Policies and Procedures Guidelines

April 01, 2019
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POLICIES AND PROCEDURES GUIDELINES

PREAMBLE

These 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.

This document applies to all members of the CSLP, including those from the current member institutions Concordia, McGill, Bishop’s, Université du Quebec à Montréal, Dawson College, Vanier College, and Cégep André-Laurendeau, and to the following CSLP spaces: the main office at Concordia (GA Building, 1211 St. Mathieu Street).

Mission of the CSLP

The CSLP conducts solution-oriented research on learner success and the fulfillment of learning potential within the scope of its two core axes. The overall focus is to develop evidence-based tools and strategies that would positively impact prekindergarten to secondary education, postsecondary education, public policy, and the NGO/community sector.

General Objectives and Priorities

To fulfill its mission, the CSLP has defined seven principal general objectives and priorities by which it is dedicated to making a long-term contribution to the quality of instruction and learning, and thereby to the quality of society.

1. To establish collaborative and productive partnerships among researchers, educational practitioners, and policy-makers.
2. To conduct basic and applied research as well as systematic reviews.
3. To address a range of learner and professional populations, including people with disabilities and people from minority and marginalized communities, from preschool to postsecondary, all of whom face barriers, temporary or long-term, to achieving their potential in personal, academic, and professional domains.
4. To develop and evaluate curricular materials and technology-enhanced tools consistent with best practices in contemporary educational reform that have meaningful and generalizable effects and important social impact.
5. To assemble an outstanding team of researchers and thinkers, from both within and outside Québec, involved in a range of basic and applied disciplines devoted to our mission.
6. To transfer effective and widely applicable strategies promoting basic literacy and numeracy, core academic competencies, additional language learning, language and literacy, and enhanced learning capabilities that complement modern learning environments.
7. To educate the next generation of innovators, including practitioners, scholar-researchers, and policy-makers, and to promote the blending of these roles wherever possible.
CATEGORIES OF MEMBERSHIP

Full Members

Full Members* are active and productive researchers who participate in a range of CSLP activities, collaborate with other members, and help to maintain the Centre’s infrastructure. Funding agencies that award major infrastructure grants have specific expectations regarding the size, multidisciplinarity 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 for one of the following FRQSC designations: university researcher (including retired university researchers), clinical university researcher, or college researcher. Individuals who fit the designation “Other researcher, practitioner, or artist” may also be regular members as co-researchers if they work in a government institution or industry in Quebec OR if they have the status of researcher in a Quebec institution not recognized by the FRQ for administering funding but hold a university affiliation.

Productivity
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 axes;
4. has a sustained program of research reflected in publications;
5. has a sustained record of external funding for research;

Collaboration
6. has a record of active and productive research with at least one Full Member;
7. actively supervises students, where applicable;

* In the case of new scholars, the member must show potential for fulfilling the criteria stated in items 3-7.

Policies for Full Members

1. The annual research contributions of members are listed in the CSLP Annual Report: Part II Productivity.

2. Members who travel to represent the CSLP in an administrative capacity (as determined by the Executive) may submit transportation costs (i.e., gas, taxi, bus) for reimbursement. This does not apply to the presentation of papers at conferences or other scholarly events.


4. Adjunct Faculty: The CSLP will provide infrastructure support if needed and if feasible.

*As per FQRSC rules, researchers may be a full member of only one FQRSC research centre or research team.
Responsibilities of Full Members

1. Electronic copies of all conference papers presented, accepted published publications, and grant applications submitted should be provided to the CSLP Administrative Assistant for archiving.

2. At the end of each fiscal year (e.g. March 31, 2010) individuals will forward a one-year CV to the Administrative Assistant for inclusion in the CSLP Annual Report.

3. The annual review of current Full faculty members will take place once a year, following the submissions of the CVs for the CSLP’s Annual Report (as per the above). Current members should submit an updated FQRSC common CV to the CSLP Director who will forward the CV to the Executive for review.

4. From time to time members will be asked to submit additional documentation for CSLP grants (i.e., list of Collaborating non-members).

5. Members are encouraged to share news and announcements (e.g. awards, publications) that would be of interest to CSLP community. These announcements should be sent to cslp@concordia.ca for posting on the website and elsewhere.

6. It is expected that members will attend CSLP events.

Procedure for Becoming a Full Member

Anyone wishing to become a CSLP member should approach the Director or the Associate Directors to discuss the nature of his or her involvement; alternately a member of the Executive might approach a potential new member to consider joining the Centre. The Executive decides on the granting of membership after reviewing the candidate’s CV and discussing his or her ability to meet the membership criteria.

Procedure for Becoming Adjunct Faculty

Researchers or practitioners who are Full Members of the CSLP may apply to become an adjunct faculty. Those who wish to apply for adjunct faculty status should consult the relevant unit within the university that they are linking with.
Collaborating Members

Collaborating members are those who do not meet the criteria for Full Member and meet either of the two criteria:

(a) university researchers or practicum researchers who fit one of the FQRSC designations listed above for Full Members and who contribute on an ad hoc or occasional basis to the research activities required for carrying out a project that is part of the scientific research program.

(B) university researchers or practicum researchers located outside Quebec and Canada (Researcher from outside Quebec (CHH)), or who fit one of the following FQRSC designations: Affiliated Researcher (CHA), Government Researcher (CHG), Visiting Researcher (VIS), Researcher without Recognized Institutional Affiliation (CHS), and Postdoctoral Research Trainee (STP).

Staff Members

Staff members are professional and support staff who hold designated positions within the CSLP. Staff members employed within Axis 1: Developing and Testing Software Tools for Learning should also consult Appendix II for specific salary, vacation, and travel policies.

Policies for Professional Staff

1. The annual research contributions of members are listed in the CSLP Annual Report: Part II Productivity.

2. All members who work on LTK-related software development projects or research contracts must sign a Non-Disclosure Agreement and Intellectual Property Agreement at the time of hire. Please refer to Appendix I for a sample ND and IP agreements.

3. Members who travel to remote sites to represent the CSLP may submit transportation costs (i.e., gas, taxi, bus) for reimbursement.

4. Long Distance (outside of province) Travel: Some travel time will be paid on special jobs (e.g., workshops) requested by the CSLP. The CSLP Manager will make it clear to the Staff member how much time will be remunerated, prior to the trip taking place.

5. Members may teach part-time, however only one part-time teaching contract per term is permitted.

Responsibilities of Professional Staff

1. Electronic copies of all conference papers presented, accepted published publications, and grant applications submitted should be provided to the CSLP Administrative Assistant for archiving.

2. At the end of each fiscal year (e.g. March 31, 2019) professional staff members will forward a one-year CV to the Administrative Assistant for inclusion in the CSLP Annual Report.

3. Members are encouraged to share news and announcements (e.g. awards, publications) that would be of interest to CSLP community. These announcements should be sent to the Manager for posting on the website and elsewhere.
4. It is expected that members will attend CSLP events.

Student Members

**Student** members are graduate students working towards an MA or a PhD degree on a research or development project related to CSLP themes and supervised by a Full Member, or who have been hired as a Research Assistant* (RA) on a CSLP project. Student members can also be undergraduate students working with a Full Member on research or development projects as part of their academic program or as an RA.

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.

It is the policy of the CSLP to be equitable to all students and to remunerate any expenses (e.g. transportation) that are incurred in the course of their CSLP work. Please consult your supervisor for details on compensation.

Policies Regarding Thesis Work and Supervision

1. As part of its mandate, the CSLP wishes to facilitate the academic development of students. As such, CSLP faculty and staff are encouraged to provide mentorship and financial support to students wherever possible and appropriate.

2. 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 and may use the computers and other facilities of the CSLP for work on their theses and other academic work.

3. 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).

4. 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 conducting research with graduate students. Note that registration and hotel bookings are the student’s responsibility.

5. 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 an RAship or receive remuneration for their thesis research if they so choose.

6. Students who use the CSLP resources to print or photocopy material used in thesis or internship research will be charged.

7. Specific restrictions to student support include the following: a) all photocopies paid by CSLP will remain CSLP property; b) duplication of thesis drafts and binding are not remunerated by CSLP; 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 by CSLP; e) the CSLP does not pay personal phone charges or for home internet service.

*Hiring priority will be given to students who are completing a thesis under the direction of a CSLP faculty member.
Policies Regarding Students and Research Assistants

1. All Research Assistants (RAs) are encouraged to attend general CSLP events (e.g., fairs) to be kept up to date on CSLP projects.

2. All students who work on software development projects or research contracts must sign a Non-Disclosure Agreement at the time of hire. Please refer to Appendix I for a sample NDA.

3. Students should disclose any commitments that might affect the timely and successful completion of an RAship. It is recommended that the total of all RAships should not exceed two days per week for a full-time student.

4. Students holding fellowships are normally limited in the amount of additional funding they may receive. As per SSHRC’s Award Holders Guide A for SSHRC Doctoral Fellowship holders (2010), SSHRC expects award holders to devote the majority of their time to the timely completion of their degree programs. As a guideline in this context, the Council strongly suggests that award holders limit the number of hours of employment per 12-month period to 450.

   Universities, however, also set their own guidelines. Please contact your university for further information.

5. 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.

6. Students are expected to work regular university periods. Administrative work for the CSLP 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.

7. Student members who undertake substantial tasks for the CSLP may be remunerated for their time.

8. In line with regulations set out by the granting agencies, CSLP support for conference travel is available on a limited basis to students who co-author work with faculty, as funding is only provided to faculty for the conduct of research with graduate students. Note that registration and hotel bookings are the student’s responsibility.

9. Long Distance (outside of province) Travel: Some travel time will be paid on special jobs (e.g., CSLP mini conference). The Centre Manager will make it clear to a student how much time will be remunerated, prior to the trip taking place.

* Students working on LTK+-related projects; see also Appendix 3.
Responsibilities of Students

1. 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.

2. Upon termination 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 Concordia University’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.

Partners

Partners are collaborating practitioners (COP) or 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. A partner with a COP designation may become a Full Member of the CSLP.

Affiliates

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

ORGANIZATIONAL STRUCTURE OF THE CSLP

The organizational structure of the CSLP is the following:

CSLP Advisory Board

The Advisory Board acts 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. Membership on this Board includes the CSLP Director, Associate Directors, Manager, and representatives from the partner organizations. This board shall meet on a semi-annual basis or as required. Members are consulted throughout the year as necessary.

CSLP Executive Board

The Executive Board: The Executive Board consists of 10-15 members who ensure inter-axis, inter-institutional, and inter-role representation. The Board is responsible for the administrative and procedural decisions related to the centre. Various members chair one of the thematic committees, designed to carry out activities in each of the areas of interest. Members of this committee represent each of the various themes and/or institutions. Positions are held for two-year terms with the possibility of renewal.

Representation includes the following:
- Director
- Associate Directors
- Manager (non-voting status)
- CEGEP Representative (two-year renewable term)
- Regional Faculty Representative (two-year renewable term)
- two Community Representatives (two-year renewable term)
- four Axes Leaders (2 from Concordia and 2 from UQAM) (two-year renewable term)
- two Community Representatives (two-year renewable term)
- two graduate students from Concordia and UQAM (one-year term)

The Executive Board:
1. meets monthly to set the CSLP’s goals and policies;
2. determines criteria for membership in the CSLP and recommend changes;
3. decides on issues affecting the CSLP, such as submission of major contract and grant proposals;
4. prepares criteria for centre-wide seed projects and evaluates submissions,
5. plans CSLP-wide knowledge mobilization activities (internal and external); and
6. critically evaluates the CSLP’s effectiveness of meeting the objectives of the Regroupement stratégique on a continuing basis.

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 of the host institution. For the Concordia policy on University Research Units please see http://www.concordia.ca/content/dam/research/docs/Procedures_Research_Units_and_Infrastructure_Platforms.pdf.

The Director of the CSLP will have the obligation to:
1. chair the Executive and Advisory Boards;
2. oversee and sign all CSLP-wide grants and funded contracts as Principal Investigator;
3. 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 Office of Research Services and the Vice-President Research, the Dean of Arts and Science, the Vice-Dean Research of Arts and Science, and all the senior administrative representatives from the member institutions;
4. supervise the Manager who is responsible for overseeing the day-to-day administration of the centre.

Based on the decisions of the Executive Board and the Advisory Board, the Director provides overall scientific, administrative, and fiscal leadership in consultation with the various Thematic Committees.

Appointment and Responsibilities of the Associate Directors

The Associate Directors for Concordia and UQAM will be appointed by the CSLP Executive. Each will serve in two-three-year renewable terms. In making these appointments, the Executive will try to achieve representation within the set of Directors that appropriately reflects Centre needs regarding representation of seniority and geographical location, and that ensure links within each theme of the two research axes; to the CSLP’s partner institutions, especially those that have strong representation within the Centre; and to institutions outside the CSLP with which strong links are very important. The Associate Directors will, among other things, assume responsibilities for various sectors of the CSLP’s activities (e.g., maintaining links with certain organizations, with student members, with certain member institutions, co-author grant applications and standing in for the Director in his/her absence or conflict of interest etc.). The Concordia Associate Director serves as the liaison between the CSLP and external...
research groups (e.g., CTREQ, CIRTA) for which the CSLP is a member. The UQAM Associate Director serves as the liaison between the two axes. S/he supervises UQAM’s Research Associate.

**CSLP Budget Committee**
This committee manages the funds for CSLP-related infrastructure grants and funding contracts. Representation on this committee includes the following: CSLP Director, Manager and Grants Officer.

Please refer to Appendix III for a diagram of the management structure of the CSLP.

This committee will manage the funds for CSLP-related grants and funding contracts. Representation on this committee should include the following: the Director, Manager and Grants Officer.

**CSLP Research Structure**

### Axis 1: Learning and Performance
The Learning and Performance axis integrates the perspectives of researchers focusing on subject matter specialties (e.g. science, math, social studies), special education, educational psychology, and neuroscience, in order to study key questions about how students learn (their learning processes) and perform (the outcomes of their learning). Researchers study the processes and performances involved in the acquisition of both subject matter (in language, sciences, math, art, and citizenship) and cross-curricular competencies (e.g., self-regulation, reasoning, metacognition, critical thinking). These targeted competencies are studied in diverse contexts (curricular, extracurricular and digital) and from diverse standpoints, including cognitive, neuroscientific, didactic, sociocognitive, and aesthetic perspectives.

The Learning and Performance axis includes various research themes, for example:

1. Knowledge acquisition
2. Student achievement
3. Cognitive processes (cognitive processing, involvement, cognitive conflict, reasoning, etc.)
4. Interest and motivation
Axis 2: Learning Tools

The work of researchers within the Learning Tools axis deals with the design, implementation and evaluation of new digital and non-digital learning tools. The tools address various curricular (language, sciences, math, art and citizenship) and cross-curricular competencies (self-regulation, reasoning, metacognition, critical thinking) and are implemented in school-based syllabi, extracurricular and online contexts in Quebec and around the world. They are designed and evaluated from various standpoints, including cognitive, neuroscientific, didactic, sociocognitive, philosophical and aesthetic perspectives.

The Learning Tools axis includes various research themes, for example:

1. Innovative teaching tools in the classroom
2. Serious games and learning (e.g., Cabinet Shuffle)
3. Online learning platform (e.g., Learning Toolkit, Spaceteam ESL)
4. Media & Digital Literacy (e.g., Project SOMEONE)

Inter-axis research collaboration

In order to best support learning and performance, the design of our learning tools is always based on the most current research. Thus, many of the Centre’s activities occur at the intersection of our two axes, Learning and Performance and Learning Tools.

RESEARCH GRANTS

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).


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. C. (Concordia University, Centre Director), Segalowitz, N., Shore, B. M., Collins, L., Savage, R., Bernard, R. M., Schmid, R. F., PERSON’S-NAME-HERE, & other members of the CSLP (under review). Centre d’études sur l’apprentissage et la performance(CEAP)-Centre for the Study of Learning and Performance (CSP). Fonds québécois de la recherche sur la société et la culture (FQRSC), Volet regroupements stratégiques Includes 6 universities, 3 CEGEPS, and 35 researchers. Total infrastructure requested: $1,938,000.
INTELLECTUAL PROPERTY AND ETHICS
Authorship Guidelines for Print-based Material

CSLP members are expected to follow established guidelines regarding publication credit and the awarding of authorship. The *Publication Manual of the American Psychological Association* (2010) provides a useful summary of the established guidelines for publication credit:

Authorship is reserved for persons who make a substantial contribution to and who accept responsibility for a published work. Individuals should only take authorship credit for work they have actually performed or to which they have substantially contributed (APA Ethics Code Standard 8.12a, Publication Credit). 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 2.03). 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.). Collaborators may need to reassess authorship credit and order if changes in relative contribution are made in the course of the project (and its publication). This is especially true in faculty-student collaborations, when students may need more intensive supervision than originally anticipated, when additional analyses are required beyond the scope of a student’s current level of training (Fisher, 2003), or when the level of the contribution of a student exceeds that originally anticipated.

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 Chapter 8).

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, but this convention can vary from field to field. 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 2.03).

Principal authorship and the order of authorship credit should accurately reflect the relative contribution of persons involved (APA Ethics Code Standard 8.12b, Publication Credit). Relative status (i.e., department chair, junior faculty member, student) should not determine the order of authorship. Because doctoral work is expected to represent an independent and original contribution devised by students, except under rare circumstances, students should be listed as the principal author of any multi-authored papers substantially based on their dissertations (APA Ethics Code Standard 8.12c, Publication Credit). Unusual exceptions to doctoral students merit first authorship might occur when the doctoral dissertation is published as part of a collection of studies involving other researchers (Fisher, 2003). Whether students merit principal authorship on master’s-level or other pre-doctoral research will depend on their contribution to the research. When master’s-level students make the primary contribution to a study, they should be listed as the first author. When students just begin to acquire skills necessary to make a primary scientific contribution, they may conduct master theses that involve the opportunity to learn these skills through collaboration on a faculty-originated project. In such cases, authorship should be determined by the relevant contributions of student and faculty member to the project (Fisher, 2003 as cited in APA Publication Manual 2010). (pp.18-19)

Learning Toolkit+ Software Authorship and Acknowledgement Guidelines

Researchers are welcome to use the Learning Toolkit+ software in their own projects, but must receive permission in advance from the CSLP to do so. Please refer to Appendix IV – Using the Learning Toolkit+ Software: Authorship and Acknowledgement Guidelines for further information.

Ethical Conduct of Research

All research must conform to the Tri-Council. CSLP members are expected to follow established Policy Statement on Integrity in Research and Scholarship 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 parents or legal guardians must provide informed consent.

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.

Non-Disclosure/IP Agreements

All researchers, employees, and students who work on software development projects are required to
sign a non-disclosure and assignment of intellectual property rights agreement as certain information of a proprietary or confidential nature may become known to or be developed by the Individual. Please refer to Appendix I for sample agreement.

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.
Consulted Publications


Appendix I: Learning Toolkit+ Non-Disclosure Agreement

LEARNING TOOLKIT+ 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 Centre 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 commercialize 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

_ day of ______________ 20__.

FOR CONCORDIA

_____________________________

[Print the Individual name]

[Print SFM name]

FOR CONCORDIA

_____________________________

Director, Office of Research

Individual

Supervising Faculty Member
Appendix II: Staff Working on LTK+-Related Projects
Salaries, Vacation and Travel Policies

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.

Overtime: From time to time, staff may be required to work overtime hours at the request of the centre Manager. Any overtime hours accumulated will not be paid out in salary, but instead must be taken in days off following approval by the Centre Manager.

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 ask the Grants Officer to confirm the number of owed days prior to making vacation plans. 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 at:
http://www.concordia.ca/content/dam/common/docs/policies/official-policies/HR-14.pdf
Example of vacation days owed for a contract that does not follow the fiscal year

**Contract beginning Jan. 3, 2008:**
- January 3/08 – May 31/08 = 9 days
- June 01/08 – May 31/09 = 22 days
- June 01/09 – January 3/2010 = 8.8% of your earning during this period

Please note that the above example is also subject to the specific union policies. The CSLP adheres to the vacation policies as defined for each of the following union categories:

**ACUMEA (as of June 01)**
- Less than a year = 1-2/3 day per month
- 1 – 10 years = 22 days
- 10 – 15 years = 23 days
- 15 – 21 years = 24 days
- 21 or more = 25 days

**CUPEU – Professional (as of June 01)**
- Less than a year = 1-2/3 day per month
- 1 – 20 years = 22 days
- 21 or more = 25 days

**CUSSU (as of June 01)**
- Less than a year = 1-2/3 day per month
- 1 – 10 years = 20 days
- 10 years or more = 22 days
- 21 years or more = 25 days

**TECHNICIAN (as of June 01)**
- Less than a year = 1-2/3 day per month
- 1 – 10 years = 20 days
- 10 – 20 days = 22 days
- 21 years or more = 25 days

This can also be found on the HR website at:
http://www.concordia.ca/content/dam/common/docs/policies/official-policies/HR-14.pdf

CSLP employees who have questions about which union policies pertain to him/her should speak with the CSLP Manager and/or the Grants Officer for further clarification/explanation.

**Student Salaries and Benefits**

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 their own local regulations, guidelines, and customs with respect to graduate students and research assistants. Consequently, actual salaries offered will vary from the below-mentioned rates according to institutional policy. The following salary scale is being used for RAs hired working on LTK+-related projects (COLA will be applied annually on April 1st):

- **Undergraduate students** - $15.00; **Master’s students** - $18.00; **Doctoral students** - $20.00
Travel Policies

Part-time staff and students

Field Travel - Remuneration: Members 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-minute commute) for data collection. This does not include regular travel to the CSLP. Time taken for meals is not remunerated.

Long Distance (outside of province) Travel: Some travel time will be paid on special jobs (e.g., institutes, on-site training) requested by faculty within Educational Technology. The Project Coordinator, and/or Centre Manager will make it clear to the member how much time will be remunerated, prior to the trip taking place.

Professional staff (full-time and part-time) and students

Field Travel - Expenses: Members 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.

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.
### Appendix II cont’d: Research Employee Benefits (April 2018)

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

<table>
<thead>
<tr>
<th>Research Employees</th>
<th>Health</th>
<th>Basic Life</th>
<th>Optional Life</th>
<th>Accidental Death &amp; Dismember</th>
<th>Maternity &amp; Parental Leave</th>
<th>Long Term Disability</th>
<th>Pension</th>
<th>RRSP</th>
<th>Tuition Waivers</th>
<th>Vacation</th>
<th>Sick leave</th>
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<tbody>
<tr>
<td><strong>Non-students-contracts</strong></td>
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<tr>
<td>Full-time (35hrs/wk) &gt; 12 months</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>22 days (see below)</td>
<td>see Sick Leave Policy</td>
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<tr>
<td>Part-time (21-34hrs/wk) &gt; 12 months</td>
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<td>no</td>
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<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes (min. 700 hrs)</td>
<td>no</td>
<td>(amount of hrs divided by 35 hrs = %)</td>
<td>22 days (see below)</td>
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<td>no</td>
<td>no</td>
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<td>no</td>
<td>no</td>
<td>yes</td>
<td>yes (min. 700 hrs)</td>
<td>no</td>
<td>no</td>
<td>10 days advised or 4% included with every pay</td>
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<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>(min. 700 hrs)</td>
<td>no</td>
<td>no</td>
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<tr>
<td><strong>Students-contracts</strong></td>
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<tr>
<td>Part-time &gt; 12 months</td>
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<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>(min. 700 hrs)</td>
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<tr>
<td>Part-time &lt; 12 months</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>(min. 700 hrs)</td>
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<tr>
<td><strong>Students-time sheets</strong></td>
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<tr>
<td>Hired any time</td>
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<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>(min. 700 hrs)</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

**Notes:**

- **Vacation:** Concordia works on an earn vacation which means “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”. Further information 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](http://secretariat.concordia.ca/policies/hr/en/HR-14.pdf)
- **Health Insurance Plan:** For you: On the date you complete the enrolment kit, unless you have opted out of the plan: because you are covered under the plan where your spouse works; or as a pensioner from a prior employer. If you are not actively at work on that date, your coverage will begin on the day you actively begin work. For your eligible dependents: On the date you complete the enrolment kit showing your dependent information. Dependents (other than a newborn) who are confined to a hospital will be covered upon their release from the hospital. This does not apply to an insured person domiciled in Québec
- **Maternity leave:** Although a research employee is governed by Concordia University’s policies and procedures, Quebec now handles all of its own maternity leaves. Concordia will supplement the employee’s salary for the first 18 weeks of maternity leave. As QPIP does not have a two-week waiting period, there is only an 18 weeks maternity leave that can be supplemented. Thereafter, the employee would be considered as being on unpaid parental leave (while his/her contract is in effect). See HR-23 Maternity and Parental Leave: [http://vpextsecretgen.concordia.ca/policies/by-sector/#HR](http://vpextsecretgen.concordia.ca/policies/by-sector/#HR)
- **Quebec Parental Insurance Program (QPIP)** website: [http://www.rqap.gouv.qc.ca/travailleur_salarie/conditions.asp](http://www.rqap.gouv.qc.ca/travailleur_salarie/conditions.asp)
- Requests for maternity or parental leave will be reviewed on a case by case basis according to the University Policies and Procedures.

**Formula to use: number of months divided by 12 months X 22 days**

**CSLP Policies:** April 2019; Page 21 of 23
Appendix III: CSLP Organizational Structure

- **Advisory Board**
- **Executive Board**
- **Budget Committee**

Themes:
- **Theme 1.1** Learning Toolkit
- **Theme 1.2** Emergent Technologies
- **Theme 2.1** Language & Literacy
- **Theme 2.2** Academic Self-regulation
Researchers are welcome to use CSLP software in their own projects, but must receive permission in advance from the CSLP to do so. A request for permission should include: 1) a description of the proposed project; 2) evidence of prior training in the use of the tool(s); 3) proposed strategies for implementation fidelity; and 4) the nature and extent of the CSLP’s planned involvement and collaboration.

The CSLP is eager to collaborate actively with other researchers to explore further the validation of our tools, including testing among different populations, settings, and with different measures. In these circumstances, the CSLP adheres to professional standards (e.g., American Psychological Association) in deciding authorship credit. For example, when the CSLP participates actively in a project, this will normally result in major, but not necessarily senior, authorship credit to at least the CSLP Director and other CSLP faculty or staff, as appropriate. Authorship consideration is given in recognition both of the substantial intellectual work involved in the design, development, and testing of the CSLP tools as well as collaboration on such matters as research design, instrumentation, testing, training, implementation, analysis, and interpretation. Finally, grants, papers, reports, and publications related to the effectiveness and efficiency of CSLP tools should normally acknowledge the CSLP, Concordia, and other universities as appropriate, including a proper reference to the tool(s) used.

The CSLP also welcomes the possibility of including our software in third party assessments where the goal is to achieve a rigorous evaluation of our tool(s) in truly blind experimentation. By their nature, third party assessment is a special exception to the CSLP authorship guidelines.

In contrast to effectiveness and efficiency studies, projects designed to explore internal mechanisms or processes, where CSLP software is not the object of study per se but the vehicle for examining an issue (e.g., synthetic vs. analytic methods of literacy instruction) should contain acknowledgements of the CSLP and individual faculty or staff as appropriate.

How to cite the Learning Toolkit software:

1. Cite the tool author(s) by institution.
2. Cite the tool name, version number and release date.
3. Give the contact address and URL for the (archived) version used in experimentation.