

TO: Members, Fine Arts Faculty Council

FROM: Tristan Khaner, Secretary, Fine Arts Faculty Council

DATE: February 4, 2022

Please be advised that the next meeting of the Fine Arts Faculty Council will be held on Friday, **February 11, 2022 at 9:30 a.m.** via Zoom: <https://concordia-ca.zoom.us/j/87853546221> (invitation below)

AGENDA (updated 2022-02-09)

Open Session	
1. Visit from Graham Carr, President and Vice-Chancellor (9:30 a.m.)	For Information (30 mins.)
2. Call to Order	Quorum Required
3. Agenda for the Meeting of February 11, 2022	For Approval
4. Minutes of Meeting of January 14, 2022	For Approval
5. Business Arising from the Minutes of January 14, 2022	For Information
6. Chair's Remarks	For Information
7. Academic Programs and Pedagogy	
7.1. Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2022-02-D4)	For Information
8. Faculty Relations and Inclusion	
8.1. Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2022-02-D5)	For Information
9. Research and Graduate Studies	
9.1 Report of the Associate Dean, Research and Graduate Studies (FFAC-2022-02-D6)	For Information
10. Questions	For Information
11. FoFA Strategic Plan	For Information

<p>12. Presentation</p> <p>Speaker Series on EDIA (10:15 a.m.)</p> <p><i>Preliminary Findings and Recommendations of the President’s Task Force on Anti-Black Racism</i> Guest: Angélique Willkie, Associate Professor, Department of Contemporary Dance and Chair, President’s Task Force on Anti-Black Racism</p>	<p>For Information (45 mins. incl. Q&A)</p>
<p>13. Committee Reports</p> <p>13.1. Board of Governors Report – Roy Cross*</p> <p>13.2. Senate Report – Guylaine Vaillancourt</p> <p>13.3. Advancement Activities Report – Cherry Marshall</p>	<p>For Information</p> <p>For Information</p> <p>For Information</p>
<p>14. Other Business</p>	<p>For Information</p>
<p>15. Next Meeting – March 11, 2022</p>	
<p>16. Adjournment</p>	

* An update with documents not included will be sent prior to the meeting.

Faculty Council documents are uploaded on the Fine Arts Faculty Council web page:

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



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Meeting URL: <https://concordia-ca.zoom.us/j/87853546221>

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

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SIP: 87853546221@zoomcrc.com

Skype for Business (Lync)

<https://concordia-ca.zoom.us/skype/87853546221>

Concordia University
Minutes of the Meeting of the Faculty of Fine Arts Council
January 14, 2022
9:30 a.m. – 12:00 p.m.
Via Zoom

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

Guests: A. Black

Regrets: G. Dimitrov, M. McGeough

1. Call to Order

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

2. Approval of the Agenda

MOTION: (N. Drew /M. Lefebvre)

“that the agenda for the meeting of January 14, 2022 be approved.”

CARRIED

3. Approval of the Minutes of the Meeting of December 10, 2021

MOTION: (D. Douglas / J. Potvin)

“that the minutes of the meeting of December 10, 2021 be approved with a minor edit.”

CARRIED

4. Business Arising from the Minutes

The Research Space Policy was adopted at the December 10, Faculty Council with the understanding that language around access to research spaces for CUPFA members would be clarified. MJ Thompson, Associate Dean, Research and Graduate Studies, will speak to this during her report. The Dean reminded Council members that the policy concerns Faculty of Fine Arts research spaces only, and not departmental spaces or teaching spaces that can be used periodically for research.

Jean-Marc Vallée, the very talented film maker who gave a wonderful and highly-attended talk at the Fine Arts [Wild Talks with Jean-Marc Vallée](#) event on November 16, 2021, and who held a workshop with Cinema students the following day, passed away on December 25. It is a great loss for Québec and the international film industry.

5. Chair’s Remarks

The Ministère de l’éducation et de l’enseignement supérieur (MÉES) has mandated universities to start the semester online, but to return to in-person teaching as of January 17, with a possible transition period lasting until January 31. Concordia had planned on returning to in-person teaching on January 20. However, following discussions with the government, permission was granted for the university to return to in-person teaching on February 3, and in a message to the community on January 13, the Provost announced that remote instruction is extended until February 2, 2022.

The Chairs are working with Elaine Cheasley Paterson, Angela Tsafaras, Pierre Genest, Mary Laliotis and their teams to provided some limited in-person activities until February 3, and they have been invited to a Zoom meeting with Elaine Cheasley Paterson on January 14, from 3:00 p.m. – 4:00 p.m.

An information session is being organized with Environmental Health and Safety (EHS), to answer questions faculty and staff may have about measures in the classrooms and procedures to follow should they get sick. Updated information and tools can be found on the EHS [Procedures for COVID -19 Cases](#), confirmed or suspected.

As of January 13, persons 25-years old and up can book their 3rd vaccine and as of today, so can those who are 18-years old and up.

The Dean encouraged everyone to make an appointment to be vaccinated in order to create a safer environment upon returning to campus in February.

The Dean thanked the Chairs, Program Directors, Faculty and Staff for their resilience, poise and strength during uncertain times.

The four Montreal universities have been working with the Réseau Express Métropolitain (REM) for the past four years to find ways of including students in the 1% for the arts project, associated with the new constructions: [\\$7.8 Million To Be Spent Creating Art For REM Light-Rail Project](#). A percentage of the budget will be dedicated to ephemeral public art works, produced collaboratively by students of the four universities, during a summer course. The course will be held once a year for four years, in alternating universities, starting with Concordia during the Summer 2023 semester. More information with a call for instructors, will follow. The instructors will need to be registered artists on the government of Quebec's public art registry.

Concordia raised \$217,997 during the Centraide Campaign 2021, which ran from October 12 – November 12. The Dean thanked its Fine Arts ambassadors, Guylaine Vaillancourt and Marie-Ève Marchand, for an amazing job.

6. Appointments (FFAC-2022-01-D1)

MOTION: (K. Huneault / L. Sujir)

“that the appointments listed in document FFAC-2022-01-D1 be approved.”

CARRIED

7. Academic Programs and Pedagogy

7.1. Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2022-01-D4)

Report submitted. Questions/comments may be directed to Elaine Cheasley Paterson at elaine.paterson@concordia.ca.

8. Faculty Relations and Inclusion

8.1 Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2022-01-D5)

Verbal report. Questions/comments may be directed to Kristina Huneault at kristina.huneault@concordia.ca

The Faculty of Fine Arts has prepared and circulated a protocol for instructors that explains how to proceed in case of illness or absence related to COVID-19.

9. Research and Graduate Studies

9.1 Report of the Associate Dean, Research and Graduate Studies (FFAC-2022-01-D6)

Report submitted. Questions/comments may be directed to MJ Thompson at mj.thompson@concordia.ca

The Associate Dean, Research and Graduate Studies and David Douglas, CUPFA representative on Faculty Council, met and reviewed the language in the Research Space Policy and Guidelines, so that it provides a more detailed account under which Part-Time Faculty can access research space. The final version of the Research Space Policy and Guidelines is included in the report.

10. Question Period

Discussions are ongoing regarding mask-wearing protocols for research vs. teaching and an update will be provided in an upcoming meeting with the Office of the Vice-Provost, Research and Graduate Studies.

11. FoFA Strategic Plan

The Dean thanked the 157 persons who completed the Strategic Plan Survey:

- Undergraduate Students: 62
- Graduate students: 5
- Office Staff: 15
- Technical Staff: 7
- Part-Time Faculty: 20
- Full-Time Faculty: 44
- Prefer not to disclose: 4

The Dean found the survey results, which are anonymous, to be extremely useful in helping her create a draft plan which she will circulate in the coming weeks along with the survey results and the field analysis, all of which will serve as a basis for the upcoming consultations.

A call for nominations or self-nomination for membership on the Strategic Plan Committee was also distributed and is closing on January 14. Excellent nominations for undergraduate and graduate students, as well as for faculty members in the performing arts and in the studies area, have been received. The committee is still seeking nominations for technical and office staff and two faculty members, one in the studio or practice-based programs and one in the professional programs, i.e.: the creative arts therapies or art education. Interested nominees should contact the Dean directly.

12. Presentations:

Supporting Transgender and Queer Students from Studio to Seminar

As part of the Speaker Series on Equity, Diversity, Inclusion and Accessibility (EDIA), guest Anthea Black, Assistant Professor of Print Media, Craft, Theory, and Graduate Fine Arts at California College of the Arts, and 2021 Fellowship artist at KALA Art Institute, presented on the [Handbook: Supporting Queer and Trans Students in Art and Design Education](#). Excerpts from the handbook will be circulated.

The [CRIT IT!: A Workshop with Anthea Black](#) is scheduled for Friday, January 14 at 1:30 p.m. Registration is required.

[Anthea Black is a Canadian artist, writer, and art publisher.](#)

Contact: anthea.black@gmail.com

The Associate Dean, Faculty Relations and Inclusion chatted a link to the [Preferred Name](#) procedure Concordia web page.

13. Committee Reports

13.1 Board of Governors Report – Prof. Roy Cross submitted a report.

13.2 Senate – no report submitted

13.3 Advancement Activities Report – no report submitted

14. Other Business

There was no other business.

15. Next Meeting: February 11, 2022

16. Adjournment

The meeting was adjourned at 11:30 a.m.

* Fine Arts Faculty Council web page:

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

Submitted by E. Murphy

FACULTY OF FINE ARTS

REPORT TO FINE ARTS FACULTY COUNCIL

SUBMITTED BY:

Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy

ACTIVE CURRICULUM DOSSIERS

Department / Program	Dossier	Level	Date	Details	Current Step
Studio Arts	STUDART-1201	Ugrad	Dec. 3, 2021	Minor changes to course descriptions and updating of prerequisites in Photography and Print.	FCC
Studio Arts	STUDART-1181	Ugrad	Dec. 3, 2021	Changes to the Major Sculpture program requirements and creation of new courses.	FCC
Art Education	ARTE-221	Ugrad	Feb. 25, 2022	The Department of Art Education is updating course descriptions to better reflect the content of the courses and the pedagogical goals of their programs.	APC

SENATE – 21 JANUARY 2021

FFAR	FFAR-1	Grad	Jan. 21, 2022	Creation of dedicated MA and PHD course codes for Fine Arts Field Schools	Senate
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INDIGENOUS LEARNING SERIES [IDLC]

The [Pikiskwêtan: Indigenous Learning Series](#), with its [Companion Resource Guides](#), continues this Winter term. For the schedule of workshops and events see [here](#).

CTL BLENDED TEACHING RESOURCES

The [Centre for Teaching and Learning \(CTL\)](#) offers helpful resources to plan [blended courses](#).

ACADEMIC ACCOMMODATIONS

For students:

Students will find information about [academic accommodations](#) on this recently updated site with FAQs.

New short-term absence form:

If a student makes a request for an accommodation for a [short-term absence](#) or extenuating circumstance which does not impact their final exam or course work worth more than 30%, they should be advised to complete and submit the short-term absence [self-declaration form](#).

This **new process** takes the pressure off faculty to adjudicate reasons for absences and removes the need for students to seek medical documentation for short-term illness and unexpected circumstances and permits students to declare short-term absences on a limited basis each term.

Support for faculty:

If faculty need ideas or resources on managing academic accommodation requests, the CTL has put together a page to support this work [here](#).

Student Services and Supports, Winter 2022

From [Laura Mitchell](#), Executive Director, Student Experience/Student Services

For new students

Homeroom Program (still accepting registrations for this semester)

<https://www.concordia.ca/students/homeroom.html>

- First and second-year undergraduate students meet other new students in small groups, co-develop new skills and learn how to navigate the university experience together.
- Groups of 15-20 new students meet weekly for discussions led by trained upper-year student facilitators.
- Participants receive a notation on their Co-Curricular Record and a certificate of completion.
- Recently featured in the Gazette:

<https://montrealgazette.com/news/local-news/my-year-concordia-student-faced-lots-of-challenges-during-pandemic>

Welcome Crew Mentors

[concordia.ca/mentors](https://www.concordia.ca/mentors)

- Team of upper-year, student mentors from all faculties, both at the undergraduate and the graduate level ([Meet the Mentors](#))
- Mentors facilitate activities and answer any student questions about topics like how to use the course registration system, resources at the university, making friends, etc.

Group activities for new students

<https://www.concordia.ca/students/success/new/events.html>

- Include Welcome Crew activities, campus tours, and workshops and discussions for students' success in their first year at Concordia.

To get any questions answered quickly:

Student Service Station

<https://www.concordia.ca/students/services/station.html>

- Live Q&A on Zoom every Wednesday 11.30-12.30 with academic advisors, Birks Student Service Centre and student services staff.

Learning supports for student success

Learning Specialists

<https://www.concordia.ca/students/success/learning-support/specialists.html>

- Learning and Study Skill Specialists offer workshops and individual appointments to learn strategically and study effectively.

Learning workshops

<https://www.concordia.ca/students/success/learning-support/workshops.html>

- Include support for time management, learning and study skills, writing and research, and managing exams and end-of-term.

Study groups (new this semester, sign up extended until Sunday 23rd Jan)

<https://www.concordia.ca/students/success/contact.html>

- Students meet with classmates to tackle course materials and connect with learning specialists.

Math- & science-based learning support

<https://www.concordia.ca/students/success/learning-support/math-help.html>

- Learning support for math-based courses in ACCO, BIO, CHEM, COMM, ECON and MATH, in one-on-one or group settings.

Writing assistants (online appointments only until February 7th)

[concordia.ca/writing](https://www.concordia.ca/writing)

- Offer appointments and drop-ins to help support writing assignments in English and French, at any stage of the writing or research process.

Student Advocacy Office

<https://www.concordia.ca/students/success/advocacy.html>

- For students facing academic charges or behavioural complaints.

Health and wellness

Mental health support services

[concordia.ca/mentalhealth](https://www.concordia.ca/mentalhealth)

- A network of mental health tools and resources at Concordia and in the community.
- **Tele-counselling:** Students can connect with a professional for free, short-term counselling within Concordia's network of providers. Services include EmpowerMe, inConfidence and Wellness Together Canada.

Zen Dens

[concordia.ca/zendens](https://www.concordia.ca/zendens)

- Trained student Wellness Ambassadors offer confidential active listening.
- Wellness activities and workshops emphasize mind-body connection and offer strategies for self-care.

Medical care

[concordia.ca/health/medical](https://www.concordia.ca/health/medical)

- A list of medical support services helps students find the care they need, through [Concordia's Health Services clinic](#) and in the community.

Health Promotion Specialist

<https://www.concordia.ca/health/healthy-living/specialists.html>

- Registered nurses who offer one-on-one appointments with Concordia students to set and achieve their health goals.

Access Centre for Students with Disabilities (ACSD)

[concordia.ca/access](https://www.concordia.ca/access)

- Supports students with a variety of disabilities. Students receive academic accommodations during their studies at Concordia. Students must register.

Professional Development

Career and Planning Services

[concordia.ca/caps](https://www.concordia.ca/caps)

- Offers support and resources to help students make choices about their academic and career path and find work in their field.
- Hosts networking and recruitment events, as well as an online job board to connect students with employers.

FutureBound

[concordia.ca/futurebound](https://www.concordia.ca/futurebound)

- Skill development program for undergraduate students to develop the skills to successfully transition from university into the workplace.
- Students can complete 4 activities to receive a certificate for each skill module.

GradProSkills

[concordia.ca/gradproskills](https://www.concordia.ca/gradproskills)

- Empowers graduate students and postdoctoral fellows to engage with community resources, optimize their graduate school experience and equip themselves to realize their professional and academic goals.

Social connections and more

Concordia University Student Parents Centre

[concordia.ca/cusp](https://www.concordia.ca/cusp)

- An accessible space for student parents to study, share interests and develop a support network.

Dean of Students Office

[concordia.ca/dos](https://www.concordia.ca/dos)

- Supports students to enhance their Concordia experience by engaging in student life beyond the classroom.

International Students Office

[concordia.ca/iso](https://www.concordia.ca/iso)

- Supporting international students with immigration documents, health insurance, social events and workshops.

Otsenhákta Student Centre

<https://www.concordia.ca/students/otsenhakta.html>

- An on-campus resource for First Nations, Métis and Inuit students that helps them make the most of the many resources available at the university.

Multi-faith and Spirituality Centre

[concordia.ca/mfsc](https://www.concordia.ca/mfsc)

- Provides a home for all those wishing to celebrate the human spirit in the widest sense of the word, through programs, events and a quiet space for reflection.

Student Groups and Associations

<https://www.concordia.ca/students/life/all-groups.html>

- A comprehensive, searchable list of all student groups, clubs and associations at Concordia.

Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2022-02-D5)

RETURN TO CAMPUS: In the context of the ongoing pandemic, the Faculty has collaborated with the Provost's Office to develop protocols that guide faculty members and TAs in the event they should fall ill or be otherwise unable to come to campus. These have been circulated to all instructors, through their departments.

TEACHING DOSSIERS: The Provost's Office and CUFA have agreed that in the absence teaching evaluations, all faculty teaching dossiers shall include a teaching statement that addresses members' approach to pandemic-specific teaching challenges. This applies to any new contract renewal, tenure, promotion or performance evaluation dossiers for members teaching during the pandemic. It includes this year's LTA renewal dossiers, which are now due on 15 February, but it does not apply to dossiers that have already been submitted for other processes. Further guidance is appended to this report.

LTAs: The Faculty's requests for Limited Term Appointments in 2022-2023 have been submitted to the Provost's Office, and we expect to receive an answer to our requests later this month.

TA TRAINING: We are in the last phase of our pilot program to include 2 hours of paid professional development in all TA contracts over 50 hours. In January, the Dean's Office led three TA orientations for the winter term in conjunction with GradProSkills. They included segments on: positive workplace relations; equity, diversity, inclusion and accessibility; grading and providing feedback; building community in tutorials and crits; zoom tips and questions with an experienced FoFA TA; your union; and GradProSkills and other resources. 93% of respondents reported feeling more prepared for their role as TAs after participating in the training.

EDIA CONVERSATIONS: Following on from last year's Anti-Discrimination training, FoFA is making space for EDIA conversations to continue. Sessions have been organized in all units. The conversations are discussion-based opportunities to raise concrete scenarios that are relevant to you and your unit, and to receive feedback and suggestions from Lisa White, Executive Director of the Equity Office, and Aisha Topsakal, Director of the Office of Rights and Responsibilities. To submit a scenario in advance, email jen.cressey@concordia.ca. Given the ongoing importance of this issue to our students, all faculty and staff are asked to attend. If you cannot attend the session, scheduled for your unit, your department administrator will have a list of other options for you.

ACCESSIBLE AND INCLUSIVE FACILITIES: Facilities Management is leading an Accessible and Inclusive Facilities Study, in collaboration with ACSD, the Equity Office and UCS. Here is [a link](#) to information on how to take the surveys or register for different consultations.

CHAIR NEWS: It is a pleasure to thank Mark Corwin for his ongoing service as Chair of the Music Department, and to announce that Eldad Tsabary has been confirmed as the next chair of the unit. Eldad's term will be from 1 July 2022 to 30 June 2025.

AGREEMENT Regarding Teaching Dossiers in the absence of Teaching Evaluations

Whereas CUFA and Concordia have agreed to suspend teaching evaluations during Winter 2020 and the full academic years 2020-2021 and 2021-2022;

Whereas statistical information generated from teaching evaluations must be submitted as part of the teaching dossier (see Article 14.01 d iii)) for the purpose of reappointment, tenure, promotion and performance evaluation, and whereas teaching evaluations are a required document for LTAs who want to signal their interest in being considered for reappointment (see Article 12.05 e);

CUFA and the University have agreed to require that **all teaching dossiers** for the processes above must include a teaching statement that addresses pandemic-specific teaching challenges:

- The pandemic posed many challenges for instructors and students alike. For many it was their first-time teaching in an online environment. Discuss how you adapted your teaching in the COVID context, if relevant.
 - What were some of the most significant challenges you faced in your overall teaching or specific to teaching in your discipline during the pandemic?
 - Why did it pose a challenge to your teaching?
 - What specific measures did you take to overcome this challenge?
 - What were the successes and failures that resulted?
 - Moving forward, what changes to your teaching or course design will you keep/continue, as a result of this experience?
- In addition, faculty are invited to discuss student feedback, if they collected any. **This is entirely OPTIONAL.** Student feedback might have been collected in many different ways and times during the term. This feedback can provide useful information about your course and teaching. Faculty can discuss how they used feedback in their courses and its implications for their teaching.
 - What type of feedback did you seek from students to inform their teaching and course design?
 - How did you gather that feedback?
 - What did you learn from the student feedback?
 - What changes did you make to your teaching, as a result of the feedback?

Faculty are also invited to consult the Centre for Teaching and Learning (CTL) guidelines for additional ideas when preparing their [teaching dossier](#).

Intended audience: all instructors, cc chairs, program directors, area heads, etc., as appropriate.

Instructor Absences – REVISED (Winter 2022)

The following protocol applies to all instructors (full-time, part-time, and reserve) and applies only in the exceptional context of the ongoing pandemic.

IF YOU HAVE COVID SYMPTOMS OR A COVID DIAGNOSIS IN YOUR HOUSEHOLD:

- Consult and follow the University's COVID safety protocol:
<https://www.concordia.ca/campus-life/safety/coronavirus/case.html>
- Inform your Chair and Department Administrator.

IF YOU CANNOT TEACH AT ALL DUE TO ILLNESS OR EMERGENCY CARE PROVISION

- Inform your students and keep them updated.
- Inform your Chair and Department Administrator, and Area Head or Course Coordinator if applicable. Provide an anticipated date for your return to work when possible, or keep your Chair regularly apprised of your situation.
- **If you only need to miss one week** of class, replacement of course content is at your discretion (or the Course Coordinator in the case of coordinated courses – see next bullet point and, when you are able, strategize with them as appropriate).
- **If you need to miss one additional week** of class, replacement of course content is required. When you are able, strategize with your Chair, Area Head and/or Course Coordinator about a way to make up content. Options include:
 - a. Developing asynchronous content (recorded lectures, activities etc.) that students can do on their own time during the remainder of the semester. This can be prepared when you are well enough.
 - b. Asking the Chair if it is possible to schedule a make-up class (for example on April 14, 2022; coordination across courses will be required).
 - c. Inquiring, via the Chair or Area Head, if any full-time colleagues are available to deliver a guest class on content related to the course topic.
 - d. Sharing pedagogical materials if the Chair decides, in consultation with the Dean's Office, that the best course of action is to hire a replacement instructor to deliver one or more classes.
 - e. Asking the Chair if there is an experienced graduate student who might give a guest lecture; you can approach them to assess whether they are able and willing to hold one class in your absence. Ensure the graduate student understands that this is an offer to gain experience, that they do not feel obliged to say yes, and that they understand there's no compensation for doing this (other than perhaps a letter from you recognizing the experience) – even if they are the TA for the course.
- **If you cannot teach at all for more than 2 consecutive weeks due to illness**, you must apply at the earliest possible time for a medical leave (send an email to

medicalabsence@concordia.ca). Inform your chair immediately that you are sick and cannot teach your class that week, and that you are waiting to hear from HR about a medical leave. The chair will find a replacement instructor for that week. If approved, you will be placed on medical leave and replaced as the instructor of the course for the required period.

- **If you cannot teach at all for more than 2 consecutive weeks due to emergency care provision**, consult the Manager Academic Staff at manager.as@concordia.ca and cc. your Chair and the Dean's Office.
- **If after two weeks of illness or emergency care provision, you are ready to return to teaching but can only do so remotely**, you must apply for an accommodation through [My CU Account](#).

IF YOU CAN TEACH REMOTELY BUT WERE SCHEDULED TO TEACH IN PERSON

- If one or more of the following circumstances apply, you may teach remotely for **up to two consecutive weeks**: you are mildly ill but are able and willing to teach; you are isolating due to public health requirements; you are providing emergency care to a family member (including daycare and school closure). In these cases, contact your Chair immediately to ask for permission to teach remotely and indicate the date you plan to be back in person.
- If illness, isolation, or emergency care provision require you to teach remotely for **more than two weeks**, inform your Chair and immediately apply for an accommodation through [My CU Account](#). You will be expected to pivot back to in-person teaching as soon as possible. Keep your students and your Chair informed. Your Chair will inform the Dean's office and confirm when you have returned to in-person teaching as scheduled.
- If you need to apply for permission to teach remotely for any other COVID or health-related reason, inform your Chair immediately and apply for accommodation through [My CU Account](#). You may contact Nadia Hardy at vpfdi@concordia.ca for more information.

MEDICAL LEAVE

All instructors (including reserve instructors) are eligible for paid sick leave. To apply, send an email to medicalabsence@concordia.ca. A doctor's note will be required in most instances. If so, it should provide a diagnosis and a start and anticipated end date for the leave. If you have a family doctor, please consult them for a medical note since they have your medical history. Concordia Health Services is also available for appointments. Lumino will not provide medical notes related to COVID. It is important to keep your Chair and the Dean's Office well-informed.

For questions about the benefits during sick leave and for the periods that apply, you can contact the Manager Academic Staff at manager.as@concordia.ca or your Associate Dean, Faculty Relations. Details are also available on [Carrefour](#) and in articles 33.01-33.08 of the [CUFA collective agreement](#) and articles 15.03 – 15.09 of the [CUPFA collective agreement](#).

WORKPLACE ACCOMMODATIONS

The workplace accommodations process is used to manage requests for remote teaching, as required by the protocol. To apply for a workplace accommodation, go to [Carrefour](#). Go to My CU Account. Go to COVID-19 Resources. Fill the Workplace accommodation form. For questions, contact: Nadia Hardy at vpfdi@concordia.ca

Intended audience: all TAs, cc Instructors, Chairs, Coordinators, etc.

Teaching Assistant (TA) Absences (Winter 2022)

The following protocol applies to all teaching assistants (TAs).

IF YOU HAVE COVID SYMPTOMS OR A COVID DIAGNOSIS IN YOUR HOUSEHOLD:

- Consult and follow the University's COVID safety protocol: <https://www.concordia.ca/campus-life/safety/coronavirus/case.html>
- Inform the Instructor(s) of the course(s) you are assigned to TA, your Chair you're your Department Administrator.

IF YOU CANNOT FULFILL YOUR TA DUTIES AT ALL DUE TO ILLNESS OR DUE TO EMERGENCY CARE PROVISION

- Inform your students and keep them updated.
- Inform the Instructor(s) of the course(s) you are assigned to TA, your Chair and the Department Administrator. Provide an anticipated date for your return to work when possible, or keep the Instructor(s) and your Chair regularly apprised of your situation.
- When you are able, strategize with the Instructor(s) about a way to make up content. Options include:
 - a. Developing asynchronous content that students can do on their own time. This can be prepared when you are well enough.
 - b. Asking the Instructor(s) if it is possible to schedule a make-up tutorial (for example, on April 14, 2022; coordination with the Chair will be required).
 - c. Being replaced by another TA.

You are required to share any pedagogical materials you may have received or developed if it is decided to hire another TA to deliver one or more classes.

- **If you cannot fulfill your TA duties at all for more than 1 week**, immediately inform the Instructor(s) of the course(s) you are assigned to TA, as well as your Chair and Department Administrator, that you are sick and cannot fulfill your duties. The Instructor(s) will discuss with the Chair the appropriate course of action and inform you.

IF YOU ARE EXPECTED TO FULFILL TA DUTIES IN PERSON AND CANNOT TO SO BUT CAN DO IT REMOTELY

- If one or more of the following circumstances apply, you may request to work remotely for **up to two consecutive weeks**: you are mildly ill but can fulfill duties remotely; you are

isolating due to public health requirements; you are providing emergency care to a family member (including daycare and school closure). In these cases, contact the Instructor(s) of the course(s) you are assigned to TA, your Chair and Department Administrator immediately to ask for permission to fulfill your duties remotely and indicate the date you expect to be back in person.

- If illness, isolation, or emergency care provision are such that you cannot be in-person for **more than two weeks**, inform the Instructor(s) of the course(s) you are assigned to TA, your Chair and Department Administrator immediately and apply for an accommodation through [My CU Account](#). You will be expected to pivot back to in-person as soon as possible. Keep your students and the Instructor(s) informed. The Instructor(s) will inform the Chair and confirm when you have returned to in-person as scheduled.
- If you need to apply for permission to fulfill your in-person duties remotely for any other COVID or health-related reason, inform your Chair immediately and apply for accommodation through the [My CU Account](#).

WORKPLACE ACCOMMODATIONS

The workplace accommodations process is used to manage requests for remote teaching, as required by the protocol. To apply for a workplace accommodation, go to [Carrefour](#). Go to My CU Account. Go to COVID- 19 Resources. Fill the Workplace accommodation form.

Report of the Associate Dean, Research and Graduate Studies

February 11, 2022

Prepared by MJ Thompson, with Marina Polosa and Michele Kaplan

1. INTERNAL DEADLINES:

Concordia Undergraduate Student Research Awards (CUSRA):

The CUSRA program provides funding to students in all four faculties to stimulate interest in research, participatory research and/or research-creation that will complement undergraduate coursework and enhance preparation for graduate studies and/or research-related careers. The value of the award is \$7500. CDN; students must have completed 30 credits in their program by the time of application and hold a GPA of 3.3 or higher. Please note the following deadlines:

- **Tuesday, March 1st:** applications from students and supervisors/sponsors must be received by each Department (Note: students submit applications to their **home** department).
- **Monday, March 21st, by 12 pm (noon):** ranked departmental recommendations must arrive at the Office of the Associate Dean, Research and Graduate Studies, sent to the attention of Marina Polosa: researchatfinearts@concordia.ca

2. EXTERNAL GRANT RESULTS:

SSHRC Connection Grants – November 2021 Competition

The Faculty of Fine Arts' 100% success rate exceeded the global Canadian success rate of 85.4%. All applicants were awarded the full funding requested:

Luca Caminati (Cinema) *PPP/RRR. Pier Paolo Pasolini: Riprese, Reprises, Retakes*

(\$22,468) - To celebrate the hundred-year anniversary of Pasolini's birth, the international tri-lingual (French, English, and Italian) interdisciplinary conference will be held in Montreal and Ottawa on March 17-19, 2022. The objective of the conference is to reflect on Pasolini's legacy and its continued influence on a new generation of artists, scholars, critics, and audiences; on the impact of his archives on film and media scholarship; and on the reappropriations and misappropriations of his work by different cultural groups, from new queer communities to conservative movements. On each day of the conference, Cinémathèque québécoise will screen five double bills, each bringing together a film by Pasolini and a film by an international filmmaker inspired by, or thematically relevant to, each Pasolini film. Université Saint-Paul in Ottawa will pay tribute to Italian filmmaker Cecilia Mangini, a pioneer of women's documentary filmmaking and a long-standing Pasolini collaborator. The events will be extensively promoted through social and local media, including local news outlets, magazines, and public service announcements, as well as Concordia, UQAM and Saint-Paul University's websites. The project will culminate in the publication of a selection of papers presented at the conference, to be published as a special issue of peer-reviewed academic journal *Intermédialités*.

Leila Sujir (Studio Arts) *Thinking Allowed* (\$68,039) - The twelve-month interdisciplinary research-creation project brings together 52 Indigenous, artistic, and scientific researchers, creators, community members, practitioners, activists, and policy makers to address urgent issues around social justice and the environment. Participants will work towards delineating the intersections among the entangled problems of climate change, forest conservation, human displacement, settler-colonialism and racism. They will explore how interdisciplinary ecological knowledge can generate new forms of epistemological and social space, promote decoloniality and ecological sustainability, as well as inquire how the complexity of environmental justice and social justice issues can be conveyed experientially for audiences, through art and new media. Outreach activities include: online Zoom conversations in the context of two residencies at 4th Space and UQÀM's Agora black box, podcasts, a two-day colloquium at the Montreal Botanical Garden, and a public think tank. A book will be published based on drawing as a way to document, along with essays and writing, and images arising out of the colloquium, public events, and Zoom conversations.

Angélique Willkie (Dance) *Murmurations* (\$40,365) - Murmurations is a twelve-month suite of outreach activities centred on the interrelation of the conceptual pillars of 'blackness' and 'dramaturgy.' The overarching goal of the proposed activities is to gather, finalize, activate and share the outcomes of "Dramaturgical Ecologies" (DE) that entailed three years of robust research-creation investigation led by Willkie. The of outreach activities are comprised of: 1) "ABCs of DE," suite of moderated discussions between artists and scholars on key concepts germane to 'blackness' and 'dramaturgy', 2) Vocabulando," a research-creation video production to be submitted to the peer-reviewed Journal for Embodied Research, 3) "DE@3e," an intensive retreat/encounter hosted by the non-profit 3ecologies project, 4) "Ground Provisions," colloquium with keynote speakers to further enrich and mobilize these activities, and 5) a multimedia publication of the year's proceedings that aggregates and summates the project's activities on the Research Catalogue platform. The outreach project is supported by collaborator Erin Manning, an interdisciplinary team of four Concordia PhD students, and three affiliate artist-researcher assistants. It is anchored in LePARC, with 4th Space hosting public events. As an external partner, the 3ecologies project, will host the research-creation residency of the DE research group and facilitate daily dissemination encounters with the 3ecologies' network.

3. EXTERNAL GRANT DEADLINES:

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

SSHRC	Partnership Engage Grants	SSHRC	1-Mar-22	8-Mar-22	15-Mar-22
SSHRC	Connection Grants	SSHRC	18-Apr-22	25-Apr-22	1-May-22

CONCORDIA



**PRESIDENT'S
TASK FORCE ON
ANTI-BLACK RACISM**

**PRELIMINARY
RECOMMENDATIONS**

NOVEMBER 2021



 Concordia

PRESIDENT'S TASK FORCE ON ANTI-BLACK RACISM

PRELIMINARY RECOMMENDATIONS NOVEMBER 2021

In response to the calls to action heard around the globe in support of Black Lives Matter in spring 2020, and in acknowledgment of Concordia's complex and long-standing history with Black communities, both internal and external, President Graham Carr struck a university-wide Task Force on Anti-Black Racism in fall 2020. Reporting to the Provost and Vice-President, Academic, Anne Whitelaw, the Task Force was mandated to oversee and guide a series of wide-ranging efforts to address systemic anti-Black racism at Concordia.

For the first year of its two-year mandate, the Task Force focused its energies on understanding the current state of the university and the ways in which systemic anti-Black racism occurs across the institution — in Concordia's policies, teaching and learning practices, research, and in the experiences of its faculty, staff and students. To address these issues, the Task Force was initially organized into eight subcommittees according to principal areas of concern. The first two subcommittees in the list below were eventually folded (see footnote for explanation) and their foci assumed by a newly formed Steering Committee composed of three major entities at Concordia: the Equity Office, the Black Perspectives Office, and the Caucus of Black Concordians, all critical to the efficacy of the Task Force.

- Anti-Racist Education and Resources for the Campus Community¹
- Campus Security and Relations With External Security Forces²
- Concordia's History and Its Founding Institutions' Relations With Black Communities
- Curriculum and Educational Resources
- Employment Initiatives
- Faculty Development, Research, Library and Supports
- Fundraising and Community Engagement
- Student Services and Success

As highlighted by the work of the subcommittee on Concordia's History and Its Founding Institutions' Relations With Black Communities, Black Concordians have been active members of the university community for many generations. Nevertheless, ongoing systemic barriers have siloed, suppressed and segregated the collective efforts of Black Concordians to effect change, rendering their attempts unsustainable and having minimal impact on our community. In conjunction with the Black Perspectives Office, the Caucus of Black Concordians and the Equity Office, the Task Force is part of a broader strategy to articulate and facilitate the work that must be done to effectively address systemic anti-Black racism at Concordia. Though generally undervalued and emotionally costly for those involved, this labour is essential for the benefit of all Concordians and can only be accomplished with the comprehensive focus allowed by a university-wide Task Force.

¹ It was decided that the elements of the Anti-Racist Education and Resources for the Campus Community subcommittee would be woven into the considerations of each subcommittee. The Task Force Steering Committee will address anti-racist education across all thematic subcommittees.

² The Campus Security and Relations With External Security Forces subcommittee was also folded. The work of this subcommittee was expanded to a broader theme of "safety on campus" rather than a sole focus on security on campus. Safety on campus will be one of the main overarching foci of the Task Force Steering Committee.

Preliminary findings

At the mid-point of the Task Force's mandate, the following areas emerge as requiring specific elaboration: data collection; recruitment, hiring and retention; education and training; curriculum; Black-specific space and student well-being; recognition; fundraising; and policies and protocols.

1. Data collection

The dearth of Black-specific data is an urgent and ongoing challenge identified by all subcommittees. Any comprehensive assessment of the needs of Black students, faculty, staff and alumni is problematic because of the difficulty in identifying these individuals. Quebec legislation notwithstanding, the onus is on Concordia to develop data collection frameworks that can harness this information effectively and establish broader strategic approaches that bring the multiple services that address the needs of Black Concordians into regular communication, consultation and concertation. The subcommittees dealing with Black faculty and staff have found it difficult to locate their focus groups because of the lack of sufficient data. By extension, tackling the lack of representation amongst Black faculty and staff becomes even more challenging, despite the urgency with which this needs to be addressed.

It is important to acknowledge Concordia's recent efforts to gather data on its wider community through the equity census dedicated to faculty and staff this past winter. Bearing in mind that it is the first census of its kind at Concordia, time is required to understand how to use the data amassed, who should have access to it and whether it will be sufficient to address the requirements of the different institutional and community stakeholders of the university. Though the Task Force appreciates the efforts being made by Concordia to better understand its community, the reality is that the current inexistence of Black-specific data restricts the scope and depth of our investigations. Without this data, our recommendations will inevitably be similarly impacted.

Regarding the Black student population, we strongly recommend that the university conduct a similar exercise to gather student data. The information gleaned through any potential student census must be coordinated directly with the multiple university services that are responsible for the interests of Black students.

2. Recruitment, hiring and retention

There is an immediate and pressing urgency to proportionally increase the numbers of Black faculty and staff at Concordia to better reflect Concordia's Black student population, as well as the wider Montreal Black population. This will require the implementation of strategies that prioritize targeted numbers of cluster hires of Black Canadian and African diaspora studies scholars, Canada Research Chairs and postdoctoral positions, among others, all with clearly defined timelines. The difficulties

encountered in filling all the Task Force's subcommittee lead positions already testify to the dearth of Black professors and staff within the Concordia community (and the difficulty in identifying them); the experiences of some of our members only confirm the complexities of the hiring processes. As important as increased numbers are overall, it is also important to note the specific lack of Black faculty in STEM disciplines and at the John Molson School of Business, as well as the need for Black scholarship that focuses on issues of specific importance to the Black communities in Montreal, Quebec and Canada.

While the limited number of Black staff was identified as a concern, issues of retention were also highlighted as requiring attention, especially regarding what is perceived as ceilings to individual development. In addition, it is important to mention that more Black representation is necessary in public-facing staff positions.

The necessity to enhance Black student recruitment, particularly at the graduate level, has been voiced. This issue relates to equitable access to university education, as well as to Concordia's relationship to Montreal's Black communities and the ways in which those relationships can and should be further nurtured. Issues of underrepresentation of Black faculty and staff also potentially have a negative impact on student retention.

3. Education and training

It is clear across several subcommittees that there is a need for further educational resources and accompaniment with respect to unconscious and conscious biases, anti-racism, anti-discriminatory practices and equity as they relate to Concordia's Black community. The experiences of Black students, staff and faculty attest to the fact that such instruction would be beneficial across multiple levels and sectors of the university, including non-Black faculty, staff, public-facing services, administrators and security. This work should be done under the stewardship of the Black Perspectives Office in conjunction with the Equity Office, as well as other university stakeholders. In consultation with both units, the question of mandatory training (as is the case for cybersecurity awareness, sexual violence prevention, etc.) as well as its eventual content needs to be considered in the upcoming year. Manifestly, coordinated and concerted messaging must be prioritized throughout the university.

4. Curriculum

The lack of Black scholarship and perspectives in courses across Concordia is another area that the Task Force identified as requiring attention. The creation of library databases and keyword-accessible course descriptions for students and designated expert support and accompaniment for faculty through the Centre for Teaching and Learning are key components in this endeavour.

Concordia should also honour the work that has been done in the past by its Black community and their allies and respect their ongoing call for the creation of Black studies programs. There is limited scholarship at Concordia that focuses specifically on the Black Canadian experience or on issues that are pertinent for Black communities. Concordia has an important opportunity and an obligation to demonstrate accountability to Black communities by 1) encouraging hands-on research that targets the needs and priorities of those communities, and 2) engaging top-level Black scholars who will significantly diversify and contribute to Concordia's research profile.

Preliminary investigations indicate that if Concordia wants to remain competitive among Canadian universities, it must actively pursue the creation of minor and certificate programs in Black Canadian and African diaspora studies, with a clear intention to move towards a major program. Immediate consideration must therefore be given to how Concordia can support interdisciplinary cross-institutional research and teaching on Black Canadians and African diasporas in the Canadian context. It is equally essential to consider how to effectively house these programs, the priority being to support their administrative autonomy. Importantly, Black studies programs could potentially provide a concrete focus for faculty hires, curriculum development, research funding, recruitment and fundraising campaigns.

5. Black-specific space and student well-being

The necessity for a specific gathering space for Concordia's Black student community emerges as essential to providing them with a campus environment that is inclusive and welcoming. The centre's initial priorities should focus on culturally relevant supports to address the particular challenges faced by local and international Black students, whose experiences are sometimes markedly different. This will also have a positive impact on the emotional labour currently placed on Black faculty and staff as they accompany students through their university experience. It is equally urgent that Health and Wellness services provide culturally relevant mental health supports for Black students.

6. Recognition

Conversations with current and former Black Concordians suggest that the university needs to make a concerted effort to remedy the perception that it does not follow through on its stated commitments. Minimal acknowledgement of the role of systemic racism in the Sir George Williams protests is seen as problematic. There is skepticism about whether Concordia will follow through on recommendations to attend to the increased recruitment of Black faculty and staff, the retention of faculty, staff and students, and the creation of safe spaces and learning experiences for Black students. These, along with gestures such as renaming buildings, commissioning public art, creating Black studies programs, etc., are essential to restoring confidence in Concordia's commitment to equity and inclusion for its Black community.

7. Fundraising

The role of fundraising cannot be overstated. It is imperative that there be a call to action and accountability on the part of the university. A strategic plan with clear priorities, a defined timeline and attainable deliverables must be established. The strategy should be implemented on two distinct fundraising fronts: the community campaign side and the major donor side. It is recommended that the university direct efforts to 1) find consistent ways to fundraise for Black-specific initiatives including — but not limited to — research studies, curriculum development, a centre for Black students, etc.; 2) develop proposals that ensure opportunities are presented to major gift donors; and 3) support scholarship opportunities for local and international Black students.

8. Policies and protocols

There is an urgent need to implement additional mechanisms that will improve avenues of communication for race-related complaints at all levels of the university. It is imperative that these processes be readily accessible to the entire university community and, most particularly, to the Black student population. What is required is a concerted effort to develop a climate-assessment model that can function alongside an individual complaint model as is currently supported by the Code of Rights and Responsibilities. Notable efforts have already been made to coordinate various entities to receive such complaints and provide the necessary support for those involved. At the present time, however, the situations are dealt with exclusively on a case-by-case basis which, though necessary, does not address the broader context within which these situations emerge. Furthermore, these protocols should be made accessible on the webpages of all pertinent university units.

There also needs to be a specific protocol developed regarding the use of derogatory and/or dehumanizing language in the classroom. This will require consultation and collaboration between the Black Perspectives Office, the Equity Office, the Centre for Teaching and Learning, the Office of Rights and Responsibilities, and the Office of the Vice-Provost, Faculty Development and Inclusion.

Preliminary recommendations

Based on the above findings, the President's Task Force on Anti-Black Racism makes the following preliminary recommendations to the university:

Institution-specific recommendations

- 1. Develop a strategic plan for Black-specific data collection:** Comprehensive data collection frameworks must be developed to identify Concordia's diverse Black communities. This is critical if the university is to adequately assess and respond to the specific needs of Black faculty, staff and students. This urgent effort requires the immediate collaboration of — but is not limited to — the Vice-Provost, Faculty Development and Inclusion; the Equity Office; and the Office of Institutional Planning and Analysis.
- 2. Increase the representation of Black faculty and staff to better reflect Concordia's Black student population, as well as Montreal's Black population:** Human Resources (for staff) and relevant stakeholders in the academic sector (e.g., Office of the Provost and Vice-President, Academic; Office of the Vice-Provost, Faculty Development and Inclusion; Office of the Vice-President, Research and Graduate Studies, etc.) must review current recruitment strategies, identify systemic barriers to hiring and develop strategic plans for the next five years to specifically increase numbers and improve career advancement and retention practices. An important aspect of career management must include tangible methods of recognizing the added emotional labour that some Black staff and faculty experience.
- 3. Implement a mandatory and continuous university-wide training program on anti-racism that includes a specific chapter on anti-Black racism:** Provide university leadership, staff, faculty and students with ongoing education on unconscious and conscious biases and anti-Black racism, co-created and co-delivered by relevant stakeholders, including — but not limited to — the Equity Office, the Black Perspectives Office, and Human Resources.
- 4. Create certificate and minor programs in the short term that focus on Black and African diaspora studies in the Canadian context and commit to the ultimate creation of a major program:** Build curricula that speaks to Black histories and representation in a range of fields related to Black Canadian and African diaspora studies and focuses on the scholarship of Black and African diaspora authors. Establish clear timelines for the phased creation of all three programs (certificate, minor and major) with considered attention to where these programs can best be housed. Priority should be given to the autonomy of the programs.

5. **Establish a permanent resource on Black perspectives at the Centre for Teaching and Learning:** Hire a specialized curriculum developer and a teaching consultant who would be responsible for developing reading lists and building resources around curricula, as well as training faculty across the university on Black perspectives, decolonization and other areas relevant to the fields of teaching and research.
6. **Establish permanent library support to highlight Black scholarship:** Hire a specialist to develop and maintain a comprehensive library database of Black authors/scholars from different disciplines and facilitate student access to these resources. Relationships with other scholarly communities inside and outside the university would need to be established.

Stakeholder-specific recommendations

1. **Implement training in de-escalation, anti-oppression and anti-racist practices for Campus Security personnel:** Develop and implement a safe intervention model that is co-created and co-delivered by relevant stakeholders, including — but not limited to — the Office of the Vice-President, Services and Sustainability; the Office of Rights and Responsibilities; and the Equity Office. Where necessary, external expertise should be solicited. Develop a strategy to (re)build relationships between Campus Security and Concordia's Black community that includes community outreach activities.
2. **Develop a strategic plan to offer mental health services designed to meet the needs of Black Concordians:** Establish immediate and longer-term strategies to address the health needs specific to Black Concordians by providing culturally relevant counselling, as much for Black faculty and staff as for students. Immediate and long-term strategies must include the recruitment of Black health professionals.
3. **Create a permanent student centre servicing Black students:** With the collaboration of the Dean of Students Office and the Black Perspectives Office, commit to the creation of a centre for Black students with a dedicated space for students to experience a campus environment that is inclusive and welcoming for Black students. In the interests of Black student recruitment and retention, the centre's services should be geared towards local and international Black students, be culturally relevant and bilingual, and have links to Black alumni as well as to Montreal's Black communities.
4. **Implement culturally relevant mentorship programs for Black faculty and staff:** Develop a strategic plan for the next five years that addresses succession planning, career management and mentoring to support the advancement of Black faculty and staff. This would be led by the Vice-Provost, Faculty Development and Inclusion, and Human Resources.
5. **Develop a strategic plan for fundraising to finance support services for local and international Black students and to develop Black studies curricula:** Major gift donors must be approached and consistent annual funding campaigns developed to raise funds for scholarships, internships and academic and well-being support services for Black students, as well as to finance the development of Black studies programs.

6. Provide public recognition of the presence and contributions of Black Concordians over the course of Concordia's history: Make aspects of Concordia's history with Black communities both visible and accessible by erecting permanent commemorative installations. Celebrate the continued presence of Black Concordians and honour their successes in overcoming the challenges and barriers they have faced, both within and beyond the university confines.

With the expectation that Concordia will fully endorse these recommendations and move towards their immediate implementation, this current year will be dedicated to the following: the execution of a comprehensive survey of present and former Concordians on multiple issues related to the foci of the respective Task Force subcommittees; the completion of individual subcommittee mandates; the formulation of the implementation strategies necessary to bring the entire project to fruition; and, ultimately, the submission of the Final Report of the President's Task Force on Anti-Black Racism to the President by summer 2022.

The most important underlying consideration for the Task Force leadership is ultimately to facilitate the existence of an anchored and vibrant community for Black Concordians — a key element if the work of the Task Force and its recommendations are to be considered successful in the long run. Ongoing exchanges with all university stakeholders must continue to facilitate implementation, provide a structure for long-term ally support and offer a clear framework for Black excellence among faculty, staff and students, allowing them to be fully invested in their futures at Concordia.

The Task Force is an enormous endeavour. This past year has served primarily to help everyone get their bearings. It has taken time for the Task Force leadership and the subcommittees to fully understand their respective mandates, situate and contextualize their work accordingly, and then find the most appropriate and effective ways of working together. These recommendations are a worthy testament to the commitment, conviction, and talents of the Task Force members.





Senate report from December 10, 2021

Guyline Vaillancourt, Associate Professor
Department of Creative Arts Therapies

President's remarks

- COVID situation as of December 7, 2021
- Students' awards and prizes:
 - Rhodes Scholarship Award, Sabine Plummer
 - Schwarzman Scholar Award, Aiden Cyr
 - Student Research Excellence Award, Zhengchen Cai
 - People's Choice Award from Science Exposed, Paola Marino
 - Concordia Stinger Ambre Mah-Fifi was named to the women's rugby first all-Canadian team at the U SPORTS Gala
 - Concordia men's rugby team: Consolation title at the National Championships
- November 17: launch of the University's first Indigenous research centre, co-directed by Heather Igloliorte and Jason Edward Lewis
- November 26: Concordia's Next-Generation Cities Institute one-year anniversary
- Dr. Carr thanked Facilities Management for "*their incredible work during the pandemic to complete these repairs*": Renovation of University's space in the
 - ER building (2155 Guy Str.) (Departments of Computer Science and Software Engineering; Geography, Planning and Environment; Simone de Beauvoir Institute; Creative Arts Therapies, EngAGE – the center on aging)
 - Hall buildings renovations
 - New Applied Science Hub at Loyola.
- Concordia ranked in the Top 50 Graduate Schools for Entrepreneurship Studies (ranked 45th) by the Princeton Review, Concordia was the only Canadian university included on the list.

- December 1: President's Media Outreach Awards and Newsmaker Virtual Celebration; Rémi Quirion, Québec's Chief Scientist, joined the event.
- Suspended: in-person convocation ceremonies of January and February 2022 due to the pandemic.
- Gift: \$1 million dollar from the Calgary based Flanagan Foundation to Concordia's Social Justice Centre.
- November 29: University hosting the SDG Voluntary University Review launch event on November 29 as part of the University's commitment to addressing the UN Sustainable Development Goals.
- Concordia's Annual successful Centraide Campaign raised \$218,000. Dr. Carr also encourages giving to the Student Emergency and Food Fund.
- Dr. Carr *"thanking the community for the collective effort in observing the public health protocols, wished students the best for their exams and final assignments, and thanked faculty and staff for their outstanding efforts in the past months"*.

Academic Update (Document US-2021-8-D1)

Dr. Whitelaw: Teaching and Learning consultation mentioned in the academic report, informing Senators that the consultation had been launched and will continue in the new year.

CONSENT

-Committee appointments approved (Document US-2021-8-D2)

-Academic Programs Committee Report To Senate, Sandra Gabriele, PhD

-Undergraduate curriculum proposal – New Minor in Quantitative Finance and Insurance (Document US-2021-8-D5)

-Progress report of the working group on Pass/DISC (Pass/Fail)
(Document US-2021-8-D6)

-Presentations and motion regarding proposed Bill 2 (Document US-2021-8-D7)

(An Act respecting family law reform with regard to filiation and amending the Civil Code in relation to personality rights and civil status)

For more information:

<https://www.concordia.ca/cunews/main/stories/2022/01/21/board-of-governors-and-senate-notes-december-2021.html?c=/about/administration-governance/board-senate/senate>

**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 raised approximately \$2,015,000 this fiscal year, with several more agreements set to close before the end of the fiscal year. Our newest gifts include support towards the Initiative for Indigenous Futures' Skins Workshops, the Department of Music, and the Department of Studio Arts.

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

2. New gift agreements

a) Warner Media's Support of the Skins Workshops - \$60,000

Warner Media is generously contributing a gift of \$60,000 split over the next 3 years to the Initiative for Indigenous Futures' Skins Workshops. This gift will be instrumental in providing the Skins Workshops team with the resources it needs to continue its crucial work helping Indigenous youth adapt their stories and stories of their communities into experimental digital media.

b) Dimitris Ilias & Maria Diamantes' Planned and Major Gifts to the Dept. of Music - \$35,000 + a bequest whose value is to be determined

Thanks to the generosity of Dimitris Ilias and Maria Diamantes, Concordia will in the future be heir to the entirety of their estate. In the interim they have agreed to fund a named endowment in the amount of \$35,000, payable over five years which will generate approximately \$1,225 annually to a student enrolled in a course of study leading to a Bachelor's of / Baccalaureate in Music, Specialization in Music Composition or Specialization in Music Performance.

c) The Tenaquip Foundation's Scholarships in Studio Arts - \$30,000

This gift from the Tenaquip Foundation will fund two scholarships, The Tenaquip Foundation Graduate Scholarship and The Shirley Reed Graduate Scholarship, which will be awarded to two graduate students in the Department of Studio Arts. Each scholarship will be \$15,000 each, distributed over the course of two years (\$7,500 per year each).