



President's Report

A Year in Review
by Charles Draimin

It is the end of the academic year and of my first year as CUFA president. We have some achievements to show for the year—none of which would have been possible without the work of our staff, executive, and volunteers—and other issues that remain to be resolved.

Communications: CUFA has a new website, completely redesigned and easy to find at www.cufa.net. I am grateful to Chris Cummins, CUFA Treasurer, for seeing this project through.

The website is the new home of CUFA Report as well as the CUFA Discussion Forum. (See *CUFA Discussion Forum* on page 6.) You should have recently received a written invitation to join the forum.

Collective agreement negotiations: Our negotiating team has worked very hard since spring 2006 so that we would be ready to begin negotiations in November of last year. However, it takes two parties to negotiate a contract, and, despite agreeing to an autumn start, the administration was not ready.

They did sit down with us in November to open negotiations and to agree on a target completion date of 31 May 2007, six months later. However it was more than two months before the administration was prepared even to exchange texts on non-monetary issues, and one *more* month before

face-to-face negotiations actually began. It is discouraging to realize that that, despite our efforts, we will probably not finish negotiations before the current agreement expires (see below).

One of the difficulties we have met arises from the wish of the administration to reorganize the collective agreement (see Lucie Lequin's *Chief Negotiator's Report*, starting on page 4), but the larger problem arises from the manner in which the administration is handling collective agreement negotiations with all its unions. The administration has decided to put one outside lawyer, Me Mark Turcot, in charge of all the labour negotiations at Concordia. Currently this involves serious negotiations with CUSSU, CUUSU-TS and CUPFA as well as with CUFA;

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in addition he has been completing negotiations with other unions, one of which, CULEU, is not going well at all.

This workload places an exceptional burden on a chief negotiator. We do not question his competence, but it is hard to see how Me Turcot could ever have been expected to complete contract negotiations with CUFA by the end of May. How can he possibly give us the two days a week we were expecting and have enough time to prepare? Moreover, as crises unavoidably arise in these negotiations, he has no unscheduled time available to deal with them. This extra time squeeze is bound to affect us.

As you know, we offered three negotiating days to CUSSU to help them bring their negotiations to completion. Despite the pressures of their ultimatum and the ensuing one-day strikes, there were only a couple of days available this spring for the chief negotiator to meet with them. We hoped that in offering these negotiating days—which was in response to a request from CUSSU—we could help facilitate the achievement of a settlement. This would open up additional days for our own negotiations and reduce the number of demands on Me Turcot.

The administration was immune both to our good will and to the opportunity to use the time to negotiate a settlement with CUSSU. They adopted the astonishing position that our gesture could potentially derail our own negotiations and prevent us from finishing by May 31.

Problematic negotiations with CUSSU and CULEU are an obvious example of the deteriorating state of labour negotiations at Concordia,

but negotiations with the other unions are not going well either. CUFA has not yet experienced such extreme difficulties in our negotiations, but if the general situation continues to worsen it is hard to see how we can avoid being affected. With the same person acting as the employer's chief negotiator at all the negotiating tables, all our schedules are inextricably, and unhappily, linked.

CUFA wants to move these negotiations ahead, and to do that we have proposed additional meeting dates throughout the spring, and if necessary, into the summer—past the expiration date of our current collective agreement.

Although people talk about “working without a contract,” that’s not exactly what happens.

“Failing an agreement by May 31, the current collective agreement will continue in force”

Failing an agreement by May 31, the current collective agreement will continue in force until a new agreement is reached. Most provisions, including those related to workload, remain unchanged. Dated benefits, however, in-

cluding specified salary adjustments, may not be paid. In our case, we cannot expect salary increases on June 1 to the full extent we received them in the last five years.

According to our reading of the collective agreement, salaries should increase by a step on the grid, or CDI, as the case may be. Subject to satisfactory performance review and the other usual limitations, new-model members “move up a step on the grid each year, effective June 1” (Article 39.02.2); for members on the old model, “A fixed-dollar Career Development Increment (CDI) shall be awarded annually each June 1 based on the biennial Performance Evaluation...” (Article 39.03.2) On the other hand, there will be no COLA increases (nor will the grid be adjusted

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according to COLA) since COLA has not been defined beyond the current academic year (Article 40.02).

Governance. Governance is a serious concern to the CUFA Executive. We had our first inkling of serious problems a year ago when, at the recommendation of the administration, the Board of Governors ignored its own policies and extended an administrative appointment by three years. I am proud of CUFA's role in turning this back. There has been no such crisis this year, but dealing with the administration is more difficult than it has been in the past. In the last issue I wrote about the administration's questionable decision to appoint deans to the Joint Grievance Committee (JGC). I can report to you now that when we sought to take this situation to arbitration, the administration decided not to take part in JGC hearings. As a result, the JGC has not met *at all* this year.

The difficulty of scheduling JGC hearings was not our central objection to having deans on the JGC, of course, but one wonders if, as we predicted, the near impossibility of scheduling any JGC meetings with two deans might also have been a factor in discouraging their participation.

This administration seems to be distancing itself from the rest of the Concordia community. You will all have noticed the increased presence of new security guards around the campuses. They are especially plentiful outside the room in which the Board of Governors meets. More disturbing is the fact that Board of Governors open sessions are public in a formal sense only. The board meets in the GM building, but, apart from people invited, members of the community who want to attend the open meeting must go

across the street to a room in 5th floor of the Hall Building and watch the proceedings on closed circuit TV. Presentations on a screen cannot be seen, many speakers cannot be seen; it is not surprising that attendance has dwindled to almost nothing.

While distancing itself from the university, the administration is also expanding at an alarming rate and absorbing an increasing percentage of university resources. For an analysis, please see the article *The Rising Cost of Administration* starting on page 8.

Other issues. We have taken steps to bring the matter of *health and safety* to the attention of our members. In the coming year, we will insure that the administration assumes its full responsibilities

in this area. *Greg Butler*, our vice president, is managing this dossier. There are different opinions on the wisdom of putting *course evaluations on-line*, but it does seem clear that the administration could have managed the process better by working

with faculty members to anticipate problems that will inevitably arise. Certainly the strategy adopted in one Faculty of instituting the change with no discussion and little warning is very questionable. If you have comments, questions or information on this issue, please contact *Tony Costanzo*, CUFA Secretary.

I want to thank the staff at the CUFA office, *Geneviève Robichaud* and *Chantal Bohbot*, who have kept everything going throughout this productive and difficult year. CUFA is in large part a volunteer organization, as well, and I want to express my appreciation to those members of the faculty and librarians who have given their

“This administration seems to be distancing itself from the rest of the Concordia community”

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time and energy for the benefit of the entire academic staff at Concordia. I want to mention, as well, the members of the executive, the negotiating team, the members of the JGC and the grievance officers and all those others who have taken on tasks for CUFA. I single out for special mention *Françoise Naudillon* and *Terry Byrnes* who are leaving the executive. In addition to serving on the executive for the last three years, Françoise has been a CUFA representative on the CAUT Defence Fund, work that she has graciously agreed to continue. (Although this is not CUFA work as such, I am pleased that Françoise has been elected to the executive of FQPPU, our provincial organization.) I want to thank *Terry Byrnes* for his contributions as a member of the executive, and especially for his work as co-editor of this newsletter. Finally, I welcome the new member of the executive, *Shelley Reuter*. Shelley was acclaimed to the position of executive-at-large, and you can read her election statement at www.cufa.net.

Chief Negotiator's Report

by *Lucie Lequin*

CUFA and the administration have been in official negotiations since the end of November, but, effectively, only since mid-February. Failing an agreement by May 31, the current collective agreement will continue in force until a new agreement is reached.

Since the exchange of text on non-monetary articles on February 12, there have been several collective bargaining meetings with the administration's team, Mark Turcot, David Graham, Jerry Tomberlin, Serge Bergeron and Maurice René de Cotret. (The most recent meeting was on May 14.) During this period, we have discussed nine articles and both parties have tabled responses to each other's original

proposals. Our progress is reviewed below.

In addition, we have accepted in principle the administration's proposed reorganization of the collective agreement. Under this plan, definitions, some of which are currently found in Article 2, and others which are scattered throughout the collective agreement, will be collected in Article 2, *Definitions*. The composition of the various committees, such as the DPC, FPTC, JGC, etc., currently found in various articles throughout the collective agreement will be moved to Article 11, which will be entitled *Committees*. CUFA agrees that these changes render the agreement more user-friendly. However, this reorganization creates extra work and takes extra time, since the negotiating team must ensure that nothing is inadvertently omitted or changed by the reorganization.

Article 2, Definitions: There is verbal agreement on most definitions. The administration has accepted several of our demands and suggestions and has revised Article 2. There are difficulties with the definition of *employer*, *association* and *conflict of interest(s)*. This article will remain open until we finish negotiations in order to accommodate additional alterations that may be necessitated by future negotiated changes. Clearly, we need a verbal agreement on all definitions as the need for these definitions arises.

Article 11, Committees: We are close to agreement on most items. The two remaining problems are the structure and mode of selecting members of the Department Hiring Committee (DHC) and the composition of the Joint Grievance Committee (JGC).

Other articles:

Articles 4 and 6, Governance issues: We are waiting for the administration's response.

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Article 7, Issue of psychological harassment: Cufa is preparing an answer to the Administration's response to CUFA's proposal. Progress has been made.

Article 8, Rights of the Association: We are not far apart. The most contentious issue in this article is the faculty complement.

Article 10, Correspondence: This is not a key article, but it has been settled.

Article 12, Appointments: We are not far apart. There are two problems. Will hiring decisions be made only by the DHC or will the DPC continue to play a role? The number of ETAs is also an issue.

Article 14 Reappointment, Promotion, Evaluation. Two issues are contentious. First, should probationary members be evaluated every year or just at the time of contract renewal? Second, should the third category of promotion to full professor be kept or not?

Articles 16 and 18 have been tabled by CUFA in response to the first proposal of the Administration (February 12). Article 16 was discussed on May 14 and Article 18 will be discussed at the next meeting.

Articles 20, 21 and 22 have been tabled in response to the first proposal of CUFA (February 12). Discussion should occur sometime in May.

Visit the *new* CUFA website at

<http://www.cufa.net>

CAUT Biennial Women's Conference

Doing Academia Differently
by Shelley Z. Reuter

Doing Academia Differently addressed a number of key themes on women in the academic workplace.

The opening session raised such issues as the importance of individual and collective action, and the role of colonialism in both aboriginal students' and faculty members' experiences of the academy.

Work-Life Balance described a number of initiatives taken to achieve this balance in various European countries. "Pay Equity" addressed equity issues related to legislation (Human Rights Act, employment standards, pay, etc.) and outlined the flaws in the university salary system compared to those in industry. Speakers presented their experiences as feminist activists in the academy ("Activism in the Academy"), outlining some of the struggles and challenges encountered as professors, administrators, and union negotiators.

The conference closed with a final plenary, with each of the plenary speakers drawing out key themes that had emerged over the three days. These included the vulnerability of women in the academy to overwork and concomitant chronic health problems or even death; the need for faculty associations to attend to the needs, priorities, and experiences of its junior members, who are generally under-involved in union activities and many of whom are burdened with massive student debt; and, finally, the importance of knowing when to "stop watering the plant" of activism, and possibly "re-pot" or switch tacks.

Editor's note: The CAUT Biennial Women's Conference was held last February in Ottawa.

CUFA Discussion Forum

by Linda Dyer

Welcome to the CUFA Discussion Forum. I hope this will be a place where we can freely air our views and exchange ideas about matters large and small.

Teaching Issues is the place to talk about anything to do with our lives as teachers and our interactions with students. Our first postings are about the electronic course evaluations and a magazine exposé of cheating among students.

The Faculty Club is the place for exchanges about life at Concordia, work-life balance and academic life in general. Our postings are about governance and planning a sabbatical.

Negotiations will be the place to post our ideas and questions about the current negotiations between CUFA and the administration.

As other topics emerge they will be added. I hope you will visit often and add your own comments, questions, and opinions. I think the system is reasonably user-friendly (and I'm a rather low-tech person), but this is a new venture and we're working hard to remove any hitches or hurdles. If you have questions, I'll be glad to find answers to them. Feel free to email me at dyer@jmsb.concordia.ca or contact me by telephone at extension 2936.

How to Join the Discussion

1. Go to forums.cufa.net and click on **Register**
2. Agree to the registration terms
3. Provide a *user name* and fill in your *e-mail address*
4. Make up a *password* for use on the discussion forum
5. Type in the *invitation code*: 8b5ec454
6. Scroll to the bottom of the page and click **Submit**
7. In a few seconds you will get a confirmation email with a link that allows you to activate your account
8. Login using your user name and password

JMSB Course Evaluations Go Online

by Antonio Costanzo

In the fall semester of 2006, the John Molson School of Business (JMSB) began a pilot project to have graduate course evaluations conducted on-line. A total of 1,899 course evaluation questionnaires were distributed and 1,543 were completed electronically within a three-week period, from November 13, 2006, to December 3, 2006. The response rate was 81.25%.

In mid-March of this year, JMSB Dean Jerry Tomberlin wrote to students that course evaluation questionnaires would no longer be conducted in a paper format, but would be conducted exclusively on-line. He outlined the advantages of this new system: "...cost savings, an increase in the quality of responses, a quicker response to the professor, and eventually... an improved quality of instruction at Concordia." Students were given 3 weeks to complete the questionnaire—from March 19, 2007, to April 10, 2007.

In his letter, Dean Tomberlin strongly encouraged students to complete the on-line questionnaire, saying, "We are committed to providing a first-class education that emphasizes excellence in teaching and learning." Feeling, perhaps, that students might hesitate to adopt the new system, he outlined some of its benefits:

- Environmental friendliness
- Students have a chance to think more deeply about the feedback they provide
- Professors can improve their teaching based on more carefully considered comments
- The questionnaire can be completed anytime
- Students' privacy is protected at all times.

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This list was underlined with a plea to “please evaluate your courses NOW by clicking on the link below and you will be included in a draw to win one of ten gift certificates to be used in Concordia’s University Bookstore, two iPods and many other gifts.”

With only 6 days left for the completion of the questionnaire, the Vice-Provost, Academic Programs, Dr. Danielle Morin, wrote the faculty of JMSB, inviting them to encourage their students to complete their course evaluations, “as the response rate is still low when compared to last term’s response rate.” She reiterated what Dean Tomberlin had written to student about the system being environmentally friendly, the cost savings, etc.

Course evaluation is a component of performance evaluation for all CUFA members and we are naturally concerned about the manner in which it is conducted. We shall have to wait and see how this saga develops.

Environmental Health & Safety

by Greg Butler

Environmental health and safety (EH&S) is an important topic that has been occupying both CUFA and the university this year.

In early fall 2006, the university administration circulated information to faculty regarding their responsibilities under the relevant legislation for EH&S, the Act Respecting Occupational Health & Safety, R.S.Q., Chapter S-2.1, and Bill C-45 of the Criminal Code. For serious acts of negligence with respect to safety, not only is the individual responsible but also the organization.

In our case, this means individual staff and faculty, as employees, and the university, as the organization.

Health and safety is a serious responsibility for everyone, including faculty, the administration, and CUFA as an association. The circular sent by the administration to faculty is a necessary part of their due diligence to keep us informed.

An information circular for chairs and unit heads was also distributed by the administration. In this circular a large degree of responsibility was delegated to the chairs as line managers. This is an area of contention between CUFA and the employer which we are seeking to clarify with them and our legal advisors. Chairs and unit heads are members of CUFA, and CUFA does not regard them as part of management. As such, the responsibilities delegated to chairs should remain with the dean’s office.

At the March 5, 2007, CUFA Council meeting, we invited *Laura Lozanski*, the Health and Safety Officer at CAUT to brief the meeting on the relevant federal and provincial legislation. She pointed out that CUFA has to be proactive, and has the responsibility to demand that the employer provide members with adequate training in health and safety issues.

The two key rights of workers in Quebec under health and safety legislation are the right to know the hazards of the job, and the right to refuse unsafe work. The first requires the employer to keep staff, faculty, and students informed of hazards, and to train them to perform their work safely. The second requires workers to report such incidents immediately.

Faculty members who direct research projects or research laboratories have a responsibility to their employees and students with regard to health and safety. Such supervisors are responsible for informing workers of hazards, provid-

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ing them with training, and monitoring the safety aspects of their work and work environment.

Although health and safety violations now come under the Criminal Code, the intent of the legislation is to ensure a safe, healthy workplace, and to prevent incidents as much as is humanly possible. The responsibility for health and safety is shared by everyone.

In fall 2007, CUFA is planning to invite *Laura Lozanski* to Concordia to conduct workshops for our members.

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The Rising Cost of Administration

by Charles Draimin

How much of university revenues should be devoted to teaching and research? When should we be concerned about reductions in resources devoted to our core activities? Are there tendencies for non-core activities to grow at the expense of our mission? There can be no absolutes in such an analysis, but we can look at spending trends to gain some understanding of how our priorities are changing. In this article, I will examine recent trends in two key categories of spending at Concordia, *Academic Services* and *Administration*.^{*} The data used in this article come from the published financial statements of Concordia University and from salary information provided to the Quebec government and posted on its website.

Academic Services. Academic Services is the annual cost of running the Faculties, the library, and computing services. From 1987** to 2001 Academic Services averaged 63.7% of revenues with some annual variation and a slight downward trend. Since 1999 there has been a marked decline in resources devoted to Academic Services, and in the last five years the average has dropped to about 55% of revenue. The decline in the mid-1990s can be attributed to a spate of early retirements, but the reduction in expenditure in the academic sector has persisted longer than might be expected. In 1996, 1997 and 1998, as a consequence of FALRIP and ERIP Academic Services expense did in fact drop in absolute terms and of course dropped relative to revenue. What is surprising is that even after the FALRIP/ERIP savings were realized, when Academic Services expense began to grow again in absolute terms, Academic Services as a percentage of revenue continued to decline. There has been a slight recovery since 2002 but

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not enough to reverse a decided trend from 66%-68% in the late 1980s to the mid-50% in this decade (see graph below).

Administration. Administration expense is the annual cost of higher administration including the salaries of senior administrators and those who work in their offices. Whereas expenditure on Academic Services has displayed a general downward trend

over the two decades, the story of Administration cost has been very different. In general, it has been cyclical with no particular trend and, up until the year 2000, it averaged about 10% of revenue. Some of the movements can be related to events in the university. For example, starting in 1988 Administration as a percentage of revenue climbed

steadily through the early 1990s but then declined sharply from 1994 as a result of the governance reforms that took place at that time. There was some rise and fall after that with a slight downward trend, but still in the range of 9% to 10%. Since 2002, however, there has been a striking change. Average annual Administration expense has risen sharply and continuously from 8.5% of operating revenue in 2002 to almost 13% in 2006 (see graph on page 10).

Comparison. We can make a direct comparison between academic spending to administration spending over this twenty year period. The graph

on page 11 shows the trend in the number of dollars spent on Academic Services per dollar of Administration spending.

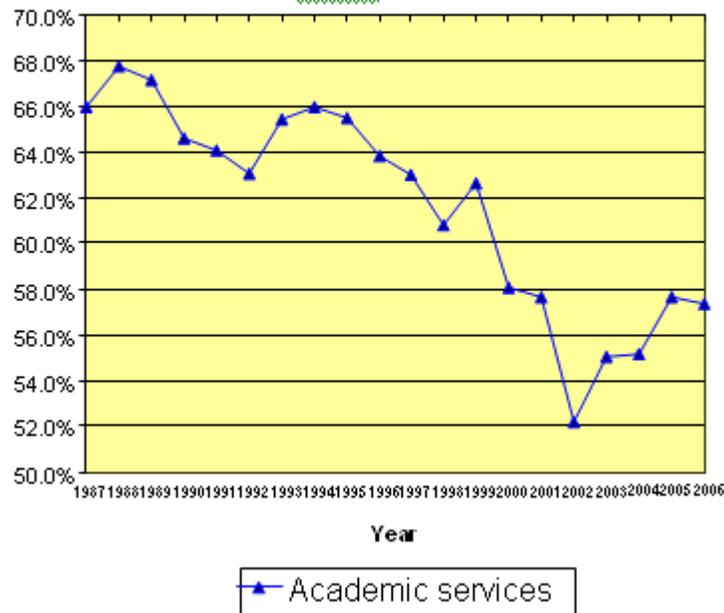
Of course, total Academic Services expense, the dollars expended on teaching, programs, computer support and the libraries—the direct cost of what we actually do as a university—is several times higher than the dollar cost of Administration, as it should be. But the gap is narrowing. Relative to Administration, the dollars spent on

Academic Services are falling. In 1987, Concordia spent \$6.90 on Academic Services for every dollar it spent on Administration. By 2006, this had fallen to \$4.50, a remarkable 35% drop.

Concordia is a larger institution today than it was in the mid-

eighties. Most obvious are three new and substantial buildings. There are also many more students. As recently as 2001 we had fewer than 19,000 FTEs; in 2006 there were 24,000, a 28% increase. Over the longer run, the growth of the university is reflected in our finances, in particular revenues, which, in real terms, have increased by 70% over the last 20 years. But while total resources have increased greatly over this period, resources devoted to Academic Services have increased by only 48%. One might argue that the academic sector has become more

Concordia University
Revenue Devoted to Academic Services
(Cost of Academic Service as a percentage of Total Revenue)
1987 to 2006



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efficient, i.e., able to do more with less. This would be true if the quality of education remained the same. But the quality of education has not remained the same. In the last decade alone, our ratio of FTE students to ongoing, fulltime professors has increased by 36%. Putting it concretely, the educational experience of a student sitting in a class of 55 students is not the same as it is in a class of 40. In the large class

there is not the same opportunity to speak in class. In the large class, assignments tend to be shorter and less demanding. In the large class, instructors have to rely more on objective tests and examinations which don't test understanding as well as an essay exam does.

Despite the growth, what we are really experiencing is a massive underfunding of education at Concordia. The underlying problem is Quebec government policy, but it is greatly exacerbated by budgets favouring administration over teaching (and research) *within* Concordia. At a time when we are undertaking a planned shift to graduate education, a more costly activity, we are not seeing the necessary increase in the budget for Academic Services.

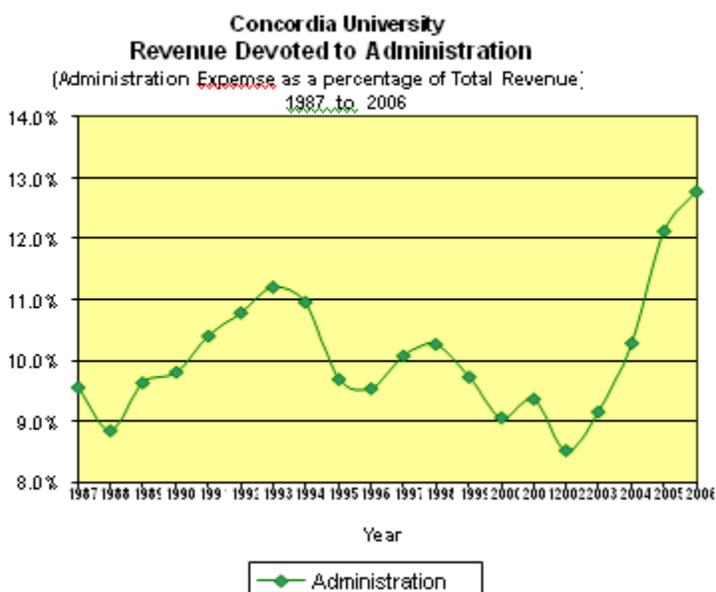
The continued budgetary squeeze on Academic Services has reflected itself in other ways. For example, money is saved on printing services. It is now a store and no longer so convenient. Yet, while the resources devoted to the front line are reduced, those given to administration have risen.

Rise of Administration Costs. How is it that Administration costs have increased so much? The most ready explanation is the much increased salary level of senior administrators. However, if we are studying the change in the cost of any activity, we have to consider *both* the number of units (here, the number of positions) *and* the cost per unit (here, the level of salaries). In fact, what we have at Concordia are more administrators *and* higher average salaries. And

with more administrators, other costs go up, such as consultants and travel.

Five years ago at Concordia there was a president (then rector), three vice presidents and four academic deans. The average salary for these eight positions was,

in 2001, \$153,000. Today (the latest figures are for 2006) the average salary is \$230,000, an increase of 50%. Fifty percent over five years is equivalent to 8.5% per year compounded, quite high if compared to the typical growth of Concordia salaries. Still, even if we assume that all employees in administration enjoyed such increases (that is certainly not true for staff members), salary increases alone do not account for the entire increase in the Administration costs over the five-year period. While administrative salaries increased by 50% between 2001 and 2006, Administration costs actually doubled, from \$20 million to \$40.2. (By way of comparison, Academic Services increased by only 46% from \$123.2 million to \$180.4 million over the same period.) Clearly, the rest of the increase in



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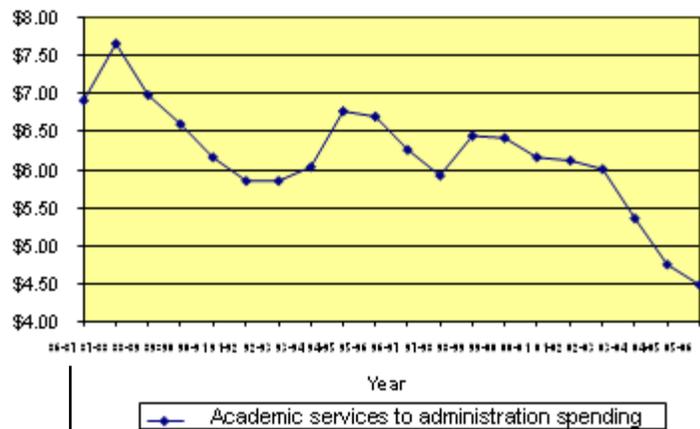
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Administration is attributable to there being more people (including consultants) and more other expense including extensive travel and fringe benefits. Information from financial statements and other public sources does not permit a detailed analysis but we do know that there are now new directors as well as three additional vice-presidents, all with a full staff. All senior administrators have large, well appointed offices. It is not surprising that the costs of administration have increased so much.

We leave for another day the question of why we have seen such an explosion in numbers of administrators and the general cost of administration. We can also leave for later the question as to whether it is necessary and, if it is necessary, whether it might be done more efficiently. However, we can ask ourselves what this enlarged administration is costing Concordia in terms of foregone frontline personnel. If we consider the historical level of 10% of revenues as a valid benchmark, then the benchmark level of Administration cost in 2006 was \$31.5 million on revenues of \$314.6 million. In 2005-06 Administration costs were \$40.2, \$8.7 million over the benchmark. What could we have done with \$8.7 million? We could have hired 75 additional full-time tenure-track faculty members, 150 part-time course sections, and 50 additional staff members. The annual cost would look something like this:

• 75 FT faculty members (a 10% increase) @ \$68,000***	\$5,100,000
• 150 part-time sections @ \$7,500	1,125,000
• 50 staff members to support them @ \$40,000	2,000,000
• Additional non-salary expenses	475,000
	<u>\$8,700,000</u>

Concordia University
Academic service dollars per administration dollar
1986-87 to 2005-06



This example is arbitrary, of course, but it does represent about a 10% increase in teaching resources and a commensurate decrease in our teacher-student ratio. It would relieve, to a material degree, our crowded class rooms. Of course, such an increase in resources for the academic sector would require discussion in Councils and Senate in terms of academic priorities, but this example does give us some sense of what is at stake.

*Other major expense categories, apart from those that are financed by identified revenue streams, are operational services, research, interest and amortization.

**All the years referred in the text are academic years ending May 31 of the year indicated. Thus 1987 is the academic year June 1, 1986, to May 31, 1987.

***At the floor of assistant professor in Arts and Science or Fine Arts.

**Please join us for an end of term
cocktail
on May 31, 2007 from 5:00 to
7:00 pm
S-EV 11th floor**

RSVP cbobot@alcor.concordia.ca

CUFA Report is published by the Concordia University Faculty Association

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