured at the University’s upcoming Long Standing Service reception being held at the Nouvel Hotel in December:

#### 20 Years

Brady, Tim  
Lee, Mark  
Proud, Ron  
Morrison, Craig  
Thomson, Shannon  
Marra, Nadia  
Renaud, Nicolas  
Fanning, Christian  
Banton, Jennifer  
Neumark, Erwin  
Soares de Macedo, Patricia  
Martin, Jack  
Schacter, Jonathan  
Lynch, Shaun  
Fragoulis, Anastasia  
Bouthillette, Sylvain  
Brochu, Jacques  
Quarrie, Cynthia  
Ledoux, Marie-Stephane

#### 25 Years

Leslie, Laura  
Hayat, Perwaiz  
MacLean, Roger  
Gingras, Nicole  
Oliverio, Joseph  
Hays, Matthew  
Simon, Cheryl  
Belanger, Matthieu  
Theberge, Jean  
Chalifoux, Lisa

#### 30 Years

Baxter, Bonnie Jean  
Hunter, Jesse  
Larue, Johanne  
Pasdermajian, Penney  
Standjofski, Harry  
Moore, Catherine  
Rourke, Martin

#### 35 Years

Chamanadjian, Lucia  
Rhodes, Barbara  
Wong, Stephen

#### 40 Years

Brandl, Eva  
Donahue, John  
Flood Turner, Janice  
Somers, Bertram

### The Value of Representation

Greetings!

I thought I might include the following in this year’s *CUPFANews*. It is my submission to the Departmental Appraisal Committee (DAC) process that is currently rolling through all departments (n.b. I have modified it a bit to ensure the specific department isn’t named). The background to this story is that this department requested a part-time representative from my department to sit on the committee, since no member from their department could serve. However, they concluded the committee without ever inviting me to participate. Apparently they thought, since I was not a member of their department, they would go ahead without a part-timer present... even though THEY REQUESTED ME! As you can see in my report, they obviously wanted to denigrate part-time faculty for the purpose of arguing for more tenure track hires. It’s a good example of both what can specifically happen in the DAC process and the disrespect with which we are all too often confronted.

September 29<sup>th</sup>, 2016

I submit the following as my feedback on the Departmental Appraisal Committee’s (DAC) report, which was recently completed without the participation of part-time faculty.



As a brief forward, I will comment that it is very clear from the report your desire to emphasize the need for more tenured full-time faculty, and that this is potentially increasing. Part-time faculty are in full support for all 55 departments in the University procuring tenured professors to ensure the sustainability of programmes. Indeed, part-time faculty are a piece of that formula of sustainability.

Having said that, I do have some difficulties with the text of the report. I will address those few concerns below, referring to the specific parts.

“Without dedicated faculty teaching a suite of courses and coordinating part-time and graduate reserve instructors, student competencies are often unevenly addressed.” (p.42)

“With the emphasis on graduate programs and the time-intensive mentorship needed for Masters and PhD students, full-time faculty have left the teaching of the core undergraduate courses to part-time and graduate reserve instructors with highly variable results.” (p.42)

“In other words, 72% of the undergraduate courses will be taught by a part-time or graduate reserve instructor. This unbalance only gets worse in AY 2017-18 when there will be a ratio of 4 to 23, leaving 83% of courses taught in the undergraduate program by a part-time or graduate reserve instructor ... Ultimately, the lack of full-time faculty teaching and stewardship in the undergraduate program will have a negative impact on the quality of student learning and retention.” (pp. 42-43)

I object to these sections since it seems part-time faculty are equated and categorized together with graduate reserve instructors. Is the intention to suggest part-time faculty are responsible for the unevenly addressed competencies? The same concern applies to the notions of “highly variable results” and “negative impact on the quality of student learning and retention”. If so, how are these claims being substantiated?

On p.15, I would like to see any exhibitions and publications that part-time faculty have accomplished over the period from 2010-2015 be recognised.

“Unless the critical shortage in full-time faculty is promptly addressed, we face a future of part-time instructors with no public school expertise and no responsibilities for curricular stewardship and internship program development.” (p. 43)

Is it a fact that none of your six part-time faculty have experience teaching in MELS programmes? Obviously, I don't know since I am not a faculty member in your department. I'm just inquiring since I do find that curious as my own department, many part-time faculty have extensive experience in the public school system. Also, I cannot verify this since your department's website only lists two of the six part-time faculty, only one of which has biographical information available. Finally, there is nothing prohibiting part-time faculty from fulfilling curricular and programme development duties, or for that matter co-ordinating responsibilities.

Regards,  
Scott Chlopan  
Part-time Faculty  
The Department of Education.

In Solidarity,

Scott Chlopan  
Executive Secretary

#### **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 2017. 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.

## From Information Overload to Empowerment

We've probably all had that sinking feeling. True, our sense of dread is often blended with eager anticipation, even sheer excitement, but that doesn't mean it's any easier to cope with, or to know how to handle it. I'm referring to what so many of us experience on a regular basis; the tsunami like wave of information flying towards at us at warp speed from all directions. We open our email accounts and stare into the abyss that is our inbox, with our fingers twitching eagerly on the delete button. We seek relaxation when we turn on the television, yet instead of being lulled into an alternative universe we are summoned back to reality by adverts, or the most obnoxious of political scandals, or the tragedy that pours out of man's ability to inflict devastation on itself, the animal kingdom and the environment. We turn to escape life's cruelties of violence, betrayal, hypocrisy and pure selfishness through the soul touching ability of music blaring from our car speakers, but interspersed throughout we are yanked back to the pain of the present on hearing the traffic updates and the oh so latest news that is almost no different than it was half an hour beforehand.

To cope, we rationalize. We tell ourselves "It's ok." "We are used to it." "It's the culture we live in." "We can't do anything about it." "It's just the way it is." We struggle on with the constant overload of information landing like hand grenades all around us. Yet, like wet spaghetti that sticks to the wall when its ready, the information bombarding us tends to stick to us without us even noticing.

In pausing for a moment, we might ask ourselves some questions. What if we could do something about it? Would we want to? Do we actually need to be discerning about the information zipping around and toward us? If we were more selective and made different choices would our lives be better? Saying yes, doesn't make the conundrum go away. We then are faced with how to be discerning? What do we need to do to reduce the information overload and improve our lives? What do we ignore and what should we pay heed to?

Questions such as these undoubtedly come down to personal choice. We each must find our way, find our limits, define our boundaries and take action, or not. It is all too often a balancing act of tightrope proportions, so it is easy to lose sight of our goals, our principles and what matters most to us. After all, we live in a highly ambivalent, contradictory and complex world that demands a lot from us. The old fashioned ways of times past were remarkably simple by comparison. The rhythms of daily life, of survival and community building at a local level were the mainstay of people's lives.

You may wonder what all this has to do with part-time teaching at Concordia! The answer lies in the common link that connects us all; CUPFA.

CUPFA strives to improve working conditions for us all. We have an Executive that is proud to serve you and works hard to protect your interests. CUPFA cares not just about you as a teacher, but about your personal well being. Teaching is more than just the knowledge you impart, the skills you develop in your students, or the example you set. It is about your expertise, growth and satisfaction too. It's about staying well, physically and mentally in a tough world where competition does not go gently on those who wish to paddle downstream at their own speed. It is entirely understandable in our information overloaded age, therefore, that its not easy to find time to read all the information that CUPFA provides you: the emails, the forms, the documents, the newsletter, the website, or the annual reports. It is also difficult, I know, to attend CUPFA events as you juggle your teaching schedule, work commitments and personal life. There is just not enough time in the day to do it all.

I am reminded that *knowledge is power*. So, I believe that an informed membership is an empowered membership, one that is active, engaged and ready to stand up for our values on a daily basis and when called upon. I hope you may be inspired in the year ahead to stay informed and involved in a way that fits with other demands in your life. I invite you to look more often at the CUPFA website, read the emails we send, come to orientations on pensions, attend special workshops, come to the AGM and be ready to advocate for yourself and all part-time faculty at Concordia.

If I may leave you with the following thought: CUPFA is a sum of all parts and to achieve the best for all of us CUPFA needs you. You are what makes us who we are. We are a collective, a voice for all. You are our strength and our prosperity. You are our past, our present and our future. By standing together, informed and empowered, we shall successfully face the challenges that threaten to diminish and devalue our enormous contributions to Concordia.

Sally Cooke  
Chair of Communications

## Get to Know CUPFA Members

It's time for the Concordia community to get to know CUPFA members. Part-time professors play an important role at Concordia. Some of our members have been teaching at Concordia for over 30 years. We conduct cutting edge research, have experiential knowledge and provide a great deal of support to our students. CUPFA members make a considerable contribution to Concordia, yet we are largely underappreciated. We teach more than 40% of the classes, but we take up only 8% of the operating budget. We have to reapply for our positions annually and receive less health coverage than our full time counterparts.

Please help us promote CUPFA members at Concordia. You can talk to your students about the conditions of part-time professors at Concordia; you can show your students and colleagues the videos about part-time members, which you will find on our website ([www.cupfa.org](http://www.cupfa.org)); you can come out to CUPFA events and help us mobilize our membership. Above all, be proud to be a CUPFA member.

Erik Chevrier  
Chair of Mobilization

## La Voix Française

Encore une fois cette année Lorraine Oades a fait un travail fantastique pour promouvoir nos membres et leurs recherches. Maintenant nous sommes tous familiers avec les neuf stratégies d'orientations que l'Université Concordia a mises de l'avant en 2014. Toutefois, bon nombre d'entre nous peuvent toujours se demander ce que ces directions signifient pour les professeurs à temps partiel. Comment les professeurs à temps partiel seront touchés par ces objectifs? À quel niveau serons-nous capables de participer? Et comment sera cette participation reconnue et valorisée? Dans cette optique, Lorraine Oades continue de développer des initiatives qui appuient nos membres et leurs activités de recherche et de développement, de trouver des moyens de mettre en valeur nos réalisations et faire en sorte qu'ils sont reflétés au sein de la communauté universitaire et de son mandat. Les ateliers Micro Link misent sur la série à succès Micro Talk lancée en 2013. Alors que les MicroTalks étaient des événements courus, les Micro Links sont spécialement conçus pour être intimes dans leur nature. Ces ateliers sont basés sur le concept d'un « think tank », dans le but de fournir aux professeurs à temps partiel la possibilité d'échanger des idées ou des commentaires sur leurs pratiques actuelles de la recherche, et de créer des possibilités de collaborations multidisciplinaires.

June Riley demeure à l'affût des dernières nouvelles en ce qui concerne nos finances et principalement nos pensions. Donc, encore cette année June nous annonce une session, soit le jeudi 18 mai 2017 à 16:45 au H-763, pour une autre Orientation de Pension. Nous allons couvrir les modifications au régime de retraite des employés de l'Université Concordia qui entreront en vigueur le 1er janvier 2018. Je suis heureuse de vous annoncer que Jean Freed, Président de la Vision financière, a une nouvelle fois accepté de diriger la réunion avec moi. Si vous avez des questions concernant notre pension ou autres questions relatives au Conseil du Trésor à CUPFA vous pouvez toujours envoyer un courriel à June Riley: [jrcupfa@gmail.com](mailto:jrcupfa@gmail.com).

### Expérience des étudiants et la qualité de l'éducation

Comme enseignant, il est devenu évident à Dr Salinda Hess et moi que dans les derniers quinze ans de l'Université Concordia, la population étudiante avait été l'objet d'une évolution constante; elle semble être détachée, moins impliquée dans ses études. Nous n'étions pas seuls à essayer de comprendre ce phénomène. Comme enseignants, ce projet a été le plus inspirant et stimulant de notre carrière. Les résultats de cette recherche sont disponibles en me contactant: [francine.tremblay@concordia.ca](mailto:francine.tremblay@concordia.ca)

Erik Chevrier lance un appel à la mobilisation! Il est temps pour la communauté de Concordia de faire connaissance avec les membres APTPUC. Les Professeurs à temps partiel jouent un rôle important à l'Université Concordia. S'il vous plaît, aidez-nous à promouvoir les membres APTPUC à l'Université Concordia. Vous pouvez parler à vos élèves des conditions des professeurs à temps partiel à l'Université Concordia; vous pouvez montrer à vos élèves et à vos collègues des vidéos sur des membres à temps partiel, que vous trouverez sur notre site Internet ([www.cupfa.org](http://www.cupfa.org)); vous pouvez sortir aux événements APTPUC et nous aider à mobiliser nos membres. Avant tout, il faut être fier d'être un membre d'APTPUC.

Votre exécutif vous souhaite un merveilleux temps des fêtes!

### **AVIS D'ASSEMBLÉE - AGM**

Toutes les professeures et tous les professeurs à temps partiel sont invité(e)s

Jeudi le 9 mars 2017 à 16:45

Pavillon des Soeurs Grises, GNE 104

## **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 at 514-889-6609 Equipe CheffLanctôt <https://equipechefflanctot.com/en/>

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### **DATA Storage "Store your Bit" Anthony Seaburg**

Be environmental, digitize your documents and backup to the Cloud with simple storage solutions. No more worries about losing your information. Access your files in an easy, organized and searchable way. Free consultation. [info@storeyourbut.com](mailto:info@storeyourbut.com), 514 952-3041

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### **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](mailto:jfreed@videotron.ca)

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### **DECORATOR & Professional organizer - Alana Pasquino**

Providing a full range of interior decorating & professional organizing services in the greater Montreal area. For more information call Alana Pasquino 514-804-2064 / Email: [info@baje.design](mailto:info@baje.design). Be sure to check out our work on FB & Instagram @bajedesign.

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### **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](mailto:roncaconstruction@gmail.com)

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### **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](mailto: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. Contact Craig Morrison at (514) 272-0367.

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#### **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](mailto: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](http://www.cupfa.org)** regularly and inform us of any changes in contact information.