

TO: Members, Fine Arts Faculty Council

FROM: Tristan Khaner, Secretary, Fine Arts Faculty Council

DATE: December 3, 2021

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Please be advised that the next meeting of the Fine Arts Faculty Council will be held on Friday, **December 10, 2021 at 9:30 a.m.** via Zoom: <https://concordia-ca.zoom.us/j/85228259438> (invitation below)

**AGENDA**  
(updated 2021-12-09)

<b>Open Session</b>	
1. Call to Order	Quorum Required
2. Agenda for the Meeting of December 10, 2021	For Approval
3. Minutes of Meeting of November 12, 2021	For Approval
4. Business Arising from the Minutes of November 12, 2021	For Information
5. Chair's Remarks	For Information
6. Appointments (2021-09-D1)	For Information
7. Research and Graduate Studies  7.1 Faculty of Fine Arts Research Space Policy and Guidelines (FFAC-2021-09-D2)  7.2 Report of the Associate Dean, Research and Graduate Studies (FFAC-2021-09-D6)	For Approval  For Information
8. Academic Programs and Pedagogy  8.1. Curriculum Changes for the Department of Art Education (Dossier: FA-ARTE-221) (FFAC-2021-09-D3)  8.2. Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2021-09-D4)	For Approval  For Information

<p>9. Faculty Relations and Inclusion</p> <p>9.1. Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2021-09-D5)</p>	<p>For Information</p>
<p>10. Questions</p>	<p>For Information</p>
<p>11. FoFA Strategic Plan</p>	<p>For Information</p>
<p>12. Presentations (10:30 a.m.)</p> <p><b><i>Urkund: A New Text-Matching Tool to Promote Academic Integrity in Graduate Student Thesis Writing</i></b>            Guest: Peter Pawelek, Associate Dean, Student Affairs and Postdoctoral Studies, The School of Graduate Studies</p> <p><b><i>School of Health, Community Health Hub - Open Conversations, Winter 2022</i></b>            Guest: Mark J. Sussman, PhD, Director, Centre for Interdisciplinary Studies in Society and Culture (CISSC) and Associate Professor, Department of Theatre</p>	<p>For Information (15 mins.)</p> <p>For Information (20 mins.)</p>
<p>13. Committee Reports</p> <p>13.1. Board of Governors Report</p> <p>13.2. Senate Report – Guylaine Vaillancourt</p> <p>13.3. Advancement Activities Report – Cherry Marshall</p>	<p>no report due</p> <p>For Information</p> <p>For Information</p>
<p>14. Other Business</p>	<p>For Information</p>
<p>15. Next Meeting – January 14, 2022</p>	
<p>16. Adjournment</p>	

\* Documents not included will be uploaded to the Fine Arts Faculty Council web page:

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

# zoom

## Join Zoom Meeting

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Meeting URL: <https://concordia-ca.zoom.us/j/85228259438>  
Meeting ID: 852 2825 9438

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Dial:

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### International numbers

### Join from an H.323/SIP room system

H.323: 162.255.37.11 (US West)  
162.255.36.11 (US East)  
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Meeting ID: 852 2825 9438

SIP: [85228259438@zoomcrc.com](mailto:85228259438@zoomcrc.com)

### Skype for Business (Lync)

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## 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**  
**November 12, 2021**  
**9:30 a.m. – 12:00 p.m.**  
**Via Zoom**

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

**Guests:** A. Crawford, E. Diamantoudi, E. Etti, L. Ostiguy, L. White

**Regrets:** M. Corwin, S. Fotohinia, A. Tsafaras, M. Wright

**1. Call to Order**

The Chair called the open session to order at 9:30 a.m.

**2. Approval of the Agenda**

**MOTION:** (J. Potvin / L. Sujir)

“that the agenda for the meeting of November 12, 2021 be approved.”

**CARRIED**

**3. Approval of the Minutes of the Meeting of October 8, 2021**

**MOTION:** (N. Drew / M. Berger)

“that the minutes of the meeting of October 8, 2021 be approved.”

**CARRIED**

**4. Business Arising from the Minutes**

There was no business arising from the minutes.

**5. Chair’s Remarks**

The Dean has been receiving positive feedback from students about the gradual return on campus.

A message from the Provost and Vice-President Services and Sustainability regarding the [plans for Winter 2022](#) was sent on November 4, with a memo to students, and the Dean highlighted some of the points:

- [A COVID-19 situation dashboard](#) was launched 10 days ago and is being updated weekly.
- There is currently no evidence of on-campus transmission of the virus. There were 0 cases of transmission from November 2 – 9 and so far, numbers of confirmed cases have been consistently between 0 and 6 per week. Confirmed cases include those individuals who were on campus when they developed symptoms or who were on campus less than 48 hours prior to developing the symptoms. The government will no longer be updating their own statistics regularly and the dashboard will reflect this.
- Across the University, the majority of courses for the Winter 2022 semester, will be in-person, with some blended courses and some online (e-Concordia). The memo to students includes course delivery mode definitions and students will be able to see the modalities for each course in the SIS.
- The Dean thanked Elaine Cheasley-Paterson, Mary Laliotis, Angela Tsafaras, Joel Taylor, Pierre Genest, their teams and the departments, for their hard work and dedication, and for ensuring that appropriate space and technological solutions are deployed for the Winter semester curriculum. The departments are encouraged to email students about their plans for the Winter semester, when they are finalized.

The Dean reminded faculty members of the invitation to attend a one-hour [UNITY information session](#) on how to use the system to manage academic or researcher funds. The session will be held on Tuesday,

November 16 from 3:30 p.m. to 4:30 p.m. For those who cannot attend, a link to the recorded session will be circulated.

The [Project UNITY Self-Service eLearning](#) program offers training on Moodle, on how to use the Employee Self-Service (ESS), the Manager Self-Service (MSS) and particularly of interest and useful for researchers is an Introduction to Grants Management training.

How to [Self-Enrol in the ESS](#)

On November 11, Concordia's Central Advising Working Group (CAWG) held a [Colloquium for Academic Advisors](#) and the keynote address was given jointly by Elaine Cheasley Paterson and Mary Laloties. The group talked about Candid Convocations, individual advising support and strategic recruitment, as well as, the commitment to accessibility at the Faculty level. Discussions will be widened to include various groups in the context of the Deans and Chairs meetings, the Faculty of Fine Arts strategic planning exercise and the upcoming Consultation on Teaching and Learning.

[Convocation](#) will be held in person at Place des Arts, in February 2022, for the pre-Fall 2021 graduates and in Spring 2022, for the Fall 2021 and Spring 2022 graduates.

The fifth annual Faculty of Fine Arts [Wild Talks Lecture Series](#) will feature Emmy Award-winning director, filmmaker, screenwriter, and producer Jean-Marc Vallée, as he candidly discusses his career and creative process with long-time artistic partner, cinematographer Yves Bélanger, who is a graduate of the Mel Hoppenheim School of Cinema. The event will be moderated by Tim Southam, television and film director.

[Wild Talks with Jean-Marc Vallée](#)

Tuesday, November 16, 2021 5:30 p.m. – 7:30 p.m. at Centre Mont-Royal

The [Fine Arts for Centraide Fundraising Concert](#) will be held on November 12, 2021 at 1:00 p.m., thanks to the support of the production team at the Oscar Peterson Concert Hall, the Centre for Digital Arts (CDA), and the generosity of students and faculty members from the Department of Music, Guylaine Vaillancourt and Marie-Ève Marchand, the Fine Arts Centraide ambassadors. [Tickets are sold online](#) for \$5, \$10 or \$20 and a link to attend the event remotely is sent by email. 100% of the amount received will be given directly to Centraide.

## 6. Appointments (FFAC-2021-08-D1)

**MOTION:** (D. Douglas / L. Sujir)

“that the appointments listed in document FFAC-2021-08-D1 be approved.”

**CARRIED**

## 7. Academic Programs and Pedagogy

### 7.1. Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2021-08-D4)

Report submitted. Questions/comments may be directed to Elaine Cheasley Paterson at [elaine.paterson@concordia.ca](mailto:elaine.paterson@concordia.ca)

The [BIPOC-related course list](#) is still being finalized. The deadline to submit the online course submission form is November 22, 2021. Faculty members with questions are invited to reach out to: [bipoc.courses@concordia.ca](mailto:bipoc.courses@concordia.ca).

There is a University-wide Teaching and Learning Consultation that is kicking off this month. The Associate Deans have met with the Vice-Provost, Innovation in Teaching and Learning, who will lead the consultations. The Deloitte consulting firm has been hired to act as the facilitator. There will be a Faculty-based consultation with technicians and students at the start of January and with Faculty, at the end of January.

## 8. Faculty Relations and Inclusion

### 8.1. Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2021-08-D5)

Oral report. Questions/comments may be directed to Kristina Huneault at [kristina.huneault@concordia.ca](mailto:kristina.huneault@concordia.ca)

- Fourteen (14) faculty members have been granted exemptions from teaching in person during the Winter term and Chairs have been informed.
- The Associate Dean reminded Council that her portfolio deals with problems or concerns related to the [Code of Rights and Responsibilities \(BD-3\)](#) and that the Associate Dean, Academic Programs and Pedagogy's portfolio deals with concerns related to the [Academic Code of Conduct](#).
- Council members were reminded of the web sites implemented last year for:
  - Students wishing to raise concerns: [Faculty of Fine Arts Guidelines for Raising Concerns](#)
  - Faculty and Staff wishing to raise and respond to concerns: [Guidelines for Responding to Concerns](#)
- The University has implemented an Equity Advisor Program for all hires going forward. Pippin Barr, Associate Professor, Design and Computation Arts and Erin Manning, Professor, Studio Arts and MFA, Studio Arts, are the appointed Fine Arts Equity Advisors.
- The University has added Accessibility (A) to the Equity, Diversity, Inclusion (EDI) lens: EDIA
- As a follow-up to the anti-discrimination workshops given last year by Annick Maugile Flavien, founding coordinator of the [Black Perspectives Office](#), Lisa White, Executive Director, Equity and Diversity, Equity Office and Aisha Topsakal, Director, Office of Rights and Responsibilities will be meeting each department to have discussions based on faculty and staff members' experiences.
- The Associate Dean is working on providing faculty members with a published guidance for dealing with challenging and disruptive behavior in the classroom. Faculty members are welcome to share any tips they may have.

## 9. Research and Graduate Studies

### 9.1 Report of the Associate Dean, Research and Graduate Studies (FFAC-2021-08-D6)

Report submitted. Questions/comments may be directed to MJ Thompson at [mj.thompson@concordia.ca](mailto:mj.thompson@concordia.ca)

The Associate Dean highlighted the Aid to Research Related Events (ARRE) competition grant recipients listed in her report:

1. Luca Caminati, Mel Hoppenheim School of Cinema: *"PPP/RRR (Pier Paolo Pasolini/Ripresa Reprise Retake): Ben Rivers and Gaia Giuliani on Pasolini's Legacy"* conference.
2. Éric Simon, Studio Arts: *"Unis Par L'Amour du Goût"* publication.



3. Anita Sinner, Art Education, *“Artful Xchanges: Propositions for International Museum Education”* book project.
4. Angelique Willkie, Contemporary Dance:  
*“The ABC’s of DE: Conversations on Blackness and Dance Dramaturgy”*

## 10. Question Period

There were no questions.

## 11. Presentations:

### ***FASA Activity Report***

Maddi Berger, FASA representative on Faculty Council and FASA Clubs Coordinator, Emem Etti, FASA Student Life Coordinator and Aaliyah Crawford, FASA General Coordinator, presented on the Fine Arts Student Alliance’s (FASA) activities.

### ***Ongoing Accessibility and Equity Work at Concordia***

Lisa Ostiguy, Special Advisor, Campus Life and Support, Office of the Provost and Vice-President, Academic and Lisa White, Executive Director, Equity and Diversity, Equity Office, Office of the Provost and Vice-President, Academic presented on the ongoing accessibility and equity work at Concordia and updated Council on the accessibility policy review process.

[Accessibility Policy Advisory Group](#)

[Equity Office](#)

[Accessibility](#)

### ***Graduate Course-Based Programs – Billing Reform***

Effrosyni (Faye) Diamantoudi, Interim Dean of Graduate Studies, School of Graduate Studies presented the billing reform structure for graduate students doing their course-based Masters and how it will better align with their progression.

## 12. FoFA Strategic Plan Process

The Dean has met with most departments to explain the process for the Strategic Plan and she held a discussion with Staff on October 29. A survey to initiate discussion will be sent out in November and the call for nominations to form the committee, will be sent out in late November or early December. Work has begun on a web page that will help the community follow the process and keep everyone informed. Questions may be directed to Tristan Khaner at [tristan.khaner@concordia.ca](mailto:tristan.khaner@concordia.ca) or to Dean Gérin at [annie.gerin@concordia.ca](mailto:annie.gerin@concordia.ca)

## 13. Committee Reports

**13.1 Board of Governors Report** – Report submitted by Roy Cross.

**13.2 Senate** - Report submitted by Kelly Thompson.

**13.3 Advancement Activities Report** – no report

## 14. Other Business

There was no other business

## 15. Next Meeting: December 10, 2021

## 16. Adjournment

The meeting was adjourned at 11:45 p.m.

\* Fine Arts Faculty Council web page:

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

Submitted by E. Murphy

**Appointments For Council's Information**

**Advisory Search Committee for the Dean, School of Health**

- Cynthia Bruce, Department of Creative Arts Therapies no term

## Faculty of Fine Arts Research Space Policy and Guidelines

### OVERVIEW:

The Faculty of Fine Arts (FOFA) currently occupies a diverse set of research, curricular and administrative spaces on the Sir George Williams and Loyola campuses in Montréal. Spread out over two campuses and 14 buildings, faculty, staff and students use spaces in myriad ways, including for teaching and learning; production and presentation; office and administration; independent study and more. With a largesse of researchers and critical limits to our building footprint, navigating needs for research space remains challenging, as space remains a finite resource.

This document lays out policy and guidelines for Faculty of Fine Arts research space exclusively. For the purpose of this document, we define Faculty of Fine Arts research space as follows:

- spaces designated for research activities by the Faculty or University.
- designated spaces where research activities are led by full-time faculty, in conjunction with highly qualified personnel (postdoctoral, graduate and/or undergraduate students).
- miscellaneous, extra-departmental spaces administered by the Faculty that have in practice been used for research purposes.<sup>1</sup>

The Faculty advocates for, manages and allocates temporary access for Faculty researchers to research spaces, which are owned by the University and shared across research units and departments. The management and allocation of research space is an ongoing and collaborative process; every effort is made to try to accommodate needs wherever possible.

These guidelines are meant to facilitate understanding and practice; and to support the planning, management and allocation of FOFA research spaces, including labs, studios, offices and/or shared infrastructure. The aim of this document is to:

- Outline roles and responsibilities for the allocation and management of research space
- Clarify rules and optimize access to and use of research space
- Establish equitable, consistent, efficient and flexible parameters for the allocation of space

The Faculty allocates research space to activities and projects, activated by faculty members and research centres, in support of Faculty and University strategic research priorities and based on current as well as evolving needs. Research space may be allocated where robust activity, funding and/or the specific requirements of the research project/activity affirm a need for space on campus. Allocations are made temporarily and adjudicated annually by the Facilities Manager, the Dean's Office and the Faculty Research Space Committee (FRSC). Annual reviews will allow for the adjustment of allocations to meet

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<sup>1</sup> Please note that designated Departmental space being used for research purposes by Department members is not governed by this policy.

needs and to optimize space utilization, including identifying underutilized spaces and suggestions for improved space utilization. The Annual Review process is managed by the Dean's Office. When space is available, a formal Call for Research Space Allocations will be held; with adjudication by the FRSC.

## GUIDING CORE PRINCIPLES:

- Any allocation of research space will be closely tied to:
  - 1) Research impact, reflected in the *number of researchers active in the team, including highly qualified personnel* (HQP—graduate students, postdoctoral students, academic personnel), as well as community and/or undergraduate researchers; and in the *level of productivity*, including outcomes such as publications, exhibitions, performances, public programming, community-based events and more; please note that equity, diversity, inclusivity and accessibility of the research and research/environment will be considered;
  - 2) Research funding, including Tri-Council funding; Provincial funding; Donor, endowment and/or community partnership funding; Internal grants and/or Inter-University collaborations; and
  - 3) Reasoned need for campus location; that is, a clear rationale for research activities/projects to be situated on Concordia's campus, including but not limited to proximity to shared equipment or spaces.
  - 4) Faculty and university strategic research priorities.

**To restate: research impact; funding; and specific need for on-campus space, as well as support for strategic research priorities are key factors in determining space allocations.**

- No allocation of research space is permanent; allocations are subject to change over time. In general, space is assigned to activities, not to individuals. One critical exception is the Canada Research Chair (CRC) program. In the case of CRCs, hiring and research may be predicated on designated lab space; space needs are determined during the onboarding process in dialogue with the Dean's Office. Upon completion of the CRC, the space returns to the Faculty for re-allocation. In the case of Canada Innovation Fund (CFI) infrastructure, a plan for shared use, maintenance and facility life-cycle is built into the application, planning and implementation process. The infrastructure remains within the Faculty of Fine Arts and, upon completion of CFI funding, space and equipment return to the space inventory for allocation.
- Space allocation is limited by existing infrastructure, building configuration and type of space available.
- Space for equipment with specialized needs or requiring specialized environmental conditions and/or compatibility constraints will be addressed and reviewed separately by the Facilities Manager (FM), Dean's Office.

- On an annual and/or ongoing basis, the Faculty of Fine arts will review space allocation and needs around reconfiguration and/or renovation. The requirements for research space remain dynamic and will expand and contract over time.

#### **FACTORS CONSIDERED IN RENEWAL OF RESEARCH SPACE ALLOCATION:**

- Principal Investigators holding research space must maintain the level of impact, research funding and alignment with faculty research goals to maintain their space allocation. A grace period of six months may be possible for a PI who falls short in these areas to allow for the reinvigoration of activity and acquisition of new funding.
- Space must be fully utilized at 70% of the average work week (3.5 days at minimum). Under-utilized or vacant space will be repurposed by the Faculty (with four-weeks notice given).
- Sharing whenever possible will allow for optimal and full space utilization.
- Space must not be used for storage of obsolete equipment, waste, or personal belongings.
- All University and Faculty health and safety regulations and procedures must be followed.

#### **ADDITIONAL SPACE OR FACILITIES REQUIRED FOR NEW RESEARCH PROJECTS:**

- Any grant applications requiring an allocation of research space must be reviewed and approved by the Associate Dean, Research and Graduate Studies, before submission to funding bodies. Space needs that are unapproved by the ADRGS in advance of the application cannot be assured.
- All space allocations are dependent on the availability of suitable space within the Faculty at any given time.
- Allocation of space does not imply the approval of funds to carry out alterations or renovations; furthermore, successful funding does not imply the approval or provision of space.
- Where departmental space has been given to research by agreement of the department and the faculty, the space is returned to the department upon completion of the research project.

#### **PROFESSORS EMERITI / REDUCED-TIME FACULTY / ON LEAVE:**

- The university does not provide research space allocations to Professors Emeriti; reduced-time faculty; or faculty on leave.
- Professors Emeriti may continue to access FOFA research spaces and equipment where they are active.
- FOFA aims to support the ongoing research activities of its Emeriti, where ever possible.

- Faculty with a designated research space allocation who are moving to a reduced-time appointment; or on leave will be reassessed and may be asked to vacate the allocated research space. Any new requests for space allocations from these faculty will be subject to the above policies.

### **INTER-DEPARTMENT, FACULTY AND UNIVERSITY RESEARCH COLLABORATIONS:**

- Multi-investigator collaborations across departments as well as multi-faculty collaborations and research centre space needs will be evaluated on a case-by-case basis.
- Shared use of research space is strongly encouraged and a favorable factor in the adjudication of space.

### **PART-TIME FACULTY/LTA/ETA:**

- The university does not provide research space allocations to part-time faculty; LTAs or ETAs.
- Some access to research space may be offered by full-time faculty members holding allocated research space.

### **ACADEMIC VISITORS (AV), AFFILIATE PROFESSORS (AF), RESEARCH ASSISTANTS (RA):**

Some use and/or access to research space may be provided to AVs, APs and/or RAs by faculty members who already hold allocated research space. Alternate temporary spaces for conducting research at Concordia University include the Visual Collections Repository (VCR) and the Library, including access to the Grey Nuns Building, the Technology Sandbox and the Visualization Studio. Additionally, some programs may have designated space temporarily available for use by researchers. Such spaces are shared only at the discretion of the Department Chair and/or council.

### **RESPONSIBILITIES AND PROCESSES:**

#### **Dean, Faculty of Fine Arts:**

- To ensure overall equitable and optimal use of FOFA space resources, in dialogue with strategic research plans.
- To exercise final authority over all Faculty space allocations, designations and changes in use of space.

#### **Associate Dean, Research and Graduate Studies (ADRGs):**

- To ensure equitable access and opportunity for researchers along the principles outlined above, in dialogue with the Facilities Manager (FM), the Dean and the researchers.
- To exercise final authority over all FOFA space allocations on behalf of the Dean as needed.
- To Chair the Faculty Research Space Committee (FRSC) for the annual adjudication of space allocations, in dialogue with the Supervisor, Academic and Research Facilities; and the FM.
- To ensure that allocation occurs in accordance with the Faculty and University Strategic Research plans, in discussion with the FM and the Dean.
- To approve any institutional commitments for space associated with Tri-Agency grant applications before grants are submitted; and to track institutional commitments once made.
- To consult with the Dean and FM as required to when questions related to allocation of space arise.

#### **Facilities Manager (FM):**

- To manage and maintain the Faculty's research space inventory.
- To manage access and allocation of the Faculty's research space inventory.
- To serve as a consultant and share expertise during the annual review and space allocation process, in dialogue with Supervisor, the ADRGS and the FRSC.
- To provide guidance to the Dean, the ADRGS, department chairs and researchers on all matters related to space; and on the implementation of these processes and procedures.
- To serve as frontline contact for researchers with space allocation needs, in dialogue with the ADRGS and the Dean.

#### **Supervisor, Academic and Research Facilities (SARF):**

- To support the FM in the daily administration, frontline contact and maintenance of the Faculty's space inventory.
- To manage the annual review and call for allocation processes, in dialogue with the FM and ADR.
- To support researchers in accessing and maintaining research facilities.

#### **FORMATION OF THE FACULTY RESEARCH SPACE COMMITTEE (FRSC):**

In the event that the Faculty issues a Call for Research Space Allocation, a committee will be formed comprising the Chair of each department. The Committee will meet in May to adjudicate requests for the coming year according to the principles of the Faculty of Fine Arts research space guidelines. Quorum consists of four members, plus the SARF, FM, and Committee Chair.

#### **PROCESSES TO ACCESS AND/OR MAINTAIN A RESEARCH SPACE ALLOCATION:**

- Any researcher already holding allocated research space must submit an annual report (see attached template) detailing activities and funding and requesting renewed allocation by



**January 30** annually. This report allows the Faculty to assess availabilities for the following year. Failure to submit a report will automatically return designated space to the available space inventory for the coming year.

- In years when allocations are available, the Faculty will circulate a Call for Research Space Allocation by April, with a deadline to submit by **May 1**. Any researcher seeking a research space allocation may do so by submitting a request form in response to a Request for Research Space (see attached template).
- Please note: due to the extremely limited amount of space available, it is anticipated that there may be years when a Call for Research Space Allocation is not circulated. The Call will only be circulated when there is a real opportunity for researchers to acquire an allocation.

### **ADDITIONAL RESEARCH SPACES:**

The faculty holds numerous practice-based research spaces; these are available to the larger Faculty of Fine Arts community through booking reservation systems. They include:

#### The Core Technical Shops

<https://www.concordia.ca/finearts/facilities/studio-support/core-technical-centres.html>

#### The Black Box and the Video Production Studio

<https://www.concordia.ca/finearts/facilities/academic-research-support/research-spaces.html>

#### The Sound and Video Studio Workstations

<https://www.concordia.ca/finearts/facilities/academic-research-support/workstations.html>

**Report of the Associate Dean,  
Research and Graduate Studies  
December 10, 2021**

**Prepared by MJ Thompson, Associate Dean, Research and Graduate Studies  
with Marina Polosa and Michele Kaplan**

## 1. INTERNAL DEADLINE: CURC LOI CALL

The Office of the Vice-President, Research and Graduate Studies has issued a new call for Concordia University Research Chairs under the Policy on Research Chairs ([VPRGS-7](#)). As per the Policy and associated Procedures and Guidelines for Research Chairs, academic and research units are invited to submit letters of intent (LOIs) demonstrating the impact of proposed Chairs on the strategic research goals of the university. LOIs are due: Friday, January 28, 2022, by 12 pm (noon), to: [researchatfinearts@concordia.ca](mailto:researchatfinearts@concordia.ca)

## 2. EXTERNAL GRANT DEADLINES:

For further information on grants and application, contact: Michele Kaplan – Advisor, Research Development (Fine Arts, Arts and Science Humanities, Concordia Library)  
[michele.kaplan@concordia.ca](mailto:michele.kaplan@concordia.ca)

FRQ-SC and SSHRC COMPETITIONS FALL/WINTER 2021					
Agency	Competition	Application Portal	10-Day Content Review	5-Day Admin Review	Agency Deadline
SSHRC	<a href="#">Partnership Engage Grants</a>	<a href="#">SSHRC</a>	1-Dec-22	8-Dec-21	15-Dec-21
SSHRC	<a href="#">Knowledge Synthesis Grants: Emerging Asocial Society</a>	<a href="#">SSHRC</a>	3-Dec-21	10-Dec-21	17-Dec-21
SSHRC	<a href="#">Connection Grants</a>	<a href="#">SSHRC</a>	18-Jan-22	25-Jan-22	1-Feb-22
FRQ-SC	<a href="#">Actions concertées</a> <a href="#">Les besoins émergents des femmes en matière de santé et de bien-être</a>	<a href="#">FRQnet</a>	19-Jan-22	26-Jan-22	2-Feb-22

SSHRC	<a href="#">Insight Development Grants</a>	<a href="#">Research Portal</a>	19-Jan-22	26-Jan-22	2-Feb-22
SSHRC	<a href="#">Partnership Engage Grants</a>	<a href="#">SSHRC</a>	1-Mar-22	8-Mar-22	15-Mar-22
SSHRC	<a href="#">Connection Grants</a>	<a href="#">SSHRC</a>	18-Apr-22	25-Apr-22	1-May-22

### 3. OFFICE OF RESEARCH SSHRC INSIGHT DEVELOPMENT GRANTS INFORMATION SESSION:

On December 9, 2021 the Office of Research held a zoom presentation on the SSHRC Insight Development Grants program.

In addition to OOR staff, successful emerging researcher-creator Hannah Claus – Studio Arts – and successful established researcher/researcher-creator Jason Camlot – English - discussed their experiences applying for IDG funding and answered attendees’ questions. For further information or to see the Slide Deck from this presentation, contact: [michele.kaplan@concordia.ca](mailto:michele.kaplan@concordia.ca)

### 4. UNITY UPDATE FOR RESEARCHERS:

Unity is now live. Faculty are invited to take the [Employee Self-Service \(ESS\) training](#), to learn more about how UNITY works, including how to prepare expense claims and how to do purchase requisitions. In addition to the ESS program, faculty are also invited to complete some on-line training to prepare them use UNITY’s grant management features, called “[Introduction to Grants Management](#)”, which is available on Moodle. Visit [Carrefour](#) to learn more about Project UNITY. If you have any questions, concerns or feedback about Project UNITY, please send an email to [projectunity@concordia.ca](mailto:projectunity@concordia.ca).

**Summary and Rationale for Changes**

- The academic standing change was proposed to reflect the change of the practicum course 420 to 421. It was changed to 421 to align it with other practicums ARTE 423 and 425.
- The course description changes to ARTE 220, 230, 320, 340, and 424 were proposed to update the language used and to better reflect the current course content.
- In accordance with the FCC's recommendations, additional changes were made for the course descriptions of ARTE 421, 423, 425, wherein *Note* and *Letter grade requirement* of B was added, as recommended by FCC, to clarify the letter grade requirements.

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**Summary of Committee Discussion: Department****For Submission to:**

Elaine Cheasley Paterson, AD Academic Programs and Pedagogy,  
Fine Arts Faculty Curriculum Committee, 05 Nov 2021

**Approved by:**

Juan Carlos Castro, Chair, Department of Art Education,  
Department of Art Education Council, 21 Sep 2021

The discussion regarding ARTE-221 took place during the ARTE Department meeting held on September 21st. The summary of changes were presented as was the results from the ARTE DCC (see attached memo signed by Lorrie Blair, Chair of the Art Education DCC). No one attending the meeting had any comments or objections.

**Summary of Committee Discussion: Faculty****For Submission to:**

Annie Gérin, Dean, Faculty of Fine Arts,  
Faculty Council, 10 Dec 2021

**Approved by:**

Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy,  
Faculty of Fine Arts Curriculum Committee, 05 Nov 2021

The Faculty of Fine Arts Curriculum Committee has reviewed the ARTE-221 curriculum dossier from the Department of Art Education during their virtual meeting held on November 5, 2021. The Committee members approved the dossier and it is hereby submitted for review by the Faculty Council on December 10, 2021.

This document proposes updates to some course descriptions to align with developments in the program and current practices in the field. The Academic Standing section is also updated to correct an oversight dating from a previous dossier.

Changes are described at length in the memo provided by the Chair of the Department of Art Education Curriculum Committee.

There are no resource implications.

# Impact Report

## Programs

### Major in Art Education - Visual Arts

Source of Impact

- ARTE 220
- ARTE 230
- ARTE 320

### Minor in Art Education – Visual Arts

Source of Impact

- ARTE 320

### Specialization in Art Education – Visual Arts

Source of Impact

- ARTE 220
- ARTE 230
- ARTE 320
- ARTE 421
- ARTE 423
- ARTE 424
- ARTE 425

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**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
ARTE 340 Change				X						
ARTE 220 Change				X						
ARTE 424 Change				X						
ARTE 230 Change				X						
ARTE 320 Change				X						
ARTE 421 Change						X				
ARTE 423 Change					X	X				
ARTE 425 Change						X				

**Regulation Changes:**

- Academic Standing Change

**REGULATIONS CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** Academic Standing**Calendar Section Type:** Regulation**Description of Change:** Academic Standing Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Art Education**Calendar publication date:** 2023/2024/Fall**Type of change:** Regulation Change**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Programs > Specialization in Art Education – Visual Arts**Present Text (from 2021) calendar**

Academic Standing

**Proposed Text**

Academic Standing

To remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit, students must:

1. Achieve at least a “B” grade in the practicum courses ARTE 420, 423, and 425.

a. Students who fail any of the above courses are required to withdraw from the specialization program.

b. Students who obtain a passing grade in any of the above courses that is below a “B” will be placed on conditional standing within the program and will be so informed in writing. These students will be allowed to repeat the practicum only once in order to achieve the required grade. Students who do not achieve the required grade in the repeated course will be required to withdraw from the specialization program.

2. Maintain an overall grade average of “B-” or higher in courses of the third and fourth years. Students who do not maintain the minimum grade average during that time will be required to withdraw from the specialization program. ARTE 423 is evaluated on a pass/fail basis and therefore is not included in the calculation of the grade point average.

To remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit, students must:

1. Achieve at least a “B” grade in the practicum courses ARTE 421, 423, and 425.

a. Students who fail any of the above courses are required to withdraw from the specialization program.

b. Students who obtain a passing grade in any of the above courses that is below a “B” will be placed on conditional standing within the program and will be so informed in writing. These students will be allowed to repeat the practicum only once in order to achieve the required grade. Students who do not achieve the required grade in the repeated course will be required to withdraw from the specialization program.

2. Maintain an overall grade average of “B-” or higher in courses of the third and fourth years. Students who do not maintain the minimum grade average during that time will be required to withdraw from the specialization program.

NOTE: ARTE 423 is evaluated on a pass/fail basis and therefore is not included in the calculation of the grade point average.



3. To be recommended to the Quebec Teachers Certification Service for a Quebec permanent teaching diploma, students must satisfy the English language proficiency requirements of the program.

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**COURSE CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 340**Calendar Section Type:** Course**Description of Change:** ARTE 340 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 17 Sep 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 340 Art Education for Adolescents and Adults 3

*Prerequisites:*

Students must have completed 24 credits in the Major in Art Education or the Specialization in Art Education – Visual Arts. prior to enrolling.

*Description :*

Students are introduced to theories of adolescent and adult development, and the effect these have on their behaviour and attitudes towards learning and art-making. Students learn about different types of group management and support techniques appropriate for adolescent and adult students. The course presents ways to effectively integrate aspects of popular culture into curriculum planning.

*Component(s):*

Lecture

*Notes :***Proposed Text**

ARTE 340 Art Education for Adolescents and Adults 3

*Prerequisites:*

Students must have completed 24 credits in the Major in Art Education or the Specialization in Art Education – Visual Arts. prior to enrolling.

*Description :*

Students are introduced to theories of adolescent and adult learning, and how these are practiced as teaching methods.

Students learn about different types of group management and support techniques appropriate for adolescent and adult students. The course presents ways to effectively build relationships with learners over the age of 13, as well as strategies to plan and deliver programming in community settings or curriculum in school settings.

*Component(s):*

Lecture

*Notes :***Rationale:**

- Add “learning, and how these are practiced as teaching methods”: focus on teaching practice and learning theories
- Remove “development, and the effect these have on their behaviour and attitudes towards learning and art making”: Remove reference to developmental theories as they may reinforce normative or ableist assumptions about learners. Omit reference to student behaviour and attitude, as this is covered by group management and support.
- Remove “integrate aspects of popular culture into curriculum planning”: omit reference to popular culture in order to emphasize pedagogy and give students choice over content.

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

- Add “build relationships with learners over the age of 13, as well as strategies to plan and deliver programming in community settings or curriculum in school settings”: this addition emphasizes organized, relationship-focused pedagogy. Defining “adolescent & adult” as over the age of 13.

**Resource Implications :**

null

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 220**Calendar Section Type:** Course**Description of Change:** ARTE 220 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 17 Sep 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 220 Foundations of Art Education 3

*Prerequisites:**Description :*

A survey of content and contexts of ~~the art education profession~~. In studio activities, students explore art-making skills and techniques, creative expression, ~~artistic heritage~~ and art in society. This content is related to lesson planning for schools, museums, and community settings. Students are introduced to ~~children's artistic development as well as basic management and safety standards for the art classroom~~. ~~Practicum experiences will include observation of children's art processes and some teaching.~~

*Component(s):*

Studio

*Notes :*

Students who have received credit for ARTE 200 may not take this course for credit.

**Proposed Text**

ARTE 220 Foundations of Art Education 3

*Prerequisites:**Description :*

A survey of content and contexts of art education. In studio activities, students explore art-making skills and techniques, creative expression, and art in society. This content is related to lesson planning for schools, museums, and community settings. Students are introduced to [the foundational connections between artistic practice and art education.p>](#)

By [reflecting systematically on artistic practices, course readings and resources, and in-class activities](#), students will [consider, design, and implement art curricula and pedagogies](#).

Teaching [experiences will include peer workshops](#).

*Component(s):*

Studio

*Notes :*

Students who have received credit for ARTE 200 may not take this course for credit.

**Rationale:**

- Remove “profession”: students will work in a variety of settings post-degree, sometimes not considered “professional” in a school-based context. Instead we want to offer a broader introduction to the field of art education.
- Remove “artistic heritage”: preparing students for multicultural settings involves a more pluralistic definition than heritage.
- Remove “children’s artistic development as well as basic management and safety standards for the art classroom.”: this

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

content is currently covered in ARTE 230.

- Add “foundational connections between artistic practice and art education”: emphasizes the relationship between Competency 1 and 3/4 in the Teacher Professional competencies.
- Add sentence on systemic reflection etc.: Emphasizes the connection between in-class learning and future practicum experiences.
- Replace “Practicum” with “Teaching: Practicum is now offered in ARTE 230.
- Replace “observation of children’s art processes and some teaching” with “peer workshops”: practicum is replaced with peer workshops.
- “Content and contexts”: were left vague to allow for the instructor to adapt to the inevitable changes in the field and practice in art education.

**Resource Implications :**

There are no resource implications.

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**COURSE CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 424**Calendar Section Type:** Course**Description of Change:** ARTE 424 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 17 Sep 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 424 Art Education in the Secondary School II 3

*Prerequisites:*

The following course must be completed previously: ARTE 422.

*Description :*

The course concentrates on the objectives, goals, and content of the MEES Secondary School Curriculum Guidelines in visual arts. Students analyze, reflect on, and evaluate their own practice and philosophy of art learning and teaching within the wider context of school and society.

*Component(s):*

Lecture

*Notes :***Proposed Text**

ARTE 424 Art Education in the Secondary School II 3

*Prerequisites:*

The following course must be completed previously: ARTE 422.

*Description :*

The course concentrates on the objectives, goals, and content of the MEES Secondary School Curriculum Guidelines in visual arts. Students analyze, reflect on, and evaluate their own practice and philosophy of art learning and teaching within the wider context of school and society. **The course also provides guidance in preparing students to enter the professional teaching environment.**

*Component(s):*

Lecture

*Notes :***Rationale:**

Add "The course also provides guidance in preparing students to enter the professional teaching environment": Greater emphasis has been placed on preparing students for the professional teaching environment.

**Resource Implications :**

There are no resource implications.

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**COURSE CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 230**Calendar Section Type:** Course**Description of Change:** ARTE 230 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 17 Sep 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 230 Practicum: Observation and Analysis of Children's Learning 3

*Prerequisites:*

The following course must be completed previously: ARTE 220.

*Description :*

This practicum course gives students first-hand experience and knowledge of children's learning as it occurs in ~~the~~ schools. It also provides students with a theoretical framework for observing and analyzing individual and group learning processes in the ~~art~~ classroom. It permits students to develop preliminary skills in assessing and meeting the needs of individual children. Students are introduced to methods for evaluating learning and for critically reflecting on learning and teaching. The practicum experience consists of a placement in a primary school one day a week for a total of 70 hours.

*Component(s):*

Studio

*Notes :*

Students who have received credit for ARTE 200 may not take this course for credit.

**Proposed Text**

ARTE 230 Practicum: Observation and Analysis of Children's Learning 3

*Prerequisites:*

The following course must be completed previously: ARTE 220.

*Description :*

This practicum course gives students first-hand experience and knowledge of children's learning as it occurs in schools. It also provides students with a theoretical framework for observing and analyzing individual and group learning processes in the ~~art~~ **elementary** classroom. It permits students to develop preliminary skills in assessing and meeting the needs of individual children. Students are introduced to methods for evaluating learning and for critically reflecting on learning and teaching. The practicum experience consists of a placement in a primary school one day a week for a total of 70 hours.

*Component(s):*

Studio

*Notes :*

Students who have received credit for ARTE 200 may not take this course for credit.

**Rationale:**

The majority of students are placed in a generalist elementary classroom given that in the Quebec context, elementary art classes taught by art teachers are rare.

**Resource Implications :**

There are no resource implications.

**Present Text (from 2021) calendar**

**Proposed Text**



## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

## COURSE CHANGE FORM

**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 320**Calendar Section Type:** Course**Description of Change:** ARTE 320 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 17 Sep 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 320 Multidisciplinary Approaches to Art and Teaching 3

*Prerequisites:*

The following course must be completed previously: ARTE 230. If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course investigates various creative, historical, and critical approaches to art as a basis for developing curriculum content. Students expand their repertoire of skills and techniques for planning and teaching lessons with multiple dimensions. Students also consider the specific requirements of students ~~with special needs and those at different age levels~~. This course includes a practicum component

*Component(s):*

Studio

*Notes :*

Students who have received credit for ARTE 300 may not take this course for credit.

**Proposed Text**

ARTE 320 Multidisciplinary Approaches to Art and Teaching 3

*Prerequisites:*

The following course must be completed previously: ARTE 230. If prerequisites are not satisfied, permission of the Department is required.

*Description :*

This course investigates various creative, historical, and critical approaches to art as a basis for developing curriculum content. Students expand their repertoire of skills and techniques for planning and teaching lessons with multiple dimensions. Students also consider the specific requirements of **diverse student populations that may vary by age, disability, ability, identity, and experience**. This course may include a practicum component.

*Component(s):*

Studio

*Notes :*

Students who have received credit for ARTE 300 may not take this course for credit.

**Rationale:**

- Replace “students with special needs and those at different age levels”: update language to avoid the connotations of “special needs,” the needs of disabled students are not different in nature from the needs of others.
- Replace “includes” with “may include: We are currently considering removing the practicum component given available resources and placements. Over the years, ARTE 320 became the content of ARTE 330, thus rendering the content of 320 absent from our curriculum.

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

- Please do not remove the word disability, it is the preferred terminology of disabled community members who feel that avoiding the word “disability” implies that there is something wrong with being disabled.
- Ability: was added if the FCC would like to include people who do not identify as disabled but who have capacities or impairments that are not served by majority-focused curricula.

**Resource Implications :**

There are no resource implications.

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**COURSE CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 421**Calendar Section Type:** Course**Description of Change:** ARTE 421 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 15 Nov 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 421 Practicum in the Elementary School 3

*Prerequisites:*

The following course must be completed previously: ARTE 330.

*Description :*

Student teachers observe and assist an elementary school classroom teacher in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

*Component(s):*

Practicum/Internship/Work Term

*Notes :***Proposed Text**

ARTE 421 Practicum in the Elementary School 3

*Prerequisites:*

The following course must be completed previously: ARTE 330.

*Description :*

Student teachers observe and assist an elementary school classroom teacher in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

*Component(s):*

Practicum/Internship/Work Term

*Notes :*

A minimum grade of B is required in this course to remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit.

**Rationale:**

**Letter grade requirement** of B was added, as recommended by FCC, to clarify the letter grade requirements for ARTE 421. This information is also published in the calendar under Academic Standing.

**Resource Implications :**

null

**Present Text (from 2021) calendar**

**Proposed Text**

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**COURSE CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 423**Calendar Section Type:** Course**Description of Change:** ARTE 423 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 15 Nov 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 423 Practicum in the Secondary School I 3

*Prerequisites:*

The following courses must be completed previously: ARTE 420, ARTE 434; EDUC 200.

*Description :*

Student teachers observe and assist a secondary-school art specialist in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

*Component(s):*

Practicum/Internship/Work Term

*Notes :***Proposed Text**

ARTE 423 Practicum in the Secondary School I 3

*Prerequisites:*

The following courses must be completed previously: ARTE 421, ARTE 434; EDUC 200.

*Description :*

Student teachers observe and assist a secondary-school art specialist in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

*Component(s):*

Practicum/Internship/Work Term

*Notes :***B**

A minimum grade of B is required in this course to remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit.

**Rationale:**

Letter grade requirement of B was added, as recommended by FCC, to clarify the letter grade requirements for ARTE 423. This information is also published in the calendar under Academic Standing.

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

Prerequisite has been changed from ARTE 420 to ARTE 421 since the practicum was moved from ARTE 420 to ARTE 421 several years ago and to ensure students are taking their practicums in a specific sequence, building from ARTE 421 to ARTE 423 and finally ARTE 425.

**Resource Implications :**

null

## Undergraduate Program Regular Curriculum Change - FA-ARTE-221 - VERSION : 3

**COURSE CHANGE FORM****Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** Proposed ARTE Undergraduate Curriculum Revisions for Sept 2023**Calendar Section Name:** ARTE 425**Calendar Section Type:** Course**Description of Change:** ARTE 425 Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Calendar publication date:** 2023/2024/Fall**Planning and Promotion:** 15 Nov 2021**Effective/Push to SIS date:** 31 Oct 2022**Implementation/Start date:** 01 Sep 2023**Department:** Art Education**Path:** Undergraduate > Undergraduate Calendar 2022-2023 > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.40 Department of Art Education > Art Education Courses**Type of Change:** Course Change**Present Text (from 2021) calendar**

ARTE 425 Practicum in the Secondary School II 9

*Prerequisites:*

The following course must be completed previously: ARTE 423.

*Description :*

This course is a 350-hour teaching practicum in a secondary school. Student teachers implement curriculum planning and classroom management that respects ethnic, socio-economic, and cultural diversity, and that successfully integrates students with special needs. Student teachers also apply safe use of art materials and appropriate art learning assessment procedures.

*Component(s):*

Practicum/Internship/Work Term

*Notes :***Proposed Text**

ARTE 425 Practicum in the Secondary School II 9

*Prerequisites:*

The following course must be completed previously: ARTE 423.

*Description :*

This course is a 350-hour teaching practicum in a secondary school. Student teachers implement curriculum planning and classroom management that respects ethnic, socio-economic, and cultural diversity, and that successfully integrates students with special needs. Student teachers also apply safe use of art materials and appropriate art learning assessment procedures.

*Component(s):*

Practicum/Internship/Work Term

*Notes :***B**

A minimum grade of B is required in this course to remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit.

**Rationale:**

**Letter grade requirement** of B was added, as recommended by FCC, to clarify the letter grade requirements for ARTE 425.

This information is also published in the calendar under Academic Standing.

**Present Text (from 2021) calendar**

**Proposed Text**

**Resource Implications :**





**TO: Juan Carlos Castro, Chair, Department of Art Education**  
**FROM: Lorrie Blair, Chair, Departmental Curriculum Committee**  
**DATE: September 20, 2021**

**RE: Editorial and Curriculum Changes**

The Art Education Department Curriculum Committee has unanimously approved the following curricular changes to the Undergraduate Program in its meeting on September 20, 2021.

No changes are being made to departmental credit allocations and these changes bear no resource implications.

### Changes for the Undergraduate Courses

The Art Education Department proposes editorial changes and updates to their program requirements. These consist of an update the curriculum in the course calendar to align with developments in the undergraduate program and current practices since the last calendar update. Proposed changes affect the course calendar's description of Academic Standing, and for the course descriptions for ARTE 220, ARTE 230, ARTE 320, ARTE 340, and ARTE 424.

**Academic Standing:** The requirement for a "B" in ARTE420 is removed and replaced with the same requirement for the ARTE421. The practicum was moved to ARTE421 several years ago.

**ARTE 220: Foundations of Art Education:** References to "profession" have been removed to reflect that this course prepares students to work in community settings that may not be considered professional. Reference to "artistic heritage" has been removed to better describe the more pluralistic approach to art education. References to "children's artistic development and basic management and safety standards for the art classroom" are removed because this content is now taught in other courses.

**ARTE 230 Practicum: Observation and Analysis of Children's Learning:** Reference to art classrooms is replaced with elementary school classrooms to better reflect the students' actual internship experiences.

**ARTE 340 Art Education for Adolescents and Adults:** Reference to theories of development is replaced with learning theories and teaching practice in order to better reflect current thinking in the field of art education. References to student behaviour and attitude have been replaced by reference to group management and support to reflect the departments community building values. Reference to popular culture is removed to enable the instructor to focus on pedagogical guidance and give students the opportunity to choose their own content.



**ARTE 424 Art Education in the Secondary School II:** An addition is made to place emphasis on preparing students for the teaching environment.

Sincerely,

A handwritten signature in blue ink that reads "Lorrie Blair".

Lorrie Blair

**Fwd: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS**

Aileen Pugliese Castro <aileen.castro@concordia.ca>

Mon 10/18/2021 12:49 PM

To: Cristine Vista <cristine.vista@concordia.ca>

Hello Cristine,

CTEC has approved the curriculum changes for our Department of Art Education. If you can add that approval.

Now it can go forward to Faculty Curriculum.

Let me know if you have any questions.

Thank you,

Aileen

Aileen Pugliese Castro

Senior Lecturer, University Supervisor, and Program Coordinator—BFA Specialization in Art Education

Concordia University, Faculty of Fine Arts, Department of Art Education

1455 De Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G 1M8

[aileen.castro@concordia.ca](mailto:aileen.castro@concordia.ca) office: 514-848-2424 Ext. 8003 cell 514-607-7913

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. <https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

Begin forwarded message:

**From:** Roma Medwid <[roma.medwid@concordia.ca](mailto:roma.medwid@concordia.ca)>

**Subject:** FW: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

**Date:** October 13, 2021 at 11:48:30 PM GMT-4

**To:** Aileen Pugliese Castro <[aileen.castro@concordia.ca](mailto:aileen.castro@concordia.ca)>

**Cc:** Juan Carlos Castro <[JuanCarlos.Castro@concordia.ca](mailto:JuanCarlos.Castro@concordia.ca)>

Hello,

I wanted to add my approval to everyone else's for the changes that you wish to make.

Congratulations!

Roma

Roma Medwid

Executive Director/ Directrice

Concordia Teacher Education Council/

Conseil de la formation des enseignants de Concordia

Concordia University

1610 Ste. Catherine West FG 5.111

Montreal, Quebec H3H 2S2

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**From:** "Associate Dean Academic Programs (FAS)" <[adapro.fas@concordia.ca](mailto:adapro.fas@concordia.ca)>

**Date:** Wednesday, October 13, 2021 at 4:01 PM

**To:** Roma Medwid <[roma.medwid@concordia.ca](mailto:roma.medwid@concordia.ca)>  
**Cc:** Nicole Freeman <[nicole.freeman@concordia.ca](mailto:nicole.freeman@concordia.ca)>  
**Subject:** Re: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Hi Roma,

Looks good, from my limited expertise vantage point. I'll look at it as an Associate Dean with the Academic Programs Committee.

It was nice to see Juan's memo. I know all did their best in the formatting of the program pages; despite the great work of Nicole and all staff, the CCMS is still an adventure.

Richard

On Oct 13, 2021, at 10:24 AM, Roma Medwid <[roma.medwid@concordia.ca](mailto:roma.medwid@concordia.ca)> wrote:

Thank you for your attention to the email below.  
Roma

Roma Medwid  
Executive Director/ Directrice  
Concordia Teacher Education Council/  
Conseil de la formation des enseignants de Concordia  
Concordia University  
1610 Ste. Catherine West FG 5.111  
Montreal, Quebec H3H 2S2

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**From:** Roma Medwid <[roma.medwid@concordia.ca](mailto:roma.medwid@concordia.ca)>  
**Date:** Monday, October 11, 2021 at 3:12 PM  
**To:** "Associate Dean Academic Programs (FAS)" <[adapro.fas@concordia.ca](mailto:adapro.fas@concordia.ca)>, Helena Patricia Osana <[helena.osana@concordia.ca](mailto:helena.osana@concordia.ca)>  
**Cc:** Department Of Education Chair <[education.chair@concordia.ca](mailto:education.chair@concordia.ca)>  
**Subject:** FW: IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Hello,  
I hope you are enjoying your Thanksgiving Day!

A gentle reminder that we are waiting for your response.

Thank you,  
Roma

[<image001.jpg>](#)

[Thanksgiving clipart. You can use the turkey clipart during thanksgiving where applicable](#)

Roma Medwid

Executive Director/ Directrice  
Concordia Teacher Education Council/  
Conseil de la formation des enseignants de Concordia  
Concordia University  
1610 Ste. Catherine West FG 5.111  
Montreal, Quebec H3H 2S2

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**From:** Roma Medwid <[roma.medwid@concordia.ca](mailto:roma.medwid@concordia.ca)>  
**Date:** Wednesday, October 6, 2021 at 3:09 PM  
**To:** Juan Carlos Castro <[JuanCarlos.Castro@concordia.ca](mailto:JuanCarlos.Castro@concordia.ca)>, Department Of Education Chair <[education.chair@concordia.ca](mailto:education.chair@concordia.ca)>  
**Cc:** Helena Patricia Osana <[helena.osana@concordia.ca](mailto:helena.osana@concordia.ca)>, Teresa M Hernandez Gonzalez <[teresa.hernandezgonzalez@concordia.ca](mailto:teresa.hernandezgonzalez@concordia.ca)>, Nathalie Rothschild <[nathalie.rothschild@concordia.ca](mailto:nathalie.rothschild@concordia.ca)>, Aileen Pugliese Castro <[aileen.castro@concordia.ca](mailto:aileen.castro@concordia.ca)>, "Associate Dean Academic Programs (FAS)" <[adapro.fas@concordia.ca](mailto:adapro.fas@concordia.ca)>  
**Subject:** IMPORTANT APPROVAL NEEDED ARTE curriculum dossiers in the CCMS

Hello,

Juan is proposing minor curriculum changes to his undergraduate program. In order to not to delay the proposed minor curriculum changes, I would ask that you review the documentation to ask any questions if there are any and if you have no questions to decide whether or not you approve the suggested changes. The summary and rationale are below and the documentation is attached to the email.

**Summary and Rationale for Changes**

- The academic standing change was proposed to reflect the change of the practicum course 420 to 421. It was changed to 421 to align it with other other practicums ARTE 423 and 425.
- The course description changes to ARTE 220, 230, 320, 340, and 424 were proposed to update the language used and to better reflect the current course content.

Please submit your response on or before Tuesday, October 12<sup>th</sup>.

Thank you for your attention to the above.

Roma

Roma Medwid  
Executive Director/ Directrice  
Concordia Teacher Education Council/  
Conseil de la formation des enseignants de Concordia  
Concordia University  
1610 Ste. Catherine West FG 5.111  
Montreal, Quebec H3H 2S2

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**From:** Juan Carlos Castro <[JuanCarlos.Castro@concordia.ca](mailto:JuanCarlos.Castro@concordia.ca)>  
**Date:** Thursday, September 30, 2021 at 1:04 PM  
**To:** Roma Medwid <[roma.medwid@concordia.ca](mailto:roma.medwid@concordia.ca)>  
**Subject:** Fwd: ARTE curriculum dossiers in the CCMS

Hello, Roma.

Please find attached a suite of minor curriculum changes to our undergraduate calendar for approval by CTEC.

Thank you so much!

Juan

Juan Carlos Castro, Ph.D.  
Chair  
Associate Professor  
Department of Art Education  
Concordia University  
(514) 848-2424 ex. 4787  
[concordia.ca/art-education](https://www.concordia.ca/art-education)

Editor, *Mobile Media In and Outside of the Art Classroom: Attending to Identity, Spatiality, and Materiality* <https://www.palgrave.com/gp/book/9783030253158?token=2WtmrTG5AcwnpPb>

I would like to acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community. <https://www.concordia.ca/about/indigenous/territorial-acknowledgement.html>

Begin forwarded message:

**From:** Cristine Vista <[cristine.vista@concordia.ca](mailto:cristine.vista@concordia.ca)>  
**Subject: Re: ARTE curriculum dossiers in the CCMS**  
**Date:** September 30, 2021 at 12:59:00 PM GMT-4  
**To:** Juan Carlos Castro <[JuanCarlos.Castro@concordia.ca](mailto:JuanCarlos.Castro@concordia.ca)>

Hi Juan,

Here's the consolidated dossier.  
As Julie instructed, I have the implementation date to Fall 2023, please let me know if you want me to change any of the dates:

**Effective/Push to SIS date**  
2022-10-31

**Planning and Promotion Date**  
2021-09-17

**Implementation/Start date**  
2023-09-01

Thank you,

Cristine

Richard Courtemanche  
Associate Dean, Academic Programs  
[Faculty of Arts and Science](#)  
Professeur titulaire/Professor [Health, Kinesiology & Applied Physiology](#).  
[Concordia University](#).

AD-221, Loyola Campus  
[adapro.fas@concordia.ca](mailto:adapro.fas@concordia.ca)  
514-848-2424 x2084

**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
ARTE	ARTE-221	Ugrad	Dec. 10, 2021	The Department of Art Education is updating course descriptions to better reflect the content of the courses and the pedagogical goals of their programs.	Faculty Council
FFAR	FFAR-1	Grad	Dec. 17, 2021	Creation of dedicated MA and PHD course codes for Fine Arts Field Schools	APC
FFAR	FFAR-41	Ugrad	Dec. 10, 2021	Creation of a dedicated undergraduate course code for Fine Arts Field Schools	Senate
FFAR	FFAR-61	Ugrad	Dec. 10, 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	Senate
Art History	ARTH-17	Grad	Dec. 10, 2021	Updating of course titles and descriptions, creation of new courses, and edits to program requirements for the MA in Art History	Senate

**SENATE – NOVEMBER 12, 2021**

Theatre	THEA-27	Ugrad	Nov. 12, 2021	Change of program name, creation of courses, and edits to course descriptions and program requirements for the Spec. in Design for the Theatre	Approved by Senate
Theatre	THEA-28	Ugrad	Nov. 12, 2021	Updating of course titles and descriptions, creation and deletion of courses, and changes to program requirements for the Spec. in Acting and Spec. in Performance Creation	Approved by Senate



### **CTL WINTERFEST: TEACHING AND LEARNING FESTIVAL**

On the 2<sup>nd</sup> and 3<sup>rd</sup> of December, the Centre for Teaching and Learning offered its annual [Winterfest](#). This year, the workshops, talks and panels focused on [Blended Learning: New directions for in-person teaching and learning](#).

Resources to successfully [plan blended courses](#) are also offered on the CTL website.

### **UNIVERSAL DESIGN FOR LEARNING (UDL)**






The [Centre for Teaching and Learning \(CTL\)](#) and the [Access Centre for Students with Disabilities \(ACSD\)](#) collaborated on an [infographic for faculty on Universal Design for Learning \(UDL\)](#).

This infographic is the first of many resources the University hopes to roll out in the near future on UDL in direct response to interest from faculty to learn more about inclusive teaching practices.

# Universal Design for Learning (UDL)

Concordia University is home to a culturally and linguistically diverse, and engaged student body with a multitude of educational and learning needs.




What is UDL?	Who does UDL benefit?
<p><b>Universal Design for Learning (UDL)</b> is an educational framework that guides the design of learning goals, materials, methods and assessments while keeping the diversity of learners in mind.</p>  <p>Instructors remove barriers to learning and empower students to take control of their learning.</p>  <p>UDL is about teaching excellence and ensuring access for all.</p>	 <p>UDL creates greater access to learning for <b>all students</b>, not only students with disabilities.</p>  <p>Applying the principles of UDL reduces the need for instructors to make individualized accommodations.</p>  <p>UDL provides opportunities for learners to fully demonstrate their knowledge.</p>

## The three principles of UDL

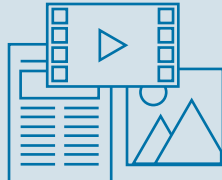
The UDL principles are based on the [three-network model of learning](#) that take into account the variability of all learners by designing to the edges of the curriculum to support all students, including those that were traditionally excluded.

With UDL, instructors proactively design courses that provide:




**Multiple means of engagement:**

Engaging learners to support interest, motivation and persistence in the face of challenges.



**Multiple means of representation:**

Ensuring information is accessible and presented in a variety of ways (i.e., audio, print, tactile, graphics, video, etc.)



**Multiple means of action and expression:**

Providing different ways to express achievement, exhibit mastery, and articulate knowledge and learning.

# Inclusive Teaching Practices

To create inclusive learning environments that incorporate the UDL principles, consider these five inclusive teaching practices:

## 1 Create accessible course material.

Accessibility is one of the many important components of UDL. This includes making your course material (including videos, images, documents, PowerPoint presentations, Moodle) accessible and presenting it in a variety of formats.

### Resources:

[Moodle Accessibility Checker \(MAC\)](#)  
[Making Learning Inclusive and Accessible Video modules](#)

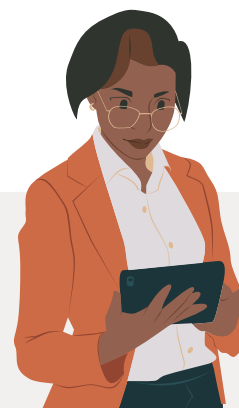


## 2 Include accessibility and diversity statements in your course syllabus.

An inclusive syllabus includes policies and resources that help ensure all students are supported in their learning process. Including an accessibility and diversity statement can help students understand its importance and relevance.

### Resources:

[UDL syllabus](#)  
[Accessibility statements](#)  
[Diversity statements](#)



## 3 Use inclusive language. Words matter.

Language impacts our sense of belonging. By using inclusive language, students feel respected and valued. Our differences unite and strengthen our campus community.

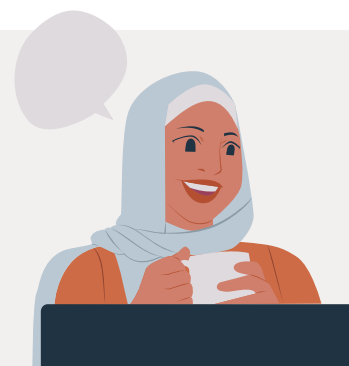


## 4 Be flexible. Give students options to express knowledge and achievement in different ways.

As students master classroom material, provide them with options for expressing their achievement. For example, consider podcasts as an acceptable alternative to a literature review or final papers. Embed flexible due dates in course syllabi so that students can choose submission dates based on workload.

## 5 Engage with students: Use an interest survey to connect with students and offer inclusive office hours.

Use an online questionnaire that asks students about their preferred name/pronouns, work experience, plans for the future, what they are most looking forward to and most concerned about related to your course, to help you connect with them and better meet their learning needs. Offer a variety of times and ways (e.g. Zoom, email, in-person) for students to meet with you.



Find more resources about UDL and inclusive teaching practices on [our website](#).



This infographic was designed by the [Centre for Teaching and Learning](#) and the [Access Centre for Students with Disabilities](#)

## Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2021-09-D5)

9 December 2021

Prepared by: Kristina Huneault, Associate Dean  
Mary di Pietrantonio, Academic Personnel Administrator

### Faculty Relations

#### ACADEMIC STAFFING

This year's call for Limited Term Appointments (LTAs) and In-Residence or Visiting Appointments will soon be circulating. The deadline for departments to submit requests is January 21. Units are welcome to reach out for input from the dean's office while developing their requests. Remuneration for In-Residence and Visiting appointments has been raised by \$500.

#### TA ORIENTATIONS

The Faculty of Fine Arts Winter TA orientations are scheduled: for January 10, 3-5 pm; January 12, 10 am-12 pm, January 19, 2:30-4:30 pm. Registration is through GradProSkills and opens on December 14. As in the fall, the program will include modules on Positive Workplace Relationships, EDIA at Concordia, What to Do if Something Goes Wrong, TRAC and GradProSkills. Participants also attend one of the following break-out rooms: Grading and Feedback; Community Building for Tutorials and Crits; or Ask an Experienced FoFA TA.

#### GRADUATE SUPERVISION

Graduate supervision remissions have been calculated and shared with departments.

#### SENSITIVE MATERIAL IN THE CLASSROOM

An ad-hoc advisory committee is being formed to offer input on a one-page document of principles and best practices for the introduction of sensitive material in the classroom. Both faculty- and student-facing documents are planned. If you would like to offer input, please email [kristina.huneault@concordia.ca](mailto:kristina.huneault@concordia.ca).

### Equity, Diversity, Inclusion and Accessibility

#### WEBSITE

The website for last year's equity, diversity and inclusion initiative series has been redeveloped as a permanent site that unites programming and information related to issues of equity, diversity and inclusion. To share news of your initiatives, email [jen.cressey@concordia.ca](mailto:jen.cressey@concordia.ca).  
<https://www.concordia.ca/finearts/events/equity-diversity-inclusion-programming.html>

#### DEPARTMENTAL CONVERSATIONS:

Do you have observations or questions about the ways in which equity, diversity, inclusion and accessibility intersect with the university's core mission? As a follow-up to last year's anti-discrimination trainings, Lisa White (Equity Office) and Aisha Topsakal (Office of Rights and Responsibilities) are visiting departments to offer 90-minute sessions built around your questions. The conversation is envisaged as a pragmatic one that centres the experiences of professors and staff members. To submit a question in advance: <https://forms.office.com/r/y4DeXz3PN9> Members who cannot attend the session in their unit are welcome to attend another one. [jen.cressey@concordia.ca](mailto:jen.cressey@concordia.ca) is assisting with scheduling.



# **Urkund: A new text-matching tool to promote academic integrity in graduate student thesis writing**

**School of Graduate Studies  
Fall 2021**



# What is Urkund?

- Urkund is **cloud-based text-matching software** used to analyze documents for **textual similarities** with other documents
- Similar to TurnItIn, iThenticate, etc.
- Unlike TurnItIn, Urkund is Europe-based and **compliant with EU privacy laws**
- Following submission of a document, Urkund will search against:
  - Publicly available documents on the Internet
  - Scholarly journals
  - Academic publications
  - Urkund's global database
  - Urkund's Concordia database

# Why Urkund?

- Concordia chose Urkund (over, for example, TurnItIn) to better **protect the privacy** of its users (given stricter EU privacy laws)
- SGS recommends use of Urkund by graduate students writing theses and thesis-related documents (e.g., proposals) in order to:
  - Educate graduate students on academic integrity issues
  - Reduce academic misconduct cases
- Note that use of Urkund for theses and thesis-related documents is currently **optional**
- Concordia submissions to Urkund are **not included in the Urkund global database**

# How Is Urkund Being Used at Concordia?

- **Course-related materials (assignments, etc.):**
  - May be used in undergrad or grad courses
  - Access to Urkund via **Moodle**
  - Moodle usage administered through CTL
  - Course instructor coordinates
- **Graduate students and thesis supervisors:**
  - Access to Urkund via **email/web gateway**
  - Requires individual Urkund accounts – administered via SGS Thesis Office



# Who Can Submit Documents to Urkund (and When)?

- **IMPORTANT**: only authors may submit their **unpublished/unsubmitted** drafts to Urkund
- another individual (e.g., a thesis supervisor) may submit unpublished drafts with **explicit written permission** of author
- following **publication** of a document, or **formal submission for examination**, other Concordia members (e.g., GPDs, Code Administrators, etc.) may submit the document to Urkund for analysis
- **Co-authors** may at any point use Urkund to check their documents

# Urkund Account Setup *via* the Concordia Thesis Office

- A graduate student or thesis supervisor may request an Urkund account through our Thesis Office via email to [gradthesis.urkund@concordia.ca](mailto:gradthesis.urkund@concordia.ca)
- User only needs to provide first name, last name, and Concordia email address in order to set up an account
- Thesis Office then coordinates with Urkund to setup user account – **may take up to 5 business days**
- Once an account is setup, a user may submit documents to Urkund via email, or via the Urkund web gateway
- Note that after an account is setup, any technical issues should be resolved via Urkund tech support and not the Thesis Office

# Urkund Output: The Similarity Report

## ANALYSIS OVERVIEW

13 PAGES OUT OF 26 TOTAL CONTAIN FINDINGS

**Document Overview Bar**  
Visualisation of all findings

### Quick Options

Reset the report to its original state, download it as a pdf-file or access this help-guide

### Findings

Navigation to the findings view or the entire document

### Similarity

Text similarity percentage

### Submission Details

Info about submitted file

#### FINDINGS



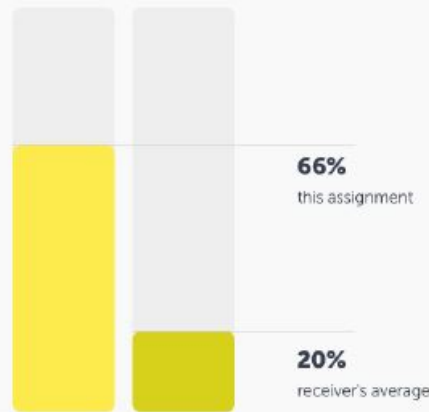
**27 MATCHING TEXT**  
High similarity of content



**6 WARNINGS**  
Unusual use of characters

VIEW THE ENTIRE DOCUMENT

#### SIMILARITY



#### SUBMISSION DETAILS

SUBMITTER  
Information URKUND

FILE  
Critical\_Summary\_Of\_Moby\_Dick.pdf

SUBMITTED ON  
2018-02-22 T11:28:00

SUBMISSION ID  
35826004

WORD COUNT  
1166

MESSAGE  
Dear Prof. Here is my paper.  
With best regards, Marie



Seeing a score of 66% is not a proof of plagiarism: there could be several reasons why a score is high.

LEARN MORE

### Pro Tips

Tips to help interpret the analysis

# Urkund Output: The Similarity Report

**Header**  
Report info and navigation

BACK TO ANALYSIS OVERVIEW

All changes are autosaved

PROFILE

SUBMITTER: Anna Brown | FILE: Critical\_Summary\_Of\_Moby\_Dick.pdf | SIMILARITY: 66%

**FINDINGS** | SOURCES | ENTIRE DOCUMENT

**Show in text**  
Choose to show quotes, brackets and detailed text differences in text

**Profile menu**  
Sign in, settings and options

TYPES

SHOW IN TEXT

Quotes  | Brackets  | Detailed text differences

2 / 5 STUDENT'S ASSIGNMENT INCLUDED IN REPORT  90% MATCHING TEXT

**Include/exclude**  
Exclude finding from analysis

**Options**  
Go to source or switch alternative source matches

**Types**  
Navigate between the different types of findings

**Side-by-side boxes**  
Comparison between the submitted text and the matching text

**Source**  
Link to the original source

**Alternative sources**  
Include an alternative source instead

Wikipedia.com  
Fetched: 2018-05-01 T17:06:00  
Url: https://en.wikipedia.org/wiki/Language  
+3 ALTERNATIVE SOURCES

PREVIOUS HIGHLIGHT | NEXT HIGHLIGHT

CONCORDIA

# Interpreting Urkund Output: What to Watch For

- **False positives:**
  - Bibliographic information
  - Direct quotations (properly cited)
  - The student's own documents (prior drafts, manuscripts, etc.)
- **False negatives:**
  - Urkund is only as good as its database – if a document used for plagiarism is not in its database, it will go undetected
  - Just because Urkund comes back with a negative result doesn't necessarily mean that plagiarism is not present

# Urkund and the Academic Code of Conduct

- An overall similarity score does **NOT** necessarily indicate plagiarism:
  - Each identified match must be manually checked to rule out false positives, etc.
  - Academic Code incident reports should **NOT** be submitted due to overall similarity scores alone!!

# Urkund and the Academic Code of Conduct

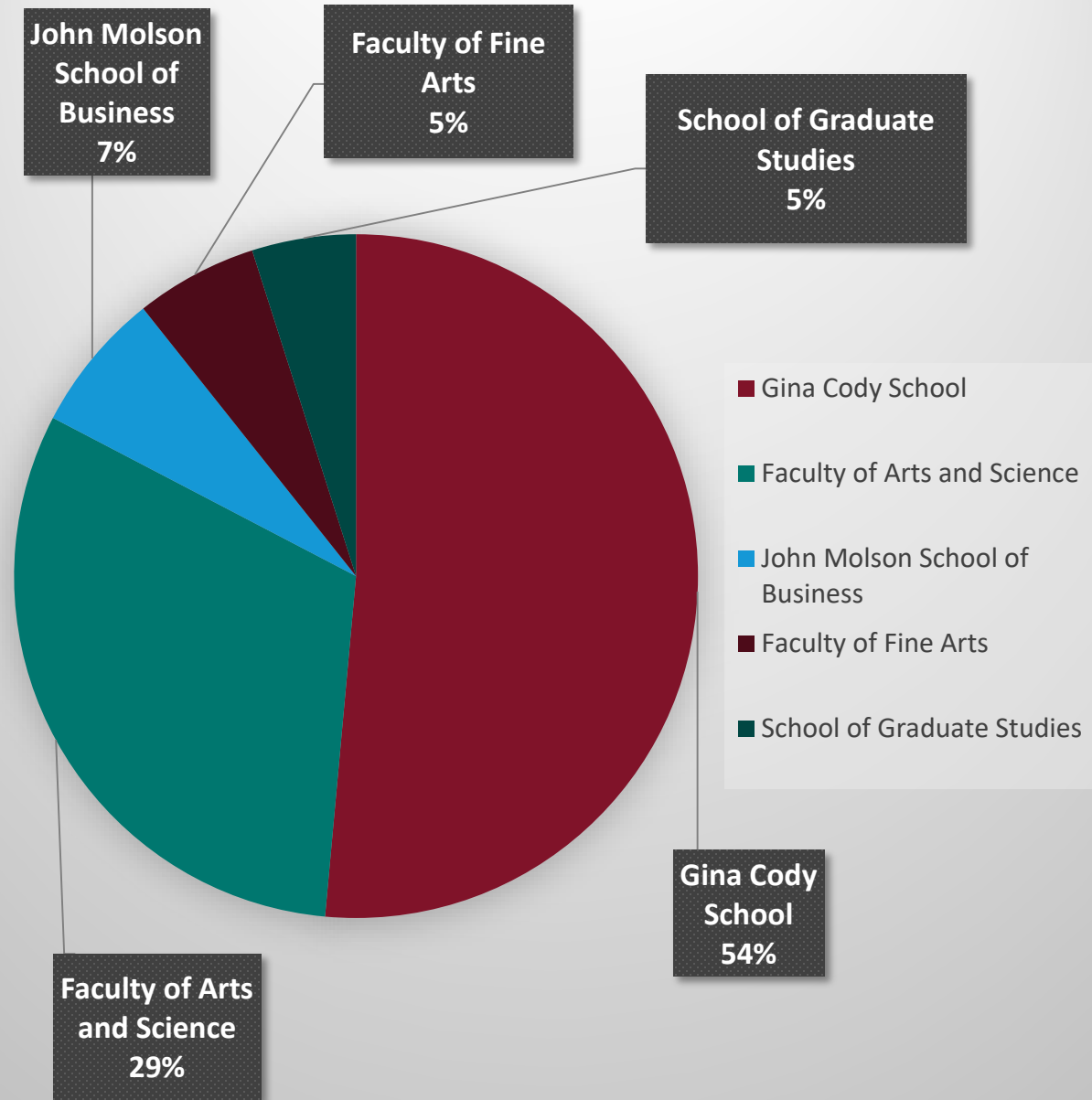
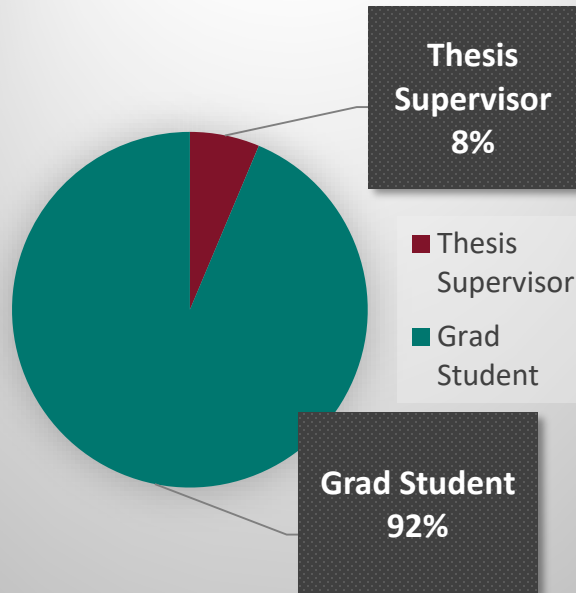
- If plagiarism is suspected in a **thesis**, the Concordia Research Integrity Officer ([rio@concordia.ca](mailto:rio@concordia.ca)) should be first contacted to advise on how to proceed
- For **all other suspected documents (i.e., non-thesis)**, the SGS Academic Governance Assistant ([michael.jordan@concordia.ca](mailto:michael.jordan@concordia.ca)) should be contacted instead
- **IMPORTANT**: **Unpublished or unsubmitted drafts** are not eligible for Academic Misconduct investigations

# Urkund Access Requests

(February 26, 2021 –October 5, 2021)

GCS	258
FAS	139
JMSB	33
FOFA	24
SGS	23

**TOTAL 477**





# Urkund Instructional Resources

- Thesis Office Urkund web page:  
<https://www.concordia.ca/sgs/thesis-office/urkund.html>
- CTL web page:  
<https://www.concordia.ca/ctl/digital-teaching/Urkund.html>
- Urkund website (tutorials, quick start guides):  
<https://www.ouriginal.com/guides-tutorials/>
- GradProSkills workshops (TBA)
- GPD/Supervisor workshops (TBA)
- Student Advocacy Office



CONCORDIA.CA



## **Senate report** of Friday, November 12, 2021

Guylaine Vaillancourt, PhD, Associate Professor

- Report on the COVID situation. Dashboard reporting information on the website very appreciated by many.
- Regular meetings with Public Health to assure the safety on campus. Dr. Carr is thanking everyone for their efforts.
- Concordia's vision relating to the COP-26 Summit in Glasgow, Concordia's delegation included 4 professors.
- Year-One progress report on Concordia's Sustainable Development Action Plan under M. Di Grappa's leadership. Looking at carbon neutrality for Concordia by 2040.
- Hawa Keita, the Executive director of CEED Concordia, named Canada's Top 30 under 30 Sustainability leaders by Corporate Knights.
- Congratulations to the Women's Rugby team who won the RESQ consolation final.
- Last municipal election: approximately 50 Concordia graduates took up municipal offices as mayors (7) and councillors.
- Open House for graduate studies (682 logins from 67 countries) and for the undergraduate, (1,551 from 107 countries).
- Task Force on Anti-Black Racism's preliminary recommendations expected in the next weeks.
- Launch of the Indigenous Futures Research Center's on November 17.
- Accomplishments from Professors and students.  
[https://www.concordia.ca/cunews/main/stories/2021/11/23/concordia-honours-13-faculty-for-their-outstanding-career-achievements-academic-leadership-and-excellence-in-teaching.html?utm\\_source=newsletter&utm\\_medium=facultystaff&utm\\_campaign=newsletter-now](https://www.concordia.ca/cunews/main/stories/2021/11/23/concordia-honours-13-faculty-for-their-outstanding-career-achievements-academic-leadership-and-excellence-in-teaching.html?utm_source=newsletter&utm_medium=facultystaff&utm_campaign=newsletter-now)
- Concordia received \$1M gift from RBC Foundation to support Beat the Odds program
- Centraide campaign closed on November 16, with a goal of raising \$200,000.
- November 30 is Giving Tuesday, to support Student emergency and Food Funds.

## **CONSENT AGENDA**

Committee appointments  
(Document US-2021-7-4)

Academic Programs Committee – Report and recommendations (Document US-2021-7-5)

## **REGULAR AGENDA**

Annual report Ombuds Office presented by

A. Fish (Document US-2021-7-6)

Annual report of the Office of Rights and  
Responsibilities presented by A. Topsakal

(Document US-2021-7-7)

Revisions to the Policy on the Establishment of  
Tribunal Hearing Pools (BD-6) (US- 2021-7-D8)

**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 \$1,820,000 so far this fiscal year. Our newest gifts include support towards the Centre for the Arts in Human Development and the Department of Creative Arts Therapies.

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

2. New gift agreements

**a) The Lloyd Carr-Harris Foundation's renewed commitment to the CAHD - \$375,000**

The Lloyd Carr-Harris Foundation has agreed to renew and increase their commitment to the Centre for the Arts in Human Development with a contribution of \$75,000 per year for an additional 5 years. This pivotal gift will support both the Centre's 3-year clinical programming, and the training of current and future Creative Arts Therapists, building upon the momentum of the CAHD and its impact on the community.

**b) Sarah Ivory Fund in Support of Creative Arts Therapies - \$30,000**

This gift from Concordia Alumna Sarah Ivory, which will be distributed over the course of three years, will support upcoming initiatives and programs in the Department of Creative Arts Therapies. This will allow the Department to meet the needs of its students and solidify Concordia's place as a national leader in the field.

**c) The Jacques Francoeur Foundation's contribution to Creative Arts Therapies - \$24,745**

The Jacques Francoeur Foundation has generously reimbursed the Department of Creative Arts Therapies for the purchase of \$24,745 worth of equipment, instruments, materials, and toys for the Department's graduate Music Therapy, Drama Therapy, and Play Therapy programs. These purchases will be instrumental in maintaining the Department's cutting-edge Graduate programming.