

TO: Members, Fine Arts Faculty Council

FROM: Tristan Khaner, Secretary, Fine Arts Faculty Council

DATE: September 15, 2023

Please be advised that the next meeting of the Fine Arts Faculty Council will be held on
Friday, September 22, 2023, at 10:00 a.m. in EV 2.776

AGENDA

Closed Session (Faculty Council Members Only)

- | | |
|--|-----------------|
| 1. Approval of the Graduation Lists (15 mins.) | Quorum Required |
|--|-----------------|

Open Session

- | | |
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| 1. Call to Order | Quorum Required |
| 2. Agenda for the Meeting of September 22, 2023 | For Approval |
| 3. Minutes of Meeting of May 12, 2023 | For Approval |
| 4. Business Arising from the Minutes of May 12, 2023 | For Information |
| 5. Chair's Remarks | For Information |
| 6. Appointments (FFAC-2023-06-D1) | For Approval |
| 7. Academic Programs and Pedagogy | For Information |
| 7.1. Curriculum Changes for the Interdisciplinary Fine Arts Courses
(Dossier FFAR-5306) (FFAC-2023-06-D2) | For Approval |
| 7.2. Report of the Associate Dean, Academic Programs and Pedagogy
(FFAC-2023-06-D4) | For Information |
| 8. Faculty Relations and Inclusion | |
| 8.1. Report of the Associate Dean, Faculty Relations and Inclusion
(FFAC-2023-06-D5) | For Information |

9. Research and Graduate Studies

9.1. Report of the Associate Dean, Research and Graduate Studies
(FFAC-2023-06-D6) no report

10. Questions For Information

11. FoFA Strategic Plan Update For Information

12. Presentation (11:00 a.m.)

Credit No Credit (20 mins.) For Information

Guests: Delegate, Provost and Vice-President, Academic,
Julie Johnston, University Curriculum Administrator, Ariadna Camargo,
Coordinator, University Curriculum, Office of the Provost and VP
Academic, and Meredith Evans, Associate Registrar, Enrolment Services

13. Advancement Activities Report (FFAC-2023-06-D7) For Information

14. Other Business For Information

15. Next Meeting – October 20, 2023

16. 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
May 12, 2023
10:00 a.m. – 12:00 p.m.
EV2.776 and Zoom

Present: K. Huneault (Acting Chair), R. Berger, J. Bleuer, J. Cheung, K. Clarke, G. Dimitrov D. Douglas, N. Drew, F. Figols, A. Franchi, J. R. Giersdorf, R. Kerr, M. Mitchell, C. Moore, E. Murphy, A. Ngo, J. Potvin, S. Romano, A. Sinner, M.J. Thompson, E. Tsabary, G. Vaillancourt, V. Venkatesh

Regrets: A. Gérin A. Cappelluto, E. Cheasley Paterson S. Généreux, K. Jazvac, pk Langshaw, M. Lefebvre, M. McGeough

1. Call to Order

K. Huneault chaired the meeting in the Dean's absence. The meeting was preceded by a Closed Session for the approval of the graduation lists. The Open Session of the meeting was called to order at 10:25 a.m.

2. Approval of the Agenda

MOTION: (G. Vaillancourt / D. Douglas)

"that the agenda for the meeting of May 12, 2023 be approved.

CARRIED

3. Approval of the Minutes of the Meeting of April 14, 2023

MOTION: (V. Venkatesh / D. Douglas)

"that the minutes of the meeting of April 14, 2023 be approved.

CARRIED

4. Business Arising from the Minutes of April 14, 2023

There was no business arising from the minutes of April 14, 2023.

5. Chair's Remarks

The Chair shared these remarks on behalf of Dean Gérin:

- April 26th FoFA Party on EV 11th floor was a good opportunity for the faculty and staff to connect. The Chair thanked J. Cressey and C. Jeuris, who organised the party and G. Dimitrov for the music playlist he created.
- On April 28, François-Philippe Champagne, Canadian Minister of Innovation, Science and Industry, announced that Concordia University will receive the [Canada First Research Excellence Fund](#) (CFREF), an historic research grant, the first of its kind for Canada, of 123 Million \$. The grant, which will be distributed over seven years, will support the activities and initiatives encompassed in the theme "[Electrifying Society: Towards Decarbonized Resilient Communities](#)." The application was put together with an interdisciplinary, interfaculty team, which included FoFA's very own Carmela Cucuzzella.
- The Chair announced new Tenure-Tracked Faculty members joining FoFA as of August 1st:
 - o **Kevin Lo**, Design Communication and Visual Culture, Department of Design and Computation Arts
 - o **Florian Grond**, Interaction Design, Department of Design and Computation Arts
 - o **Gabriel Vigliensoni**, Creative Artificial Intelligence, Department of Design and Computation Arts
 - o **Alisi Telengut**, Inclusive Practices in Film Animation, Mel Hoppenheim School of Cinema
 - o **Heather McLaughlin**, currently an ETA with the Department of Creative Arts Therapies, will be taking up a Tenure-Track position in Art Therapy.

- The Chair announced new staff members who will be joining the Faculty:
 - o **Vanessa Sérant** who is currently General Director of Philanthropy at the Vincent d'Indy Foundation, will be joining FoFA as the new Principal Director of Development, in May. She comes with 10 years of experience in philanthropic development and a passion for the arts.
 - o **Krystyna Oakman** joined the Dean's Office as Project Coordinator for the Mindful Campus Initiative, on April 24th. Mindful Campus, is a program that launched this winter at OCAD University. Fine Arts will be running it in the Fall. It's a one-year pilot program funded by the Public Health Agency of Canada. It is tailored to Fine Arts students, and offers a mix of live workshops, fun events, online videos, and guides to help students build awareness of the benefits and techniques of mindfulness practice. Krystyna is a multi-disciplinary Communications Specialist with a background in student support services, research communications, and mental health. A call to recruit student peer advisors and Faculty champions for the program is forthcoming.
 - o **Rebecca Logan** joined the Dean's Office as the new Advisor, Academic Personnel on May 1st. Rebecca will be working closely with Mary di Pietrantonio, as well as the Associate Dean, Faculty Relations and Inclusion and the Budget Office, to advise and support faculty and staff on academic personnel matters, particularly those related to CUPFA, CARE and TRAC personnel. Rebecca joins us from Cégep de Gaspésie et des Îles where she was an advisor, but she is not new to our community. She is an alumnus of our MA Art Education.
- There are three outgoing Chairs:
 - o **pk Langshaw**, Department of Design and Computation Arts
 - o **Mitch Mitchell**, Department of Studio Arts
 - o **Guylaine Vaillancourt**, Department of Creative Arts Therapies

The Chair thanked the department Chairs for the exceptional and crucial work they do within their department and for the Faculty. The incoming Chairs will be announced over the summer.

- The Chair thanked the UPDs and GPDs, who take up these leadership roles as part of their service and for the necessary support they provide the students with.
- The Board and Senate reports are no longer standing items on the Faculty Council agenda since the approved minutes are available on the [Board of Governors](#) and [Senate](#) websites, and the [Board and Senate News](#) provides an overview of the combined meetings, monthly.
- Take away from the April 14 Senate meeting:
 - o The senators approved the [Strategic Research Plan](#), upon recommendation from the Senate research committee. The Chair thanked all those who had input in the document.
- The next Senate meeting is on May 19, and the agenda is posted on the website.
- The March 16 meeting of the Board of Governors was cancelled. The next meeting is on May 18 and the agenda is posted on the website.
- Email invitations have been sent to these upcoming events:
 - o May 18, 2023 at 11:30 a.m. - EV 11th floor
Formal announcement of a new Chair in videogames in collaboration with [Behaviour Interactive](#), the oldest and largest Quebec-founded independent video game company. Founder Rémi Racine will be joining with members of his team.
 - o May 18, 2023 at 5:00 p.m. – Le Livart, 3980 Saint-Denis Street, Plateau Mont-Royal
[Launch of the 2023 edition of the Art Volt collection](#). Some of the works will be exhibited at Livart.
 - o June 14, 2023 from 1:00 p.m. to 3:00 p.m.
[Equity Office - Cultivating Collegial Spaces Workshop](#) (registration required)

The workshop is about deepening skills to manage relationships specifically with faculty colleagues, identifying behaviors in the academic context, interpersonal and systemic, that are damaging to collegial spaces as well as some ways forward. Using scenarios, the workshop will explore a range of approaches which contribute to a healthy work environment.

- The Dean with the Faculty Council Steering Committee members have decided that the Faculty Council meetings will be held in person next year. Faculty Council is an important gathering where policy and curriculum are voted on, and members are elected. It's important that members be engaged. Council members who have a justifiable reason for being unable to join in person, will be provided a link to join remotely and they will be asked to keep their camera on.

6. Appointments (FFAC-2023-05-D1)

Council members were informed of new appointments.

7. Academic Programs and Pedagogy

7.1 Report of the Associate Dean, Academic Programs and Pedagogy (FFAC-2023-05-D4)

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

The Associate Dean could not attend because she was co-leading the *Home/Making: Intersections of Craft and Home* symposium and a series of events.

8. Faculty Relations and Inclusion

8.1 Report of the Associate Dean, Faculty Relations and Inclusion (FFAC-2023-05-D5)

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

The Associate Dean thanked all of those who participated in the workshop, organized by the [Equity Office](#) and the [Library](#) on how to create accessible documents in Word or PDF. The department Chairs were asked to appoint a point person in the department to answer questions from colleagues.

9. Research and Graduate Studies

9.1 Report of the Associate Dean, Research and Graduate Studies (FFAC-2023-05-D6)

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

The Associate Dean highlighted the following awarded funding:

SSHRC Connections:

Elaine Cheasley Paterson, Department of Art History, *Home/Making: Intersections of Craft and Home* Symposium.

Concordia Undergraduate Research Awards:

The Faculty of Fine Arts was allocated 7 undergraduate research awards but received 11 because of the stellar nature of the students' research projects and because additional funding was made available.

Concordia University Research Chair (CURC) LOIs:

- Dr. Alice Ming Wai Jim, Department of Art History, CURC in *Critical Curatorial Studies and Decolonizing Art Institutions* (Tier 1)
- Angélique Willkie, Department of Contemporary Dance, CURC in *Ecologies of Black Performance* (Tier 2)

Internal Recognition:

- Concordia Emerging Academic Leadership Award to Kelly Jazvac, Department of Studio Arts
- Distinguished Research Professor to Dr. Haidee Wasson, Mel Hoppenheim School of Cinema

Ministère de l'éducation et de l'enseignement (\$1.075 M)

- Vivek Venkatesh, Department of Art Education, *Promouvoir des activités de prévention, de sensibilisation et des formations liées aux violences à caractère sexuel, spécifiques et adaptées à l'enseignement supérieur.*

New Frontiers Research Fund – Transformation NFRFT (\$22.830 M)

- Jason Lewis, Department of Design and Computation Arts, *Partnership for Abundant Intelligences.*

11. Questions

There were no questions.

12. Advancement Activities Report

There was no report.

13. Other Business

There was no other business.

14. Next Meeting

The next meeting is in September (date TBC) in the Office of the Dean's large conference room EV2.776.

15. Adjournment

The meeting was adjourned at 11:35 a.m.

[Fine Arts Faculty Council](#)

Submitted by E. Murphy

Appointments for Council to Ratify

Academic Planning and Priorities Committee (APPC)

- Jean-Claude Bustros, Mel Hoppenheim School of Cinema (repl. L. Allemano) January 1 – June 30, 2024

Council School of Graduate Studies

- Masha Salazkina, Mel Hoppenheim School of Cinema (correction) June 1, 2023 – May 31, 2026
- Florian Grond, Department of Design and Computation Arts June 1, 2023 – May 31, 2026
- Erika Adams, Council School of Graduate Studies June 1, 2023 – May 31, 2026

Faculty Elections Committee

- Danica Jojich, Department of Studio Arts June 1, 2023 – May 31, 2025

Fine Arts Faculty Council

Department Representatives

- Erika Adams, Department of Studio Arts June 1, 2023 – May 31, 2026
- Heather McLaughlin, Department of Creative Arts Therapies June 1, 2023 – May 31, 2024

Part-Time Faculty (CUPFA)

- Florence Figols, Department of Contemporary Dance June 1, 2023 – May 31, 2025

Fine Arts Faculty Council Steering Committee

Department Representatives

- Georges Dimitrov, Department of Music June 1, 2023 – May 31, 2024

Graduate Curriculum Committee

- Alice Jim, Department of Art History (repl. N. Pezolet) June 1, 2023 – July 1, 2024

Tribunals

- Gene Gibbons, Department of Theatre June 1, 2023 – May 31, 2025

Appointments for Council's Information

Council School of Graduate Studies – Steering Committee

- Erika Adams, Council School of Graduate Studies June 1, 2023 – May 31, 2024

FoFA Gallery Selection Committee

- Juan Ortiz-Apuy, Department of Studio Arts continuous term

Open Access Working Group

- Jessica Carmichael, Department of Theatre June 1, 2023 – May 31, 2025

SSHRC Doctoral Committee

- Jaret Vadera, Department of Studio Arts June 1, 2023 – May 31, 2026
- Kelly Jazvac, Department of Studio Arts June 1, 2023 – May 31, 2026
- Gabriel Vigliensoni, Design and Computation Arts June 1, 2023 – May 31, 2026

Sustainability of Fine Arts (SoFA)

- Meghan Moe Beitiks, Department of Theatre June 1, 2023 – May 31, 2025

University Research Committee (URC)

- Kathleen Vaughan, Department of Art History June 1, 2023 – May 31, 2026

University Research Awards Committee

- Patrick Traer, Department of Studio Arts June 1, 2023 – May 31, 2025

Summary and Rationale for Changes

In 2021–2022, the Dean and Associate Dean, Academic Programmes and Pedagogy in the Faculty of Fine Arts tasked a consulting group to conduct a review of the course and make recommendations for a redesign of FFAR250. The redesign consulting group was led by Dr. maya rae oppenheimer, FFAR250 Course Coordinator and Lead Faculty member, and Dr. Ful Massimi, Visiting Scholar in Interdisciplinary Studies in Fine Arts, and consisted of a group of consultants with varied relationships to the FFAR250 course, including: past teaching team members (TAs), current teaching team members, undergraduate students recently enrolled in FFAR250, a course alumna now on the teaching team, past teaching team members now in professional fields / further study, and course administration; it included perspectives from multiple departments at undergraduate, Master’s and Doctoral levels. Through extensive consultation with course stakeholders, the group arrived at a recommended scenario for the course’s future implementation. This involves restructuring FFAR250 to be offered as two 3-credit courses to be taken in sequence, ideally in the student’s first year. The first of these 3-credit courses, FFAR248, will be offered in the Fall semester. It will introduce core methods in reading, composition, and critical as well as creative thinking, providing a landing pad for students embarking on an undergraduate degree in the Faculty of Fine Arts. FFAR248 will be a prerequisite for FFAR249, which will build on these core skills, with an increased focus on interdisciplinarity/multidisciplinarity and research-creation. FFAR250 “Keywords: Reading the Arts Across Disciplines” has been a year-long (6-credit) foundational course in its present iteration since 2014, and is required for all first-year students in BFA degree programs within the Faculty of Fine Arts. With an enrolment of nearly 900 students and a complement of 20 Teaching Assistants (selected from across FoFA’s graduate programs as well as the INDI and HUMA programs), the course has enormous impact on student thinking about disciplinary formations in the arts. Moreover, it has tremendous potential to shape the Fine Arts student experience at Concordia, to prepare students to do university-level work, and to strengthen students’ abilities in reading, composition, and both critical and creative thinking. These important foundational skills will continue to be covered in the two new courses that replace FFAR250 — FFAR248 and FFAR249 will also be core required courses designed to introduce interdisciplinarity to all BFAs in the Faculty of Fine Arts.

An added dimension of the course is that it offers mentorship and pedagogy training to FoFA, INDI, and HUMA graduate students. Teaching Assistants — referred to as Tutorial Leaders (TLs) to reflect their extended autonomy and responsibility in the course — receive upwards of sixty hours of pedagogy training throughout their contract (August to April, inclusively), while also participating in group ideation and feedback sessions with their peers and receiving independent evaluation and feedback on their teaching. There is no other program at Concordia University that offers such an opportunity to develop pedagogical skills to early career Arts-based educators as well as marketable job skills, resource sharing, and peer support.

This restructuring will retain many of the current strengths of the course, with its use of keywords as a framing device that supports the development of methods and core skills in the Fall semester and unfolds into interdisciplinary and multidisciplinary practices and research-creation in the Winter semester, while retaining an investment in graduate student pedagogy training throughout. However, it will alleviate the academic “risk” of a 6-credit required course and offer flexibility to students who may experience difficulties that prevent them from succeeding in one semester and, as such, must repeat the

whole course. In particular, the redesign report highlighted that student attendance has tended to drop off in the winter semester, with the year-long commitment making the course less accessible to some students, especially those registered with the Access Centre for Students with Disabilities (ACSD). A 2x3-credit model will also offer more options to students struggling to fit this required course into diverse departmental timetables.

In terms of delivery, both FFAR248 and FFAR249 will be administered as a fully hybrid course. Lecture content will be offered as a live Webinar that students can access live in-person, live remotely, and asynchronously; synchronous tutorials will be held in person or online. This delivery model further improves the course's overall accessibility, accommodating diverse scheduling needs and individual student learning styles.

Breaking FFAR250 into two 3-credit courses — FFAR248 and FFAR249 — will provide more accessibility and agency to students building their undergraduate disciplinary pathways; will alleviate the risk of students having to potentially repeat a full-year course or not finishing their degrees; will allow students to build on work over a period of time, broken into more manageable segments; will allow students to engage more fully and on their own terms with required core content given the fully hybrid structure — all while retaining the course's strong foundational skill-building and interdisciplinary opportunities as well as its mandate to provide Fine Arts graduate students with a place to experiment, develop, and expand their pedagogical skills.

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

Dr. Annie Gerin, Dean, Faculty of Fine Arts,
Faculty Council, 22 Sep 2023

Approved by:

Dr. Elaine Cheasley Paterson, Associate Dean, Academic Programs and Pedagogy, Office of the Dean, Faculty
of Fine Arts,
Faculty Curriculum Committee, 13 Sep 2023

The Faculty of Fine Arts Curriculum Committee reviewed and approved the FFAR-5306 curriculum dossier at their meeting of September 13, 2023. The committee first reviewed the dossier on 12 April, 2023 and had requested some minor edits which were fully addressed in the resubmission.

We hereby submit this dossier for review by the Faculty Council on September 22, 2023.

There are no resource implications.

Summary of Changes (Undergraduate Program Regular Curriculum Change)

Course Changes:

	Subject Code Change	Catalogue Number Change	Title Change	Description Code Change	Prerequisite Change	Note Change (any change to any of the items under "Notes")	Credit Value Change	Component Change	Mode of Instruction Change	Cross-listed Course Change
FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts New	X	X	X	X		X	X	X	X	
FFAR 249 Keywords: Working Across Disciplines in the Fine Arts New	X	X	X	X	X	X	X	X	X	
FFAR 250 Keywords: Reading the Arts Across the Disciplines Delete	X	X	X	X		X	X	X	X	

Regulation Changes:

- BFA Change
- Fine Arts Foundational Year Course Change

Undergraduate Program Regular Curriculum Change - FA-FFAR-5306 - VERSION : 1

REGULATIONS CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR 250 - division into two 3-credit courses**Calendar Section Name:** BFA**Calendar Section Type:** Regulation**Description of Change:** BFA Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2024/2025/Fall**Type of change:** Regulation Change**Path:** Undergraduate > 2023-2024 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.20 Degree Requirements > Section 81.20.1 BFA Degree Requirements**Present Text calendar**

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization (see Section 16.2.4 Concentration Requirements under Section 16.2 Curriculum Regulations) or major (see Section 16.2.4) program in the Faculty of Fine Arts . A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.

2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses FLIT 382; COMS 301 , COMS 304 , COMS 416 , COMS 434 can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.

3. A candidate for graduation must have successfully completed the ~~course~~ FFAR 250.

4. A candidate for graduation normally may apply no more than

Proposed Text

BFA

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization (see Section 16.2.4 Concentration Requirements under Section 16.2 Curriculum Regulations) or major (see Section 16.2.4) program in the Faculty of Fine Arts . A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.

2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Joint Major in Computation Arts and Computer Science program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses FLIT 382; COMS 301 , COMS 304 , COMS 416 , COMS 434 can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.

3. A candidate for graduation must have successfully completed the [courses FFAR 248 and FFAR 249](#) .

4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.

5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.

6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

Present Text calendar**Proposed Text**

54 credits in studio work towards the 90 credits required for the BFA degree.

5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.

6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

Rationale:

The change has been made to reflect the deletion of six-credit FFAR 250 and the creation of the the two new three-credit courses, FFAR 248 and FFAR 249.

Resource Implications:

Undergraduate Program Regular Curriculum Change - FA-FFAR-5306 - VERSION : 1

REGULATIONS CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR 250 - division into two 3-credit courses**Calendar Section Name:** Fine Arts Foundational Year Course**Calendar Section Type:** Regulation**Description of Change:** Fine Arts Foundational Year Course Change**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2024/2025/Fall**Type of change:** Regulation Change**Path:** Undergraduate > 2023-2024 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses**Present Text calendar**

Fine Arts Foundational Year Course

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

Proposed Text

Fine Arts Foundational Year Course

The following ~~courses are~~ required for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students take ~~these courses~~ in their first year.

Rationale:

The change reflects the deletion of six-credit FFAR 250 and creation of two new three-credit courses: FFAR 248 and FFAR 249.

Resource Implications:

Undergraduate Program Regular Curriculum Change - FA-FFAR-5306 - VERSION : 1

COURSE CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR 250 - division into two 3-credit courses**Calendar Section Name:** FFAR 248**Calendar Section Type:** Course**Description of Change:** FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts New**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2024/2025/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Path:** Undergraduate > 2023-2024 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course**Type of Change:** New Course**Present Text calendar****Proposed Text**

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts (3 credits)

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

This core required course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills. Students gain a familiarity with theory in the context of local and global artistic communities, multidisciplinary and interdisciplinary artistic practices. Throughout, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines to assemble a toolkit for future research and creation in the Fine Arts.

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

Lecture ; Tutorial

*Notes :**Notes :***Equivalent Courses :****Equivalent Courses :** Students who have received credit for FFAR 250 may not take this course for credit.**Other note :****Other note :** This is a required course for all Bachelor of/Baccalaureate in Fine Arts students.

It is strongly recommended that students complete FFAR 248 in their first year.

Rationale:

The FFAR 250 Redesign Consulting Group (Spring 2022) made a series of recommendations for the

course, which included splitting it into two 3-credit courses to be taken in sequence. This will give students more flexibility and choice in structuring their timetables and alleviate the course's effect on struggling students' GPAs. Taught ideally in the student's first term in the BFA program, this course will introduce core methods in reading, composition, and critical as well as creative and interdisciplinary thinking, providing a "landing pad" for students embarking on an undergraduate degree in the Faculty of Fine Arts.

Resource Implications:

There are no resource implications.

Undergraduate Program Regular Curriculum Change - FA-FFAR-5306 - VERSION : 1

COURSE CHANGE FORM**Dossier Type:** Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR 250 - division into two 3-credit courses**Calendar Section Name:** FFAR 249**Calendar Section Type:** Course**Description of Change:** FFAR 249 Keywords: Working Across Disciplines in the Fine Arts New**Proposed:** Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2024/2025/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Path:** Undergraduate > 2023-2024 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course**Type of Change:** New Course**Present Text calendar****Proposed Text**

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts (3 credits)

*Prerequisites:**Prerequisites:*

The following course must be completed previously: FFAR 248

*Description :**Description :*

This core required course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program. Building on the core skills acquired in FFAR 248, this course deepens interdisciplinary methods and practices in the Fine Arts by using keywords as central problems to explore contemporary concepts and create original work. The course is structured through lectures and tutorials in which activities and assignments focus on supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own discipline. Students complete the course with a research-creation project or research essay.

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

Lecture ; Tutorial

*Notes :**Notes :***Equivalent Courses :****Equivalent Courses :** Students who have received credit for FFAR 250 may not take this course for credit.**Other note :****Other note :** This is a required course for all Bachelor of / Baccalaureate in Fine Arts students.

It is strongly recommended that students complete FFAR 249 in their first year.

Rationale:

The FFAR 250 Redesign Consulting Group (Spring 2022) made a series of recommendations for the

course, which included splitting it into two 3-credit courses to be taken in sequence. This will give students more flexibility and choice in structuring their timetables and alleviate the course's effect on struggling students' GPAs. In FFAR 249, students will build on the core skills acquired in FFAR 248, with an increased focus on interdisciplinarity, multidisciplinary, and research-creation. This course builds to a final capstone essay or research-creation project.

Resource Implications:

There are no resource implications.

Undergraduate Program Regular Curriculum Change - FA-FFAR-5306 - VERSION : 1

COURSE CHANGE FORM

Dossier Type: Undergraduate Program Regular Curriculum Change**Dossier Title:** FFAR 250 - division into two 3-credit courses**Calendar Section Name:** FFAR 250**Calendar Section Type:** Course**Description of Change:** FFAR 250 Keywords: Reading the Arts

Across the Disciplines Delete

Proposed: Undergraduate Curriculum Changes**Faculty/School:** Faculty of Fine Arts**Department:** Interdisciplinary Studies in Fine Arts**Calendar publication date:** 2024/2025/Fall**Planning and Promotion:** 01 Jan 0001**Effective/Push to SIS date:** 01 Jan 0001**Implementation/Start date:** 01 Jan 0001**Path:** Undergraduate > 2023-2024 Undergraduate Calendar > Faculties > Section 81 Faculty of Fine Arts > Faculty of Fine Arts > Section 81.30 Interdisciplinary Studies in Fine Arts > Interdisciplinary Fine Arts Courses > Fine Arts Foundational Year Course**Type of Change:** Course Deletion**Present Text calendar****Proposed Text**~~FFAR 250 Keywords: Reading the Arts Across the Disciplines (6 credits)~~*Prerequisites:**Prerequisites:**Description :**Description :*~~This core course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, focuses on key concepts across methods, practices and contemporary theories in the arts. Lecture and tutorial content, assignments and discussions focus on introducing and practicing critical discussions of multi and interdisciplinary cultural and artistic work in North America and beyond. During the year, students deepen their interdisciplinary skill sets in writing about culture, discussing ideas and perspectives, building a linguistic and visual vocabulary of current practices, forming critical stances while working across disciplines.~~*Component(s):**Component(s):*~~Lecture ; Tutorial~~*Notes :**Notes :*~~**Other note :** This is a required course for all Bachelor of Baccalaureate in Fine Arts students. It is strongly recommended that students take this course in their first year.~~**Other note :****Rationale:**

The FFAR250 Redesign Consulting Group (Spring 2022) made a series of recommendations for the course, which included splitting it into two 3-credit courses to be taken in sequence. This will give students more flexibility and choice in structuring their timetables and alleviate the course's effect on struggling students' GPAs.

Resource Implications:

There are no resource implications.

Impact Report

Programs

Joint Major in Computation Arts and Computer Science

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.90 Department of Design and Computation Arts -> Section 81.90.2 Computation Arts -> Computation Arts Programs -> Computation Arts and Computer Science -> BFA Joint Major in Computation Arts and Computer Science -> Program Requirements

Source of Impact

- FFAR 250

Specialization in Art Education – Visual Arts

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.40 Department of Art Education -> Art Education Programs -> BFA Specialization in Art Education – Visual Arts -> Program Requirements

Source of Impact

- FFAR 250

Defined Groups

Computation Arts Core

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 71 Gina Cody School of Engineering and Computer Science -> Gina Cody School of Engineering and Computer Science -> Section 71.80 Computation Arts and Computer Science -> BCompSc Joint Major in Computation Arts and Computer Science -> Degree Requirements -> Joint Major in Computation Arts and Computer Science

Source of Impact

- FFAR 250

Courses

ACTT 440

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Acting for the Theatre Courses

Source of Impact

- FFAR 250

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts New

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.30 Interdisciplinary Studies in Fine Arts -> Interdisciplinary Fine Arts Courses -> Fine Arts Foundational Year Course

Source of Impact

- FFAR 250

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts New

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.30 Interdisciplinary Studies in Fine Arts -> Interdisciplinary Fine Arts Courses -> Fine Arts Foundational Year Course

Source of Impact

- FFAR 250

PERC 390

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Performance Creation Courses
Source of Impact

- FFAR 250

PERC 490

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Performance Creation Courses
Source of Impact

- FFAR 250

SCEN 360

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses
Source of Impact

- FFAR 250

SCEN 361

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses
Source of Impact

- FFAR 250

SCEN 370

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses
Source of Impact

- FFAR 250

SCEN 371

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.120 Department of Theatre -> Theatre Courses -> Scenography Courses
Source of Impact

- FFAR 250

Regulations

BFA

Undergraduate -> 2023-2024 Undergraduate Calendar -> Faculties -> Section 81 Faculty of Fine Arts -> Faculty of Fine Arts -> Section 81.20 Degree Requirements -> Section 81.20.1 BFA Degree Requirements
Source of Impact

- FFAR 250

Other Units

Addition of **FFAR 248** to **BFA** requirement

Source of other unit Impact

- Course is housed in Section 81.30 Interdisciplinary Studies in Fine Arts

Addition of **FFAR 249** to **BFA** requirement

Source of other unit Impact

- Course is housed in Section 81.30 Interdisciplinary Studies in Fine Arts

FFAR248 Abridged Syllabus

FFAR248 | Keywords: Engaging Across Disciplines in the Fine Arts

Calendar Description

This core course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills, and a familiarity with theory in the context of local and global multi- and interdisciplinary cultural and artistic work. During the semester, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines. Throughout, they assemble a toolkit for future research and creation in the Fine Arts.

(FFAR248 to occur annually in fall semester)

Calendar Note: It is strongly recommended that students complete FFAR248 and FFAR249 in their first year.

Course Description

This course offers students a broad introduction to significant debates, practices, and methods in contemporary arts and culture. Over the semester, students will gain a better understanding of keywords and concepts that mobilize and inspire cultural workers and that shape methods and discussions across disciplines in the arts.

Core work in this course involves cataloguing concepts into three modules — ENGAGING, CRITIQUING, WORKING — that consider cultural intent and production alongside contemporary and historical forces and international shifts in culture, economies, and politics. Part of practicing this approach to reading across the arts means broadening knowledge bases and methods: this will involve building a critical vocabulary with which to analyze culture; openly discussing ideas and practices; reflecting upon and communicating our positions; engaging in the work of listening, reading, and writing. It also means exploring how to ask questions we do not yet know how to pose. By the end of the semester, students will be able to layer these modules together, modeling analysis of culture and its contributors.

Course Objectives

- acquiring core skills in critical thinking, including reading, listening, writing, analyzing, framing, synthesizing, communicating;
- learning tools for effective engagement with lectures and readings, and with peers in group discussions, workshops, and peer-review;
- engaging with interdisciplinary cultural work, as well as with texts of diverse writers, artists and scholars;

- building upon experience and expectations of written composition and creative language-use that follow guidelines of professional academic practice (researching, citing, structuring).

Assessments

Participation + Tutorial Hosting

Keyword Collaboration

Critical Review

Prompt Portfolio

*****Participation + Tutorial Hosting*****

Attendance at weekly tutorial gatherings and contribution to tutorial work makes up each student's participation grade. Students' time and presence at these weekly, 90-minute gatherings is mandatory and each tutorial is weighted with one mark per gathering, to a total of ten marks across the Fall semester. The remaining five marks are based on tutorial hosting tasks. In the tutorial section, students find a sign-up sheet for various "hosting" tasks during tutorial time. Students choose one of five options.

NOTE: Engagement with/in course content and tutorial gatherings is mandatory. Participation grades are substantially affected if students miss three or more tutorials. If students are having difficulty attending tutorials, they should get in touch with a member of the teaching team as soon as possible.

*****Keyword Collaboration*****

This assessment invites you to extend class discussion around keywords on your own terms and to combine the skills you have been developing in the Engaging module: noticing, describing, connecting, and contextualizing a cultural work. For your midterm assignment, you will be collaborating with 3–4 peers in your tutorial section and picking ONE of the following options:

- curate a fictional exhibition that combines all of the cultural works in your group — this will involve eg. thinking about space (a gallery? museum? outside?), placement of works in the exhibition, overarching theme and justification. OR
- create a fictional cultural work that is a combination of, or is inspired by, all of the cultural works in your group — this can be eg. a design object, a sound piece, an installation, a dance piece, a sculpture, a drawing, a game, or a performance. The sky's the limit.

Either option requires you, as a group, to come up with a keyword of your choice that unites or describes your fictional exhibition or cultural work. Using the tools you have so far been developing in your prompts, paint a picture of the exhibition or cultural work in words (noticing and describing), address its social, artistic, political, and/or cultural relevance (contextualizing), and explain why and how it connects to your chosen keyword (connecting). No images or citations required. Whether you decide to produce a text or an audio or a video piece, you will be following basic rules of composition, including developing a beginning, middle, and end to your piece. Further guidelines will be broken down in the lectures. Groups will be formed in your tutorials according to tutorial leader instructions. Navigating your group interests in balance with individual priorities is part of collaborating in teams: be generous, be aware, be respectful. You will all receive the same mark.

*****Prompt Portfolio****

This assessment is aimed towards the third keyword of the semester, “working,” and asks students to consider the nuance between working, playing, creating, and laboring. The term “portfolio” is common in art school. It is a precious vessel for creative work and its documentation, be they large rectangular folders, websites, or audio recordings. Portfolios are storage containers, or collections to show one’s skills to employers or galleries or festival curators or peers. They are portable, intellectual and emotional indexes where students show their work.

A “Prompt,” in this context, is a set of instructions intended to catalyze or launch a creative response. They are intentionally vague so as to allow room for interpretation, exploration, and adaptation to various mediums of response. In this sense, the Prompts are open invitations that allow students to fill their portfolios during the course, both Fall and Winter semesters.

While writing their Prompts, students should consider how they fit together into a portfolio — both as discrete works and a cohesive project.

FFAR249 Abridged Syllabus

FFAR249 | Keywords: Working Across Disciplines in the Fine Arts

Calendar Description:

This core course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, who have completed FFAR248. Building on the core skills acquired in FFAR248, this course deepens interdisciplinary practices in the Fine Arts by using keywords as central problems to explore contemporary concepts and create original work. Lectures, tutorials, activities, and assignments focus on building interdisciplinary methods and practices, supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own disciplinary pathway. Students complete the course with a research-creation project or research essay.

(FFAR249 to occur annually in winter semester)

Calendar Note: It is strongly recommended that students complete FFAR248 and FFAR249 in their first year.

Course Description

This core course offers students a closer look and hands-on engagement with significant debates, practices, and methods in contemporary arts and culture. Over the semester, peers hone and put into practice their understanding of keywords and concepts introduced in FFAR248 that mobilize and inspire cultural workers and that shape methods and discussions across disciplines in the arts.

Using the toolkit of methods grouped under ENGAGING, CRITIQUING, WORKING gained in FFAR248, peers consider and practice their application to sites of contemporary concern for society and culture. In this course, keywords serve as a locus around which problems and questions are posed, and each class will feature a discrete keyword (such as “care,” “failure,” “archive,” “the body”), which offers peers with different disciplinary training and perspectives to consider common interests. This comes across in the course content, including roundtables and guest speakers, as well as collective tutorial work where peers engage in discussion and collaboration across and between their disciplines, focusing on issues and dialogues that emerge around each keyword. Students finish the course with a research-creation project or research essay that can be submitted to undergraduate publications or exhibitions.

Course Objectives

- building capacities in critical thinking, reading, listening, writing, analyzing, framing, synthesizing, communicating, as well as group discussions, workshops, and peer-review;
- engaging with interdisciplinary cultural work and texts;

- acquiring a foundational understanding of research-creation work;
- experimenting with concepts and methods outside of one's own discipline and collaborating with peers across degree specializations;
- practicing composition and creative language-use that follow guidelines of professional academic practice (researching, citing, structuring).

Assessments

Participation + Tutorial Hosting

Final Project Proposal

Final Project Prompts

***** Participation + Tutorial Hosting *****

In your tutorial, you will find sign-up sheets for various hosting tasks during tutorial time. This semester, we will be holding roundtables in most of the lectures; as such, the weekly hosting duties will also resemble a roundtable, where each group will have a chance to connect their work to the latest roundtable, keyword, course reading, and current Montreal events. Students choose to do one of these per semester.

Attendance at weekly tutorial gatherings and contribution to tutorial work makes up each student's participation grade. Your time and presence at these weekly gatherings is mandatory and each tutorial is weighted with 1 mark per gathering.

NOTE: Attending your tutorials is mandatory. If you have difficulty attending, please be in touch with your tutorial leader and/or the professor as soon as possible.

***** Prompts *****

The Prompts are tools to help practice brainstorming, researching, and working towards the Final Project. Prompts will fall on designated weeks (see timetable) and will relate to keyword content and course outcomes.

Students are required to **submit Prompts on a rolling basis**, one week after it was issued. For example, if a student receives a Prompt in the Week 2 lecture, they will submit it in the Week 3 tutorial. Each Prompt is treated as an individual piece. Tutorial Leaders will instruct students on submission methods.

***** Project Proposal + Final Project *****

The final project invites students to contribute to keyword discourses. Students choose a keyword from the Fall 2022 semester AND match it to a keyword from the Winter 2023 list. Next, build a creative project (Option A) OR exhibition essay (Option B) that addresses the resulting theme.

For example:

ENGAGING + FAILURE = ENGAGING FAILURE
 CRITIQUING + HOME = CRITIQUING HOME
 WORKING + MAGIC = WORKING MAGIC

Option A | Creative Project Pathway

Using a combination of Fall + Winter keywords, students generate a creative project (animation short, script, photo series, sculpture, choreography, music score, graphic novel/zine, fashion design, set design, etc) that explores the implications of their keyword combination.

Students' creative project should be realistic for 10 weeks of work, from ideation to development to finalizing and writing a reflective statement on the work (see below). This is work that students may consider submitting to calls from VAV Gallery, Art Matters, or other undergraduate platforms, in the future. Examples discussed in Week 1 lecture.

Proposal Submission Requirements

250 words, including:

- + Student's name + working title
- + Choice of keyword combination and rationale for this topic
- + Student's concept for the creative project portion of the work + how it relates to the keywords
(what they are going to do, why and how)
- + Two resources that the student will draw upon for their idea-development

Final Submission Requirements

Students' creative projects should be accompanied by a 750 – 1,000 word project statement, with at least 3 citations, 3 captioned images and 5 relevant sources listed in a bibliography. All citations and bibliography should be correctly formatted in Chicago Notes and Bibliography style.

Option B | Exhibition Essay Pathway

Writing is a mode of research-creation with words, grammar, structure, and content as materials. For this final project pathway, students choose their keyword formula and research three cultural works that relate to their suggested method and application. Students arrange them in a logical order and write an exhibition proposal that describes each work, explains their context, and argues how they relate to the students' exhibition theme (eg. CRITIQUING THE FUTURE). Lecture content and prompt exercises provide students with building-blocks towards this essay.

Given the nature of this essay, students should imagine themselves in the position of a curator who has a particular place and audience in mind for this "imagined exhibition." Students are hosting a story to be told with these works and their makers.

Students include an intended site for their exhibition that is appropriate to the content (both the works and the theme. This can be a digital exhibition/festival/etc). One work can be Winter semester course content; the other two must be researched and written about by the student. Students choose works that they can visit/have visited and/or for which they have solid documentation.

Proposal Submission Requirements

250 words, including:

- + Student's name + working title
- + Draft of an introductory paragraph including the student's choice of keyword combination and their rationale for this topic (what are you doing, why)
- + List of three works that students intend to include and why (include images or links to images)
- + three resources they will draw upon for their final project

Final Submission Requirements

1,300 – 1,500 word essay, with at least 3 citations, 3 captioned images and 5 relevant sources listed in a bibliography. All citations and bibliography should be correctly formatted in Chicago Notes and Bibliography Style.

Interdisciplinary Fine Arts Courses

Fine Arts Foundational Year Course

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

FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts (3 credits)

Description:

This core required course, aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program, introduces key contemporary concepts, methods, and practices in the arts. Course content, assignments, and discussions work towards building experience in reflective and critical engagement, written and verbal communication skills. Students gain a familiarity with theory in the context of local and global artistic communities, multidisciplinary and interdisciplinary artistic practices. Throughout, students engage in composition exercises, build a sensory and critical vocabulary of the arts, and collaborate across disciplines to assemble a toolkit for future research and creation in the Fine Arts.

Component(s):

Lecture; Tutorial

Notes:

- This is a required course for all Bachelor of/Baccalaureate in Fine Arts students. It is strongly recommended that students complete FFAR 248 in their first year.
- Students who have received credit for [FFAR 250](#) may not take this course for credit.

FFAR 249 Keywords: Working Across Disciplines in the Fine Arts (3 credits)

Prerequisite/Corequisite:

The following course must be completed previously: [FFAR 248](#)

Description:

This core required course is aimed at first-year standing students with fewer than 30 credits completed in a Faculty of Fine Arts degree program. Building on the core skills acquired in FFAR 248, this course deepens interdisciplinary methods and practices in the Fine Arts by using keywords as central problems to explore contemporary concepts and create original work. Lectures, tutorials, activities, and assignments focus on supporting a foundational understanding of research-creation work, and providing opportunities and tools to take risks, experiment, and collaborate beyond one's own discipline. Students complete the course with a research-creation project or research essay.

Component(s):

Lecture; Tutorial

Notes:

- This is a required course for all Bachelor of / Baccalaureate in Fine Arts students. It is strongly recommended that students complete FFAR 249 in their first year.
- Students who have received credit for FFAR 250 may not take this course for credit.

Fine Arts Interdisciplinary Courses

The following courses are open to students outside the Faculty of Fine Arts. See the course notes regarding admission for students in Fine Arts programs.

FAFS 398 Fine Arts Field School (3 credits)

FAFS 660 FAFS 860

Prerequisite/Corequisite:

24 credits completed and permission of the Field School instructor.

Description:

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

Component(s):


Field Studies

Notes:

- Students may be considered to repeat this course for credit, provided the subject matter is different each time.
- Students enrolled in this course are required to defray the costs of the field school.
- Students who have received credit for a field school under another course code may be considered to repeat this course for credit provided the subject matter is different.
Students will have to apply for this course by submitting required documentation.

FASS 298 Special Topics in Sexuality and the Arts (3 credits)

Dear Sabrina,

I don't foresee any problems with the proposed change. However, since this change will require a calendar modification on our end, it will have to go through our curriculum committee (which will meet next week). Would it be possible to share the proposed calendar modifications (course #, course title and description), so that I can present it at our curriculum committee meeting. 

Regards
Juergen

Dr. Juergen Rilling
Professor
Associate Chair

Department of Computer Science and Software Engineering
Concordia University
ER 9-31
2155 Guy Street
Montreal, QC H3G 1M8
Canada

[E-mail:juergen.rilling@concordia.ca](mailto:juergen.rilling@concordia.ca)
Web: rilling.ca (homepage)

Tel. 514-848-2424 Ext. 3016
Fax.: 514-848-2830

From: Joey Paquet <joey.paquet@concordia.ca>
Sent: Monday, August 21, 2023 08:13
To: Juergen Rilling <juergen.rilling@concordia.ca>; Rene Witte <rene.witte@concordia.ca>
Subject: FW: FFAR 250 Curriculum changes

Hi Juergen and Rene,

Can you please look onto this ASAP. This is concerning the alteration of FFAR250, which is a course that we have in the Computational Arts Joint Major. We have to see if the proposed change can be made to fit in our program. They are expecting an answer imminently.

Best Regards

Joey

From: Amber Saunders <amber.saunders@concordia.ca>
Sent: August 16, 2023 10:03 AM
To: Joey Paquet <joey.paquet@concordia.ca>

Cc: Rene Witte <rene.witte@concordia.ca>
Subject: FW: FFAR 250 Curriculum changes

Hi Dr. Paquet,

I'm forwarding this email to you as there was a typo in your email address. They are asking for a reply by August 21st.

Thanks,

Amber Saunders
 Facilitator, Academic Programs and Accreditation
 514-848-2424 Ext: 4936

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Sent: Wednesday, August 16, 2023 9:58 AM
To: joey.paquet@concordia.ca
Cc: Amber Saunders <amber.saunders@concordia.ca>; Sandra Huber <sandra.huber@concordia.ca>; Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>
Subject: FFAR 250 Curriculum changes

Good day,,

I am writing on behalf of Sandra Huber FFAR 250 are head, to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

These changes involve the deletion of the current 6-credit FFAR 250 and the creation of two new 3-credit courses FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts and FFAR 249 Keywords: Working Across Disciplines in the Fine Arts.

This restructuring will retain many of the current strengths of the course with its use of keywords as a framing device that supports the development of methods and core skills in the Fall semester and unfolds into interdisciplinary and multidisciplinary practices and research creation in the Winter semester. It will alleviate the academic "risk" of a 6-credit required course and offer flexibility to students who may experience difficulties that prevent them from succeeding in one semester and as such must repeat the whole course. The division will provide more accessibility and agency to students building their undergraduate disciplinary pathways; will allow students to build on work over a period of time, broken into more manageable segments; will allow students to engage more fully with required core content, all while retaining the course's strong foundational skill-building and interdisciplinary opportunities.

As these changes will affect the [BFA Joint Major in Computation Arts and Computer Science](#), I would ask you to acknowledge such changes by replying to this email by August 21, 2023 and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
 Interdisciplinary Studies and Practices in Fine Arts
 Faculty of Fine Arts, Concordia University
 Tio'tia:ke / Mooniyang / Montreal QC
 She / her
<https://sandrahuber.com>
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Good morning Sandra,

FFAR 250, FFAR 248 and FFAR 249 are undergraduate courses. Creative Arts Therapies only offers graduate programs. We appreciate the update. However, the FFAR courses have no impact on our graduate students or our department.

Wishing you speedy responses from our Fine Arts colleagues. Take good care!
 Mary

Mary Rawlins (she/elle)
Department Coordinator
 Creative Arts Therapies Department
 Concordia University
 Tel : 514-848-2424 x4683

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Sent: Wednesday, August 16, 2023 10:03 AM
Subject: FFAR 250 Curriculum changes-Action Required

Good day,

I am writing on behalf of Sandra Huber FFAR 250 are head to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

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into more manageable segments; will allow students to engage more fully with required core content, all while retaining the course's strong foundational skill-building and interdisciplinary opportunities.

As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

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Dear Sandra,

Thank you for this information. This is a great change, and we welcome the flexibility it brings for students. Can you please let us know when the change goes into effect? Sorry if I missed it.

Further, if you would like to meet for an informal talk to discuss these two new courses and how they speak also to methodologies and practices in dance, I am available. We are currently changing our curriculum and it would be great if the two new FFAR courses and our curriculum can speak even more to each other.

Thank you,

Jens

Jens Richard Giersdorf, Ph.D.
Professor & Chair Dept. of Contemporary Dance, GM 500.69
Faculty of Fine Arts
Concordia University
Montreal, QC
(514) 848-2424, ext. 4738

[Concordia University is located on Un-ceded Traditional Kanien'keháka Nation Territory](#)



[Choreographies of 21st Century Wars \(Oxford University Press, 2016\).](#)
[The Body of the People: East German Dance since 1945 \(University of Wisconsin Press, 2013\).](#)
[Volkseigene Koerper: Ostdeutscher Tanz seit 1945 \(transcript Verlag, 2014\).](#)
[The Routledge Dance Studies Reader, Third Edition, 2019](#)

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>

Date: Wednesday, August 16, 2023 at 10:03 AM

Subject: FFAR 250 Curriculum changes-Action Required

Good day,

I am writing on behalf of Sandra Huber FFAR 250 are head to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

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This restructuring will retain many of the current strengths of the course with its use of keywords as a framing device that supports the development of methods and core skills in the Fall semester and unfolds into interdisciplinary and multidisciplinary practices and research creation in the Winter semester. It will alleviate the academic "risk" of a 6-credit required course and offer flexibility to students who may experience difficulties that prevent them from succeeding in one semester and as such must repeat the whole course. The division will provide more accessibility and agency to students building their undergraduate disciplinary pathways; will allow students to build on work over a period of time, broken into more manageable segments; will allow students to engage more fully with required core content, all while retaining the course's strong foundational skill-building and interdisciplinary opportunities.

As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
 Interdisciplinary Studies and Practices in Fine Arts
 Faculty of Fine Arts, Concordia University
 Tio'tia:ke / Mooniyang / Montreal QC
 She / her
<https://sandrahuber.com>

21

- Dear Sabrina,

On behalf of the ARTE dept, I acknowledge the changes described below. ARTE curriculum committee is in agreement with them.

Best
Larissa

--

Larissa A. Yousoubova, PhD
Administrator, [Art Education](#), Faculty of Fine Arts, Concordia University
1455 de Maisonneuve W. - EV-2.631 - Montreal, QC H3G 1M8 Canada

From: Kathleen Vaughan <Kathleen.Vaughan@concordia.ca>
Date: Tuesday, August 29, 2023 at 12:43 PM
To: Larissa Yousoubova <Larissa.Yousoubova@concordia.ca>
Cc: Nicoletta Pasquino <nicoletta.pasquino@concordia.ca>, Arte Chair <arte.chair@concordia.ca>
Subject: Re: FFAR 250 Curriculum changes-Action Required

Yes, thank you. Please confirm.

...

K

On Aug 29, 2023, at 12:39 PM, Larissa Yousoubova <Larissa.Yousoubova@concordia.ca> wrote:

Kathleen, Niki – has this proposal met with your approval? If yes, am I at liberty to confirm this to the FFAR people (Sabrina)?

...

Best
LY

From: Arte Chair <arte.chair@concordia.ca>
Date: Tuesday, August 29, 2023 at 12:37 PM
To: Larissa Yousoubova <Larissa.Yousoubova@concordia.ca>
Subject: FW: FFAR 250 Curriculum changes-Action Required

Hi Larissa – could you respond once you've confirmed with Kathleen, please?

Best
VV

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Date: Tuesday, August 29, 2023 at 12:35 PM
Subject: RE: FFAR 250 Curriculum changes-Action Required

Good day,

Could you please respond to the email thread below regarding curriculum changes made to FFAR 250 so I can add them to the dossier.

Thank you.

Regards,

Sabrina Sinanis

Program Assistant for the Faculty of Fine Arts
Interdisciplinary Studies FFAR courses
ffar@concordia.ca
514-848-2424 ext. 5774

Subject: Re: FFAR 250 Curriculum changes-Action Required

Hello all,

To address some questions I've received:

1. The proposed changes will appear in the **2024-25** undergraduate calendar.
2. I will take care of the minor editorial changes that will need to be made when the dossier is approved - with the departments consent of course. This will likely happen end of the year, beginning of 2024.

Christopher

Christopher Cooke

Facilitator, Academic Programs and Pedagogy
Faculty of Fine Arts | Concordia University
o: EV 2744
t : 514.848.2424 x 3368

I acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters we now call Montreal. Je reconnais que l'Université Concordia est située en territoire autochtone non cédé et que la nation Kanien'kehá:ka est la gardienne des terres et des eaux formant aujourd'hui Montréal. [[Indigenous Directions Leadership Group](#)]

Objet : FFAR 250 Curriculum changes-Action Required

Good day,

I am writing on behalf of Sandra Huber FFAR 250 are head to inform you of changes being made to FFAR 250 Keywords: Reading the Arts Across the Disciplines in dossier number FFAR 5306.

These changes involve the deletion of the current 6-credit FFAR 250 and the creation of two new 3-credit courses FFAR 248 Keywords: Engaging Across Disciplines in the Fine Arts and FFAR 249 Keywords: Working Across Disciplines in the Fine Arts.

This restructuring will retain many of the current strengths of the course with its use of keywords as a framing device that supports the development of methods and core skills in the Fall semester and unfolds into interdisciplinary and multidisciplinary practices and research creation in the Winter semester. It will alleviate the academic “risk” of a 6-credit required course and offer flexibility to students who may experience difficulties that prevent them from succeeding in one semester and as such must repeat the whole course. The division will provide more accessibility and agency to students building their undergraduate disciplinary pathways; will allow students to build on work over a period of time, broken into more manageable segments; will allow students to engage more fully with required core content, all while retaining the course’s strong foundational skill-building and interdisciplinary opportunities.

As these changes will affect your department, I would ask you to acknowledge such changes by replying to this email by August 21, 2023, and to make the necessary curriculum changes on your end.

Sincerely,

Sandra

Assistant Professor (LTA) + Area Coordinator
Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>
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I acknowledge and approving of the change as the chair of Design and Computation Arts!

--

Pippin Barr, Ph.D.
Associate Professor and Chair
Department of Design and Computation Arts
Concordia University

Website: <https://pippinbarr.com>
Podcast: <https://gamething.life>

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>
Sent: August 16, 2023 10:03 AM
Subject: FFAR 250 Curriculum changes-Action Required

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 Tio'tia:ke / Mooniyang / Montreal QC

She / her

<https://sandrahuber.com>

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Hello,

This is fine as far as Cinema is concerned. We will make the curriculum changes accordingly.

Best,

Martin

Dr. Martin Lefebvre
Chair, Mel Hoppenheim School of Cinema

Professor & Concordia University Research Chair in Film Studies (Hon.)

Editor RECHERCHES SEMIOTIQUES/
SEMIOTIC INQUIRY

Mel Hoppenheim School of Cinema
Concordia University
FB 335
1455 de Maisonneuve, West
Montreal (Quebec), Canada
H3G 1M8

tel. (514) 848-2424 #4676/FAX. (514) 848-4255

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Christopher

Christopher Cooke

Facilitator, Academic Programs and Pedagogy

Faculty of Fine Arts | Concordia University

o: EV 2744

t : 514.848.2424 x 3368

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Interdisciplinary Studies and Practices in Fine Arts
Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

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All good!

SSRHC Funded Research Project: [*Primitivism and Interior Design: Art Deco, Hybridity and the Decolonization of the Modern Interior in France, 1909-39*](#)

Dr John Potvin
Chair & Professor
Dept. of Art History | Concordia University |
EV 3.820 | 1455 de Maisonneuve Blvd W. | Montreal, QC | H3G 1M8

Sounds good — acknowledged by Theatre.

Best,
Noah

Noah Drew

“he/him”

Department Chair & Associate Professor
Dept. of Theatre
Concordia University
Montreal, QC, Canada

www.noahdrew.com
www.jumpcurrent.net
www.leparcmilieux.com

#BlackLivesMatter

I respectfully acknowledge that Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtià:ke/Montréal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. I respect the continued connections with

the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

On Aug 29, 2023, at 12:35 PM, Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca> wrote:

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Faculty of Fine Arts, Concordia University
Tio'tia:ke / Mooniyang / Montreal QC
She / her
<https://sandrahuber.com>

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Hi Eldad,

Thanks for the confirmation. To answer your questions, the courses are built to be taken sequentially (i.e. FFAR 248 will be a prereq for FFAR 249). The first will be offered in Fall semesters and the second in Winter semesters. But, yes, students will not have to take both courses back to back; they will be encouraged to, but it will no longer be a requirement. I hope that clarifies things! Again, everything is still in progress, but that's where it stands at the moment.

All the best,
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She / her
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From: Concordia Music Chair <chair.music@concordia.ca>

Sent: Wednesday, August 30, 2023 8:36 AM

Subject: Re: FFAR 250 Curriculum changes-Action Required

This is wonderful.

Acknowledged by music as well.

I assume that these two courses can be taken in any order, one not being prerequisite of the other? This will actually help some of our students a lot , of they can begin in the winter and complete it the fall in another year.

All the best,

Eldad

Get [Outlook for Android](#)

From: Academic Facilitator Fine Arts <fineartscurriculum@concordia.ca>

Sent: Wednesday, August 16, 2023 10:51:25 PM

>

Subject: Re: FFAR 250 Curriculum changes-Action Required

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De : Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>

Envoyé : mercredi 16 août 2023 10:03

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She / her

<https://sandrahuber.com>

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Hi Sandra,

Thanks for the information. On behalf of Studio Arts, I'm acknowledging the changes.

All the best,

Surabhi

--

Surabhi Ghosh
Chair, Department of Studio Arts
Associate Professor, Fibres & Material Practices
Concordia University, Tiohtiá:ke / Montreal, QC

Department of Studio Arts

Campus office: VA-250

Mail: 1455 de Maisonneuve West / Montreal QC Canada / H3G 1M8

From: Sandra Huber <sandra.huber@concordia.ca>

Date: Wednesday, August 30, 2023 at 9:56 AM

Subject: Re: FFAR 250 Curriculum changes-Action Required

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21

Good morning Sandra,

FFAR 250, FFAR 248 and FFAR 249 are undergraduate courses. Creative Arts Therapies only offers graduate programs. We appreciate the update. However, the FFAR courses have no impact on our graduate students or our department.

Wishing you speedy responses from our Fine Arts colleagues. Take good care!

Mary

Mary Rawlins (she/elle)
Department Coordinator
Creative Arts Therapies Department
Concordia University
Tel : 514-848-2424 x4683

From: Fine Arts Interdisciplinary Studies Courses <ffar@concordia.ca>

Sent: Wednesday, August 16, 2023 10:03 AM

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21



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

Department	Dossier	Level	Date	Details	Current Step
Interdisciplinary Studies	FFAR-5306	Ugrad	Approved by FCC on Sept 13, 2023	Deleting 6-credit FFAR 250 and replacing with 2 new 3-credit courses (FFAR 248 and FFAR 249).	FACULTY COUNCIL 20 Oct, 2023

2. APC/Senate

No updates

3. CTL Teaching Resources

The [Centre for Teaching and Learning \(CTL\)](#) continues to offer helpful resources to plan [blended courses](#) and has a series of [upcoming events](#) for Faculty on Leveraging technology for teaching, Decolonizing and Indigenizing, Contemplative Pedagogies and more. The continue to be available for drop-in consultations and the Faculty [reading circles](#) facilitate thematic conversations for faculty and staff.

4. Remote/Blended Teaching

Both blended and remote courses will continue to be offered in the new academic year and we will help faculty gather feedback from students on their remote/blended learning experiences to be able to offer further support in the future. Click [here](#) to access remote/blended course request forms.

5. Concordia's 5-year Strategic Implementation Plan on Decolonizing Curriculum and Pedagogy

On September 8, 2023 [Kahérakwas Donna Goodleaf](#) and members of the [Indigenous Decolonization Hub](#) launched Concordia's 5-Year Strategic Implementation Plan which provides a roadmap for Concordia's Faculty to embrace collaborative opportunities on ways to decolonize and Indigenize curriculum and pedagogical practices and to construct knowledge with Indigenous Peoples and Communities in respectful and meaningful ways. Participants were encouraged to familiarize themselves before the event with the [Strategies for Decolonizing and Curriculum and Pedagogy](#).

You can see full recording of the event on 4TH SPACE's [Youtube](#) channel.

6. Otsenkháhta Student Centre Pow Wow

On September 15 at Loyola Campus faculty and students were invited to “[a day of celebrating, dancing and singing](#)” and to discover the way First Nations, Inuit and Métis students at Concordia celebrate together, share knowledge, and create bonds of friendship. Participants had the opportunity to support Indigenous entrepreneurs by purchasing handmade crafts and natural handmade products.

7. Summer Field Schools 2024 and Global Learning Day X Elsewhere Event

The call for Summer 2024 Field Schools went out at the end of August with an October 6 deadline.

The [Global Learning Day x Elsewhere](#) event held on September 19 at 4TH SPACE showcased the work of faculty and students from this summer’s Field Schools. You can see some of the highlights on 4TH SPACE’s [Youtube](#) channel.

8. Accessibility Learning Series

Anna Barrafato, the Accessibility Change Lead, is facilitating a series of [Accessibility workshops](#) for staff and faculty through the Equity office. There are a number of workshops designed specifically for Faculty. For more information, please contact anna.barrafato@concordia.ca

Workshops include: How to Make Your Documents Accessible, Designing Accessible and Inclusive Presentations, and Accessible and Inclusive Presentations.

Report of the Associate Dean, Faculty Development and Inclusion

September 22, 2023

Questions/comments

Please direct to [Haidee Wasson](#)

New Faculty – Welcome Events

On August 31, we hosted a full day of orientation and welcome events for new faculty and visitors to Fine Arts. This includes 6 new Tenure Track members (3 in Design, 2 in Cinema; 1 in CATS; 4 Limited Term Appointments (Art Ed, Art History, Cinema; CATS) and 14 “In Residence” artists and scholars. We also did an additional, focused session for all new PT members, Reserve, and Post-Doctoral Fellows) which highlighted the many teaching and professional resources available (Black Perspectives, Indigenous Directions, CTL, Equity Office, Office of Rights and Responsibilities). We ended the long day with a rooftop welcome, hosted by the Dean. Thanks to those who attended! It was a great way to start the year, with a beautiful view! To anyone who does not think of themselves as “new” but is interested in the resource materials we offer, please contact [Jen Cressey](#) who can easily supply you with the PowerPoints or the Faculty Handbook, a marvelous and delightfully helpful document.

TA Orientations

We continue to offer TA training, which includes tutorials in grading, EDIA, building good professional relations and handling tough situations. These sessions were well attended. All feedback welcome as we continue to improve and learn from this relatively new training program.

Promotion and Contract Renewal

Applications for promotions are due on October 2 (as October 1 falls on a Sunday) and applications for contract renewals are due on October 15.

New Hiring

We are hiring 4 TT positions this year (Art History, Art Education, Cinema, and Studio Arts) and one ETA in CATS (Art Therapy). Those of you involved with this process (thank you!) will receive a “FoFA Hiring Guide” with all kinds of helpful stuff. For those of you not serving on DHCs, please watch your emails for invitations to be involved, consult applicant materials and attend on-site presentations. Bringing in new Faculty Members is one of the most important things we do!

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.

EDI Events and Workshops

The new website is live and active but has resulted in a few things being moved around. We are working to address this. But in the meantime, I wanted to alert you to the fact that we are continuing to list workshops and events to support EDIA activities. These are currently hiding under the [Events](#) tab on our Faculty landing page.

Banked Course Remissions and Conversion to Research Money

We have just this week received the final guidelines and form to support the conversion of banked course remissions into research money. This is a new possibility for CUFA members. Apologies to those of you who have been waiting several months to hear about this. As the program is new, it has taken a good deal of time to sort out the specifics. We now have the required documentation and will be proceeding here. Please contact [Mary Di Pietrantonio](#) if you have questions about this program.



Credit / No Credit Notation Grading Basis

What it is:

- The Credit/No Credit [CR/NC] notation option is an alternative, course-specific grading scheme that lets undergraduate students take courses outside of their area of specialization without fear of decreasing their GPAs.
- Courses with final grades of CR/NC are not included in the GPA calculation and do not count towards concentration requirements (including honours, specialization, major, or minor programs), except in exceptional circumstances.
- CR/NC notation allows students freedom to experiment and encourages them to take risks when selecting an elective outside their chosen program of study

Who it is for:

- Undergraduate students in all programs – including students in Extended Credit and Mature Entry
- Graduate students would not be able to choose a CR/NC course
- Students enrolled in certificate or micro-credential programs would not be able to choose CR/NC for any of their courses
- Independent students, visiting students and exchange students are not able to select CR/NC for any courses taken at Concordia.

How it works:

- Only “out of program elective” courses that are outside the discipline of study – are eligible for CR/NC
- Students will receive credits for CR notation; they will not receive credits for NC notation
- CR/NC grades are not included in the GPA calculation
- Students may choose one 3-credit course a year to receive a CR/NC notation, up to a maximum of 12 credits in a program. In exceptional circumstances, students may select two 3 credit (or one 6 credit) course in a single year, but the total number of credits over the course of a program may not exceed 12. Engineering students may select a maximum of 3 credits, to align with general education requirement in the Gina Cody School.

How it works (cont'd):

- Students must identify that they wish to receive a CR/NC notation by the Add/Drop deadline. Students may decide to switch their decision from CR to letter grade up to the DISC deadline. Students may not switch their decision from a letter grade to CR/NC
- Grades of 50% and over will receive CR; grades under 50% will receive NC
- It is the student's responsibility to ensure that a course that has been selected for CR/NC is not a requirement for their program.
- The selection of CR/NC is only visible to the Registrar. The instructor of the course will not know if a student has elected to receive a CR/NC notation for the course.

Why we should do it:

- Supports experimentation and curiosity by removing the risk of a negative impact on a student's GPA
- Further supports the goals of a comprehensive university to offer students a well-rounded education
- Has been successfully implemented by a number of universities including McGill, McMaster, UBC, MIT, Wharton School of Business and has been seen to increase student success
- Is limited to 12 credits per degree program, ensuring that GPAs and AGPAs can still be calculated to assess students' academic standing

Next steps:

- The proposal was discussed and revised by the Senate Academic Planning and Priorities Committee (APPC) in 2020-21
- The proposal was presented to Senate for information only in Winter 2021
- Visits to Faculty Councils for information and feedback took place in 2022.
- **Now: Calendar changes will go to APC and Senate for approval in Fall of 2023 for publication in the 2024-25 Undergraduate Calendar**

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Section 13.3.5 Transfer Credits and Exemptions

Transfer Credits and Exemptions

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be transferred towards a Concordia degree or certificate. The respective Faculty assesses all requests for transfer credits. Concordia courses transferred from an incomplete degree, or certificate program, microprogram, the Kaié:ri Nikawerà:ke Indigenous Bridging Program, or from independent studies will have the credits transferred as well as the corresponding grade provided a grade of C- or better has been achieved. Concordia courses transferred from a completed degree or certificate, microprogram or Kaié:ri Nikawerà:ke Indigenous Bridging Program will have the credits transferred but will not include the corresponding grades. Courses from another institution with a grade of C- or better (or equivalent) may have the credits transferred, if deemed appropriate, but will not include the corresponding grades.

An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at any institution, with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their advisors. Students cannot retain credits for a repeated course or a course in which any exemption has been granted, unless they have been granted prior approval from the Faculty and/or departmental advisor.

Credit/No-credit Notation (CR/NC)

If a student transfers programs and a course previously taken as a CR/NC elective becomes a required course for the new program concentration, a course with a grade of CR will be converted to a letter grade, following the approval of an Academic Advisor. Courses with a grade of NC will not be converted to a letter grade. If a course that receives an NC notation is a required course for the new program concentration, the student must repeat the course to receive a letter grade. See Credit/No Credit (CR/NC) Grading Basis under Section 16.1.11 Grading System.

Section 16.1.11 Grading System

Grading System

At the end of each course, the instructor will submit a letter grade for every student registered. Using the grade point equivalents listed below, grade point averages (GPA) are calculated for the evaluation of academic achievement, honours standing, prizes, and academic standing.

<i>Grade</i>	<i>Grade Points</i>	
A+	4.30	Outstanding
A	4.00	
A-	3.70	
B+	3.30	Very Good
B	3.00	
B-	2.70	
C+	2.30	Satisfactory
C	2.00	
C-	1.70	
D+	1.30	Marginal Pass
D	1.00	
D-	0.70	
F, FNS	0	Poor - Failure
R	0	Very Poor - Failure
Grade Not Reported	(NR)	0

Credit	CR	Equivalent to "D-" or better in an out-of-program elective course; not calculated in AGPA, CGPA or FFGPA. See details under <u>Credit/No Credit (CR/NC) Grading Basis</u> .
No Credit	NC	Equivalent to "F" in an out-of-program elective course; not calculated in AGPA, CGPA or FFGPA. See details under <u>Credit/No Credit (CR/NC) Grading Basis</u> .

Just passing courses required to fulfill curriculum requirements is not sufficient to qualify a student to graduate. There is also an academic performance requirement (grade point average) in most degree and certificate programs. See the pertinent section of each Faculty's entry in the Calendar for complete details:

- Section 31 Faculty of Arts and Science
- Section 61 John Molson School of Business
- Section 71 Gina Cody School of Engineering and Computer Science
- Section 81 Faculty of Fine Arts

Credit/No Credit (CR/NC) Grading Basis

The Credit/No Credit (CR/NC) grading policy supports interdisciplinary exploration by encouraging curiosity and by allowing students to pursue learning in unfamiliar areas. The policy facilitates a well-rounded education by allowing students freedom to experiment and by encouraging them to take risks when selecting an elective outside their chosen program of study, without fear of decreasing their GPAs.

Students taking a course on a CR/NC basis will not be identified individually to the instructor teaching that course; they will be assessed in the same way as all other students in the course (will have the same assignments and tests and will be evaluated with the same expectations). The result is adjusted to a "CR" or "NC" by the Office of the Registrar based on the final grade submitted by the instructor. Students must achieve a grade of D- or higher in order to be awarded the CR notation. Students who do not achieve a passing grade will receive an NC notation on their transcript, indicating that no credit is awarded, however the NC notation will not have any impact on the student's AGPA, CGPA or FGGPA.

Eligibility Criteria

Students are responsible for ensuring that the courses selected for the CR/NC grading basis meet the eligibility criteria listed below.

Students considering pursuing graduate or professional school should be cautious in using the CR/NC grading basis. All prerequisite courses for a graduate program should be taken for a letter grade.

The following eligibility criteria apply, according to the student's primary program of study:

BA, BSc, BFA, BComm, or BAdmin degree:

Students may choose a maximum of one course per year of full-time academic study (defined as 30 credits of completed coursework) to receive a CR/NC notation, up to a maximum of 12 credits within their degree. Students may only use the CR/NC grading basis for out-of-program elective courses that are outside of their main discipline.

Out-of-program elective courses are defined as courses that do not count towards satisfying the requirements for the student's chosen program(s) of concentration, including Majors, Minors, Specializations and Honours programs, however these courses may be counted towards satisfying the student's degree requirements. Students are permitted to apply the CR/NC courses towards satisfying the requirements for one of the Interdisciplinary Elective Groups.

BA and BSc degrees:

Students enrolled in BA or BSc degree may only select courses outside of their disciplinary sector for the CR/NC grading basis. The disciplinary sectors comprising the Faculty of Arts and Science are Humanities, Social Science, and Science. For details related to the disciplinary sectors, see Section 31.004 General Education.

BFA degree:

Students enrolled in a BFA program may only select courses outside of the Faculty of Fine Arts for the CR/NC grading basis.

BComm and BAdmin degrees:

Students enrolled in a BComm or BAdmin program may only select courses outside of JMSB for the CR/NC grading basis.

BCompSc degree:

Students may choose a maximum of one course per year of full-time academic study (defined as

30 credits of completed coursework) to receive a CR/NC notation, up to a maximum of 12 credits within their degree. Students may only use the CR/NC courses towards satisfying the General Electives: BCompSc requirement. If students enrol in one of the Interdisciplinary Elective Groups to satisfy the requirement within the BCompSc, they may count the CR/NC course towards satisfying the requirements for the Interdisciplinary Elective Group. If students enrol in a Minor to satisfy the General Education requirement, they may not use the CR/NC course towards satisfying the requirements for the Minor.

BEng degree:

Students may choose a maximum of one course per year of full-time academic study (defined as 30 credits of completed coursework) to receive a CR/NC notation, up to a maximum of 3 credits within their degree. Students may only use the CR/NC option to satisfy the General Education requirement.

Transfer Credits

If a student requests a degree transfer or a modification to their program concentration by adding a new minor, major, specialization or honours program, and a course previously taken as a CR/NC elective becomes a required course for the new program concentration, a course with a grade of CR will be converted to a letter grade, following the approval of an Academic Advisor. Courses with a grade of NC will not be converted to a letter grade. If a course that receives an NC notation is a required course for the new program concentration, the student must repeat the course to receive a letter grade. The reversal of the CR notation to a letter grade is not reversible.

Exceptions

Exceptions apply to the following programs:

1) BA Specialization in Early Childhood and Elementary Education

Students may use CR/NC courses towards satisfying the in-program elective course requirements under Group C: Specialization in Early Childhood and Elementary Education.

2) BEd Specialization in Teaching English as a Second Language

Students may use CR/NC courses towards satisfying the in-program elective courses chosen from a list approved by the Department.

3) BFA Specialization in Art Education – Visual Arts

Students may use CR/NC courses towards satisfying the in-program free elective requirement.

4) BFA Joint Major in Computation Arts and Computer Science and BCompSc Joint Major in Computation Arts and Computer Science

Students may use CR/NC courses towards satisfying the in-program elective requirements chosen from Design Courses or other Fine Arts electives.

Exclusions

Excluded Programs

Students in the following accredited programs are excluded from the CR/NC eligibility.

1) BSc Honours in Athletic Therapy

2) Athletic Therapy (BScAT)

3) Major in Exercise Science

4) Honours in Exercise Science

5) Kinesiology and Clinical Exercise Physiology

6) Honours in Kinesiology and Clinical Exercise Physiology

7) BEng in Industrial Engineering

Mature Entry Programs and Extended Credit Program

Students may not select the CR/NC option for any of the courses listed as specific prerequisites for their program of study. Students may only select the CR/NC notation towards satisfying the elective courses included in the requirements for the Mature Entry or Extended Credit Program that they are admitted to.

Non-degree Programs

Students enrolled in Certificate programs, Microprograms and the Kaié:ri Nikawerà:ke Indigenous Bridging Program are not eligible for the CR/NC notation.

Independent Students, Visiting Students and Exchange Students

Independent students, visiting students and exchange students are not eligible to select CR/NC for any courses taken at Concordia.

Graduate Students

Graduate students are not eligible for the CR/NC notation

Excluded Courses for All Students

Students may not choose the CR/NC notation for the following categories of courses:

- 1) Courses which satisfy the student's Major, Minor, Specialization or Honours requirements.
- 2) Courses identified as "deficiencies"
- 3) Courses that include a minimum grade requirement as a prerequisite for program admission purposes.
- 4) Courses used towards fulfilling the requirements for a Microprogram
- 5) Kaié:ri Nikawerà:ke Indigenous Bridging Seminar Courses
- 6) Indigenous Land-Based Education Courses
- 7) Complementary University Credit (CUC) Courses
- 8) Humanities+ Courses
- 9) Career Fundamentals Courses and Work-Integrated Learning and Reflective Learning Courses
- 10) Internship and fieldwork courses
- 11) Independent study courses and thesis courses

12) Courses marked on pass/fail basis

13) English as a Second Language Courses

14) Courses taken as part of the Inter-university (INTU) transfer process

Deadlines

Students can request to have a course graded on a CR/NC basis between the first day of the term and the DNE deadline. Students who elect to complete a course on a CR/NC basis may request to revert to taking the course on a graded basis up until the DISC deadline. No further changes to the grading mode can be made after these deadlines, with the exception of students who have transferred to another program. For further details, see Transfer Credits.

Students are responsible for ensuring that the courses they select meet the Eligibility Criteria.

Students considering pursuing graduate or professional school should be cautious in using the CR/NC notation option. All prerequisite courses for a graduate program should be taken for a letter grade.

Repeating CR/NC Courses

Students are permitted to repeat a completed course graded as "CR" or "NC" if they wish to receive a letter grade for the course, and the deadline to reverse the CR/NC notation has passed. See Section 16.2.6 Repetition of Courses for further details pertaining to repeated courses.

Section 16.1.12 Official Transcripts of Credits

Official Transcripts of Credits

An official transcript of credits (hereafter “official transcript”) is a version of the student record intended for the use of external institutions, organizations, and employers. It is a complete academic record and includes all undergraduate and/or graduate courses followed at Concordia. It is accompanied by an explanation of its terminology and is sent directly to the addressee at the written request of the student, provided there is no outstanding balance owing to the University. An official transcript is printed on security paper, and is signed and sealed by the University Registrar.

Details on how to request an official transcript may be found at concordia.ca/students/records/transcripts/request-official-transcripts.

Section 16.2.6 Repetition of Courses

Repetition of Courses

1. A student may repeat a failed course or a course awarded an "NC" notation only once. Nevertheless, a student who fails a required course twice may appeal to the appropriate Student Request Committee for permission to take the course a third time. If permission is not granted, the student may not be allowed to continue in the University towards that program and/or degree.
2. A student who has received a passing grade or a "CR" notation for a course may repeat the course for personal reasons (e.g. to meet an external requirement) only once. A student may appeal to the appropriate Student Request Committee for permission to take the course a third time. The student record and official transcript will include all grades, but grades with the "REPT" notation will carry no credit value.
3. A student who wants or needs to repeat a course that is prerequisite to other courses must do so before taking any following course in the sequence.
4. The grade corresponding to the latest attempt of the course will be used for calculating the cumulative grade point average (CGPA: see Section 16.3.10 Academic Performance II.b Cumulative Grade Point Average) and the final graduation grade point average (FGGPA: see Section 16.3.10 Academic Performance II.c Final Graduation Grade Point Average).
5. In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the assessment grade point average (AGPA: see Section 16.3.10 Academic Performance II.a Assessment Grade Point Average).
6. A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the AGPA, the CGPA, and the FGGPA whether or not the course has been repeated.



At Concordia University
concordia.ca/mindfulcampus





Mindful Campus Initiative

- The Mindful Campus Initiative (MCI) was created to address the mental health impact of COVID-19 on fine arts students.

- MCI is being implemented by a collaborative Pan-Canadian network of post-secondary art and design schools and faculties.

- Funded by the Public Health Agency of Canada, the project aims to help students develop skills to support their mental and emotional well-being



What is mindfulness?

- Mindfulness is paying attention to whatever is happening in the present moment on purpose and non-judgmentally.
- Mindfulness training can help us to ground and center our body, mind, and emotions during times of uncertainty or stress.





Student Stressors

- Lack of family support
- Employment after graduation
- Systemic barriers to academic and professional achievement
- Critique culture
- Food insecurity
- Housing insecurity
- Cost of being an Arts & Design student
- Isolation
- Lack of recreation facilities





Curriculum Development

- Trauma-informed and informed by research on mindfulness, resilience and the needs of art and design students
- Informed and modelled off current mindfulness-based interventions for young adults
- Includes elements of cognitive-behavioural and solution-focused therapy, embedded in a mindfulness framework





Informed by Student Experience

- Informed by OCAD student advisory group feedback, peer leader feedback, and BIPOC student advisory group feedback
- Particular issues are addressed through the activations, support program, and videos reflecting the experiences of art students
- Mindfulness concepts and practices are explored through creative means, while questions and prompts are often tailored to topics relevant to this population
- Practice sessions are designed for those engaged in art practice





Mindful Campus Initiative

A Public Health Agency of Canada funded project for post-secondary, fine-arts students.



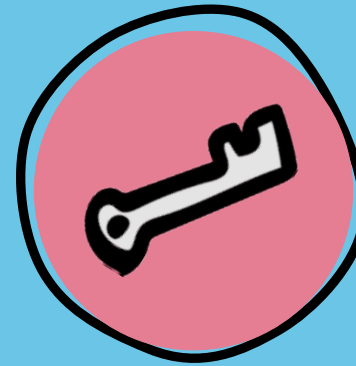
Prevention

- Mindfulness for Resilience Program
- Mindfulness Gathering Space
- Everyday Mindfulness Videos



Capacity Building:

- Staff Mindfulness Training
- Student Team Training



Promotion:

- Mindful Campus Website
- Wellness events & Workshops (sound baths, art hives, yoga, etc.)
- Promotional videos



All training is facilitated by the Centre for Mindfulness Studies

Mindfulness for Resiliency Program



Mindfulness Building Blocks (4 sessions)

Introduces mindfulness, benefits for health and well-being, practices to develop present moment awareness

Personal Mindfulness (3 sessions)

Mindfulness strategies for enhanced psychological flexibility, self-efficacy, and reduced habitual reactivity

Interpersonal Mindfulness (3 sessions)

Mindfulness and relationships; enhancing effective communication and cultivating compassion

Building Your Mindful Toolkit (3 sessions)

Self-compassion and self-care, creating a personal toolkit to use everyday to maintain resilience and well-being



Mindfulness for Resiliency Program: BIPOC Space

- Offers a setting of ease, safety and support for student who identify as Black, Indigenous, or a person of colour

- An intersectional approach making explicit the stress and stressors connected with race/racialization

- Fosters discussion around a community and collective approach to resilience

- Modules with a BIPOC student cohort will be led by a BIPOC facilitator from CMS





Prevention: At-your-own-pace training



- **MCI Digital Hub:** An online space where Concordia fine arts students can access MCI resources and videos on mindfulness exercises.

- **Mindfulness Gathering Space:** Weekly re-occurring mindfulness sessions to practice the principles learned in the course. These sessions are open and available to all Concordia students on a drop-in basis.



Promotion: Wellness Activities and Active Listening



- **Wellness Activities:** Join relaxing and fun mindfulness workshops (eg. drum circles, yoga, art hives). Events are open to all Concordia students.

- **Active Listening:** In collaboration with the Zen Den team, several MCI students will offer peer support hours out of the EV Zen Den.





Supporting Student Engagement



Psychoeducation around the “Window of Tolerance”



Check-in at the start of each session



Participants are informed and given choice prior to each mindfulness practice



Creating a space of belonging and inclusion is prioritized





Supporting Student Engagement cont.



Distinction between the MRP and group therapy is stated in course registration and promotion



Resource lists and contact information for tele-counselling services are readily available





What next?



Myself and my team would be delighted to come out and speak to your students. If this is of interest, please let me know!



Please advise me on any opportunities to raise awareness about this program with our FoFA Students



If you have any more questions about the program, reach out to me at krystyna.oakman@concordia.ca



Faculty Council meeting
September 22, 2023

University Advancement Faculty of Fine Arts Development Update

Submitted by: G. Vanessa Sérant, Principal Director of Development

1. Department Update

Due to the hiring freeze, the hiring process for the Development Officer, Faculty of Fine Arts is on hold.

2. Summary of gifts raised (FY24)

To date and with your help, we've raised approximately \$1.03 M since the start of this fiscal year.

3. New gifts

- a. The **Doggone Foundation** donated to the Faculty of Fine Arts - **\$540,000**

The purpose of this gift is to help provide equipment and resources for three stations within the Lab: including but not limited to the Art Handling Station, the Production Station, and the Teaching and Research Station.

Once ready, the Lab will reside within a facility on the University's SGW campus that will be focused on developing, teaching, and exhibiting innovative techniques and technologies in curatorial work. This space will exist in tandem with the University's new graduate certificate program in curatorial studies, within the Department of Art History.

- b. **Michele Levy, Charles Merson and Andrea Feldman** each donated to the Elizabeth Merson Bursary for Studio Arts - **\$40,605.70 each for a total of \$121,817.10**

The Bursary is intended to encourage and reward students entering the Studio Arts program at the University. Elizabeth (Liz) Merson spent her younger years as a social worker and was the director of the Association of Alumni at Sir George Williams University (Concordia University).

- c. **Leslie Raenden** donated to the Art Volt Operations Development Fund - **\$50,000**

The purpose of the Donation is to support the Art Volt Collection (AVC) in accordance with the terms of this Agreement. The AVC showcases works of recent Faculty of Fine Arts graduates, helping them launch their careers by connecting them with art patrons.

- d. **American Friends of Concordia** donated to the Jean-Marc Vallée Memorial Endowment - **\$17,580 USD**

The purpose of the Award, funded through the Endowment, is to recognize a Film Production student in their final year at the Mel Hoppenheim School of Cinema within the Faculty of Fine Arts, based on the strength of a short film which they create.