

TO: Members, Fine Arts Faculty Council

FROM: Tristan Khaner, Secretary, Fine Arts Faculty Council

DATE: March 7, 2025

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Please be advised that the next meeting of the Fine Arts Faculty Council will be held on  
**Friday, March 14, 2025, at 9:30 a.m. in EV 2.776**

## **AGENDA**

- |  |                       |
|--|-----------------------|
| 1. Call to Order   | Quorum Required       |
| 2. Agenda for the Meeting of March 14, 2025  | For Approval          |
| 3. Minutes of Meeting of February 14, 2025   | For Approval          |
| 4. Business Arising from the Minutes of February 14, 2024  | For Information       |
| 5. Chair's Remarks   | For Information       |
| 6. Presentations (10:00 a.m.)  | For Information       |
| <b><i>Sustainability of Fine Arts (SoFA) Action Plan</i></b>   | (30 mins. incl. Q&As) |
| Guests: Kelly Jazvac, Associate Professor, Sculpture, Studio Arts,<br>Co-Chair, Sustainability of Fine Arts Committee (SoFA),<br>Madeleine McNeely, Coordinator, Student Skills Development,<br>Core Technical Centre, Fine Arts, Co-Chair, SoFA Committee |                       |
| 7. Academic Programs and Pedagogy  |                       |
| 7.1 Report of the Associate Dean, Academic Programs and Pedagogy<br>(FFAC-2025-03-D4) Faculty Development and Inclusion  | For Information       |
| 8. Faculty Development and Inclusion   |                       |
| 8.1. Revisions to the Course Management: Basic Responsibilities document<br>(FFAC-2025-03-D2)  | For Approval          |
| 8.2. Report of the Associate Dean, Faculty Development and Inclusion<br>(FFAC-2025-03-D5)  | For Information       |
| 9. Research and Graduate Studies   |                       |
| 9.1. Report of the Associate Dean, Research and Graduate Studies<br>(FFAC-2025-03-D6)  | For Information       |

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|---|-----------------|
| 10. Questions                                       | For Information |
| 11. Other Business                                  | For Information |
| 12. Advancement Activities Report (FFAC-2025-03-D7) | For Information |
| 13. Next Meeting – April 11, 2025                   |                 |
| 14. Adjournment                                     |                 |

An update with documents not included here will be sent prior to the meeting.  
Faculty Council documents are uploaded on the [Fine Arts Faculty Council web page](#).

**Concordia University**  
**Minutes of the Meeting of the Faculty of Fine Arts Council**

**February 14, 2024**  
**9:30 a.m. – 12:00 p.m.**  
**EV2.776**

**Present:** A. Gérin (Chair), E. Adams, P. Barr, C. Bruce, J-F. Bourgault, H. Brousseau, C. Bruce, E. Cheasley Paterson, S. Cooke, G. Dimitrov, G. Dover, N. Gehman, S. Ghosh, J. R. Giersdorf, S. Janssen, M. Lefebvre, P. McLelland, C. Moore, E. Murphy, D. Pariser, N. Pezolet, I. Providenti, C. Ready, J. Rager, S. Romano, M. Shoham, M. J. Thompson, S. Thomson, E. Tsabary, A. Tsafaras, E. Wallace, H. Wasson, M. Wieser

**Regrets:** D. Douglas, C. Keegan, H. McLaughlin

**Guests:** R. Khaled, F. Grond, J. Lessard, G. Vigliensoni

**1. Call to Order**

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

**2. Approval of the Agenda**

**MOTION:** (M. Lefebvre / E. Tsabary)

“that the agenda for the meeting of February 14, 2025, be approved.”

**CARRIED**

**3. Approval of the Minutes of the Meeting of January 17, 2025**

**MOTION:** (C. Bruce / E. Cheasley Paterson)

“that the minutes of the meeting of January 17, 2025, be approved.”

**CARRIED**

**4. Business Arising from the Minutes of January 17, 2025**

- A consultation meeting was held on January 23 to discuss the project of bringing together the departments of Contemporary Dance, Music and Theatre to create a School of Performing Arts. A mix of 20 students, faculty and staff from the FoFA community had a lively and exciting conversation. The Dean is planning on a second meeting and she will update Council members as the work on this project continues.
- The [Wild Talks Lecture Series](#) with [Edward Burtynsky](#) was held on January 22. The world acclaimed photographer was in conversation with [Zoë Tousignant](#) who is a [graduate of our Art History program](#) and curator of photography at the [McCord Stewart Museum](#). It was a fabulous and generous talk. The following morning, the photographer met with MFA students who have a practice in photography to discuss their work. The Dean invited Council members to reach out with their ideas for next year’s Wild Talks guest.

**5. Chair’s Remarks**

- The Dean reiterated some of the points mentioned by Provost Anne Whitelaw during the January budget talks. The information is available on the university’s [Budget webpage](#) and the link to the [Budget Conversations 2024-25 and 2025-26 PowerPoint presentation](#) is to be included in the minutes.
  - Concordia declared a structural deficit coming out of the pandemic and as per its obligations, the university created a plan to reach a balanced budget by 2028-29. The plan was accepted by the the Board of Governors and the government. Meanwhile, the provincial government changed the funding structure, which has impacted the university massively and the federal government took measures to reduce the number for international students. Both of these changes have made the number of students and revenues plummet at a moment when costs are on the rise. Yet the university is still bound by the obligation to reach a balanced budget by 2028-29. Should it not, the government could put the university

under tutelage.

- Provost Whitelaw presented three scenarios. On the most optimistic end, if enrollment is increased by 1000 students in relation to last year, the university will still need to cut approximately 4.5% of its budget, in addition to the cuts being made this year. If the university doesn't reach that mark, it will need to cut an additional 7 or 8%. The variable is the student intake.
- The Dean has been meeting with the department Chairs as a group and individually to discuss budgetary issues and strategize about whether there are program areas that we can grow, processes that we can streamline and things that we can altogether stop doing. There are great ideas emerging and the Dean thanked everyone for being collaborative.
- The Dean is aware from speaking with colleagues, that other institutions across Quebec and Canada are facing similar struggles. McGill announced that it is cutting \$45 M from its budget and terminating 500 staff positions. Many universities across the country are shutting down programs, closing staff positions and enacting hiring freezes: Sheridan College and the University of Waterloo, as mentioned in the Dean's January remarks, and also Carleton University, the University of Ottawa, the University of British Columbia, the Simon Fraser University, the University of Alberta and more. The situation is difficult all around due to the decision regarding the number of international students and to chronic underfunding for many years.
- [Open House](#) is on February 15. All Montreal universities will be holding their Open Houses during the same weekend this year. Last Fall, this strategy brought more visitors to all universities and it is hoped that the same will happen this year. The [Faculty of Fine Arts](#) has an amazing reputation and some of the best facilities across Canada. It also has very cool programs, interesting professors, and great students. This is what we need to showcase at the Open House.
- Application numbers are not very good so far. First choice application numbers are down 10% at the undergraduate level, for the whole university, year on year, and down 36% at the graduate level. This dip is in large part due to a decrease in international and rest-of-Canada students. Federal and provincial policies from the last two years continue to affect us. For the Faculty of Fine Arts, first choice application numbers are down 9% at the undergraduate level and 6.5% at the graduate level. The Dean is thrilled to see that departments are admitting earlier than in the past. This is important since, with fewer international students, universities are all vying for a much reduced population of students and admitting early has a positive effect in students choosing to come to Concordia. The Dean thanked all for the work they are doing and planning to do at the Open House.
- The Dean shared a few notes from Mary Lalotis, Manager, Enrollment and Student Affairs:
  - [Dylan Diccico](#) has sent out a communication regarding Open House guidelines. Council members who have not received it should reach out to him.
  - Council members should have also received talking points about French language instructions. Taking French will not be mandatory and students will be able to graduate even if they don't reach fluency. However, there will be lots of opportunities for students who want to learn French.
  - Something new this year is that any student with a Fine Arts Technical DEC (3-year diploma) will be eligible for credits post admission as of Fall 2025. This should be a good incentive for CEGEP students.
  - The Dean looks forward to seeing several Council members at Open House. The event starts at 10:00 a.m. and she is asking the Fine Arts representatives to arrive at their booth 30-45 minutes early. She reminded everyone that there is no need to be rigid about application deadlines. All programs, especially graduate programs can remain open until numbers look healthy.

- **February 6 Board of Governors meeting and February 7 Senate meeting:**
  - o The budget was the main topic of discussion at both meetings.
  - o [Aisha Topsakal](#) presented the [Office of Rights and Responsibilities annual report \(ORR\)](#) which is available online in both the [Board](#) and [Senate](#) document packages. The Dean's main takeaway is that the number of situations that are treated by the ORR is growing but so is the complexity of situations. The Dean reiterated that the ORR is there to support anyone who is experiencing discrimination, harrassment or any kind of violence from other community members. Anyone can reach out to the ORR confidentially to issue a complaint and also to seek support or guidance.
  - o The next Senate meeting will be on March 21 and the next Board of Governors meeting will be on April 3.
- The [Concordia Student Union \(CSU\)](#) organized a BDS (boycott, divest, sanction) vote on January 29. The vote was about bringing a BDS motion to the Board of Governors. The motion passed with a majority, with 885 students voting in favor of it. Although this is a good number it only represents 1.5% of the total student population.
- [The Link](#) newspaper published an [article](#) earlier in the week that explains that the university will be launching an investigation to clarify certain allegations that the CSU violated health and safety regulations during that meeting. Some of the allegations are about infractions to public safety rules and procedures such as allegations:
  - o that the auditorium was filled beyond its capacity of 700 which is a serious safety hazard. As a public institution, the university must adhere to strict health and safety standards and it would be liable if there were a fire or any other kind of emergency;
  - o that the CSU broke health regulations by serving food in the auditorium;
  - o that the security exits might have been obstructed;
  - o that the CSU used other spaces in the building without permission;
  - o of students having been intimidated by other students during the event.
- An investigation is underway to determine what really happened and how to address it appropriately. As the investigation unfolds, and because some of the allegations are related to use of campus spaces and safety procedures, the CSU is temporarily not permitted to book spaces on campus. These restrictions apply only to the CSU. Other groups such as FASA and the GSA can continue to book spaces as per usual practice. The Dean emphasized that the result of the vote is not in question and that the university has no jurisdiction over student votes. The CSU set their own quorum at 450 and although this represents a small percentage of their overall membership, they are in full compliance with their own bylaws.
- The [Concordia University Centre for Creative Reuse \(CUCCR\)](#) Fine Arts satellite is now open for use by all students, staff and faculty of Fine Arts. This new initiative was developed collaboratively between the CUCCR and the FoFA [Core Technical Centre](#). It is located in the CTC Assembly Room (EV8.455), which is an open workspace for FoFA students that is equipped with a selection of basic tools and that serves as a space for temporary project storage. The Assembly Room is open from Monday – Friday, 9 am – 5 pm and after-hours access can be requested.
- A collection of materials including wood, fabric, paper, hardware and other items, is now available in the CUCCR Satellite on a rotating basis. These materials are available at no cost and will be replenished often.
- Users weigh and check out materials in order for the CUCCR to keep track of use and waste diversion metrics. Material suggestions and recommendations are welcome and will help shape the selection. In parallel with this pilot, Fine Arts will continue to work with the CUCCR and other stakeholders to ensure that the CUCCR's good work continues.

## 6. Presentation

### ***10 Things We Worked Out About GenAI in the FoFA Classroom***

Council members welcomed guests from the Department of Design and Computation Arts (DCART):

- Pippin Barr, Chair, DCART
- Florian Grond, Assistant Professor, DCART
- Rilla Khaled, Associate Professor, DCART, Associate Director of Technoculture, Art, and Games (TAG) Research Centre, Strategic Hire in Digital Media, Learning and Games
- Jonathan Lessard, Associate Professor, DCART, Principal Investigator (Lab Lab Lab)
- Gabriel Vigliensoni, Assistant Professor in Creative Artificial Intelligence

The presenters shared insights from their experiences as educators integrating GenAI into the classroom, examining how students in the Fine Arts programs use GenAI in their creative practice, their varied responses to it, and its impact on how assessment strategies are redefined. By mapping Bloom's Taxonomy to learning activities with GenAI tools, they offered insights on the shifting perspectives on artistic identity and authorship.

## 7. Appointments (FFAC-2025-02-D1)

**MOTION:** (D. Pariser / S. Romano)

"that the appointments listed in document FFAC-2025-02-D1 be approved"

**CARRIED**

## 8. Academic Programs and Pedagogy

### **8.1. Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2025-02-D4)**

Report submitted. Questions/comments may be directed to [Elaine Cheasley Paterson](#).

**CARRIED**

- The new modules on History Resilience and Continuance of the Rotinonhsión:ni Confederacy are available on Moodle and the a link to a related [CTL workshop](#) on February 20, is in the report.
- Winterfest 2025 will be happening at the CTL and there will be two session topics on GenAI.
- The Minor in Black and African Diaspora Studies in the Canadian Context program has launched as a program and will start in the Fall.
- There is a typo: it is Christiana Abraham, not Christina.

## 9. Faculty Development and Inclusion

### **9.1. Report of the Associate Dean, Faculty Development and Inclusion (FFAC-2025-02-D5)**

No report submitted. Questions/comments may be directed to [Haidee Wasson](#).

The deadline for nominating a faculty member for the Academic Leadership Award is in 3 weeks. Council members are encouraged to nominate and to reach out to the Associate Dean for help Generating a nomination package.

## 10. Research and Graduate Studies

### **10.1. Report of the Associate Dean, Research and Graduate Studies (FFAC-2025-02-D6)**

No report submitted. Questions/comments may be directed to [Eldad Tsabary](#).

**11. Questions**

The discussion is ongoing about how many credits will be recognized for CEGEP students having completed a 3-year DEC. It will be around 12 and the credits will be applied post-acceptance since the University has not moved to do this at large, at this time. The Dean will ask Mary Lalotis to share any news about this evolving conversation should there be any before Open House.

I. Providenti, FASA representative, read a statement on behalf of FASA and delivered hand-written notes from students expressing some of the concerns they have.

**12. Other Business**

There was no other business.

**13. Advancement Activities Report (FFAC-2025-02-D7)**

Report submitted. Questions/comments may be directed to [Marc Wieser](#).

**14. Next Meeting**

The next Faculty Council meeting is on March 14, 2025.

**14. Adjournment**

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

**[Fine Arts Faculty Council](#)**

Submitted by E. Murphy



## FACULTY OF FINE ARTS

### REPORT TO FINE ARTS FACULTY COUNCIL

SUBMITTED BY:

Elaine Cheasley Paterson, Associate Dean, Academic Programmes and Pedagogy

PREPARED BY:

Christopher Cooke, Facilitator, Academic Programmes and Pedagogy

1. Active Curriculum Dossiers

No active dossiers for Faculty Council.

2. Final Approval of APC/Senate

No dossiers.

3. [New Modules on the history, resilience and continuance of the Rotinonhsión:ni Confederacy available on Moodle](#)

These educational primers for Concordia faculty, staff and students are one step toward decolonizing and Indigenizing the university curriculum. The series invites learners to engage with the enduring knowledge, strength and resilience of the Kanien'keha:ka and other Rotinonhsión:ni peoples through modules on four topics:

- The cosmology and epistemology of the Rotinonhsión:ni Confederacy.
- Rotinonhsión:ni history in the colonial era.
- Efforts to colonize the Rotinonhsión:ni
- Resilience and perseverance of the Rotinonhsión:ni.

The modules were developed by Donna Kahérakwas Goodleaf and are based on recommended actions from [Concordia's Indigenous Directions Action Plan](#).

Faculty and staff can access the modules on [Moodle](#).

4. CTL Teaching Resources

The [Centre for Teaching and Learning \(CTL\)](#) continues to offer resources on course design, teaching strategies, inclusive pedagogies, decolonization of curriculum, and use of digital teaching tools, among others.

**April 2, 2025:** [Training Faculty to Guide Students in GenAI Self-Assessment](#)

**April 4, 2025:** [Contemplative Pedagogies FIG: Poetry for Contemplative Pedagogy](#)

The CTL team continue to be available for [one-on-one consultations](#). The [syllabus guide](#) is of particular use for new faculty and references the [Codes of Rights and Responsibilities](#) which defines Academic Freedom at Concordia.



## 5. Blended/remote Teaching

Blended and remote courses will continue to be offered in the **2025-26** academic year.

Request forms for the **2025-26** academic year are available on [Carrefour](#). The deadlines for submissions for **2025-26** were/are:

- **End of Fall 2024** session for FT faculty.
- **June 15, 2025**, for PT faculty.

Note that [blended teaching](#) is a combination of synchronous in-person teaching and a minimum of 25% asynchronous learning; while *remote teaching* is 100% online, synchronous and asynchronous.

**Of note:** Proposed edits are shown with a strikethrough.  
Proposed additions are shown in highlight.

## ~~Course Management: Basic Responsibilities~~

### Basic Classroom Responsibilities: Teaching in Fine Arts

The teaching responsibilities of all faculty members are laid out in the [CUFA](#) (Article 16) and [CUPFA](#) (Article 9) Collective Agreements. These duties include: preparing, organizing and presenting course materials; being available to students outside class hours; directing and evaluating student progress in courses by grading and providing feedback on assignments, portfolios or examinations; invigilating or being available for consultation during any examinations (including supplemental examinations); ensuring, within reason and without infringements to academic freedom, that departmental and University standards are maintained in the preparation of course outlines and course descriptions; and engaging with the chair and the department around pedagogical matters. ~~Additional teaching responsibilities may include student advising, supervising tutorials or independent study courses or seminars, and supervising internships and research. independent study courses or seminars, and supervising internships and research.~~

The Faculty of Fine Arts further interprets these basic classroom responsibilities to include the following:

- Fostering a respectful learning environment.
- Clearly communicating to students how they may meet with an ~~Professor~~ **instructor** outside of class time, whether by appointment or through fixed office hours. ~~Professors~~ **Instructors** should make every effort to provide alternative times to meet students who are unavailable during regularly scheduled office hours.
- ~~Being accessible to students directly and not solely through the mediation of a TA.~~
- Responding in a timely manner to communications from students, the department chair, program director and/or departmental staff.
- Regularly checking and responding to your university email account.
- Adhering to the requirements of the [CTL Syllabus Guide](#).
- Clearly articulating expectations and grading criteria for all evaluated components of the course.
- ~~Providing marks for at least one graded assignment or exam no less than a week~~

~~before the DISC date (for 3-credit courses) or before the winter break (for 6-credit courses). If you are employing an assessment model that does not depend on discrete graded assignments (e.g. a cumulative portfolio assessment), assign students a provisional grade based on their work thus far.~~

- Providing feedback that is the equivalent of at least 20% of the final grade five calendar days prior to the DISC date for 3-credit courses or before the winter break for 6-credit courses. This can either be a mark for a graded assignment or clear and formative feedback based on work performed up to that point.
- Providing constructive feedback oriented towards student learning and improvement.
- Regularly reviewing and updating course content and approaches to ensure engagement and inclusion.
- Being aware of the academic regulations that appear in the Undergraduate and Graduate Calendars.
- Submitting a syllabus to the department two weeks before the start of every term.

*Original Approved by Faculty Council 21/09/10*

OFFICE OF THE DEAN

February 2025





# COURSE OUTLINE GUIDE

## IMPROVING STUDENTS' ACADEMIC EXPERIENCE

Your course outline provides important factual information, which students need to be able to meet the requirements of any course. It can also serve as a reminder to students of all the support services that are available to help them achieve academic and personal success.

When you are reviewing your course outline at the beginning of the semester, it is a good practice to talk about these services and to point out the contact information to your students.

Students may experience academic or personal difficulties at any point during their academic career. So providing this information on all course outlines for every level of class means that if a student has a question, they can find the help they need easily.

For this reason, it is strongly recommended that a list services (see next page) be included in every course outline.

## WHAT IS A COURSE OUTLINE?

A course outline is an agreement between the professor (representing the University) and his / her students.

A course outline identifies how the course is structured, both pedagogically and administratively, and therefore must be as complete and cover as much pedagogical and administrative information as possible. The pedagogical objectives must be clearly stated.

It must explain the criteria used for grading. It must also state what is expected from students in terms of course work, preparation, assignment due dates and in-class behaviour. Sanctions must also be clearly indicated and explained.

It is recommended that all faculty members send a copy of their course outline to their Department or Unit.

## THE FOLLOWING RUBRICS AND INFORMATION MUST BE PRESENT IN EVERY COURSE OUTLINE:

### 1. GENERAL INFORMATION

- Course title, number, credits, semester, year.
- Class date, time and location (campus, building, room number).
- Name and title of the instructor, Faculty and Department.
- Access to the instructor: office location, campus phone number, email, website (if available), office hours, preferred means of contact.
- Similar access information for teaching assistants, where applicable.

### 2. COURSE DESCRIPTION

- Calendar course description (must be identical to that in the calendar).
- Prerequisites.

Optional:

- Expanded course description.
- Specific knowledge or skills students should have before beginning the course (e.g., computer skills).
- If appropriate, explain what the course is not about or what topics will not be covered.
- [Territorial Acknowledgement](#)

### 3. OBJECTIVES

Clear statement of the knowledge, competencies or skills students are expected to achieve by the end of the course (e.g., synthesize information, make predictions, solve problems, etc.).

### 4. SCHEDULE (may be subject to change)

- Assignment due dates.
- Exam dates.
- Legal holidays/No class dates.
- Special activities (e.g., group selection for project work, guest speaker, etc.).
- Provide a general schedule of the main topics to be addressed and questions that will drive discussion.

Optional:

- The DNE/DISC withdrawal dates.
- Include plan for make-up classes.

### 5. BEHAVIOUR

Include the following statements:

All individuals participating in courses are expected to be professional and constructive throughout the course, including in their communications.

Concordia students are subject to the [Code of Rights and Responsibilities](#) which applies both when students are physically and virtually engaged in any University activity, including classes, seminars, meetings, etc. Students engaged in University activities must respect this Code when engaging with any members of the Concordia community, including faculty, staff, and students, whether such interactions are verbal or in writing, face to face or online/virtual. Failing to comply with the Code may result in charges and sanctions, as outlined in the Code.

### 6. IP

Include the following statements:

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part,

without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the [Academic Code of Conduct](#) and/or the [Code of Rights and Responsibilities](#). As specified in the [Policy on Intellectual Property](#), the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

## 7. EXTRAORDINARY CIRCUMSTANCES

Include the following statements:

For undergraduate courses & courses that are cross-listed with graduate courses:

In the event of extraordinary circumstances and pursuant to the [Academic Regulations](#), the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

For graduate courses:

In the event of extraordinary circumstances, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

## 8. COURSE MATERIALS

- Required textbook(s) for the course.
- Where book(s) can be borrowed or purchased.
- If additional readings are required, include the articles and indicate where they can be obtained.
- Indicate readings that have been placed on reserve in the libraries.
- Other required resources (e.g., lab equipment, software, art supplies, etc.); indicate where they can be found and, if applicable, how much they will cost.

Optional:

- Suggested readings.

## 9. GRADING

- Provide explicit information about the format and timing of assignments and grading procedures (e.g., term papers, exams, quizzes, and grading procedures (e.g., term papers, participation).
- Provide a clear indication of the weight of each assignment on the final grade.
- Include the grading scale and the grading criteria.
- Indicate your expectations about respecting due dates and any sanctions if these expectations are not met.
- Inform students of their right to write in French.

Optional:

- Describe your Department's policy on oral and written proficiency. The policy on evaluation states (item 16.3.1 in the calendar): The weight accorded to the various elements that make up the final grade is at the discretion of the instructor or instructors responsible for the course. At the beginning of a course, the instructor will

provide students with the evaluation scheme in writing. Once the semester has started, the grading scale should not be changed without either unanimous consent of students or consent from the chair. (Reasonable efforts must have been made to contact all students.)

For Information, see the [Undergraduate Calendar](#).

## 10. ETHICAL BEHAVIOUR

Include the following statements:

Plagiarism:

The most common offense under the Academic Code of Conduct is plagiarism, which the Code defines as "the presentation of the work of another person as one's own or without proper acknowledgement."

This includes material copied word for word from books, journals, Internet sites, professor's course notes, etc. It refers to material that is paraphrased but closely resembles the original source. It also includes for example the work of a fellow student, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased from any source. Plagiarism does not refer to words alone –it can refer to copying images, graphs, tables and ideas. "Presentation" is not limited to written work. It includes oral presentations, computer assignments and artistic works. Finally, if you translate the work of another person into any other language and do not cite the source, this is also plagiarism.

In Simple Words:

Do not copy, paraphrase or translate anything from anywhere without saying where you obtained it.

(Source: [The Academic Integrity Website](#))

Optional:

- Indicate the kind of in-class behaviour that you expect and state what kind of behaviour you consider disruptive; you may wish to refer students to the [Code of Rights and Responsibilities](#)
- Ask students to advise you early in the term if they are taking religious holidays.
- Include an accessibility statement in your course outline: Instructor will strive to make learning experience as accessible and inclusive as possible. If you have accessibility needs that require academic accommodations, please meet with an advisor from the Access Centre for Students with Disabilities (ACSD) as soon as possible to set up an accommodation plan. I welcome meeting with all students to discuss their [accessibility needs](#).
- Include a statement on Ethical Behaviour: Sexual violence, including sexual harassment and sexual assault, is not tolerated at Concordia. Please see Concordia's policy on sexual violence for more information about awareness and prevention, support for survivors/victims, responding to disclosures and procedures for reports and complaints. You can also contact the Sexual Assault Resource Centre for information and support. More information and support are available at the [Sexual Assault Resource Centre](#), by email [sarc@concordia.ca](mailto:sarc@concordia.ca) or phone 514 848-2424 x 3353

## 11. USE OF THIRD-PARTY SOFTWARE & WEB SITES

If you are using third-party software and/or web site, see the guidelines and include a statement. Information and standard wording found [here](#).

### LIST OF STUDENT SERVICES

1. [Access Centre for Students with Disabilities](#)
2. [Student Success Centre](#)
3. [Counselling and Psychological Services](#)
4. [Concordia Library Citation and Style Guides](#)
5. [Health Services](#)
6. [Financial Aid and Awards](#)
7. [Academic Integrity](#)
8. [Dean of Students Ofce](#)
9. [International Students Ofce](#)
10. [Student Hub](#)
11. [Sexual Assault Resource Centre](#)
12. As a Concordia student, you are a member of the Concordia Student Union and have many resources available to you including:
  - a. [HOJO](#) (Of Campus Housing and Job Bank)
  - b. [CSU Advocacy Centre](#)
13. [Otsenhákta Student Centre](#)
14. [Birks Student Service Centre](#)

# GUIDE SUR L'ÉLABORATION DES PLANS DE COURS

## AMÉLIORER L'EXPÉRIENCE UNIVERSITAIRE DES ÉTUDIANTES ET ÉTUDIANTS

Le plan de cours fournit aux étudiantes et étudiants l'information factuelle dont ils ont besoin pour répondre aux exigences du cours en question. Ce document leur sert également d'aide-mémoire en ce qui a trait à la gamme de services de soutien dont ils peuvent bénéficier en vue d'assurer leur réussite tant sur le plan universitaire que personnel.

Au début du trimestre, quand vous présentez un plan de cours à des étudiantes et étudiants, nous vous recommandons de leur parler de ces services et de leur en indiquer les coordonnées.

À chaque étape de son parcours universitaire, l'étudiante ou l'étudiant est susceptible d'éprouver des difficultés liées à son cursus ou à sa vie personnelle. En incluant dans tout plan de cours des renseignements sur les solutions offertes, vous permettez à l'étudiante ou à l'étudiant qui s'interroge de trouver facilement de l'aide.

Aussi, nous vous conseillons fortement d'ajouter à votre plan de cours la liste des services aux étudiants qui figure ci-après.

## QU'EST-CE QU'UN PLAN DE COURS?

Le plan de cours est une entente que conclut une professeure ou un professeur (représentant l'Université) avec ses étudiantes et étudiants.

Précisant la structure du cours tant sur le plan pédagogique qu'administratif, ce document est exhaustif et fournit le plus d'information possible à ce sujet. De plus, il énonce clairement les objectifs pédagogiques du cours.

Le plan de cours explique les critères utilisés pour l'évaluation des devoirs et travaux. Il indique les attentes auxquelles doivent satisfaire les étudiantes et étudiants à divers égards : travaux de cours, préparation, dates de remise des travaux et comportement en classe. Enfin, il stipule explicitement les sanctions éventuelles.

Nous recommandons aux membres du corps professoral de communiquer un exemplaire de tout plan de cours à leur département ou unité d'attache.

## LES RUBRIQUES ET L'INFORMATION CI-APRÈS DOIVENT FIGURER DANS TOUT PLAN DE COURS.

### 1. RENSEIGNEMENTS GÉNÉRAUX

- Titre et sigle du cours, nombre de crédits, trimestre et année
- Jour, heure et emplacement (campus, pavillon, numéro de salle) du cours
- Nom, titre et faculté et département d'attache de l'enseignante ou de l'enseignant
- Coordonnées de l'enseignante ou de l'enseignant : adresse et heures de bureau, numéro de téléphone et adresse courriel à l'Université, site Web (le cas échéant) et modes de communication à privilégier
- Coordonnées des assistantes et assistants d'enseignement, s'il y a lieu

### 2. DESCRIPTION DU COURS

- À ce sujet, l'information donnée dans le plan de cours doit être identique à celle qui figure dans l'Annuaire des études.

#### • Préalables

Information facultative :

- Description détaillée du cours
- Connaissances ou compétences spécifiques (habiletés informatiques, par exemple) recommandées
- S'il y a lieu, précisez les objectifs que ne vise pas le cours ou les questions qu'il n'aborde pas.
- [Énoncé de reconnaissance territoriale](#)

### 3. OBJECTIFS

Énoncé explicite des connaissances, compétences ou habiletés que les étudiantes et étudiants devront avoir acquises à la fin du cours – par exemple : synthèse de l'information, établissement de prévisions ou résolution de problèmes.

### 4. CALENDRIER (sous réserve de modifications)

- Dates de remise des travaux
- Dates des examens
- Jours fériés et journées où il n'y aura pas cours
- Activités spéciales (formation d'équipes pour un projet de travail, conférences, etc.)
- Fournissez un aperçu des principaux points qui seront abordés et des questions qui serviront à alimenter les discussions.

Information facultative:

- Dates limites pour abandonner le cours (mentions DNE et DISC)
- Possibilité de cours de rattrapage

### 5. COMPORTEMENT

L'énoncé ci-dessous doit figurer dans tout plan de cours.

Toute personne participant à un cours doit se montrer professionnelle et constructive, notamment dans ses communications, et ce, tout au long du cours.



Les étudiantes et étudiants sont tenus de se conformer au [Code des droits et des obligations](#). Ce code s'applique à la participation, tant physique que virtuelle, de ces derniers à toute activité de l'Université, notamment un cours, un séminaire ou une réunion. Les étudiantes et étudiants prenant part à une activité de l'Université doivent respecter les dispositions du code lorsqu'ils communiquent avec d'autres membres de la communauté de Concordia, y compris les membres du corps professoral, du personnel ou de l'effectif étudiant de l'Université, et ce, que leurs échanges se fassent verbalement, par écrit, en personne, en ligne ou virtuellement. Comme le précise le code, tout manquement aux dispositions de celui-ci peut se traduire par une accusation, voire une sanction.

## 6. PROPRIÉTÉ INTELLECTUELLE

L'énoncé ci-dessous doit figurer dans tout plan de cours.

Tout contenu – y compris, mais sans s'y limiter, les cours magistraux en ligne, les notes de cours et les enregistrements vidéo de cours – conçu et partagé par une enseignante ou un enseignant demeure la propriété intellectuelle du membre du corps professoral. Un tel contenu ne peut être distribué, publié ou diffusé, en tout ou en partie, sans la permission expresse de sa ou son propriétaire. De plus, il est interdit aux étudiantes et aux étudiants d'enregistrer par leurs propres moyens tout élément d'une cyberleçon ou d'un cours magistral donné en ligne sans avoir au préalable obtenu la permission expresse de l'enseignante ou de l'enseignant concerné. La diffusion non autorisée d'une partie ou de la totalité du contenu d'un cours peut constituer une infraction au [Code de conduite pédagogique](#) ou au [Code des droits et des obligations](#). Comme l'indique la [Politique sur la propriété intellectuelle](#), l'Université ne revendique aucun droit de propriété ni aucun intérêt relativement à toute propriété intellectuelle d'un étudiant. Du reste, tout membre de l'Université conserve les droits d'auteur de ses travaux.

## 7. CIRCONSTANCES EXTRAORDINAIRES

L'un ou l'autre des énoncés ci-dessous doit figurer dans tout plan de cours.

Cours du premier cycle et cours offerts conjointement avec des cours donnés aux cycles supérieurs

En présence de circonstances extraordinaires et conformément à ses [règlements pédagogiques](#), l'Université peut modifier le contenu d'un cours, son mode de prestation, son organisation, son auditoire visé, son emplacement et son processus d'évaluation. Le cas échéant, les étudiantes et étudiants sont informés des modifications apportées.

Cours des cycles supérieurs

En présence de circonstances extraordinaires, l'Université peut modifier le contenu d'un cours, son mode de prestation, son organisation, son auditoire visé, son emplacement et son processus d'évaluation. Le cas échéant, les étudiantes et étudiants sont informés des modifications apportées.

## 8. MATÉRIEL DE COURS

- Ouvrages requis
- Endroits où acheter ou emprunter ces ouvrages

- Si la lecture de documents additionnels est exigée, dressez-en la liste et indiquez où on peut se les procurer.
- Documents à lire mis en réserve à la Bibliothèque
- Autres ressources nécessaires (équipement de laboratoire, logiciel, matériel artistique, etc.); indiquez où on peut se les procurer et, s'il y a lieu, à quel prix.

Information facultative

- Lectures recommandées

## 9. NOTATION

- Le plan de cours doit fournir de l'information détaillée sur le format et le calendrier des travaux ainsi que sur la ou les méthodes de notation retenues – notamment aux fins des travaux de session, des examens, des tests éclair et de la participation au cours.
- Indiquez clairement la pondération de chaque travail ou examen dans la note finale.
- Précisez l'échelle et les critères de notation utilisés.
- Formulez vos attentes quant au respect des dates de remise des travaux. Spécifiez toute sanction applicable en cas de manquement à cet égard.
- Signalez aux étudiantes et aux étudiants qu'ils ont le droit de rédiger leurs travaux et de passer leurs examens en français.

Information facultative

- Décrivez la politique de votre département d'attache en matière de compétences linguistiques à l'oral et à l'écrit. Selon la politique sur l'évaluation des étudiantes et étudiants (alinéa 16.3.1 de l'Annuaire des études de premier cycle), il appartient à l'enseignante ou à l'enseignant responsable d'un cours de pondérer les différents éléments composant la note finale. Au début du cours, l'enseignante ou l'enseignant remet à ses étudiantes et étudiants une description écrite de toute méthode d'évaluation utilisée dans le cadre du cours. Une fois le trimestre entamé, l'échelle de notation ne devrait pas être modifiée sans le consentement unanime des étudiantes et étudiants participant au cours ou, à défaut, sans l'autorisation de la directrice ou du directeur responsable. (Dans ce cas, des efforts raisonnables devront avoir été déployés pour joindre l'ensemble des étudiantes et étudiants.)

Pour obtenir de l'information complémentaire, consultez [l'Annuaire des études de premier cycle](#).

## 10. COMPORTEMENT ÉTHIQUE

L'énoncé ci-dessous doit figurer dans tout plan de cours.

Plagiat

L'infraction la plus courante au Code de conduite pédagogique est le plagiat, défini par le code comme « la présentation du travail d'autrui en le faisant passer pour sien ou sans en mentionner la source véritable ».

La notion de plagiat renvoie notamment aux faits suivants : reproduire mot à mot le contenu de livres, de revues, de sites Internet, de notes de cours d'un professeur, etc.; utiliser une version reformulée, mais fortement ressemblante, du contenu d'un document quelconque; présenter comme sien le travail d'un autre étudiant, qu'il s'agisse, par exemple, d'une réponse à un examen, de données d'un rapport de laboratoire ou encore du contenu d'un devoir ou travail quelconque

# Report of the Associate Dean, Faculty Development and Inclusion

March 14, 2025

Questions/comments

Please direct to Haidee Wasson: [adfdi.fofa@concordia.ca](mailto:adfdi.fofa@concordia.ca)

## Faculty Handbook

We are in the process of updating what used to be called “The New Faculty Handbook.” First, I wanted to remind everybody what a fabulous resource this Handbook is for all Full Time and Part Time Faculty members. We always circulate a copy of this at the beginning of the academic year. But, if you find that somehow this spectacularly helpful PDF has fallen off your desktop, please reach out and I will send it to you again. Second, we work to update this Handbook every year and are now beginning that process. If you are familiar with the Handbook and have noticed something you know now that might have been usefully included in it, please share. It is a work-in-progress, and we welcome all ideas on how to improve it.

## Academic Staffing for 2025-2026

LTA approval requests have been confirmed, and we are now processing Artist in Residence and Scholar in Residence requests. In addition to our current TT hiring (6 TT positions), we have been awarded 1 new LTA position, with 9 continuing into their second year.

Part Time Posting Process: For those involved in PT hiring: if you have any questions about the content of your postings, please feel free to reach out to me.

We are hoping that there will be a new CUPFA Collective Agreement soon. With that should come greater clarity on a few key things that will affect next year’s hiring, in particular, Reserve hiring. Please watch your inbox for guidelines on this.

## Retirement Workshop for CUFA Members

On March 7 we held a retirement workshop for CUFA members to help them understand the retirement pathways charted in the CUFA Collective Agreement as well as their pensions. We now have a one-sheet for retiring faculty, a PowerPoint slide for those thinking about retirement as well as a recorded presentation, which includes a mini-lecture from the pension experts in Human Resources. Please contact Rebecca Logan [rebecca.logan@concordia.ca](mailto:rebecca.logan@concordia.ca) if you would like access to any of these materials.

## EDI Events and Workshops: Black Perspectives Office

The Black Perspectives Office has an evolving and ever-improving website. In this week's "Better Get to Know a Concordia Website" feature, I invite you to take a look at its [Resources](#) page. Here you find a consultation service available to all Black faculty and staff seeking advice, support and guidance on issues related to the diversity of Black lived experiences. You will also find workshops supporting professional development for Black students, faculty and staff. Look them up, refer a friend. Support their work.

## Accessibility

We encourage all units to consider participating in the ongoing Accessibility Workshops offered throughout the university. You can consult the [Accessibility Hub](#) for a one-stop opportunity. There is a new policy of procedures to support Accessibility that applies to Faculty and Staff. It is worth knowing about. You can click [here](#) to access that.

effectué par cet autre étudiant; ou présenter comme sien un travail acquis auprès d'une source quelconque. Le plagiat ne concerne pas que les mots; il peut également porter sur des images, des éléments graphiques, des tableaux ou des idées. De même, l'expression « présentation du travail d'autrui » ne fait pas référence qu'aux travaux écrits. Elle renvoie également aux exposés oraux, aux travaux informatiques et aux œuvres d'art. Signalons enfin que le fait de traduire dans toute autre langue le travail d'autrui et de le faire passer pour sien sans en citer la source constitue là encore un plagiat.

Autrement dit...

Ne copiez, reformulez ou traduisez jamais quelque contenu que ce soit en le faisant passer pour vôtre sans indiquer la source dont il provient.

(Source : [Site Web sur l'intégrité universitaire](#))

Information facultative

- Précisez le comportement que vous souhaitez voir vos étudiantes et étudiants adopter en classe. Indiquez quels types de comportements vous jugez perturbateurs. Enfin, vous voudrez peut-être inviter les étudiantes et étudiants à consulter le [Code des droits et des obligations](#).
- Demandez aux étudiantes et étudiants de vous aviser dès le début du trimestre s'ils comptent s'absenter afin d'observer une fête religieuse.
- Ajoutez l'énoncé suivant sur l'accessibilité : L'enseignante ou l'enseignant s'efforcera de rendre l'expérience d'apprentissage la plus accessible et la plus inclusive possible. Si une étudiante ou un étudiant présente des besoins en matière d'accessibilité qui requièrent des accommodements pédagogiques, proposez-lui de rencontrer une conseillère ou un conseiller du Service d'intégration des étudiants en situation de handicap, et ce, en vue d'établir dès que possible un plan de mesures d'adaptation. Enfin, vous pouvez organiser une séance d'accueil avec l'ensemble des étudiantes et étudiants afin de discuter de leurs [besoins en matière d'accessibilité](#).
- Ajoutez l'énoncé suivant sur le comportement éthique : Aucune forme de violence à caractère sexuel, notamment le harcèlement et l'agression, n'est tolérée à l'Université Concordia. Pour avoir des précisions sur la sensibilisation et la prévention en matière de violence à caractère sexuel, l'aide offerte aux personnes survivantes ou victimes ou encore les procédures de signalement, de divulgation ou de plainte, veuillez consulter la Politique sur la violence à caractère sexuel de Concordia ainsi que le site Web du [Centre d'aide aux survivantes et survivants d'agression sexuelle](#). Pour obtenir plus d'information ou du soutien, n'hésitez pas à communiquer avec le centre – par courriel, à l'adresse [sarc@concordia.ca](mailto:sarc@concordia.ca) ou par téléphone, au 514 848-2424, poste 3353.

## 11. LOGICIELS ET SITES WEB TIERS

Consultez les directives sur l'utilisation d'applications tierces ou de sites Web tiers. Le cas échéant, prenez soin d'inclure dans le plan de cours un énoncé à ce sujet. Vous trouverez [ici](#) un libellé type et de l'information complémentaire.

LISTE DES SERVICES AUX ÉTUDIANTS

1. [Service d'intégration des étudiants en situation de handicap](#)
2. [Centre de réussite universitaire](#)
3. [Service de consultation et de psychologie](#)
4. [Guides de citation et de rédaction de la Bibliothèque de l'Université Concordia](#)
5. [Service de santé](#)
6. [Aide financière et bourses](#)
7. [Intégrité universitaire](#)
8. [Direction de la vie étudiante](#)
9. [Bureau des étudiants internationaux](#)
10. [Carrefour étudiant](#)
11. [Centre d'aide aux survivantes et survivants d'agression sexuelle](#)
12. En tant qu'étudiante ou étudiant de l'Université, vous êtes membre de l'Union des étudiants et étudiantes de Concordia (CSU). Vous avez accès à de nombreuses ressources, notamment :
  - a. la [Banque d'emploi et de logement hors campus de la CSU](#) ; et
  - b. le [Centre de défense des droits des étudiants de la CSU](#).
13. [Centre de ressources pour les étudiantes et étudiants autochtones](#)
14. [Centre de services aux étudiants Birks](#)

## Report of the Associate Dean, Research and Graduate Studies March 14, 2025

Prepared by Eldad Tsabary with Michele Kaplan, Johanna Mongraw, and Marina Polosa

### RESEARCH AND RESEARCH CREATION

#### ACADEMIC LEADERSHIP AWARDS 2025

The deadline for nominations for the Academic Leadership Awards (ALA) 2025 has been extended to March 21<sup>st</sup>, 2025. Please submit all nominations directly to [assist.vpfdi@concordia.ca](mailto:assist.vpfdi@concordia.ca), and ensure that [adrgs.fofa@concordia.ca](mailto:adrgs.fofa@concordia.ca) and [researchatfinearts@concordia.ca](mailto:researchatfinearts@concordia.ca) are copied on your submissions. Award recipients will be celebrated at an event confirmed for May 28, 2025.

#### IRMS BRIDGING DIVIDES RESEARCH PROGRAM FUNDING 2025

The Institute for Research on Migration and Society (IRMS) at Concordia University invites tenured and tenure-track faculty to apply for the Bridging Divides research program, funded by CFREF. Offering up to \$50,000 per proposal for two-year projects (April 2025–2027), this round will support up to 5 proposals focusing on migrant integration and advanced digital technologies in Canada. Eligible themes are Immigrant Health and Wellbeing, and Employment and Lifelong Learning. Applications are due by March 30<sup>th</sup>, 2025, with guidelines at <https://www.concordia.ca/artsci/research/irms/bridging-divides-CFREF/call-for-proposals.html>. For application inquiries, contact Kassandre Thériault ([kassandre.theriault@concordia.ca](mailto:kassandre.theriault@concordia.ca)); for program details, contact Mireille Paquet ([mireille.paquet@concordia.ca](mailto:mireille.paquet@concordia.ca)).

#### RESEARCH IMPACT AWARDS 2025

The Faculty of Fine Arts is currently accepting applications for the OVPRII 2025 Research Impact Awards, with five awards available at \$5,000 each. Applications are open in two categories: Emerging Researcher and Established Researcher. Complete application dossiers must be submitted internally by April 7<sup>th</sup>, 2025, at noon. For questions regarding eligibility or the application process, please contact Associate Dean Eldad Tsabary ([adrgs.fofa@concordia.ca](mailto:adrgs.fofa@concordia.ca)) or Michele Kaplan ([michele.kaplan@concordia.ca](mailto:michele.kaplan@concordia.ca)).

#### PETRO-CANADA YOUNG INNOVATOR AWARDS 2025

The Office of the Associate Dean, Research and Graduate Studies is accepting applications for the 2025 Petro-Canada Young Innovator Awards Program, offered by the Office of the Vice-President Research, Innovation, and Impact (OVPRII). Two awards valued at \$10,000 each are available university-wide, with a nomination quota of one candidate from the Faculty of Fine Arts. Complete application dossiers must be submitted internally by Monday, April 7<sup>th</sup>, 2025, at noon. Faculty members interested in applying or seeking further details should contact Associate Dean Eldad Tsabary ([adrgs.fofa@concordia.ca](mailto:adrgs.fofa@concordia.ca)) or Michele Kaplan ([michele.kaplan@concordia.ca](mailto:michele.kaplan@concordia.ca)).

#### SSHRC POLICY INNOVATION PARTNERSHIP GRANTS 2025 (PILOT)

The Social Sciences and Humanities Research Council (SSHRC) has launched a new pilot funding opportunity, Policy Innovation Partnership Grants, valued at up to \$6 million over 15 years. This grant supports a partnership between a postsecondary research entity and one or more government

departments to conduct long-term research on boosting Canada's productivity through public policy. The single-stage application process will fund one partnership, with an application deadline of September 10<sup>th</sup>, 2025, and an award start date of January 2026. SSHRC will host webinars on March 26<sup>th</sup>, 2025, at 11:00 a.m. (French) and 1:00 p.m. (English) eastern time. Faculty interested in applying or seeking further details should contact [partnerships@sshrc-crsh.gc.ca](mailto:partnerships@sshrc-crsh.gc.ca), or reach out to Associate Dean Eldad Tsabary ([adrgrs.fofa@concordia.ca](mailto:adrgrs.fofa@concordia.ca)) or Michele Kaplan ([michele.kaplan@concordia.ca](mailto:michele.kaplan@concordia.ca)).

### **SSHRC AID TO SCHOLARLY JOURNALS (ASJ) FUNDING UPDATES 2025**

The Social Sciences and Humanities Research Council (SSHRC) has announced updates to its Aid to Scholarly Journals (ASJ) funding program for 2025. The program now features an increased budget and will exclusively support journals offering immediate open access (OA) without article processing charges (APCs). This transition, aligning with the revised Tri-Agency Open Access Policy on Publications, will occur iteratively over the 2025 and 2028 cycles. Key changes include enhanced funding, a shift from delayed to immediate OA, support for digital publishing best practices, and increased flexibility for hosting fees. Faculty members involved in journal publishing are encouraged to review the draft Tri-Agency Open Access Policy (released February 25, 2025) and provide feedback by March 31<sup>st</sup>, 2025. For further details or inquiries, please contact [scholarlyjournals@sshrc-crsh.gc.ca](mailto:scholarlyjournals@sshrc-crsh.gc.ca) or Associate Dean Eldad Tsabary ([adrgrs.fofa@concordia.ca](mailto:adrgrs.fofa@concordia.ca)).

### **WEBINAR ON RESPONSIBLE RESEARCH ASSESSMENT IN CANADA**

The Office of the Vice-President, Research, Innovation, and Impact (OVPRII) invites faculty and staff to participate in a virtual webinar on forming a community of practice for responsible research assessment in Canada, hosted by the Canadian Reproducibility Network and co-chaired by Kelly Cobey of the Declaration on Research Assessment (DORA). The event is scheduled for April 7<sup>th</sup>, 2025, from 12:00 p.m. to 1:30 p.m. EST and will feature a one-hour panel discussion followed by a 30-minute brainstorming session on resources and functions needed to support responsible research assessment. Registration is available via [Microsoft Virtual Events Powered by Teams](#). This webinar builds on discussions from the DORA panel event held at Concordia on February 20<sup>th</sup>, 2025. Faculty are encouraged to share this invitation with relevant team members. For further details or questions, contact Associate Vice-President Monica Mulrennan ([Monica.Mulrennan@concordia.ca](mailto:Monica.Mulrennan@concordia.ca)) or Kelly Cobey ([kcobey@ottawaheart.ca](mailto:kcobey@ottawaheart.ca)).

### **AID TO RESEARCH-RELATED EVENTS (ARRE) AND THE FACILITIES OPTIMIZATION PROGRAM (FOP)**

The Spring competitions for Aid to Research-Related Events (ARRE) and the Facilities Optimization Program (FOP) were launched in December. The internal Fine Arts ConRAD deadline was Monday, February 3<sup>rd</sup>, at 5 pm. Adjudication has taken place, and competition results are expected to be announced by April 1<sup>st</sup>, 2025.

### **CONCORDIA UNDERGRADUATE STUDENT RESEARCH AWARDS (CUSRA)**

Departments received student and supervisor applications for the Concordia Undergraduate Student Research Awards (CUSRA) on February 24<sup>th</sup>, 2025, and submitted their top-ranked dossiers to the ADRGS by March 10<sup>th</sup>, 2025. Results are expected to be announced between March 24<sup>th</sup> and April 4<sup>th</sup>, 2025, and research projects are scheduled to begin on May 5<sup>th</sup>, 2025. CUSRA provides remuneration in the amount of \$8,270 for 15 weeks of full-time undergraduate research for eligible students.

## INTERNATIONAL ACADEMIC VISITORS

Recent federal and provincial policy updates have made the immigration process for international academic visitors and postdoctoral fellows at Concordia University considerably stricter, requiring extensive preparation - **at least six months in advance**. Notably, flagpoling has been prohibited since last month, and changes continue to evolve, so stay tuned and consult. Please note: It is critical that you **refrain from giving any immigration advice**, as doing so is illegal and may render the university liable.

- **International academic visitors** - including research interns from other institutions - must secure a formal invitation letter that details the research project, duration of stay, designated supervisor, and applicable Concordia policies. Even when using the “120-day work permit exemption for researchers” (a tourist exemption that allows entry on a visitor visa or Electronic Travel Authorization with a visitor record), the invitation is essential for border verification. For visits beyond 120 days, a full work permit is required, and all documentation must be meticulously prepared and coordinated through designated administrative channels. Consult with Johanna Mongraw ([johanna.mongraw@concordia.ca](mailto:johanna.mongraw@concordia.ca)) and Cristiana Voiculescu ([c.voiculescu@concordia.ca](mailto:c.voiculescu@concordia.ca)).
- **International postdoctoral fellows:** Approximately 58% of Concordia’s postdoctoral fellows are international, and their appointments require clearly defined, minimum funding - sourced from FRQSC, CIHR, international agencies, or other funding bodies. These postdocs must obtain either a closed work permit or arrive with an open permit (such as a PGWP), with all immigration and employment details managed solely by designated administrative offices. Professors must not provide immigration advice, ensuring that all regulatory and compliance matters are handled by the proper channels. Consult with Niyusha Samadi ([sgs.postdocs@concordia.ca](mailto:sgs.postdocs@concordia.ca)).

## EXTERNAL GRANT DEADLINES

This is an overview of upcoming FRQ-SC and SSHRC competitions to help you plan your grant applications ahead of deadlines.

Please note that FRQ-SC deadlines are based on 2023 competitions and will be confirmed as soon as the agency posts updates on their website.

UPCOMING FRQ-SC and SSHRC GRANTS					
Agency	Competition	Portal	10-Day Content Review	5-Day Administrative Review	Agency
SSHRC	<u>Partnership Engage Grants</u>	<u>SSHRC</u>	3-Mar-25	10-Mar-25	17-Mar-25
SSHRC	Connection Grants	SSHRC	21-Apr-25	25-Apr-25	1-May-25
SSHRC	<u>Partnership Engage Grants</u>	<u>SSHRC</u>	06-Jun-25	11-Jun-25	16-Jun-25
SSHRC	Policy Innovation Partnership Grants (Pilot)	Convergence Portal	31-Aug-25	5-Sep-25	10-Sep-25

Michele Kaplan ([michele.kaplan@concordia.ca](mailto:michele.kaplan@concordia.ca)), Advisor, Research Development (Faculty of Fine Arts, Faculty of Arts and Science Humanities, Concordia Library) - is available throughout the year to meet



with you to discuss your projects, strategize on suitable funding opportunities, create funding strategy plans, and to provide comprehensive support during the development and submission stages for grant applications. Please do not hesitate to contact Michele if you have questions or require assistance.

- **10 Days Prior to Agency Deadline - Content Review:** Please send Michele Word documents so that she can offer feedback in track changes.
- **5 Days Prior to Agency Deadline - Administrative Review:** To ensure that the application is complete and meets agency guidelines. Two steps to follow in this order:
  1. Submit the final and complete application through the agency portal.
  2. Submit the Grant Details form through ConRAD.

### **UPDATE ON THE NEW TRI-AGENCY NARRATIVE CV IMPLEMENTATION**

The Tri-Agencies (SSHRC, NSERC, and CIHR) are transitioning to a narrative CV format, replacing the Canadian Common CV for funding applications. This change, beginning with the 2025 Impact Awards and expanding through the Tri-Agency Grants Management Solution (TGMS), allows researchers to present a more comprehensive view of their expertise. The narrative CV emphasizes a personal statement, highlights up to 10 significant contributions (including EDI advancements and community engagement), and details mentorship/supervisory activities. This format aims to provide a richer, more holistic assessment of a researcher's contributions. Templates and guidelines are available on the SSHRC website and within each funding call.

## **GRADUATE STUDIES**

### **URGENT DEADLINE FOR GRADUATE AWARDS ALLOCATION**

Due to budgetary pressures, the School of Graduate Studies has announced that unallocated funds for the Merits, Concordia Fellowships, Out-of-Province, and Fee Waivers awards must be committed by March 15<sup>th</sup>, 2025, or risk being clawed back. Faculty are urged to admit students and enter awards into SIS by this deadline, with unconfirmed commitments potentially retracted. Contact Cynthia Raso ([cynthia.raso@concordia.ca](mailto:cynthia.raso@concordia.ca)) for clarification or assistance.

### **INDIGENOUS GRADUATE RESEARCH FUND – CELFIS 2025**

Applications are now open for the Community-Engaged Learning Fund for Indigenous Students (CELFIS), offering awards of up to \$6,000 to support community-based research projects by Indigenous graduate students. The initiative underscores the value of Indigenous knowledge and methodologies in contributing to academic excellence and positive community change. An information session is scheduled for March 13<sup>th</sup>, 2025, at noon, and all applications must be submitted by midnight on April 4<sup>th</sup>, 2025. Faculty and students are encouraged to review the detailed guidelines at [concordia.ca/celfis](http://concordia.ca/celfis) and direct any queries to Genevieve Sioui ([genevieve.sioui@concordia.ca](mailto:genevieve.sioui@concordia.ca)). This opportunity is a collaborative effort between Concordia's Office of Community Engagement and the SHIFT Centre for Social Transformation, reflecting the University's ongoing commitment to its relationships with Indigenous communities on unceded lands.

### **CANADA GRADUATE SCHOLARSHIP – MASTER'S (CGS M) 2025-26**

The competition for the Canada Graduate Scholarship – Master's (CGS M) 2025-26 is now complete. Departments submitted their ranked applicant lists to the Office of the Associate Dean, Research and Graduate Studies, on February 24<sup>th</sup>, 2025, and lists of offers and alternates were returned to the School of Graduate Studies on March 3<sup>rd</sup>, 2025. Results will be announced to students via the Research Portal



on April 1<sup>st</sup>, 2025. Please remember that an embargo is in place until the official announcement, and all decisions must remain confidential.

#### **DOCTORAL DISSERTATION PRIZES 2024**

Nominations for the 2024 CAGS/ProQuest Distinguished Dissertation Awards, Prix d'Excellence de l'ADÉSAQ, and Concordia University Doctoral Dissertation Prizes were submitted by the Faculty of Fine Arts on February 27<sup>th</sup>, 2025. These awards recognize outstanding doctoral dissertations that make significant and original contributions to their academic fields. The adjudication process is currently underway, and results will be announced by the School of Graduate Studies in Spring 2025.

#### **WILLIAM BLAIR BRUCE EUROPEAN FINE ART TRAVEL SCHOLARSHIP**

Applications for the William Blair Bruce European Fine Art Travel Scholarship closed on March 3<sup>rd</sup>, 2025. Eligible graduate students submitted research-creation proposals for this \$5,000 award involving travel to Europe and concluding with a public lecture in Visby, Sweden, sponsored by the Brucebo Foundation. The adjudication committee will convene on March 17<sup>th</sup>, 2025 to evaluate the submissions. Results will be announced following the committee's final decision. For further information, contact Marina Polosa ([researchatfinearts@concordia.ca](mailto:researchatfinearts@concordia.ca)).

#### **BRUCEBO FINE ART SUMMER RESIDENCY SCHOLARSHIP**

Applications for the Brucebo Fine Art Summer Residency Scholarship closed on March 3<sup>rd</sup>, 2025. This three-month residency at the Brucebo studio cottage in Själsö, Sweden, includes studio access and a stipend of \$7,500 to cover travel and expenses. The adjudication committee will meet on March 17<sup>th</sup>, 2025, to evaluate submissions. Results will be announced following the committee's final decision. Recipients are expected to contribute artwork created during their residency to the Canadian Collection at the Brucebo Museum. For further information, contact Marina Polosa ([researchatfinearts@concordia.ca](mailto:researchatfinearts@concordia.ca)).

#### **JORISCH FAMILY ARTIST RESIDENCY 2025**

Applications for the Jorisch Family Artist Residency at the Museum der Moderne Salzburg closed on February 28<sup>th</sup>, 2025. This residency offers a four-week stay at the Amalie Redlich Tower, Salzburg, Austria, along with a stipend of \$8,000 to cover travel, production, and related expenses. This year, the competition received ten applications. The adjudication committee will meet on March 17<sup>th</sup>, 2025, to evaluate submissions. The successful candidate will be announced shortly after adjudication to facilitate timely enrollment in the Summer Academy, whose registration deadline is May 1<sup>st</sup>, 2025. For additional information, please contact Marina Polosa ([researchatfinearts@concordia.ca](mailto:researchatfinearts@concordia.ca)).

Faculty Council meeting  
March 14, 2025

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

Submitted by: Marc Wieser, Principal Director of Development

**1. Department update**

Marc will be traveling to Boston for the District I Annual CASE Conference mid-March. At the end of March, he will be visiting Toronto to connect with prospects and donors.

**2. Summary of gifts raised (FY25)**

To date and with your help, we've raised approximately \$1.52 million since the start of this fiscal year.

**3. Responses Pending**

We currently expect positive results on proposals already delivered to prospects totalling more than \$3 million before the end of our current fiscal year.