



TO: Members, Fine Arts Faculty Council

FROM: Tristan Khaner, Secretary, Fine Arts Faculty Council

DATE: October 1, 2021

Please be advised that the next meeting of the Fine Arts Faculty Council will be held on Friday, **October 8, 2021 at 9:30 a.m.** via Zoom: <https://concordia-ca.zoom.us/j/85147848697> (invitation below)

AGENDA

Open Session	
1. Call to Order	Quorum Required
2. Agenda for the Meeting of October 8, 2021	For Approval
3. Minutes of Meeting of September 10, 2021	For Approval
4. Business Arising from the Minutes of September 10, 2021	For Information
5. Chair's Remarks	For Information
6. Appointments (2021-07-D1)	For Approval
7. Academic Programs and Pedagogy	
7.1. Curriculum Changes for the Department of Interdisciplinary Studies in Fine Arts (Dossier: FA-FFAR-1) (FFAC-2021-07-D2)	For Approval
7.2. Curriculum Changes for the Department of Interdisciplinary Studies in Fine Arts (Dossier: FA-FFAR-41) (FFAC-2021-07-D3)	For Approval
7.3. Curriculum Changes for the Department of Interdisciplinary Studies in Fine Arts (Dossier: FA-FFAR-61) (FFAC-2021-07-D7)	For Approval
7.4. Report of the Associate Dean, Academic Programs and Pedagogy * (FFAC-2021-07-D4)	For Information
8. Faculty Relations and Inclusion	
8.1. Report of the Associate Dean, Faculty Relations and Inclusion * (FFAC-2021-07-D5)	For Information
9. Research and Graduate Studies	
9.1. Report of the Associate Dean, Research and Graduate Studies * (FFAC-2021-07-D6)	For Information

AGENDA

10. Question Period	For Information
11. FoFA Strategic Plan	For Information
<p>12. Presentations (10:30 a.m.)</p> <p>CitéStudio Montréal Guests: Maude Lecourt, Partnerships & Cities, Office of the Provost and Vice-President, Academic Affairs and Thomas Baracos, Directeur Général par interim, Espaces Temps</p> <p>12-Week Semester / Fall Break Guests: Anne Whitelaw, Provost and Vice-President, Academic and Lisa Ostiguy, Special Advisor, Campus Life and Support, Office of the Provost and VP, Academic</p> <p>Centraide Campaign 2021 Guests: Marie-Ève Marchand, Staff Representative and Guylaine Vaillancourt, Faculty Representative, Centraide Campaign Committee Members</p>	<p>For Information (15 mins.)</p> <p>For Information (45 mins.)</p> <p>For Information (10 mins.)</p>
13. Committee Reports	
13.1. Board of Governors Report – Roy Cross *	For Information
13.2. Senate Report – Joanna Berzowska	For Information
13.3. Advancement Activities Report – Cherry Marshall	For Information
14. Other Business	For Information
15. Next Meeting – November 12, 2021	
16. Adjournment	

* An update with documents not included will be distributed prior to the meeting and final documents will be uploaded to the Fine Arts Faculty Council web page:

<https://www.concordia.ca/finearts/about/faculty-council.html#documents>



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Meeting URL: <https://concordia-ca.zoom.us/j/85147848697>

Meeting ID: 851 4784 8697

Join by Telephone

For higher quality, dial a number based on your current location.

Dial:

Canada: +1 778 907 2071 or +1 204 272 7920 or +1 438 809 7799 or +1 587 328 1099
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Meeting ID: 851 4784 8697

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Join from an H.323/SIP room system

H.323: 162.255.37.11 (US West)
162.255.36.11 (US East)
69.174.57.160 (Canada Toronto)
65.39.152.160 (Canada Vancouver)

Meeting ID: 851 4784 8697

SIP: 85147848697@zoomcrc.com

Skype for Business (Lync)

<https://concordia-ca.zoom.us/skype/85147848697>

ZOOM VIDEO CONFERENCING TIP SHEET FOR FACULTY COUNCIL MEETINGS

Here are a few steps that we will follow to help us run a virtual meeting:

Please join 5 minutes before the meeting start time.

Waiting Room

- Attendees will be held in the virtual WAITING ROOM upon entry. The Secretary will admit entry to the meeting. In order to identify the participant, please START VIDEO so that you may be seen by the Recording Secretary. This will allow the Recording Secretary to take attendance. CLOSED SESSION: This will allow the Secretary to ensure that only Council members are admitted. Once you have been admitted, please change your settings to MUTE.
- These measures are being put into place to retain the integrity of Faculty Council, i.e., to prevent “Zoom bombing” or other malicious access.

Recording of Meeting

- The ‘save to cloud’ option has been disabled by the University and no recordings will be saved by Zoom anywhere on the cloud.
- A video and audio recording will be made by the Recording Secretary for the sole purpose of writing the minutes. The recording will not be shared.

To ensure the best sound & visual quality of an on-line experience, please adhere to the following tips:


- Please use your computer and/or laptop if possible (versus cell phone).
- Please select the Gallery View to display 49 participants per screen (log into the Zoom desktop client or app → Settings → Video → Display up to 49 participants per screen in Gallery View (this option is disabled if your CPU isn’t powerful enough to handle it). You can do this ahead of time if you wish. If you have any questions contact CDA.
- Choose “join with computer audio” when prompted.
- During the meeting MUTE your microphone until it is your turn to intervene. (see below on how to indicate that you wish to intervene).
- TURN OFF your call waiting for the entire meeting if you have joined by phone.
- Consider using headphones rather than speakers, since this will also reduce the risk of acoustic feedback.
- If possible, please connect with a wired Internet connection for added stability. Alternatively, be as close as possible to your wireless router.

FACULTY OF FINE ARTS

Here are a few steps that we will follow to help us work through the agenda in an orderly manner:

The Chair will present each item on the agenda and invite presenters to address the meeting.

If you have a question, identify yourself before speaking, by raising your hand:

- If you wish to speak to an item, please use the icon  Raise Hand and wait for the Chair or Secretary to acknowledge you before speaking. Once acknowledged, please UNMUTE. The Raise Hand icon is found in PARTICIPANTS.

When voting, consensus will be determined as follows:

- Similar to in person meetings, the Chair will ask for those voting – in favor and opposed. However, **the Chair will begin with opposed.**
- If you are in favor of the motion, please do not respond; however, if you are voting against, then respond by saying Opposed or by using the **red icon NO** also found in PARTICIPANTS. It will be assumed that those who do not respond are in favor.
- In the event that a formal vote is required, please use the **green icon YES** to vote in favor, and the **red icon NO** to vote against. Both icons are found in PARTICIPANTS.
- The results will be communicated by the Chair at the end of each agenda item requiring a vote.

End/Leave Meeting

Meeting attendees can leave the meeting by using the LEAVE MEETING icon at the bottom right of the screen. The Chair or Secretary can also end the meeting for everyone.

Office of the Dean – December 2020

Concordia University
Minutes of the Meeting of the Faculty of Fine Arts Council
September 10, 2021
10:00 a.m. – 12:00 p.m.
Via Zoom

Present: A. Gérin (Chair), L. Blair, M. Berger, A. Cappelluto, E. Cheasley Paterson, M. Corwin, G. Dimitrov, N. Drew, D. Douglas, F. Figols, K. Huneault, K. Jazvac, R. Kerr, T. Khaner, M.-A. LaRoche, pk Langshaw, M. Lefebvre, M. McGeough, E. Murphy, C. Paine, S. Panet-Raymond, J. Potvin, A. Riesb, S. Romano, A. Sinner, T. Struthers, L. Sujir, M.J. Thompson, A. Tsafaras, M. Wright

Regrets: J. Bleuer, J. C. Castro, Guylaine Vaillancourt

1. Call to Order

The meeting started with a closed session at 10:00 a.m. for the approval of the graduation lists (FALL 2021 convocation) and the Chair called the open session to order at 10:15 a.m.

2. Approval of the Agenda

MOTION: (D. Douglas / E. Cheasley Paterson)

“that the agenda for the meeting of September 10, 2021 be approved.”

CARRIED

3. Approval of the Minutes of the Meeting of May 14, 2021

MOTION: (S. Romano / J. Potvin)

“that the minutes of the meeting of May 14, 2021 be approved.”

CARRIED

4. Business Arising from the Minutes

There was no business arising from the minutes.

5. Chair’s Remarks

- The gradual return to campus of the CU community is underway and will continue throughout the Fall, while adhering to the public health guidelines and following our first guiding principle which remains the mental and physical health and well-being of students, staff, faculty and the broader community.
- The Dean thanked everyone for the work they do to ensure Concordia students have a great experience on campus and online.
- Faculty Council meetings will continue on Zoom for the foreseeable future.
- **Compassionate Boundaries workshops** to address concerns expressed by faculty and staff about how to respond to the emotional needs of students struggling under the weight of the pandemic, are being organized in collaboration with [Campus Wellness and Support Services](#):

- o [Register here for Faculty](#): Friday, September 24 10:00 a.m. – 11:00 a.m.
- o [Register here for Staff](#): Friday, October 1 11:00 a.m. – 12:00 p.m.

- Vaccination is a critical element for a safe and gradual return to campus. Two [pop-up vaccination clinics](#) have been organized:

- **SGW** Campus: [Tuesday, September 14, 2021, 9 a.m. - 7 p.m.](#)
- **LOYOLA** Campus: [Tuesday, September 21, 2021, 10 a.m. - 4 p.m.](#)

[Information for Concordians on the Quebec COVID-19 Vaccination Program](#)

- Concordia is [Implementing Quebec's Vaccination Passport for Non-Essential Services](#) such as social gatherings and access to the Gym and on-campus dining spaces and bars.
- Concordia has announced that everyone on campus will wear [procedure masks](#) indoors unless they can maintain two metres of physical distance or need to remove them briefly to eat or drink. Procedure masks are available at the security desks.
- Environmental Health and Safety services have assessed teaching spaces based on the type of activities taking place and directives about physical distancing may vary from one department or course to another.
 - There is signage across campus mandating mask-wearing, and there are protocols in place to address non-compliance.
See: [Info for Managers for Staff/Faculty Compliance and In-Person Teaching for Student Compliance](#)
 - You can point to the sign or ask a person to put their mask on. If the person refuses contact [Security Services \(ext. 3717\)](#)
- The Faculty is working with a scalable model of optional in-person activities, to allow us to adapt should COVID numbers increase.
- Andy Murdoch, Communications Advisor, has been working with the departments to develop communication strategies to address questions by students and parents, about how in-person activities have been designed and the principles that guide them. Mary Laloties and the Student Academic Services team have been supporting town halls and conversations with students. Faculty members are encouraged to reach out to them directly for more support.
- The Dean will have more information about the return to campus during a Virtual Town Hall from 3:00 p.m. – 4:00 p.m. on Friday, September 10.
- During last year's Shuffle, the Faculty of Fine Arts supported [CU at the Top](#) and raised \$20 K for the Black Perspective Initiative for mental health. For this year's [Shuffle 32](#), the Office of the Dean, Faculty of Fine Arts has teamed up with CU at The Top and Manon Tremblay, Senior Director of Indigenous Directions. We are fundraising for the [Otsenhakta Student Centre](#) hub where Indigenous students can find support, resources and community. The Dean is encouraging everyone to do the shuffle or support the shuffle. She will personally give \$10 for every shuffler from the Faculty of Fine Arts, whether they be faculty, staff or student.

6. Appointments (FFAC-2021-06-D1)

MOTION: (D. Douglas / S. Romano)

“that the appointments listed in document FFAC-2021-06-D1 be approved.”

CARRIED

The Dean will report on the process for establishing what appointments need to be ratified or not, at a subsequent Council meeting.

7. Academic Programs and Pedagogy

7.1 Curriculum Changes for the Department of Theatre (Dossier: THEA-27) (FFAC-2021-06-D2)

MOTION: (E. Cheasley Paterson / D. Douglas)

“that the curriculum dossier from the Department of Theatre be passed.”

CARRIED

7.2 Curriculum Changes for the Department of Theatre (Dossier: THEA-28) (FFAC-2021-06-D3)

MOTION: (E. Cheasley Paterson / A. Capellutto)

“that the curriculum dossier from the Department of Theatre be passed.”

CARRIED

7.3 Curriculum Changes for the Department of Art History (Dossier: ARTH-17) (FFAC-2021-06-D3)

MOTION: (E. Cheasley Paterson / D. Douglas)

“that the curriculum dossier from the Department of Art History be passed.”

CARRIED

7.4 Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2021-06-D4)

Report submitted. Questions/comments may be directed to Elaine Cheasley Paterson at

elaine.paterson@concordia.ca

8. Faculty Relations and Inclusion

8.1 Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2021-06-D5)

Report submitted. Questions/comments may be directed to Kristina Huneault at

kristina.huneault@concordia.ca

MOTION: (K. Huneault / D. Douglas)

“that the revisions to the Basic Responsibilities and Best Practices document included in the report be passed.”

CARRIED

9. Research and Graduate Studies

9.1 Report of the Associate Dean, Research and Graduate Studies (FFAC-2021-06-D6)

Report submitted. Questions/comments may be directed to MJ Thompson at

mj.thompson@concordia.ca

The Chair, Department of Contemporary Dance chatted a link to additional research funding:

[Programme Prisme \(ART\) - Programme pilote](#)

10. Question Period

There were no questions.

11. FoFA Strategic Plan Process

The discussion on the FoFA Strategic Plan Process is tabled to the October 8 Faculty Council meeting. The Dean will be discussing in detail the process for the FoFA Strategic Plan at the Deans and Chairs meeting. It will be a standard item on the agenda for future Council meetings and it will be very consultative.

12. Presentations:

CitéStudio Montréal

The presentation was postponed due to a lack of time and the guests will be invited to present at the October 8 Faculty Council meeting.

New Concordia Budget

Denis Cossette, Chief Financial Officer, presented on Concordia’s new budget.

13. Committee Reports

- 13.1 Board of Governors Report** – no report
- 13.2 Senate** - Kelly Thompson submitted a report.
- 13.3 Advancement Activities Report** – Cherry Marshall submitted a report.

14. Other Business

There was no other business

15. Next Meeting: October 8, 2021

16. Adjournment

The meeting was adjourned at 12:05 p.m.

* Fine Arts Faculty Council web page:

<https://www.concordia.ca/finearts/about/faculty-council.html#documents>

Submitted by E. Murphy

Appointments to be ratified

Distinguished Professor Emeritus (Faculty)

- David Pariser, Department of Art Education (repl. K. Vaughan) June 1 – May 31, 2022

Faculty Personnel and Tenure Committee (FPTC)

- John Locke, Mel Hoppenheim School of Cinema (repl. K. Dickinson) January 1 – June 30, 2022

Tribunals

- Gene Gibbons, Department of Theatre June 1, 2021 – May 31, 2023

Appointments For Council's Information

SSHRC Master's Committee (update)

- Erin Manning, Department of Studio Arts (repl. J. Vadera) June 1, 2021 – May 31, 2024

University Appeals Board (UAB) – regular member

- Gene Gibbons, Department of Theatre June 1, 2021 – May 31, 2023

Summary and Rationale for Changes

The Faculty of Fine Arts proposes to create three new course codes, one at the undergraduate and two at the graduate level, to accommodate Fine Arts Field Schools offered across our nine departments.

In previous years, Fine Arts Field Schools have been offered through department's special topics or INDI course codes. INDI course codes have been used to allow graduate students to enroll when no graduate course codes were available in a department. The lack of specific course codes has created several issues, including properly showcasing the interdisciplinarity of our Field Schools, the ability to teach across cycles, and registration difficulties.

The creation of the new course codes, FAFS 398, FAFS 660, and FAFS 860, will provide students with a more accurate reflection of their academic accomplishments on their transcripts while solving internal administrative issues pertaining to registration. It will also offer a useful recruitment tool for students interested in this kind of experiential, international experience as part of their degree.

The new course codes should be implemented for the summer 2022 semester.

This curriculum proposal has no resource implications. Fine Arts Field Schools are offered through the department's standard credit envelope or through a credit allocation granted by the Dean's Office.

Impact Report

Programs

Defined Groups

Courses

FAFS 660 New

Source of Impact

FAFS 860 New

Source of Impact

Regulations

Information Services

Graduate Program Regular Curriculum Change - FA-FFAR-1 - VERSION : 1

Summary of Changes (Graduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
FAFS 660 New	X	X	X	X		X	X	X		
FAFS 860 New	X	X	X	X		X	X	X		

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus

Defined Group Changes:

Defined Groups

Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group

Heading Changes:

Current Heading	Proposed Heading

Regulation Changes:

Graduate Program Regular Curriculum Change - FA-FFAR-1 - VERSION : 1

COURSE CHANGE FROM**Dossier Type:** Graduate Program Regular Curriculum Change**Dossier Title:** Field School grad course code**Calendar Section Name:** FAFS 660**Calendar Section Type:** Course**Description of Change:** FAFS 660 New**Proposed:** Graduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2021/2022/Summer**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Path:** Graduate > See Winter 2021 Graduate Calendar > Courses > Fine Arts Courses > Interdisciplinary Courses in Fine Arts**Type of Change:** New Course**Present Text (from 2021) calendar****Proposed Text**

FAFS 660 Fine Arts Field School 3

*Prerequisites:**Prerequisites:*

9 credits completed and permission of the Field School instructor.

*Description :**Description :*

This course offers hands-on, experiential learning in one or more disciplines of the Fine Arts via faculty-led travel to and residency at a festival, conference, exhibition or partner institution either locally, nationally, or internationally.

*Component(s) :**Component(s) :**Notes :**Notes :*

Students may be considered to repeat this course for credit, provided the subject matter is different each time.

Students enrolled in this course are required to defray the costs of the field school.

Students who have received credit for a field school under another course code may be considered to repeat this course for credit provided the subject matter is different.

Students will have to apply for this course by submitting required documentation

Rationale:

The creation of a new course code will provide students with a more accurate reflection of their academic accomplishments on their transcripts while solving internal administrative issues pertaining to registration.

Note that an undergraduate course code is being created as well.

Present Text (from 2021) calendar**Proposed Text****Resource Implications :**

There are no resource implications.

COURSE CHANGE FROM

Dossier Type: Graduate Program Regular Curriculum Change

Dossier Title: Field School grad course code

Calendar Section Name: FAFS 860

Calendar Section Type: Course

Description of Change: FAFS 860 New

Proposed: Graduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2021/2022/Summer

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Graduate > See Winter 2021 Graduate Calendar > Courses > Fine Arts Courses > Interdisciplinary Courses in Fine Arts

Type of Change: New Course

Present Text (from 2021) calendar**Proposed Text**

Prerequisites:

FAFS 860 Fine Arts Field School 3

Prerequisites:

9 credits completed and permission of the field school instructor.

Description :

Description :

This course offers hands-on, experiential learning in one or more disciplines of the Fine Arts via faculty-led travel to and residency at a festival, conference, exhibition or partner institution either locally, nationally, or internationally.

Component(s) :

Component(s) :

Notes :

Notes :

Students may be considered to repeat this course for credit, provided the subject matter is different each time.

Students enrolled in this course are required to defray the costs of the field school.

Note: Students who have received credit for a field school under another course code may be considered to repeat this course for credit provided the subject matter is different.

Note: Students will have to apply for this course by submitting required documentation.

Rationale:

Present Text (from 2021) calendar**Proposed Text**

The creation of a new course code will provide students with a more accurate reflection of their academic accomplishments on their transcripts while solving internal administrative issues pertaining to registration.

Note that an undergraduate course code is being created as well.

Resource Implications :

There are no resource implications.

**FACULTY OF FINE ARTS****Internal Memorandum**

To: Annie Gérin, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic Programs and Pedagogy
Date: September 15, 2021
Re: Curriculum dossier, Interdisciplinary Studies in Fine Arts cluster, FFAR-41/FFAR1

The Faculty of Fine Arts Curriculum Committee has reviewed the FFAR-41 and FFAR1 curriculum dossiers from the Interdisciplinary Studies in Fine Arts cluster on September 3, 2021. The Committee members approved the dossier with no revisions. We hereby submit this dossier for review by the Faculty Council on October 8, 2021.

The Faculty proposes to create three new course codes, one at the undergraduate and two at the graduate level, to accommodate Fine Arts Field Schools offered across our nine departments.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "E. Paterson".

Elaine Paterson, PhD
Associate Dean, Academic Programs and Pedagogy
Faculty of Fine Arts
elaine.paterson@concordia.ca

Summary and Rationale for Changes

The Faculty of Fine Arts proposes to create three new course codes, one at the undergraduate and two at the graduate level, to accommodate Fine Arts Field Schools offered across our nine departments.

In previous years, Fine Arts Field Schools have been offered through department's special topics or INDI course codes. INDI course codes have been used to allow graduate students to enroll when no graduate course codes were available in a department. The lack of specific course codes has created several issues, including properly showcasing the interdisciplinarity of our Field Schools, the ability to teach across cycles, and registration difficulties.

The creation of the new course codes, FAFS 398, FAFS 660, and FAFS 860, will provide students with a more accurate reflection of their academic accomplishments on their transcripts while solving internal administrative issues pertaining to registration. It will also offer a useful recruitment tool for students interested in this kind of experiential, international experience as part of their degree.

The new course codes should be implemented for the summer 2022 semester.

This curriculum proposal has no resource implications. Fine Arts Field Schools are offered through the department's standard credit envelope or through a credit allocation granted by the Dean's Office.

Impact Report

Programs

Defined Groups

Courses

FAFS 398 New

Source of Impact

Regulations

Information Services

Undergraduate Program Regular Curriculum Change - FA-FFAR-41 - VERSION : 1

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
FAFS 398 New	X	X	X	X		X	X	X		

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus

Defined Group Changes:

Defined Groups

Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group

Heading Changes:

Current Heading	Proposed Heading

Regulation Changes:

Undergraduate Program Regular Curriculum Change - FA-FFAR-41 - VERSION : 1

COURSE CHANGE FROM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Field School ugrad course code**Calendar Section Name:** FAFS 398**Calendar Section Type:** Course**Description of Change:** FAFS 398 New**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2022/2023/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Apr 2022**Implementation/Start date:** 01 Jan 0001**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Interdisciplinary Courses**Type of Change:** New Course**Present Text (from 2021) calendar****Proposed Text**

FAFS 398 Fine Arts Field School 3

*Prerequisites:**Prerequisites:*

24 credits completed and permission of the Field School instructor.

*Description :**Description :*

This course offers hands-on, experiential learning in one or more disciplines in the Fine Arts via faculty-led travel to and residency at a festival, conference, exhibition or partner institution either locally, nationally, or internationally.

*Component(s): ;**Component(s): ;**Notes :**Notes :*

Students may be considered to repeat this course for credit, provided the subject matter is different each time.

Students enrolled in this course are required to defray the costs of the field school.

Students who have received credit for a field school under another course code may be considered to repeat this course for credit provided the subject matter is different.

Students will have to apply for this course by submitting required documentation.

Rationale:

The creation of a new course code will provide students with a more accurate reflection of their academic accomplishments on their transcripts while solving internal administrative issues pertaining to registration.

Present Text (from 2021) calendar

Proposed Text

Note that graduate course codes are created as well.

Resource Implications :

There are no resource implications.

**FACULTY OF FINE ARTS**

Internal Memorandum

To: Annie Gérin, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic Programs and Pedagogy
Date: September 15, 2021
Re: Curriculum dossier, Interdisciplinary Studies in Fine Arts cluster, FFAR-41/FFAR1

The Faculty of Fine Arts Curriculum Committee has reviewed the FFAR-41 and FFAR1 curriculum dossiers from the Interdisciplinary Studies in Fine Arts cluster on September 3, 2021. The Committee members approved the dossier with no revisions. We hereby submit this dossier for review by the Faculty Council on October 8, 2021.

The Faculty proposes to create three new course codes, one at the undergraduate and two at the graduate level, to accommodate Fine Arts Field Schools offered across our nine departments.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "E. Paterson".

Elaine Paterson, PhD
Associate Dean, Academic Programs and Pedagogy
Faculty of Fine Arts
elaine.paterson@concordia.ca

Summary and Rationale for Changes

With this dossier, the FFAR area is proposing two groupings of curriculum changes.

1. The creation of a new FFAR 200-level course code to accommodate the process of re-designing a Special Topics FFAR298 B “The City After Dark” offering as an eConcordia 3-credit course, the creation of which is in process and slated to run in the coming 2021-2022 academic year.

2. Updating several calendar descriptions run in the FFAR Area credit envelop to better reflect pedagogical and methodological changes in disciplines. These descriptions will better inform students of the current course outcomes and content remits when consulting the Undergraduate Student Calendar. These courses include:

- a. FFAR 250 Keywords: Reading the Arts Across the Disciplines
- b. FFAR 259 Art Forms of Bollywood
- c. FFAR 258 History of 20th Century Fashion

It is hoped that these implementation dates can take effect in Fall 2022.

Impact Report

Programs

Joint Major in Computation Arts and Computer Science

Source of Impact

- FFAR 250

Specialization in Art Education – Visual Arts

Source of Impact

- FFAR 250

Defined Groups

Courses

Regulations

Information Services

Undergraduate Program Regular Curriculum Change - FA-FFAR-61 - VERSION : 2

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
FFAR 253 New	X	X	X	X		X	X	X	X	
FFAR 250 Change				X						
FFAR 259 Change				X						
FFAR 258 Change			X	X						

Program Changes:

	Suspend Admissions	Program Degree Type Change	Program Title Change	Program Requirements Change	Change to Program Type	Change to Total Credit Value of Program	Change to Primary Campus

Defined Group Changes:

Defined Groups

Defined Group Title Change	Defined Group Requirements Change	Change to Total Credit Value of Defined Group

Heading Changes:

Current Heading	Proposed Heading

Regulation Changes:

Undergraduate Program Regular Curriculum Change - FA-FFAR-61 - VERSION : 2

COURSE CHANGE FROM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR course descriptions update**Calendar Section Name:** FFAR 253**Calendar Section Type:** Course**Description of Change:** FFAR 253 New**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2022/2023/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Interdisciplinary Courses**Type of Change:** New Course**Present Text (from 2021) calendar****Proposed Text**FFAR 253 [The City After Dark 3](#)*Prerequisites:**Prerequisites:**Description :**Description :*

This course explores how urban design and culture shape social interaction. It surveys the multiple meanings attributed to 'the night' through the lens of urban studies, human geography, sexuality studies, communication studies, and sociology, among others. Through analysis of and reflection on depictions of night, the course considers the binary constructions and representations of night and how those concepts have real world impacts.

*Component(s): ;**Component(s): ;**Notes :**Notes :*

Students who have received credit for this topic under a FFAR 298 number may not take this course for credit.

This course may not be applied within a BFA degree or any Fine Arts specialization, major or minor program.

Rationale:

This course was approved for development from an existing Special Topics in Fine Arts course (FFAR 298B The City after Dark) into an eConcordia course. The development of the eConcordia course requires the creation of a permanent course code and course description.

Resource Implications :

None.

Undergraduate Program Regular Curriculum Change - FA-FFAR-61 - VERSION : 2

COURSE CHANGE FROM

Dossier Type: Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR course descriptions update**Calendar Section Name:** FFAR 250**Calendar Section Type:** Course**Description of Change:** FFAR 250 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2022/2023/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Department:** Interdisciplinary Studies in Fine Arts**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course**Type of Change:** Course Change**Present Text (from 2021) calendar****Proposed Text**

FFAR 250 Keywords: Reading the Arts Across the Disciplines 6

*Prerequisites:**Prerequisites:**Description :**Description :*

This course ~~offers~~ first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program ~~a broad introduction~~ to ideas and aesthetics in the visual and performing arts in Canada. It focuses on ~~key concepts shaping and shaped by artistic production and reception in~~ all artistic disciplines. Students deepen their ~~understanding of the cultural significance and the debate that occurs~~ around keywords across the disciplines. ~~Over the year, students extend their powers of reading, writing, and critical thinking in lectures and tutorials.~~

This core-course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, focuses on key concepts across methods, practices and contemporary theories in the arts. Lecture and tutorial content, submissions and discussions focus on introducing and practicing critical discussions of multi and interdisciplinary cultural and artistic work in North America and beyond. During the year, students deepen their skill sets in writing about culture, discussing ideas and perspectives, building a linguistic and visual vocabulary of current practices, forming critical stances, and being a member of a varied learning community.

Component(s): Lecture; Tutorial;*Component(s):* Lecture; Tutorial;*Notes :**Notes :*

This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take this course in their first year.

This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take this course in their first year.

Rationale:

This proposed course description change reflects updates in pedagogy and curricular content of this 6-credit core requirement undergraduate course, in keeping with

commensurate updates in similar introductory courses in Fine Arts programs in Canada.

Resource Implications :

None.

Undergraduate Program Regular Curriculum Change - FA-FFAR-61 - VERSION : 2

COURSE CHANGE FROM

Dossier Type: Undergraduate Program Regular Curriculum Change

Dossier Title: FFAR course descriptions update

Calendar Section Name: FFAR 259

Calendar Section Type: Course

Description of Change: FFAR 259 Change

Proposed: Undergraduate Curriculum Changes

Faculty/School: Faculty of Fine Arts

Department: Interdisciplinary Studies in Fine Arts

Calendar publication date: 2022/2023/Fall

Planning and Promotion: 01 Jan 0001

Effective/Push to SIS date: 01 Jan 0001

Implementation/Start date: 01 Jan 0001

Path: Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Interdisciplinary Courses

Type of Change: Course Change

Present Text (from 2021) calendar

FFAR 259 Art Forms of Bollywood 3

Prerequisites:

Description :

This course ~~foeuses~~ focuses on one of the world's most popular film genres, Bollywood, ~~which began in the 1930s~~. Students study the theory, culture and historical development of film in Mumbai-as well as the ~~components of a Bollywood film — plot, music and dance, with special emphasis on the films’ songs. Screenings are part of the course.~~

Component(s): Lecture;

Notes :

Students who have received credit for this topic under a FFAR 298 number may not take this course for credit.

This course cannot be applied within any Fine Arts specialization, major or minor program.

Rationale:

The new calendar description reflects current views of multiple emergences of Bollywood prior to the 1930s, and it includes specific areas of focus in the course analysis.

Resource Implications :

Proposed Text

Prerequisites:

Description :

This course is an introduction to one of the world's most popular film genres, "Bollywood" (a term that has been embraced and contested constantly) that has found a significant space in academic and popular discourse. The course offers, through screenings and lectures, an opportunity to study the theory, culture and historical development of the Indian films being produced in Mumbai/Bombay. The course will focus on specific themes covered in this popular genre while studying the aesthetics and narrative styles of some prominent filmmakers from this industry.

Component(s): Lecture;

Notes :

Students who have received credit for this topic under a FFAR 298 number may not take this course for credit.

This course cannot be applied within any Fine Arts specialization, major or minor program.

Present Text (from 2021) calendar

Proposed Text

None

Undergraduate Program Regular Curriculum Change - FA-FFAR-61 - VERSION : 2

COURSE CHANGE FROM

Dossier Type: Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR course descriptions update**Calendar Section Name:** FFAR 258**Calendar Section Type:** Course**Description of Change:** FFAR 258 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2022/2023/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Interdisciplinary Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**FFAR 258 History of ~~20th-Century~~ Fashion 3*Prerequisites:**Description :*

This course ~~covers the history~~ of fashion from ~~pre-WWI~~ through the end of the century ~~with emphasis on Paris, London and later New York. Lectures cover important designers from each decade and other influences on fashion such as the impact of the economy, world wars and popular culture.~~

Component(s): Lecture;*Notes :*

Students who have received credit for this topic under a FFAR 298 number may not take this course for credit.

Proposed Text

Cultural Histories of Contemporary Fashion

*Prerequisites:**Description :*

This course ~~invites students to consider~~ fashion as a key site for the fashioning of both the self and the social collective. Looking at a century of fashion and dress from a global perspective, the course explores decolonial approaches to studying fashion history and de-centres European fashion houses and the star system of designers as the only contributions of 20th-century fashion.

Component(s): Lecture;*Notes :*

Students who have received credit for this topic under a FFAR 298 number may not take this course for credit.

Rationale:

The proposed description change opens up remit for the course to address decolonial approaches to studying fashion history and de-centres European fashion houses as the only contributions of 20th century fashion. Altering the course title also invites flexibility in definitions of histories and frames of the contemporary.

Resource Implications :

None.

FFAR 253 - The City After Dark

Section EC

(abridged syllabus)

Course Description

Where are you when the lights go out?

As a society, we have a tendency to organize our ideas in terms of binaries: good and bad, black and white, male and female, legal and criminal. Away from the (presumably legitimate) activity of daylight hours, nighttime has long been associated with the dangerous or the wicked, or at the very least, those trying to avoid scrutiny. “After dark” connotes a time and a space in which “regular” interactions transform or are suspended entirely.

Threats and terrors — both criminal and supernatural — are said to hide in the dark. This course will invite us to explore how binary thinking has shaped, and limited, the way we think about the night. In an urban context, darkness might conceal danger; but it also provides the freedom to explore desires or cross boundaries. Many consider darkness something to be conquered, developing ways to monitor or control what happens when the sun goes down. We will examine the ongoing impact of night-time lore against its real-world implications.

Is access to nighttime — like access to other resources — determined by status, location, income or design? More recently, new forms of technology promote accessibility at all hours of the day or night. Montreal will serve as our primary focus for considering how urban design and culture shape social interactions. In addition to film and literary studies, texts will borrow from urban studies, human geography, sexuality studies, communications and sociology.

Course Objectives

- To define and identify the various meanings attributed to ‘the night’ and how those meanings are constructed and circulated.
- To develop a more sophisticated understanding of ‘the night’ as time AND place - considering how it is exploited and regulated in an urban context.
- Critically engage with depictions of the urban night considering source, context, intention and audience.
- To recognize the impact of this social construction of meaning on policy, policing and the treatment of different populations within society.
- To produce, analyse and compare various representations of ‘the night’ via different media and through different genres.
- Apply knowledge of nighttime tropes and expectations through written assignments, class exchange and creative work.

Assessments

The final grade for the course will be based on the following components:

Discussion Board Participation (4 x 5%)	20%
Reflection Assignment	15%
Group Project	40%
• Plan	5%
• Paper (Individual Submission)	20%
• Magazine	10%
• Peer-Evaluation	5%
Final Exam	25%
Total:	100%

Discussion Board (20%)

Throughout the semester, you will participate in 4 discussions (due at the end of Lessons 3, 6, 9 and 12). Each post should be about 200 words responding to the question or prompt provided with clear reference to course materials. The introductory discussion during the first week is ungraded.

Reflection Assignment (15%)

You will explore some part of your community after dark by walking through a particular neighbourhood, participating in a key experience or activity or exploring a familiar daytime spot at night. The assignment will include a 1,000-word paper and two photographs.

Group Project (40%)

You will be assigned a group and together, you will select a theme and produce a series of assessments, some individual, some collective:

1. Work Plan (5%)
2. Paper (20%)
3. Magazine (10%)
4. Peer-evaluation (5%)

Final Exam (25%)

This take-home exam will feature a series of questions with short essay responses. You will be given the possible questions in advance, to help you prepare. You will not know which randomly assigned questions you will be given until the exam begins. You will have several days to prepare and submit your final essays.

**FACULTY OF FINE ARTS****Internal Memorandum**

To: Annie Gérin, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic Programs and Pedagogy
Date: October 1, 2021
Re: Curriculum dossier, Interdisciplinary Studies in Fine Arts FFAR-61

The Faculty of Fine Arts Curriculum Committee has reviewed the FFAR-61 curriculum dossier from the Interdisciplinary Studies in Fine Arts area on September 3, 2021. After asking for revisions, the Committee members reviewed the dossier for a second time on October 1, 2021 and unanimously approved it. We hereby submit this dossier for review by the Faculty Council on October 8, 2021.

The Interdisciplinary Studies in Fine Arts area proposes course description revisions, as well as the creation of a permanent course code to accommodate the offering of a special topic course as a new eConcordia course.

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD
Associate Dean, Academic Programs and Pedagogy
Faculty of Fine Arts
elaine.paterson@concordia.ca

FACULTY OF FINE ARTS

REPORT TO FINE ARTS FACULTY COUNCIL

SUBMITTED BY:

Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy
Marie-Ève Marchand, Facilitator, Academic and Student Affairs

ACTIVE CURRICULUM DOSSIERS

Department / Program	Dossier	Level	Date	Details	Current Step
FFAR	FFAR-1	Grad	Oct. 8, 2021	Creation of dedicated MA and PHD course codes for Fine Arts Field Schools	FC
FFAR	FFAR-41	Ugrad	Oct. 8, 2021	Creation of a dedicated undergraduate course code for Fine Arts Field Schools	FC
FFAR	FFAR-61	Ugrad	Oct. 8, 2021	Updating of course descriptions and creation of a course code to accommodate the offering of "The City after Dark" as a permanent e-Concordia course	FC
Art History	ARTH-17	Grad	Oct. 18, 2021	Updating of course titles and descriptions, creation of new courses, and edits to program requirements for the MA in Art History	GCC
Theatre	THEA-27	Ugrad	Oct. 22, 2021	Change of program name, creation of courses, and edits to course descriptions and program requirements for the Specialization in Design for the Theatre	APC
Theatre	THEA-28	Ugrad	Oct. 22, 2021	Updating of course titles and descriptions, creation and deletion of courses, and changes to program requirements for the Specialization in Acting and Specialization in Performance Creation	APC

SENATE – SEPTEMBER 17, 2021

No dossiers submitted.

Faculty of Fine Arts Strategic Planning: Proposed Scenario

Rationale: For more than thirty years, Concordia University's Faculty of Fine Arts (FoFA) has actively shaped the artistic and cultural ecosystems of Montreal, Quebec, Canada and beyond by contributing to the training of artists, designers, cultural workers, creative arts therapists, educators and scholars, and fostering innovation through research, pedagogical practices and the ways we interact with communities. With close to 4,000 students enrolled in 60 undergraduate and graduate programs, FoFA is unique in Canada; it offers the country's widest range of fine arts curriculums in one faculty. Our nine departments and numerous research centres, units and clusters span the visual and performing arts, technology and design, art education, creative arts therapy as well as theoretical and historical scholarly practices.

Since its creation, FoFA's programs have expanded and diversified remarkably. Our teaching and research requirements have changed as societal needs, creative and scholarly practices have evolved toward interdisciplinarity and greater engagement with technology, sustainable practices, accessibility and partnerships with communities. Today's students want more diversity in the classroom and flexibility in program offerings and extra-curricular support; faculty and staff seek agility, adaptability and efficiency in the models, processes and (infra)structures that support teaching, research and work; and our community is calling for socially and environmentally sustainable study and work environments.

To address these calls for change, FoFA needs to elaborate a strategic plan that will build on an analysis of the Faculty's strengths, challenges and development opportunities. This plan will constitute for the Faculty a theory of change, providing navigation tools and leverage opportunities. The consultative process will allow us to ask ourselves what we can be best at, how we can distinguish ourselves and continue to be relevant. FoFA often describes itself as being innovative, student-oriented, connected to the community, and committed to experiential learning. Through the strategic planning exercise, we can see to what degree these values still hold, and how we can take concrete steps and measurable actions to support them. We can also be bold in developing entirely new strategic directions.

Methodology: There is often tension in strategic planning exercises between *consultation* and *representation*. Consultation has the advantage of being broad, generative of a multitude of ideas, and it fosters better acceptance and cooperation from the community. It can, however, remain unfocused and lead to unwieldy bucket lists. Representation allows more focused collaborative work, but it often fails to capture plurality and generate buy-in. So let's combine both approaches. We will have broad consultations, involving a combination of events such as world cafés, idea labs and surveys. A representative committee will be tasked with interpreting consultation results, collectively setting strategic goals, and drafting the plan.

Another tension often found in strategic planning exercises is that between *buckets* and *pillars*. The first model tries to satisfy everyone by compiling all ideas and goals, grouping similar-sounding initiatives into a few buckets. The outcome is rarely strategic, and as a result the plans rarely get used. The pillars approach is about identifying a limited number (3 to 5) of focused strategic imperatives that are broad yet pointed, that can be used to direct choices and actions for the greatest, strategic benefit of the community. This approach provides more potential for action and change, but it requires effective communication so that members of the community feel included. FoFA will opt for the pillars approach; action plans developed by faculty units (academic departments, CDA, CTCs, VCR, FoFA Gallery, research units, etc.) will add nuance and local specificity.

Let's keep it simple! As important as it is, the strategic planning exercise should not mobilise our community in a way that interferes with teaching, learning and research.

Composition of the Strategic Plan Committee (9 members + 1 moderator):

- Faculty members (4): representing broad areas (performing arts; studio-based practices; scholarship/studies-based programs; professional programs), of which at least one member will be CUPFA, and at least two members will be CUFA.
- Students (2): representing undergraduate and graduate students
- Staff (2): representing technical and office staff
- Dean of Fine arts (1)
- Moderator (1, external to FoFA)

What the strategic plan will include:

- Vision
- Mission and values
- Strategic imperatives (pillars)
- Overarching goals

What the strategic plan will look like:

- One-page graphic representation (loosely inspired by the Strategy House model)
- Short description of vision, mission, values and goals
- A faculty-level action plan, including key performance indicators (KPIs), will be elaborated to operationalise the strategic plan. Faculty units will be invited to develop their own action plans.

External support: A consultant will help shape the public consultation, develop surveys, and co-lead the consultations events with FoFA members. An experienced external moderator will work with the Strategic Plan Committee to ensure focus and steady progress.

	Action	Expected outcome
June 2021	Deans&Chairs begin discussion on process	Feedback and transparency on process and potential outcomes
Sept/Nov 2021	Department Councils visits, Faculty Council discussion, townhall and individual conversations. Strategic planning becomes a recurrent agenda item at Faculty Council	Feedback and transparency on process and potential outcomes. Initial information gathering phase
November 2021	Call for nominations (including self-nominations) for the Strategic Plan Committee	Recruiting committee members, so that the committee is constituted for January 2022
Nov 2021/ Dec 2022	Questionnaire sent out to the community (pre-consultation on Concordia's strategic directions and current research, teaching, community and other objectives, priorities and concerns)	Initial information gathering phase. Creation of a word/concept visualisation to be shared with the community in January 2022
Nov 2021/ Dec 2022	Field analysis (strengths, weaknesses, opportunities, and threats)	Concrete assessment of FoFA's position and potential. Results to be shared with the community in January 2022

Dec 2021/Jan 2022	A strategic plan draft is prepared by the Dean's office, drawing on preliminary discussions, the questionnaire results and the field analysis. It is shared in January, along with supporting documents	This document will serve as the basis for Winter 2022 consultation
Jan/ April 2022	Consultation involving faculty, staff and students (world cafés, idea labs and survey)	Gathering feedback on strategic plan draft and developing new ideas to contribute to the plan
April 2022	Strategic Plan Committee interprets and develops strategic plan (during a facilitated retreat—three half days)	Interpreting, collectively setting strategic goals, drafting plan
Summer 2022	Small group and individual feedback	Testing intelligibility and feedback
Summer 2022	Revisions and design	Final document produced
Fall 2022	Strategic plan launch, presentation to FoFA community (starting with Deans&Chairs and Faculty Council)	Information, connecting outcomes to process, calls to action
Fall 2022	Invitation to all FoFA units (departments, research units, CDA, CTLs, VCR, FoFA Gallery, etc.) to develop action plans	Leverage and implementation
Yearly	Review of goals, actions and progress indicators or benchmarks	Calibration and accountability

DRAFT

12-week Semester and Fall Reading Week

Faculty of Fine Arts Council Presentation

Anne Whitelaw and Lisa Ostiguy

October 2021



On March 19, 2021, Senate approved the following resolution:

'R-2021-2-5 Upon motion duly moved and seconded, it was resolved that Senate approve the implementation of a Fall Reading Week and resulting adjustments to the length of the Fall and Winter terms, effective as of the Fall 2023 term, in accordance with Document US-2021-2-D9, and more specifically:

- The Fall term which will be comprised of 12 weeks of classes or instructional activities and a one-week reading break which will take place during the week of the Thanksgiving Holiday; and*
- The Winter term which will be comprised of 12 weeks of classes or instructional activities to be symmetrical with the Fall term.'*

Overview

- Create a 12-week semester:
 - Introduce a Fall reading week in addition to the Winter reading week;
 - Winter semester begins a week later in January.
- Review benefits and challenges of a 12-week semester and a Fall reading week.
- Introduce the plan for implementation and the timelines.

Recommendations of Fall Reading Week Working Group

Created in 2019, the working group was composed of students from all four Faculties as well as the School of Graduate Studies, full and part-time faculty, as well as members of the Student Services sector, the Registrar, and the Director of the Centre for Teaching and Learning.

Presentation made at Senate on March 19, 2021, providing options with a discussion and decision to move forward on the creation of 12-week semester system with a Fall break for implementation in Fall 2023.

Benefits of a Fall and Winter Reading Break

- For students, a break from taking classes:
 - Offers catch-up time for coursework;
 - Accommodates students who wish to travel home to visit family;
 - Offers significant mental health benefits such as lowering anxiety and stress;
 - Creates conditions for improved student success.
- For faculty members, a break from teaching:
 - Offers catch-up time for teaching activities (course prep, grading);
 - Provides intensive research time in the middle of the semester;
 - Supports writing of grant applications during high season;
 - Facilitates the planning of out-of-town academic outreach activities;
 - Provides a more flexible work environment.

Fall Reading Breaks at Other Canadian Universities

- In a 2019 survey by ARUCC, 29 universities reported a full Fall reading break, either around Thanksgiving or Remembrance Day. Of those 29, 10 started the fall semester before Labour Day (in Quebec, Alberta and Ontario).
- 10 universities had a partial break (1-3 days) around the same periods to accommodate a post-Labour Day start.
- Quebec universities with a Fall Reading Break include McGill (partial break; start date before Labour Day), HEC and Polytechnique (August start date); Bishop's (October 25-29).
- Many Canadian universities have 12-week terms (all have a Fall and a Winter reading break): Ottawa, Guelph, Waterloo, Toronto (except Engr), McMaster (62 days), Carleton (62 days), UBC.

12-week teaching semesters

- Advantages:
 - Maintains the start of the semester after Labour day.
 - Delays start of the Winter semester by a week (allow similar benefits for the winter semester of an additional week between end of fall and start of Winter).
 - Refocuses teaching and learning in terms of learning outcomes rather than contact or credit hours:
 - aligns with research that emphasizes the greater impact of course design and high impact learning practices than contact hours;
 - reinforces language of Concordia's undergraduate and graduate Calendars that describes "student academic activities" as including lectures, tutorials, laboratories, studio or practice periods, examinations, and personal work – rather than time spent in class.

12-week teaching semesters

- Challenges:
 - Course content and delivery may need to be adjusted or updated;
 - Accredited programs may need to adjust their programs to fulfill accreditation body requirements;
 - Internships may need some adjusting from a scheduling standpoint;
 - Perceptions that we are teaching “less” will need to be addressed;
 - Refocusing attention on “learning outcomes” and “student academic activities” rather than “credit hours” will be key.

Proposed Plan to offer 12-week teaching semesters: Focus on academic activities

- Faculty champions will accompany and support faculty members to review course content to focus on student academic activities and learning outcomes, rather than contact hours.
- Incorporate lessons learned from the current hybrid experience (in person, blended and online).
- Make sure we do not compress 13 weeks into 12 weeks!

Year one: Communication and Awareness (2021-2022)

- Communicate the decision of Senate and identify benefits and challenges.
- Discussions with Academic Steering and Cabinet and visits to Faculty Councils and departments.
- Create three working groups focused on Internship and fieldwork, Accreditation, and Logistics.
- Develop a website with communication on the ongoing initiatives and resources.
- Begin calendar work.

Year two: Training and Logistics (2022-2023)

- Working groups (Internships, Accreditation, and Logistics) continue their work.
- Increased department visits.
- Logistics and training.
- Complete calendar changes.
- Development of faculty plans to prepare for the conversion to a 12-week semester.
- Bootcamps for faculty preparing courses.

Year three: Implementation and Evaluation (2023-2024)

- Summer 2023 - Final trouble shooting.
- Fall 2023 - Implementation of twelve-week semester and the addition of a Fall break.
- Continue to address challenges with the new semester system.
- Evaluation of first year in summer 2024.

Three working groups: Internships, Accreditation and Logistics

Internships: Will address concerns specific to programs with internships and fieldwork outside the university on the impact of the 12-week semester and the Fall reading week. This would include concerns on start and end dates and programs that require a specified number of weeks or hours.

Accreditation: Engineering Programs - review curriculum based on recalculation of Academic Units (AU) for the new term length and newly allocated CEGEP AUs; and evaluate possible accreditation concerns in Chemistry, Education, Psychology, JMSB, HKAP and other programs.

Logistics: Calendar changes, exam schedules etc.

Questions?

For any follow up, please contact:
Lisa.ostiguy@concordia.ca



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Report to FOFA School Council
From notes submitted to Board of Governors by President Carr, September 16, 2021
Distilled by Professor Roy Cross MHSoc FOFA rep to BoG

A Redesign and renovation of the sixth floor of the Henry F. Hall Building is complete.

- improved spaces for student services
- relocated the Centre for Teaching and Learning, and
- transformed all classrooms to an Active Learning Classroom format.
- includes the Dean of Students offices,
- an enlarged Otsenhákta Student Centre,
- the Sexual Assault Resource Centre,
- an Integrated Volunteer Centre and The Link.

Wingspan Award has reached \$436,830 from 6,284 donors as of September 9th, the most ever for a fundraising initiative of this kind.

- The award was launched by Professor Nadia Chaudhri (Department of Psychology) to support students from underrepresented backgrounds who are pursuing studies in neuroscience. Nadia was diagnosed with terminal cancer and is currently in palliative care. Her courage has inspired our community and well beyond.

TEACHING, RESEARCH, INNOVATION Highlights:

- Recent graduate Claire Staton (BSc 21) earned a Clarendon Scholarship to attend the University of Oxford.
- Jamilah Dei-Sharpe (PhD student in Social and Cultural Analysis) received a 2021 Senior Women Academic Administrators of Canada (SWAAC) Graduate Student Award of Merit.
- Parnian Afshar (PhD student, Concordia Institute for Information System Engineering) was awarded a Borealis AI Global Fellowship to further support her research in the 2021 winter and summer terms (\$10,000 fellowship)
- Melanie Brouillard (graduate student, Psychology) was awarded a SSHRC Vanier Canada Graduate Scholarship for her work on bilingual upbringings.
- Eloïse Fairbank (PhD student, Psychology and SSHRC Doctoral CGS recipient) received a national SSHRC Nelson Mandela honorary mention.
- Lilian Sales is the latest Concordia recipient of the Banting Postdoctoral fellowship (NSERC).
- Jason Lewis (Department of Design and Computation Arts) was selected as a Fellow of the Royal Society of Canada and Kathleen Vaughan (Department of Art Education) and Thanh Dang-Vu (Department of Health, Kinesiology and Applied Physiology) have both been invited to be members of the College of New Scholars, Artists and Scientists.
- Concordia is the only Quebec university and one of only six Canadian institutions to make the firstever list of 200 universities worldwide as leaders in maker education. The 2021 list of Best Maker Schools in Higher Education from Make and Newsweek.

- FutureReady, Concordia's extremely popular skills-development program, has a new name: FutureBound. The change reflects the evolution of the program's diverse offerings.
- The Sustainability Action Fund (SAF) is celebrating the work of 20 Concordia students. Though SAF remains the driving force behind the Sustainability Research Awards, the 2021 edition was also made possible thanks to a new partnership with the Gina Cody School of Engineering and Computer Science and the continued support of the Faculty of Fine Arts.
- Virtual Student Orientation took place on August 17th (undergraduate) and August 19th (graduate). Virtual orientations have allowed students to join live chat rooms and Zoom sessions but also to view pre-recorded sessions. 1,403 students attended.
- Concordia's Psychology Internship Program and Concordia's Clinical Psychology Graduate Program were re-accredited by the Canadian Psychological Assoc. Accreditation Panel for Doctoral Programmes & Intships in Professional Psychology
- Sandeep Bhagwati (Department of Music) is Concordia's project lead on an international research collaboration for the project entitled "Digital Scores – investigating the technological transformation of the music score" funded by the European Research Council Executive Agency (ERCEA). The research team is comprised of members from De Montfort University (UK), Monash University (Australia), the Central Conservatory of Music (China) and the University of California (USA). ERCEA's contribution to Concordia is \$177,000; The total project value is \$2,979,909.
- Susan Liscouet-Hanke (Department of Mechanical, Industrial and Aerospace Engineering) is participating in the multinational Consortium AGILE 4.0. Concordia's participation is supported through contributions by Bombardier, CRIAQ and NSERC. The CRIAQ/Bombardier/NSERC contribution to Concordia is \$242,626; the total program value is \$9,310,610.
- Twenty-one SSHRC Insight Development Grants totalling \$1,188,120 were awarded.
-

Activities at the Leonard & Bina Ellen Art Gallery include:

- • The SIGHTINGS cube's programming was relocated from the Henry F. Hall Building to the Gallery website. SIGHTINGS 32 – HOLOGRAPHIC KI by Montreal dancer Hanako HoshimiCaines, launched on June 21st and will be available for viewing until mid-September.
- • As part of the ongoing outreach project Mumtalakat for Arabic speaking Montrealers, the Gallery held a reading event, What Remains is Language, in Arabic, French and English on August 11th. This was the first public event held in the gallery's space since the beginning of the pandemic. •
- Starting September 1st, the gallery will present Poetic Disorder by Beatriz Santiago Muñoz, as part of the 2021 edition of MOMENTA Biennale de l'image.
-
- In late summer, 4TH SPACE collaborated once again with the Innovation Lab to showcase the result of three summer 2021 innovation challenges whereby students collaborated with partners and 6 mentors to design solutions to complex problems.

The event was followed by a co-creative exercise hosted by the Decolonial Perspectives and Practices Hub.

- As of mid-August, 4TH SPACE has opened its doors to participate in Fall Term Welcome activities run in tandem with the Student Success Centre. Student-facing initiatives, such as the Black Perspectives Office, SHIFT, and the Sustainability Office, as well as numerous student groups, Space Concordia, SAE, and Concordia's concrete toboggan team, among others, animated the space daily by introducing incoming students to their services and activities.
- In collaboration with the Library and Student Success Center, GradProSkills held its first hybrid version of the Thesis Boost Writing Retreat.
- GradProSkills launched its redesigned seven-week Graduate Leadership Development Program seminar during the 2021 summer session, supported by the Entente Canada-Québec program. T
- From July 9th to July 11th, Technoculture, Art and Games (TAG) hosted the first ever international online GAMERella Global Game Jam, in collaboration with EA Motive. The jam generated a record number of 37 game submissions, with 307 participants from 37 countries.
- PhD student Suzanne Kite's video work Listener was among the works featured in the group exhibition Mantle, at artist project space and residency centre Céline Bureau.
- Artist and undergraduate fellow Shaya Ishaq's multidisciplinary installation Library of Infinities—a participatory work that turned the gallery space into a library filled with works and records by Black artists housed in beautiful shelving with modular seating designed by the artist.
- Fenwick McKelvey (Department of Communication Studies) co-edited, with Joshua Neves (Mel Hoppenheim School of Cinema), the most recent issue of the online academic journal Review of Communication, published by Taylor & Francis.
- Orit Halpern (Department of Sociology and Anthropology) delivered the opening keynote at this year's edition of MUTEK in the Online Forum, in discussion with Benjamin Bratton.
- Members Orit Halpern, Jill Didur, Rilla Khaled along with student TAG members were featured at Hexagram's EMERGENCE/Y pavilion at Ars Electronica from September 8th to September 12th.

SERVICES AND SUSTAINABILITY SECTOR

- Human Resources continues to be actively involved in assisting and supporting the community with Return to Campus planning.
- Employee Assistance Program (EAP) to all Concordia employees – including their spouses and dependent children – has been extended until May 31st, 2022.
- Multi-Factor authentication has been deployed on two additional institutional systems: the Student Information System and Moodle
- To help enable work to be performed remotely and on-campus at Concordia, IITS has started installing computer and audio-visual equipment (primarily portable) in meeting rooms for hybrid meetings with participants on campus and joining remotely.

- A new online exam platform for students was delivered successfully in July, in time for summer exams. The new platform is integrated to Concordia's Learning Management System (Moodle).
- The new, mobile-friendly intranet for Concordia employees, Carrefour, was deployed successfully in August, it replaces legacy portals MyConcordia and Cspace.
- The Office of Sustainability worked with Department of Biology Professor Carly Ziter and her students in July to plant a new pollinator garden at the Loyola campus, using a grant from the World Wildlife Federation Canada.
- The newly developed Sustainability Ambassadors Program was launched in August; and will provide a sustainability leadership experience for students.
- Health and safety protocols have been developed for residences specifically and implemented in line with governmental directives and Public Health.
- The newly implemented Quebec Government Vaccine Passport will be applied in certain locations for non-essential activities and events

UNIVERSITY ADVANCEMENT

- Advancement celebrated a gift of \$2 million to the Campaign for Concordia from National Bank to accelerate MentorConnect.
- The RBC Foundation made a gift of \$1 million to support the Beat the Odds program at the Office of Experiential Learning
- The Flanagan Foundation made a gift of \$1 million to support Concordia's Social Justice Centre.
- Harry Weiner, BA 68, has generously left a percentage of his estate to the Recreation and Athletics Development Fund.
- Dario Mazzarello, BComm 93, made a gift of \$100,000 to establish a new award to encourage Department of Finance students at the John Molson School of Business.
- Two gifts from the Commerce and Administration Students' Association provided \$80,000 of support to John Molson School students in financial need and from historically underrepresented backgrounds.
- A gift of \$50,000 from Viswanath Tata, BEng 81, MEng 88, a part-time faculty member with the Department of Mechanical, Industrial and Aerospace Engineering, will establish an award named for his parents, L.K. Rao and Ramasita Tata. The award will support female master's students from India at the Gina Cody School of Engineering and Computer Science.
- A gift of \$50,000 from David P. O'Brien will support the Chancellor's First Generation and Permanent Resident Bursary Fund.
- The John Molson Competition Committee made a gift of \$48,400 to offset fees for student case competition participants.
- Montreal technology firm Quadbridge gave \$45,000 to fund scholarships for female students in software engineering or business technology management.
- The Carole Epstein Foundation made a gift of \$41,000 to fund bursaries and scholarships for Department of English students pursuing majors in creative writing
- An anonymous gift of \$40,000 will fund the Narges Fund for Creative Care, which promotes community-centred patient-care practices.

- The summer 2021 edition of Concordia University Magazine was published with features on systemic racism, the new age of space exploration and advances in the field of sports-related head trauma.
- The second virtual edition of Concordia Homecoming will take place from September 21st to 25th, with a number of special events planned. A pre-Homecoming event on September 17th will feature a conversation with Emmy Award-winning actress Annie Murphy, BFA 10, of Schitt's Creek fame.
- July 15th saw the launch of Concordia's FUTURE OF series. The inaugural event, focused on fashion and media and attended by 182 guests, featured Samira Nasr, BA 93, the first Black editor-in-chief of Harper's Bazaar, in conversation with Isabelle Racicot, BA 95.

Senate Report to Faculty of Fine Arts Council

September 17, 2021

Notes taken by Joanna Berzowska

President's Remarks

- First senate of academic year, 22 new senators
- Return to campus generally going well.
 - Some individuals not compliant with safety guidelines.
 - Vaccine passports required for non-academic activities.
 - Safety accommodations include:
 - Delayed opening of gym and recreation floor at PERFORM
 - Tunnel closed
 - Limiting number of activities
 - Some food outlets still closed
 - Trying to prepare and plan for progressive re-opening of all activities
- Delivery of the semester
 - Planning exercise from the summer from each Faculty focused on
 - Key learnings of remote vs in-person or hybrid
 - Deeper appreciation for flexibility
 - Prioritizing safe return to campus
 - Focus on hybrid or blended delivery, with no set quotas, delegating to each Faculty to implement what's best for them
 - 2205 sections currently include in-person activities
 - Identifying courses with high international registration, to include a section that will be on-line, since international students may have challenges arriving on campus in a timely manner.
 - Drop date is next week, but 77% registered students are taking at least one in-person course
 - 80% of students registered for at least one online activity
 - We anticipate a future of students looking for more flexibility in general
 - We continue to see growth in registration (2021-22 shows 2% growth at this time) especially growth of graduate programs, as well as international students.
- Opportunities for lots of renovations during pandemic, including:
 - Six new classrooms in the FB Building basement are ready for students, with substantial individual and group study spaces.
 - Reopened sixth floor in Hall Building, comprehensive redesign and renovation project with bright, inclusive and flexible spaces. Numerous classrooms, Dean of Students Office, The Link, expanded Otsenhákta Student Centre as well as other groups and services.

- Beautifully tragic story of Concordia neuroscientist Dr. Nadia Chaudhri who has built a lasting legacy and inspired thousands.
 - President Carr highlighted Twitter posts <https://twitter.com/DrNadiaChaudhri>
 - Dr. Chaudhri launched a GoFundMe campaign to help fund travel for young, marginalized, or underrepresented scientists to attend the Research Society on Alcoholism's annual conference.
 - Concordia University set up a fundraiser in her honour, the Nadia Chaudhri Wingspan Award. Link to her personal Shuffle page: <https://advanceconcordia.ca/ui/shuffle32/p/e4c9af4c5a824eb99fd22d4e3153e17d>
 - President Carr, on behalf of the university, offered profound thanks for the amazing contributions that Dr. Chaudhri brings to our community. “Our thoughts are with her and her family.”

Academic Update by Anne Whitelaw

Document US-2021-5-D2 included in Senate Agenda (online) highlights of academic and research activities across the university.

- Thanks to everyone for all the hard work done over the past year
- Thanks to faculty members for a smooth return to campus and the support we give to students, especially during the particular challenges of learning during a pandemic.
- Thanks to students for their patience with respect to changes in scheduling... University is constantly responding to shifting guidelines. Also thanks to students for their enthusiastic return to campus. Seeing lots of happy students.
- Orientation and fall welcome (both hybrid) went really well this year
- Fall Welcome had over 4000 attendees. Positive feedback from students and parents
- Orientation was a big success, with the work of the student associations. Thanks to all student associations
- Consultation on Teaching and Learning: Sandra Gabriele (Vice-Provost, Innovation in Teaching & Learning) has been working through the ACTL committee to set up consultations on how we learn in a post-pandemic world. Consultations will focus on mapping out various approaches to teaching and learning with all stakeholders (working with consulting company) to better understand and better plan to support students, staff, and faculty. Launching in the next few weeks.
- Board of Governors approved the creation of the School of Health. We're in the process of building the infrastructure structure. Working with Paula Wood-Adams to coordinate international search for a Dean.

Consent Agenda

Document US-2021-5-D3 included in Senate Agenda (online)

Regular Agenda

Annual report of the academic hearing panel

Document US-2021-5-D4 included in Senate Agenda (online)

Melodie Sullivan:

- Rate of teaching is increasing. Implementing mitigating measures. Aim to schedule more hearings, increasing number of tribunal members. Suggest to students to pursue other options rather than waiting for tribunal, including group hearings (in the case of group projects). Trying to expedite hearings.

Questions:

Eduardo Malorni:

- Number of Tribunal Chairs?
- (Melodie Sullivan) Yes, we have increased it.
- Last year, we had 49 tribunal hearings, what's the estimate of the number of tribunals that you can hold this year?
- (Melodie Sullivan) We think we can do better than that, but probably can't do all 114 pending requests.

Distinguished Professor/Librarian Emeriti process and committee changes

Document US-2021-5-D5 included in Senate Agenda (online)

New policy developed to streamline and harmonize the process for the awarding of the title of Distinguished Professor/Librarian Emeriti.

- Harmonize nomination process across faculties
- Revise process to increase its confidentiality
- Eliminate self-nominations
- Better representation on committee

Question Period

Hannah Jamet Lange (student rep)

- Students are in favor of re-instating pass/fail policy, concerned about hybrid models and continued uncertainty. Also late DISCs, especially for international students experiencing delays in visa/travel.
- (Anne Whitelaw) For the past three terms we have not been able to assess student annual GPA because of pass/fail. Thus, we can't identify students who need additional support. CGPA is one tool for departments to reach out to students who are struggling. We decided not to pursue pass/fail this year so we can better support students. Late DISC is still offered to domestic students. For international students who can't travel, we have special procedures.

Dr. Linda Dyer

- Some time ago, there was a survey regarding diversity issues. Is there a report? When will we see it?
- (Anne Whitelaw and Nadia Hardy) We'll look into it

Ariela

- What is our plan if numbers increase? Contingency plans?
- (Anne Whitelaw) we are active on a range of fronts to be responsive. We have a plan B that involves greater social distancing and decrease of on-campus courses and in-person activities. Multiple plans and contingencies. We will adapt as the situation changes, in consultation with Deans and Chairs.
- (Graham Carr) We remain in weekly contact with public health officials and other Montreal Universities.

**University Advancement
Faculty of Fine Arts Development Update**

Submitted by: **Cherry Marshall, Principal Director of Development, Faculty of Fine Arts**

1. Summary of gifts raised (FY 2021/2022)

To date, and with your help we've managed to raise approximately \$1,340,000 so far this fiscal year which includes support towards the Department of Creative Arts Therapies, the Tom Hopkins Memorial Award, and the Graham Kennedy Award.

Our goal for this fiscal year is \$3,000,000 designated to the Faculty of Fine Arts.

2. New gift agreements

a) The Sandra and Alain Bouchard Foundation's support of the Department of Creative Arts Therapies - \$1 million

This generous gift from the Sandra and Alain Bouchard Foundation will be allocated to the Department of Creative Arts Therapies to support both the Centre for Arts in Health and the Centre for the Arts in Human Development. These funds will be instrumental in Concordia becoming Canada's first campus with Creative Arts Therapies services, which will benefit Concordia's student population as well as the Montreal Community at large. The gift to the CAHD will fund the Centre's expansion of their programs to the francophone community.

b) J. Ross Quigley's renewed support of the Tom Hopkins Memorial Graduate Award Fund - \$47,500

J. Ross Quigley's generous contribution of \$47,500 will be put towards the Tom Hopkins Memorial Graduate Award Fund. These awards, which support eligible students pursuing a Master's degree in Studio Arts, were created by Mr. Quigley in memory of his late friend, highly-regarded Canadian artist and former Concordia professor Tom Hopkins.

c) Graham Kennedy Award - \$3,750

Created and led by Dr. Zack Marshall in memory of his late partner, Concordia alumnus Graham Kennedy, this award is being established to support a mature student enrolled in the Department of Design and Computational Arts (DCart), with preference given to applicants who identify with the 2SLGBTQ+ Community. This award will be \$1,250 per year for 3 years, and each recipient will be selected and recommended to the Financial Aid and Awards Office by DCArt.