

Policies and Procedures Guidelines

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Centre for the Study of Learning and Performance

Policies and Procedures Guidelines

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Policies and Procedures Guidelines

The Policy and Procedures Guidelines are intended to promote fair and ethical treatment among the faculty, staff, and students of the CSLP and between the CSLP and partners, collaborators, and research participants. CSLP policies and procedures are intended to be in accordance with the current standards prescribed by the Canadian Tri-Council and professional associations (e.g., American and Canadian Psychological Associations). Copies of these standards are on file in the Resource Centre and are available for perusal.

The “CSLP” is intended to include the main office (LB-581) located in the Dept. of Education, (McConnell Building) as well as the offices of all faculty, research assistants, and support staff at Concordia University. The CSLP has partnership agreements with units in other universities, e.g. CUTL and policies and procedures within these units may vary from those stated in the document, e.g., TA salaries, member financial contributions.

PREAMBLE

Mission of the CSLP

The general objectives of the Centre for the Study of Learning and Performance (CSLP) are to increase our theoretical and practical understanding of the factors that promote and hinder the learning and performance of complex skills, and to provide the community of educators—taken in its broadest sense—with material and intellectual resources regarding new ideas in education. The CSLP promotes multidisciplinary research into the nature, development, enhancement and transference of complex cognitive skills and behaviours. Researchers in the CSLP investigate how such skills develop in a diverse range of human activities—for example, in first and second language acquisition, in music performance, in reading, in mathematics learning—and address the cognitive, social, motivational, contextual and individual difference factors that affect skill acquisition and performance. CSLP researchers also inquire into practical issues regarding cognitive skills and their acquisition, such as whether and how instructional and learning strategies may further encourage skill development, especially in light of recent advances in educational technology.

The research projects undertaken in the CSLP fall into the following three general categories: (1) studies of the basic cognitive and metacognitive processes underlying the performance of complex skills; (2) studies of the social and motivational factors that determine a learner's level and quality of commitment to skill acquisition; and (3) studies of practical, instructional issues involved in skill development. Each CSLP principal investigator directs projects within at least one of these categories and, in addition, collaborates with other CSLP principal investigators.

The following are among the activities that promote the CSLP's mission: (a) research collaboration among CSLP members and students; (b) practical training, provision of information, and the dissemination of findings to the academic and professional communities; and (c) contribution to research training beyond what is offered by the academic programmes in which our students are enrolled. Expenditures which promote the CSLP's mission include: support of common research and dissemination infrastructure; support of activities to enhance graduate student training, and infrastructure support for postdoctoral fellows, and visiting scientists.

Specific Objectives

1. To conduct high quality research in the area of learning and performance.
2. To promote effective learning and performance.
3. To function as a resource centre for educators and researchers in the area of learning and performance.
4. To provide opportunities for graduate students to develop research and teaching skills.

To achieve objective #1 - To conduct high quality research in the area of learning and performance, the CSLP:

- invites academics from Concordia and other universities who are interested in conducting quality research in the area of learning and performance to join the CSLP,
- applies as a unit for research grants in the area of learning and performance,
- submits research proposals to the other CSLP members for discussion and feedback,
- works collaboratively to design consistently sound studies,
- reports our findings in refereed publications and at national and international conferences,
- includes as authors anyone who makes a substantial contribution to a work (i.e. formulating the problem, structuring the experimental design, organizing and conducting the statistical analyses, interpreting the results, or writing a major portion of the paper - please see Authorship Guidelines below),
- supports the training of graduate students who are completing theses in the area of learning and performance, by hiring them as research assistants, by funding thesis work that is directly related to CSLP research,
- divides the CSLP's resources equitably.

In order to achieve objective #2 - To promote effective learning and performance, the CSLP:

- conducts workshops and training programs for educators on effective practices for promoting learning and performance as demonstrated by research,
- gives priority for training requests that will support our research endeavours,
- trains CSLP members in effective workshop presentation,
- writes articles and books for educators, based on sound theory and research.
- recognizes the difference between work that students perform as part of their employment as trainers and that they perform as part of a research project.

To work toward objective #3 - To function as a resource centre for educators and researchers in the area of learning and performance, the CSLP:

- collects up-to-date materials (i.e. articles, books, newsletters, manuals, curricular materials, kits, etc.) on learning and performance,
- makes these materials available for researchers and educators to borrow,
- obtains control over the published material by performing literature searches in support of research projects, and transferring the results into an in-house database,
- ensures the currency of the database by performing updates of the searches,
- publishes bibliographies based on the results of these searches.

To work toward objective #4 - To provide opportunities for graduate students to learn research and teaching skills, the CSLP:

- encourages students to achieve a high standard of excellence.
- provides support, encouragement, time, and expertise.
- provides students with opportunities to learn by participating in CSLP activities.

To further this objective, we have also prepared a set of policies regarding thesis work and research assistant responsibilities.

MEMBERSHIP IN THE CSLP

Anyone wishing to become a CSLP member should approach the Director or the Associate Directors (or may be approached by them) to discuss the nature of his/her involvement. The candidate will formally submit an application to be reviewed. New applications will be accepted by and reviewed on **October 15th** and **May 15th** of each academic year. The Directors and Associate Directors together decide on the granting of membership after reviewing the candidate's CV and discussing his or her ability to meet the membership criteria. Membership decisions are immediately communicated to the CSLP Executive Committee by the Director.

The annual review of current members will take place on **April 15th** each year.

Categories

Full Members are active and productive researchers who participate in a range of CSLP activities, collaborate with other members, and help to maintain its infrastructure. Funding agencies that award major infrastructure grants have specific expectations regarding the size, multidisciplinary and scholarship track record of the core (full) membership of the centres they support. For this reason, the composition of the CSLP's Full Member list is periodically reviewed with strategic funding considerations foremost in mind.

Each Full Faculty Member is expected to meet all of the following criteria related to scholarly productivity", "collaboration" and "citizenship". He or she

1. fits the criteria from the appropriate Quebec granting agencies (e.g., FQRSC) for one of the following designations: "chercheur universitaire" (CHU), nouveau chercheur (CHUN), , "chercheur retraité" (CHUT), or chercheur de collège (CHC).
2. has expertise that appropriately complements that of the Full Member group;
3. has principal responsibility for funded projects related to the CSLP's major research themes;
4. has a sustained program of research reflected in publications*;
5. has a sustained record of external funding for research *;
6. has a record of active and productive research with at least one Full or Associate member*;
7. actively supervises graduate students*;
8. is actively involved in writing up grant proposals related to CSLP's major research themes;
9. actively supports the CSLP and participates in its activities. For example, attends and participates in CSLP functions and activities (e.g. Research Fair); promotes awareness of the CSLP to colleagues, students, and partners; cites CSLP affiliation on papers and presentations; responds promptly to CSLP administrative requests (e.g. CV updates); involves students).

- * In the case of new scholars (CHUN), the member must at least show potential for fulfilling the criteria stated in items 4-7.

Other

- As per FQRSC rules, researchers may be a full member of only one FQRSC research centre.
- The recent research contributions of Full members are listed in the Annual Report.

Collaborators are researchers whose activities significantly advance the mission and outreach of the CSLP, through regular and sustained collaboration with at least one Full member, even though the collaborating member may not meet all of the Full member criteria. Collaborators include those located outside Quebec and Canada or who fit one of the following designations from the Quebec granting agency FQRSC: "chercheur affilié" (CHA), "chercheur gouvernemental" (CHG), "chercheur hors Québec" (CHH), "chercheur visiteur" (VIS), "chercheur sans affiliation institutionnelle reconnue" (CHS), and "stagiaire de recherche postdoctorale" (STP). Note: The contributions of Collaborators are summarized in the Annual Report.

Associates are researchers working with at least one Full member and whose activity, collaboration, and/or assistance are of a more restricted nature.

Partners are non-researchers from the educational sector who sit on the CSLP Advisory Board, steering committees or who collaborate with or share similar research, development or dissemination interests with at least one full faculty member.

Affiliates are those with a desire to regularly receive information about and/or to participate in CSLP activities (e.g., Research Fairs, conferences, seminars).

Student members include graduate students working toward a 2nd or 3rd cycle degree on a research or development project related to Centre themes supervised by a Full member, and undergraduate students working with a Full member on research or development projects as part of their academic program or as a research assistant.

Staff members are professional and support staff who hold designated positions within the Centre.

Procedure for Becoming a CSLP Member

Anyone wishing to become a CSLP member should approach the Director or the Associate Directors (or may be approached by the them) to discuss the nature of his/her involvement. The Directors and Associate Directors together decide on the granting of membership after reviewing the candidate's CV and discussing his or her ability to meet the membership criteria. Membership decisions are immediately communicated to the CSLP Executive Committee by the Director.

Support Towards Infrastructure

All full members of the CSLP benefit from membership in a number of ways, including the availability of the services of CSLP staff, the visibility that comes from participation in CSLP activities, and the recognition -- both within the home institution and within the scientific and professional community at large -- that comes from involvement in CSLP infrastructure and research grants. It is expected, therefore, that full members make an annual financial contribution toward maintaining the Centre's infrastructure, in accordance with their means and level of use of the Centre's services.

Members who receive services on a regular basis from CSLP staff or draw upon CSLP resources in other ways (including resources provided by the CUTL at McGill) are expected to make an appropriate contribution to cover the costs of these services. These contributions are determined each year in consultation with the CSLP Executive and they take into account the amount of services received and the general availability of Centre infrastructure grants that can be used to offset the need for member contributions.

Full members who do not receive services on a regular basis from the CSLP (or from the CUTL) are expected to make a contribution based on the grants that they hold. In this case, the minimal requirement of the full member is a financial contribution normally equal to 5% of the value of each externally held CSLP-related operating grant (i.e., \$500 per \$10,000 of funding), up to a limit of \$500 per individual grant and up to a limit of \$750 per Principal Investigator (first author on the grant).

In the case of grants where the PI is external to the CSLP and the Centre member is a co-investigator then the following guideline applies. If the grant is CSLP-related, a 5% contribution (up to the \$500 limit per grant) would normally be expected. The PI is made aware that the CSLP-based co-investigator receives various forms of local infrastructure support for the part of the research activities conducted at Concordia. These include staff to take messages, technical support, enhanced profile within the Faculty that often leads to additional resources from the Dean, among other things. The PI's agreement is required before such support for the CSLP's infrastructure can be received.

FACULTY

Policies Regarding Faculty

1. Faculty who travel to various field settings for the CSLP can submit gas and/or transportation costs for reimbursement. This does not include regular travel to the CSLP.
2. Academics who make a substantial contribution to anything that is related to a CSLP project will be listed as authors.
3. It is expected that faculty will attend an annual retreat in the spring.
4. Paper and electronic copies of all conference papers, publications, and grant applications should be submitted to the Manager and Administrative Assistant.
5. At the end of each fiscal year (eg. May 31, 2004) will forward a one-year CV to the Administrative Assistant for inclusion in the Annual Report.
6. From time to time, faculty will be requested to forward material to the Manager for the web site.

Policies Regarding Adjunct Faculty

Adjunct Faculty (researchers or trainers, not employed by Concordia University) are members of the CSLP who apply to the Dean for recognition of their participation in CSLP research activities. CSLP members who wish to apply for adjunct faculty status submit a *curriculum vita* and a letter indicating their interest and commitment to CSLP activities to the Director of the CSLP. The Director of the CSLP then submits the appropriate documents to the Department Chair and Dean.

A. Responsibilities of Adjunct Professors to the CSLP

- participate in CSLP activities (e.g. general meetings);
- be available to other CSLP members to provide expertise and assistance on CSLP projects;

- participate in team grant applications;
- provide opportunities and venues for research activities and graduate student training;
- participate in all phases of CSLP research projects (development, implementation, analysis and publication);
- complete former work (e.g. dissertations).

B. Responsibilities of the CSLP to Adjunct Professors

- provide physical resources (work space, access to computer equipment, telephones, etc.);
- provide technical support (secretary, librarian, research assistants, etc.);
- sponsor research and grant applications from adjunct faculty;
- assist the adjunct professors in all phases of research;
- guide and assist adjunct faculty in the acquisition of the research skills and knowledge required to conduct educational research;
- encourage the completion of former work (e.g. dissertations).

STAFF

Full-time Staff (Concordia) Salary Policy

Starting salary is set for two years, however all staff are entitled to an annual increase as per the university's Cost of Living Allowance rate.

Individual staff will be entitled to a salary increase of up to an additional 2.5% every year (with a time limit of 10 years) following a very positive job performance review.

Staff may also receive additional increases or bonuses for extraordinary achievements (e.g., new degree, more responsibility, excellent work well beyond expectations, etc.) depending on funding availability.

CSLP Policy on Contract Extensions (December 12, 2009)

Some CSLP staff receive annual contracts. On the anniversary of those annual contracts, when their contracts are reviewed, they are eligible for Cost of Living Allowance (COLA) adjustments and merit increases, if earned, over the past twelve months. The question of how to deal fairly with those staff who have more than one year's service but are given shorter contract extensions requires resolution.

Therefore, at the renewal date of every contract extension of 4 months or longer, a performance review may occur. Salary increases for a new contract will be based on the period of the previous extension, retroactively as follows:

4 months extension = 1/3 COLA + 1/3 performance review;

6 months extension = 1/2 COLA + 1/2 performance review;

9 months extension = 3/4 COLA + 3/4 performance review;

12 months extension = COLA + performance review

Full-time Staff (Concordia) Vacation Policy

Our goal in establishing a vacation policy is to find the balance between the demands of projects and the interests of staff members. In this spirit, vacations should not be scheduled when work demands are heaviest or when a vacation would create undue complications for a project.

Normally, staff vacations are taken during periods when work demands are lightest, for example, during the early parts of the summer before August 1 and when schools and universities are not in session.

All vacation plans should be discussed well in advance (e.g., at least two months) with Project Coordinators or the Creative Director and then the CSLP Manager who will reach agreement with the staff member concerning the timing and length of vacations, including how essential work demands will be met (e.g., by other staff or in advance).

In the event that a staff member wishes to take a vacation during a period when work demands are high, permission must also be obtained from the Centre Director before plans are finalized.

It is the responsibility of the staff member and the Grants Officer to monitor days taken during the annual vacation period(s). All staff must inform the Grants Officer immediately regarding vacation days that they **plan** to take. Vacation days may not be banked or otherwise carried over from one year to the next.

Additionally, the university policy states:

All employees are entitled to an annual paid vacation leave earned during the previous fiscal year of June 1 to May 31. This paid vacation leave entitlement is to be taken during the **following** fiscal year, starting June 1.

This can be found under the HR website under 'policies & procedures' then click under Human Resources policies - <http://secretariat.concordia.ca/policies/hr/en/HR-14.pdf>

Example of vacation days owed for a contract that does not follow the fiscal year:

Contract beginning Jan 3, 2008:

January 3/2008 – May 31/2008 (5months) = 10 days – to be taken between June 1/08 - May 31/09 (see article 3a of HR policy number HR-14 – Vacation Leave)

June 1/ 2008 – January 3/2009 (the remaining 7 months of this 1 year contract) = 8.8% of your gross earning during this period to be paid at the end of the contract should this contract not be renewed at this time.

Upon renewal (for this contract example), the vacation time earned between June 1/2008 – January 3/ 2009 (thru to May 31st 2009 should the contract continue to this point) is to be taken the following fiscal year between June 1/2009 and May 31/2010.

Note: At any time that a contract ends, any remaining vacation days earned that are not used would be paid as 8.8% of your earning up to that termination date.

Example of Contracts that follow the University's fiscal year:

June 1/2008 – May 31/2009 = 22 days to be taken between June 1/2009 and May 31/2010.

Summer Hours

Please note that the centre's policy related to summer hours and vacation time is the following; if your vacation falls on the day the hours of work are reduced (Friday afternoons during the summer months), it should be counted as a full day of your vacation entitlement. Should you have any other inquiries regarding summer hours, please speak with the Centre manager.

Please refer to Appendix Two for a complete list of benefits.

STUDENTS

Policies Regarding Thesis Work and Supervision

1. As part of its mandate, the CSLP wishes to facilitate the professional development of students. As such, CSLP faculty and staff are encouraged to provide support (in the form of guidance and advice) to students wherever possible and appropriate. Students may use the CSLP resources to photocopy material used in thesis or internship research. If the student is employed as a research assistant part of the student's time spent in collecting thesis data might count as research assistant work. Students may request office space. Students may use the computers and other facilities of the CSLP for work on their theses and other academic work.
2. Normally, supported students are expected to present their theses/internship projects at learned conferences and write them up for publication with faculty (see Authorship Guidelines listed below).
3. In line with regulations set out by the granting agencies, support for conference travel is available to students who co-author work with faculty, as funding is only provided to faculty for the conduction of research with graduate students. Note that registration and hotel bookings are the student's responsibility.
4. Notwithstanding the above, neither the CSLP, nor CSLP faculty and staff are obliged to provide financial compensation or other types of tangible support to students undertaking thesis or internship work. Similarly, students do not have to accept a research assistantship or receive remuneration for their thesis research if they so choose.
5. Specific restrictions to student support include the following: a) all photocopies remain CSLP property; b) duplication of thesis drafts and binding are not remunerated; c) research materials and data for which funding was provided must be kept on file at the CSLP; d) students are not provided with hardware, software, or peripheral devices for home use; e) the CSLP does not pay personal phone charges or for home internet service.

Policies Regarding Research Assistants

1. All CSLP members are required to attend general CSLP meetings to be kept up to date on CSLP business. All administrative meetings are billable, while those that discuss research projects are not.
2. Field Travel - Expenses: Students who travel to long distance field settings for the CSLP can submit gas OR transportation costs (kilometers) for reimbursement. Alternatively, cost of bus and metro tickets may be expensed when going to a school site as long as a receipt is provided.
3. Field Travel - Renumeration: Students may claim up to one hour maximum for travel time to a non-local school site (for example, off island or more than a 30 minutes commute) for data collection. This does not include regular travel to the CSLP.
4. Long Distance (outside of province) Travel: Some travel time will be paid on special jobs requested by the Centre. The Project Coordinator, and/or Centre Manager will make it clear to a student how much time will be remunerated, prior to the trip taking place.
5. Students are not required to engage in work for which there is no remuneration. Time taken for meals is not remunerated.

6. Any cash advance request must be submitted on an Expense Report Form one week prior to making the purchase. Once the purchase has been made, a receipt should be submitted to the Grants Officer.
7. Students are expected to work regular university periods. Work over and above the contract period will be accommodated through equivalent release. Each time sheet can have a maximum of 40 hours per week. Time beyond that should be banked and submitted on the next time sheet.
8. Hiring priority will be given to students who are completing a thesis under the direction of a CSLP faculty member.
9. Students are expected to acknowledge the CSLP and the granting agencies on any publications, presentations, or materials stemming from their paid work as RAs, as well as to inform the CSLP about any such accomplishments. Furthermore, all materials, productions, exhibits, data, etc. for which remuneration has been paid through the CSLP remain the property of the CSLP. Authorship and acknowledgments of said materials, as appropriate, will be based on the guidelines set out by appropriate bodies and summarized elsewhere in this document.
10. Faculty are expected to discuss the nature and extent of RAships and be sensitive to how these activities impact on student coursework, personal obligations, and other commitments. Likewise, students should disclose any commitments that might affect the timely and successful completion of an RAship. Under normal circumstances, the total of all RAships should not exceed two days per week for a fulltime student completing coursework.
11. Students holding fellowships are normally limited in the amount of additional funding they may receive. For example, "SSHRC doctoral fellows who accept research assistantships may devote no more than 150 hours per term to these duties. However, subject to written SSHRC approval, they may exceed this limit if their duties are directly related to their doctoral thesis research. In such cases, regardless of the number of hours devoted, the remuneration may not exceed the limit of 150 hours." (*SSHRC Guide*, 1997, p.51)

Student Salaries and Benefits

- 1) In the interests of equity, the CSLP has established general guidelines for the treatment of salaries for graduate students and research assistants. It is recognized, however, that the CSLP includes members from a variety of different units, including different departments within Concordia University and units at different universities and colleges. Each of these units may have its own local regulations, guidelines and customs with respect to graduate students and research assistants. It is understood, therefore, that members may have to depart somewhat from the CSLP's guidelines as a function of local conditions. Consequently, actual salaries offered may vary from the below-mentioned suggested starting rates for Education students depending on departmental/institutional policy. Salaries are increased annually in line with Concordia's policy.

Undergraduate students - \$13.00; Masters students - \$14.50; Doctoral students - \$16.50; Post doctoral students - \$19.50

It is recommended that annual increases in line with COLA (e.g. typically about 2%) should be given. It is also recommended that students be hired on yearly contracts rather than on time sheets.

- 2) In accordance with university policy, all students who are on time sheets will receive 4% vacation pay with their bi-weekly pay cheque, whereas students on contract must take two weeks paid vacation. All students receive a salary on the statutory holidays. Please see Table in Appendix Two for more information, related to benefits.

Student Forum

Students are encouraged to sit on a Student Forum which is designed for the exchange of information between graduate students from the different departments and units within the CSLP. Topics for discussion may range from CSLP-related issues to research-related questions. The Forum will be responsible for the planning of one or two workshops each year, geared to the specific needs of students. The Forum should meet on a monthly basis for approximately one hour (paid by the CSLP). A representative from this team should be nominated to sit on the CSLP Executive Committee.

Office Space Responsibilities

Upon completion of employment at the CSLP, it is the student's responsibility to remove all personal belongings, and return all data collected during the project to the Principal Investigator, either in electronic or hard-copy format. Note, the following is requested in CU's Summary Protocol Form for Ethics approval:

Data Handling: Please describe the path of your data from collection to storage to its eventual destruction/disposal. Include specific details on data handling, data storage (format and location), who will have access, and disposal/destruction method.

ORGANIZATIONAL STRUCTURE OF THE CSLP

Please refer to Appendix One for a diagram of the staff organizational structure of the CSLP.

Appointment and Responsibilities of the Director

The selection of a Director should recognize, among other factors, the essential requirements of an excellent scientific profile and capacity to integrate CSLP activities. The procedures for appointment will conform to the university regulations for University Research Centres.

The Director of the CSLP will have the obligation to:

1. Approve and sign all grants and contracts to be undertaken by or on behalf of the CSLP and further obtain approval of higher authority;
2. Prepare an annual report outlining the CSLP activities for the previous year. This report will be sent to the Chairs of the Departments of CSLP members, the Dean of Arts and Science, the Office of Research Services and the Provost and Vice-Rector Research. CSLP members will submit a description of their yearly activities and/or updated curriculum vitae to the Director by **April 15th**.
3. Chair the Executive and Advisory Boards.

Director's Committee

Oversees the day-to-day administration of the Centre, including coordinating research activities, recommending policies and procedures and, when appropriate, requesting approval of the Executive Board, hiring and managing Centre staff, overseeing Centre budget and finances, working with the professional communication staffs of the universities and CEGEPs represented in the Centre to promote the work of the Centre, and seeking funding. Members include the Centre's Director, Associate Directors, and Manager.

Executive Board

This Board will meet on a monthly basis, participate actively in setting the CSLP's goals and policies, determine criteria for membership in the CSLP and recommend changes, discuss major decisions or issues affecting the CSLP, such as submission of major contract and grant proposals, and should critically evaluate the CSLP's effectiveness on a continuing basis.

Representation on this committee should include the following:

- Director
- Associate Directors
- Manager
- faculty member (two year term)
- new faculty member (two year term)
- a representative from McGill
- a representative from MELS
- one or two graduate students (one year term)

Advisory Boards

The two CSLP Advisory Boards consists of the Executive Committee in addition to representatives from each of the various CSLP partner organizations. The purpose of these Boards is to act as a forum for the exchange of information between the CSLP and its partners, each helping to inform the other in terms of research goals and relevant issues. This committee shall meet on a semi-annual basis or as required.

Representation on the K-12 Advisory Board includes the following:

- Director of CSLP (Chair)
- the Executive Committee
- a representative from each of the Anglophone School Boards in the educational sector (e.g. Director General or Dean)
- the national RECIT
- a principal from a partner school

Representation on the Postsecondary and Workplace Advisory Board includes the following:

- the Executive Committee
- a representative from each of the partner CEGEPs
- further representation is currently being determined.

Theme Leaders Committee

Meets on a regular basis to review current research activities, share information and procedures, suggest collaborative work and, when agreed upon, coordinate work. The themes are established by the CSLP Executive Committee.

Members include:

- the CSLP Director (Chair),
- the two Associate Directors,
- the Manager, and
- all Theme leaders.

RESEARCH GRANTS

Policies Regarding Research Grant Administration

1. Research grants obtained under the auspices of the CSLP will be coordinated by the CSLP.

2. Principal investigators will retain primary responsibility for the research grant and make decisions regarding major expenditures.
3. All grant holders are expected to help fund the CSLP resources in which everyone shares (e.g., salaries of administrative assistant, research coordinator, information specialist, office supplies and equipment). Please refer to the section *Membership in the CSLP* for a more detailed explanation of this contribution.
4. CSLP members who are the beneficiaries (e.g., award holders, research assistants) of research grants or external contracts are expected to fulfill the appropriate substantive and administrative responsibilities set out in any explicit or implicit conditions of award. For example, progress reports and final reports of scholarly accomplishments or budget summaries are expected to be completed in a timely and conscientious manner by grant holders. In general, the beneficiaries are expected to work together to conduct quality research and to see that the findings are disseminated to the academic, professional and practitioner communities.

Citing Large CSLP Grants

For the Annual Report and other general citations:

Names of the principal investigators **and the members of the CSLP**. (date). Title of proposal. (Granting agency and program) (length of grant and total applied for).

Example: Abrami, P., Segalowitz, N., Aulls, M., Bernard, R., Fichten, C., McAlpine, L., von Grunau, M., and the members of the CSLP. (under review). *Centre d'études sur l'apprentissage et la performance-CEAP/CSLP*. (Fonds québécois de la recherche sur la société et la culture (FQRSC) - Volet regroupements stratégiques) (2003-2009: 6 year total applied for = \$2,542,500).

For the CVs of individual researchers:

Names of the principal investigators, name of individual **and the members of the CSLP**. (date). Title of proposal. (Granting agency and program) (length of grant and total applied for).

Example: Abrami, P., Segalowitz, N., Aulls, M., Bernard, R., Fichten, C., McAlpine, L., von Grunau, M., PERSON'S-NAME-HERE, and the members of the CSLP. (under review). *Centre d'études sur l'apprentissage et la performance-CEAP/CSLP*. (Fonds québécois de la recherche sur la société et la culture (FQRSC) - Volet regroupements stratégiques) (2003-2009: 6 year total applied for = \$2,542,500).

INTELLECTUAL PROPERTY AND ETHICS

Authorship Guidelines

CSLP members are expected to follow established guidelines regarding publication credit and the awarding of authorship. The *Publication Manual of the American Psychological Association* (1994) provides a useful summary of the established guidelines for publication credit:

Authorship is reserved for persons who receive primary credit and hold primary responsibility for a published work. Authorship encompasses, therefore, not only those who do the actual writing but also those who have made substantial scientific contributions to a study. Substantial professional contributions may include formulating the problem or hypothesis, structuring the experimental

design, organizing and conducting the statistical analysis, interpreting the results, or writing a major portion of the paper. Those who so contribute are listed in the byline. Lesser contributions, which do not constitute authorship, may be acknowledged in a note (see section 3.89). These contributions may include such supportive functions as designing or building the apparatus, suggesting or advising about the statistical analysis, collecting or entering data, modifying or structuring a computer program, and recruiting participants or obtaining animals. Conducting routine observations or diagnoses for use in studies does not constitute authorship. Combinations of these (and other) tasks, however, may justify authorship. As early as practicable in a research project, the collaborators should decide on which tasks are necessary for the project's completion, how the work will be divided, which tasks or combination of tasks merits authorship credit, and on what level credit should be given (first author, second author etc.).

This is especially appropriate if one of the collaborators is new to the publishing process. Collaborators may need to reassess authorship credit and order if major changes are necessary in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need intensive supervision or additional analyses may need to be conducted beyond the scope of a student's thesis or dissertation.

The corresponding author (the author who serves as the main contact) should always obtain a person's consent before including that person's name in a byline or in a note. Each author listed in the byline of an article should review the entire manuscript before it is submitted.

Authors are responsible for determining authorship and for specifying the order in which two or more authors' names appear in the byline. The general rule is that the name of the principal contributor should appear first, with subsequent names in order of decreasing contribution. If authors played equal roles in the research and publication of their study, they may wish to note this in the second paragraph of the author note (see section 3.89).

Authors are also responsible for the factual accuracy of their contributions. The opinions and statements published are the responsibility of the authors, and such opinions and statements do not necessarily represent the policies of the APA or the views of the editors.

When a paper is accepted by an editor, each person listed in the byline must verify in writing that he or she agrees to serve as an author and accepts the responsibilities of authorship (see section 5.01). (pp.294-295)

Ethical Conduct of Research

All research must conform to the *Tri-Council policy statement on integrity in research and scholarship*. CSLP members are expected to follow established guidelines for the ethical treatment of research participants regardless of whether research designs are experimental or naturalistic or involve quantitative or qualitative data collection.

These ethical guidelines include the assurance of: informed consent, freedom to discontinue, protection from harm or stress, post-research debriefing, confidentiality of research data, and so on. In the case of participants who are minors, informed consent must be provided by parents or legal guardians.

Finally, CSLP research requires the completion and approval of a Summary Protocol Form in advance of the study. New or modified instruments that were not originally submitted with the SPF, must be forwarded to the Research Office for filing. All instruments that are used within a particular study should have the Ethics Approval number written on the cover page.

Intellectual Property Guidelines

All CSLP researchers, staff, and students who work on software development projects or research contracts must sign a Non-disclosure Agreement at the time of hire (see Appendix Three).

THE RESOURCE CENTRE

The CSLP Resource Centre is open to both members and non-members, Monday-Friday 9:00 a.m.-5:00 p.m. For nonmembers who wish to obtain borrowing privileges, a one-time membership fee of \$10.00 is required. There is an institutional rate of \$25.00.

Books

- Books may be borrowed for one week during the Fall and Winter semesters and for two weeks during the Summer semester.
- Renewals may be made over the telephone.
- A fee of \$0.25 per day per book will be charged on overdues.
- Books should not be re-filed but instead returned to the shelf marked "Returned Books" on top of the mail boxes.
- Borrowers who continually keep overdue books or who do not return books, will have their borrowing privileges revoked.

Journal articles, dissertations and reports

- Articles in the filing cabinet that have a red CSLP stamp are originals. Those with a black CSLP are duplicates and may be taken.
- Members may borrow original articles for one week. Articles must be signed out in the binder.
- Non-members should consult articles or journals at the CSLP and may photocopy them.
- Consulted articles should not be re-filed but instead returned to the basket marked "Returned Articles" on the filing cabinet.

Photocopying/Printing

- Non-members will pay \$0.10 per page for all photocopying and \$0.15 per page for all printouts.
- Each CSLP member receives two photocopying codes: one for research and one for personnel use. Members will be asked to pay \$0.05 per page for personal, non-centre related photocopying.
- Members are also required to keep track of printouts for personal use and are asked to pay \$0.07 per page.
- The Admin. Assistant is responsible for the collection of these fees.

Technical Services

- CSLP members who encounter technical problems with any of the CSLP equipment, should email Technical Services and inform the Manager of the CSLP through a CC.

OTHER

Any private work that is engaged in by faculty, students, or staff should be conducted off premises. If CSLP resources are used, it should be done with permission and with the expectation that the CSLP will be appropriately reimbursed. Furthermore, use of CSLP materials and affiliation requires advanced consent.

Publications Consulted

Concordia University code of ethics: Guidelines for ethical actions (1997). Montreal; Concordia University.

Ethical principals of psychologists and code of conduct. (1992). *American Psychologist*, 47 (2): 1597-1611.

Publication manual of the American Psychological Association. (1994). 4th ed. Washington: APA.

SSHRC Granting Programs: Detailed guide. (1995). Ottawa: Social Sciences and Humanities Research Council of Canada.

Tri-Council policy statement on integrity in research and scholarship. (1997, August 17). Ottawa: The Council.

Appendix One: CSLP Organizational Chart: Staff
(August 2005)

Director

Psych. Associate Director
(liaison with CSG & ALG & with external groups (e.g. Diva, CTREQ))

Educ. Associate Director
(liaison with Educ faculty, DOE Chair and students)

Researchers (Faculty)

Post-Doctoral Fellows
Research Assistants

Professionals (Director)

Research Associate
Literacy Coordinator
NANs Coordinator
Software Research Coordinator
Instructional Designers
McGill Coordinator (McGill Faculty)

Design Team (Creative Director)

Programmer/Designers

Administration (Manager)

Grants Officer
IRC Library Assistant
Administrative Assistant

Appendix Two: General Employee Benefits (June 2007)

(Please refer to Human Resources for more detailed information - <http://hr.concordia.ca/>)

Research Employees	Health	Basic Life	Optional Life	AD&D	Sick Leave	LTD	Pension	RRSP	Tuition Waivers	Vacation	Sick days
Non-students-contracts											
Full-time > 12 months (fiscal yr)	yes	yes	yes	yes	yes	yes	yes	yes	yes	22 days (see below)	see Sick Leave Policy
Full-time > 12 months (non-fiscal yr)	yes	yes	yes	yes	yes	yes	yes	yes	yes	2 days/month within fiscal yr	see Sick Leave Policy
Full-time < 12 months	no	no	no	no	no	no	yes	no	no	10 days advised or 4%	see Sick Leave Policy
Part-time > 12 months	no	no	no	no	no	no	yes	no	no	4%	see Sick Leave Policy
Part-time < 12 months	no	no	no	no	no	no	yes	no	no	pro-rated to hrs worked	see Sick Leave Policy
Non-students-time sheets											
Hired any time	no	no	no	no	no	no	yes	no	no	4% included with every pay	see Sick Leave Policy
(min. 700 hrs)											
Students-contracts											
Part-time > 12 months	no	no	no	no	no	no	yes	no	no	4% included with every pay	see Sick Leave Policy
Part-time < 12 months	no	no	no	no	no	no	yes	no	no	4% included with every pay	see Sick Leave Policy
Students-time sheets											
Hired any time	no	no	no	no	no	no	yes	no	no	4% included with every pay	see Sick Leave Policy

Concordia works on a earn vacation now. The university policy states: All employees are entitled to an annual paid vacation leave earned during the previous fiscal year of June 1 to May 31. This paid vacation leave entitlement is to be taken during the **following** fiscal year, starting June 1.

This can be found under the HR website under 'policies & procedures' then click under Human Resources policies

<http://secretariat.concordia.ca/policies/hr/en/HR-14.pdf>

Appendix Three: Non-Disclosure Agreement

NON-DISCLOSURE AGREEMENT

Between Concordia University
1455 de Maisonneuve Blvd. W. GM – 1000
Montreal, Quebec, H3G 1M8
 (“**Concordia**”)

And [Name]
[Home address]

(the “**Individual**”)

Whereas the mission of the Center for the Study of Learning and Performance of the Concordia Departments of Education and Psychology (the “**Centre**”) is to increase the theoretical and practical understanding of the factors that promote and hinder the learning and performance of complex skills through research and development activities (the “**Mission**”);

Whereas the Individual will be working as a faculty, staff, or student on one or more projects, as led by a principal investigator (the “Principal Investigator”), during the course of [his/her] period of membership or employment at the Centre at Concordia; and

Whereas in the course of [his/her] membership or employment, certain information of a proprietary or confidential nature (the “**Proprietary Information**”) may become known to the Individual.

Now therefore the parties agree as follows:

1. Proprietary Information shall be specifically identified by explicitly informing the Individual of its status or by physically marking it with the following mention: “*Proprietary Information*”. If there is any question about proprietary information then the Individual should forward a written request to the Principal Investigator who will make the final decision.
2. Information which may be identified as Proprietary Information may include, by way of example, but without limitation, software, data, know-how, formulae, analyses, processes, designs, sketches, photographs, plans, drawings, specifications, samples, reports, studies, findings, surveys, prototypes, inventions, patent applications and ideas. Any Proprietary Information transmitted verbally or by visual inspection shall be protected to the same extent as tangible Proprietary Information.
3. The Individual agrees that the Proprietary Information or any part or derivatives thereof shall be held in strict confidence and shall not be distributed or sold to any third parties and shall not be used for any purpose other than for the purpose of carrying out [his/her] work relating to the projects of the Centre.
4. The Individual agrees to provide the appropriate security measures to ensure that the Proprietary Information remains confidential and that any inquiries for access to the Proprietary Information be directed to Concordia.
5. The Individual shall limit internal dissemination of Proprietary Information within Concordia to individuals whose duties justify the need to know the Proprietary Information and then only provided that such individuals have entered into a similar non-disclosure agreement with Concordia with regards to the Proprietary Information.
6. Notwithstanding the above, it is acknowledged that graduate students who are financially or otherwise supported by Concordia through research grants or other sources, with respect to research that forms part of their thesis, have the right to publish such research output in their thesis or elsewhere with appropriate attribution, subject to the terms of the associated research grant. The Individual may request permission from Concordia to retain a copy

of the portion of any work they participated in producing for the sole purpose of completing their portfolio or curriculum vitae, such permission shall not be unreasonably withheld. The Individual may not commercialise or otherwise financially benefit from the Proprietary Information without a prior written agreement with Concordia.

7. This agreement shall supersede all documents or agreements between the parties, whether written or verbal, in respect of the subject matter thereof.

8. This agreement is drawn up in English at the request of all parties. Les parties aux présentes ont expressément convenu que ce contrat soit rédigé en anglais.

IN WITNESS WHEREOF the parties hereto have signed this non-disclosure agreement at Montréal on the _____th day of _____ 2003.

FOR CONCORDIA

INDIVIDUAL

Garry Milton
Director, Research Services

[Print the Individual name]
Individual

[Print SFM name]
Supervising Faculty Member

Appendix Four: Partnership Agreement with McGill

Memorandum of Agreement

Association Between the Centre for University Teaching and Learning and the Centre for the Study of Learning and Performance

This memorandum of agreement recognizes and broadly describes an association between the Centre for University Teaching and Learning, McGill University, and the Centre for the Study of Learning and Performance, Concordia University.

Historically, the members of both centres have enjoyed informal collaborations in several areas of academic interest including faculty development, uses of technology for learning, and the cognitive, motivational and social processes of instruction. The proposed association builds further on these common interests and the research productivity of both centres.

Consequently, this association is designed to facilitate more formal collaborations in order to encourage more and better research in areas of common interest. We will accomplish this by pursuing joint activities such as the following: a) joint projects; b) combined applications for research funding and especially major infrastructure grants and awards (e.g., VRQ, FCAR Centres of Excellence); c) student training and involvement in research; d) joint seminars and invited speakers.

Furthermore, in undertaking this association it is recognized that the division of responsibilities and resources will be planned in advance respecting the principles of equity and fairness. Finally, this agreement is effective so long as both Centres agree to its continuance as determined by periodic review.

Dated: August 28, 2000

Signed,

Philip C. Abrami, Director

Centre for the Study of Learning and Performance, Concordia University

Lynn, McAlpine, Director

Centre for University Teaching and Learning, McGill University