

Summary Table Implementation Plan:

The programs in *First Peoples' Studies* (located in the School of Community and Public Affairs)

(Based on the standard committee reports, completed as of 2023).

From the 2026 Undergraduate Calendar, for the School and FPST programs:

The School of Community and Public Affairs (SCPA) offers a multidisciplinary program in public policy analysis. The School prepares its graduates to be knowledgeable participants in the policy-making process in the private, public, and community sectors.

An innovative combination of academic and practical training exposes students to a wide range of public issues. In small classes encouraging participation, students develop specialized abilities to do research, to communicate, and to organize public consultations and debates. An internship program also enables students to gain the necessary experience of working in a public affairs job.

The School will be of interest to excellent students in a variety of disciplines, including economics, history, political science, sociology, urban studies, journalism, and communication studies. While some of our students enter the work force upon completion of their undergraduate degree, the majority continue their education. SCPA graduates tend to do graduate work either in their disciplines or, more often, in professionally oriented programs including public or business administration, international affairs, industrial relations, and law.

First Peoples Studies Program Overview

The First Peoples Studies program is a major designed to introduce students to the world of First Peoples (First Nations, Inuit, and Métis), specifically within the Quebec context. It investigates the history, the current situation, and the changing needs of First Peoples. Taught from First Peoples perspectives and based on sound, culturally sensitive research, the program's aim is to bring accurate awareness and a better understanding of First Peoples issues, develop further understanding of society's standing in relation to First Peoples, and build bridges towards mutual understanding between Quebec society and First Peoples. Students are encouraged, though not required, to take either a minor in another area of study, or a second major in order to facilitate the acquisition of complementary knowledge and practical skills relevant to contributing to the well-being and advancement of First Peoples.

In trying to show the progression through the years, we provide here a snapshot of the programs when this appraisal cycle was initiated (2014), and now. The FPST programs (*Major in First Peoples Studies, with the Minor kept in mind*) were assessed separately from the rest of the SCPA programs, with its assessment sequence taking place from January 2020 to March 2023.

In 2014, the Department had 4 programs, 6 full-time faculty members, and 7 fellows. In 2026, the unit has 7 programs and 10 full-time faculty members, and 3 fellows. The following table shows growth in teaching resources, in-line with program changes.

Data	2014	2026 (2024 last Calendar with Masthead + website)
Programs	<p>Undergrad <i>Community, Public Affairs and Policy Studies</i></p> <ul style="list-style-type: none"> • BA Major in Community, Public Affairs and Policy Studies <p><i>First Peoples Studies</i></p> <ul style="list-style-type: none"> • BA Major in First Peoples Studies • Minor in First Peoples Studies <p>Grad</p> <ul style="list-style-type: none"> • Community Economic Development (CED) Graduate Diploma • Développement économique communautaire (DEC), diplôme 	<p>Undergrad <i>Community, Public Affairs and Policy Studies</i></p> <ul style="list-style-type: none"> • BA Major in Community, Public Affairs and Policy Studies <p><i>First Peoples Studies</i></p> <ul style="list-style-type: none"> • BA Major in First Peoples Studies • Minor in First Peoples Studies <p><i>Immigration Studies</i></p> <ul style="list-style-type: none"> • Minor in Immigration Studies • Certificate in Immigration Studies <p><i>Indigenous Land-Based Education</i></p> <ul style="list-style-type: none"> • Microprogram in Indigenous Land-based Education <p>Grad</p> <ul style="list-style-type: none"> • Community Economic Development (CED) Graduate Diploma • Développement économique communautaire (DEC), diplôme
# programs	4	7 (+3 new programs)
Faculty members	<p><i>Principal</i> CHEDLY BELKHODJA, <i>Professor</i> <i>Vice-Principal</i> MARGUERITE MENDELL, <i>Professor</i></p> <p><i>Professor</i> DANIEL SALÉE</p> <p><i>Associate Professors</i> KARL HELE ANNA KRZYNSKI</p> <p><i>Assistant Professor</i> LOUELLYN WHITE</p> <p><i>Fellows</i> WILLIAM BUXTON, <i>Professor, Communication Studies</i> MIKE GASHER, <i>Professor, Journalism</i> CHANTAL MAILLÉ, <i>Associate Professor, Simone de Beauvoir Institute</i> ALAN E. NASH, <i>Associate Professor, Geography, Planning and Environment</i> LORNA ROTH, <i>Professor, Communication Studies</i> FILIPPO SALVATORE, <i>Associate Professor, Classics, Modern Languages and Linguistics</i></p>	<p><i>Principal</i> ANNA SHEFTEL, <i>Associate Professor</i></p> <p><i>Distinguished Professor Emerita</i> MARGUERITE MENDELL</p> <p><i>Professors</i> CHEDLY BELKHODJA ANNA KRZYNSKI CATHERINE KINEWESKWÊW RICHARDSON DANIEL SALÉE (POLI)</p> <p><i>Associate Professor</i> LOUELLYN WHITE</p> <p><i>Assistant Professors</i> NICOLAS RENAUD (FPST Program Director) SIGWAN THIVIERGE (CMLL) VIJAY KOLINDJIVADI GAGE KARAHKWI:IO DIABO (ENGL)</p> <p><i>Fellows</i> CHANTAL MAILLÉ, <i>Professor, Simone de Beauvoir Institute</i> ALAN NASH, <i>Professor, Geography, Planning and Environment</i> MARK WATSON, <i>Associate Professor, Sociology and Anthropology</i></p>

	MARK WATSON, <i>Assistant Professor</i> , Sociology and Anthropology	
Full-time #	6 (2 retirements by 2026) + 7 fellows (4 fellows gone by 2026)	10 (6 hires since 2014, including the Principal and successive FPST program directors) + 3 fellows

FAS Assessment and recommendations. The Faculty of Arts and Science has reviewed the Department Appraisal Committee, External Examiners, and University Appraisal Committee reports, and warmly thanks the committees, as well as the external examiners and department chairs, for their reports and oversight.

As the FPST assessment is connected to the SCPA overall appraisal process, we can provide here some FPST-related elements from the SCPA 2021 appraisal update. *The Principal gave an update of advances (bolded) vs. the SCPA UAC Recommendations:*

- **Strategic visioning** has been started, and the unit has formed an *Appraisal Implementation and Future Planning* subcommittee, with representatives from both SCPA and FPST. The discussions have been intensifying, and the FPST and SCPA colleagues planned further collective initiatives.
- **Program issues:** The unit has already progressed in its review of the graduate diploma in *Community Economic Development*, and they are starting the review of their *Major in Community, Public Affairs and Policy Studies*. They have also worked on the consolidation of internship placements.
- **Personnel:** The unit has started working on a faculty member multi-year hiring plan.
- **Research:** Collaborations and cultural exchanges have increased with neighbour units, thematically and operationally.
- **Ensuring inclusive spaces** is an important commitment, the unit has coordinated many workshops and the work is continuing.

Following the reading of all the committee reports and update, here are FAS recommendations. A synthetic table is presented. Future updates can be made in discussions, and to coordinate the next cycle of program reviews.

Outline	Decanal recommendation	Referenced recommendations	Area	Actor
<i>Shorter-term (in the next year)</i>	<ul style="list-style-type: none"> • Develop a strategic plan for the FPST programs which addresses the optimal alignment with the SCPA, the FAS, and university objectives. Consider how the program contributes to the objectives of the IDLC and other relevant community groups. 	UAC-1, 2 DAC-13 EE-1, 2	Programs and Strategy	<ul style="list-style-type: none"> • Dept • FAS • Univ

	<ul style="list-style-type: none"> Conduct curriculum and visioning review of the programs, addressing intended learning outcomes as well as technical aspects such as: <ul style="list-style-type: none"> their name repetition in course material course progression adjustments eventual course streams access to out-of-unit Indigenous content courses. <p>Implement a continuous program review process, addressing yearly program data (e.g., enrolments, time to completion, bottlenecks), alignment on PLOs, future objectives of the graduates, and student satisfaction.</p>	UAC-3, 5 DAC-18 EE-8, 9, 11	Programs and Strategy	<ul style="list-style-type: none"> Dept FAS
	<ul style="list-style-type: none"> Maintain the commitment to ensure cultural safety for Indigenous students, faculty members, and staff. 	UAC-6 DAC-5, 10 EE-4	Students and Personnel	<ul style="list-style-type: none"> Dept FAS Univ
<i>Medium-term (within the next 3 years)</i>	<ul style="list-style-type: none"> Assess and aim to increase the opportunities for community-based internships, including land-based learning, and language courses. 	UAC-7 DAC-22	Programs	<ul style="list-style-type: none"> Dept FAS Univ
	<ul style="list-style-type: none"> Prepare a strategic hiring plan, in consideration of the needs of the program (full- and part-time teaching and staffing). Consider the teaching capacity and assess the potential role of fellows in this purpose and overall. 	UAC-4 DAC-16 EE-2, 3, 5, 7	Personnel	<ul style="list-style-type: none"> Dept FAS
	<ul style="list-style-type: none"> Continue to work with the FAS in the optimization of SCPA/FPST spaces. 	DAC-17	Space	<ul style="list-style-type: none"> Dept FAS
<i>Longer-term (within the next 5 years)</i>	Kept for the next appraisal / program review process.			

We thank very much the FPST direction and the School's leadership in their continuous efforts in improving their programs. We hope that these recommendations provide the opportunity and methods for the unit to continue their planning.