

TO: Members, Fine Arts Faculty Council

FROM: Helen Athanassiadis, Secretary, Fine Arts Faculty Council

DATE: February 7, 2020

Please be advised that the next meeting of Fine Arts Faculty Council will be held on Friday,
February 14, 2020 at 9:30 a.m. in EV 2-776.

AGENDA

Closed Session (9:30 a.m.)

1. Approval of Distinguished Professor Emeritus nominations

Open session (10:00 a.m.)

1. Call to Order
 2. Approval of the Agenda
 3. Approval of the Minutes of the Meeting of January 17, 2020
 4. Business arising from the Minutes
 5. Chair's Remarks
 6. Question Period
 7. Appointments (FFAC-2020-02-D1)
 8. Academic Affairs
 - 8.1. Curriculum Changes for the Department of Design and Computation Arts (Dossier: DART-21) (FFAC-2020-02-D2)
 - 8.2. Curriculum Changes for the Department of Creative Arts Therapies (Dossier: CATS-31) (FFAC-2020-02-D3)
 - 8.3. Report of the Associate Dean, Academic Affairs (FFAC-2020-02-D4)*
 9. Planning and Academic Facilities
 - 9.1. Report of the Associate Dean, Planning and Academic Facilities (FFAC-2020-02-D5)*
 10. Research
 - 10.1. Report of the Associate Dean, Research (FFAC-2020-02-D6)*
 11. Fine Arts Student Alliance (FASA)
 - 11.1. Report from the Fine Arts Student Alliance (FASA)
 12. Presentations
- Indigenous Directions (10:30 a.m.)**
Guest: Manon Tremblay, Senior Director, Indigenous Directions
- Process for Accepting Donations of Gifts-in-kind (11:00 a.m.)**
Guest: Cherry Marshall, Principal Director of Development, Faculty of Fine Arts, University Advancement

Garnet Key Society (11:10 a.m.)

Guests: Jihane Mossalim, Student, Department of Art Education and Samantha Leger, Student,
Department of Studio Arts

13. Committee Reports

13.1. Board of Governors Report – (no report)

13.2. Senate Report – Prof. J. Potvin

14. Other business

15. Next Meeting – March 13, 2020 at 9:30 a.m.

16. Adjournment

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

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

Concordia University
Minutes of the Meeting of the Faculty of Fine Arts Council
January 17, 2020
9:30 a.m. – 12:00 p.m.
EV2.776

Present: R. Duclos (Chair), H. Athanassiadis, E. Adams, J. Berzowska, R-M. Boucher, L. Caminati, E. Cheasley Paterson, M. Corwin, G. Dimitrov, D. Douglas, D. Duncan, F. Figols, J. Latour, B. Harnden, A. MacDonald, C. Micheau, L. Milner, C. Moore, E. Murphy, M-C. Newman, S. Panet-Raymond, A. Parris, P. Pawelek, M. Robin-Nye, C. Sawadogo, J. Sloan, L. Sujir, A. Tsafaras, G. Vaillancourt, A. Vybihal, M. Wright

Guests: A. Jarry, A. Waclawek

1. Call to Order

The Chair called the meeting to order at 9:35 a.m.

2. Approval of the Agenda

MOTION: (D. Douglas / B. Harnden)

“that the agenda for the meeting of January 17, 2020 be approved.”

CARRIED

3. Approval of the Minutes of the Meeting of December 13, 2019

MOTION: (C. Corwin / C. Micheau)

“that the minutes of the meeting of December 13, 2019, be approved.”

CARRIED

4. Business Arising from the Minutes

There was no business arising from the minutes.

5. Chair’s Remarks

- There are several ongoing searches for new Fine Arts faculty and the Dean thanked those who participated in the candidate talks.
- University-wide searches for three Deans and a Provost are about to begin.
- Council members shared news of exciting projects within their area during a tour de table.
- The Dean proposed issuing an announcement listing upcoming events.
- Students who are unable to attend their convocation may request a deferral:
[Convocation Deferral Process and Request Form](#)

6. Question Period

There were no questions.

7. Appointments

There were no appointments.

8. Academic Affairs

8.1 Curriculum Changes for the Department of Art Education (Dossier: ARTE-20) (FFAC-2020-01-D2)

MOTION: (E. Cheasley Paterson / D. Douglas)

“that the curriculum dossier from the Department of Art Education be passed.”

CARRIED

8.2 Curriculum Changes for the Department of Studio Arts (Dossier: ARTU-13) (FFAC-2020-01-D3)

MOTION: (E. Cheasley Paterson / D. Douglas)

“that the curriculum dossier from the Department of Studio Arts be passed.”

CARRIED

8.3 Curriculum Changes for the Department of Music (Dossier: MUSI-21) (FFAC-2020-01-D7)

MOTION: (E. Cheasley Paterson / D. Douglas)

“that the curriculum dossier from the Department of Music be passed with a minor edit.”

CARRIED

8.4 Report of the Associate Dean, Academic Affairs (FFAC-2020-01-D4)

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

9. Planning and Academic Facilities

9.1 Report of the Associate Dean, Planning and Academic Facilities (FFAC-2020-01-D5)

Report submitted. Questions/comments may be directed to Cilia Sawadogo at cilia.sawadogo@concordia.ca

10. Research

10.1 Report of the Associate Dean, Research (FFAC-2020-01-D6)

No report submitted. Questions/comments may be directed to Joanna Berzowska at joanna.berzowska@concordia.ca

11. Committee Reports

11.1 **Board of Governors Report** – Report submitted

11.2 **Senate** – Report submitted

12. Presentations

4TH SPACE

Anna Waclawek, Affiliate Professor, Department of Art History and Manager of 4TH SPACE, presented on the mandate, venue and experiential learning activities of 4TH SPACE: [4TH SPACE](#).

Sustainability of Fine Arts (SOFA)

Alice Jarry, Assistant Professor, Department of Design and Computation Arts and Lead, Sustainability of Fine Arts (SOFA), presented on the mandate and activities of the sustainability committee, as well as on the CARE: Process and Material Considerations for Sustainability in Fine Arts best practices guide, resource and forum, which is currently being developed. The presentation is to be distributed to Council members.

13. Other Business

- The [Summer@Concordia](#) website is currently being updated with information about Field Schools, youth camps, courses for undergraduate and graduate students and non-credit courses and programs.
- The Camp YMCA-Concordia Fine Arts summer 2020 offerings are showcased on the [YMCA Quebec - Concordia - Fine Arts Camp](#) website. The recruitment for Fine Arts students will begin in February.

14. Next Meeting – February 14, 2020

15. Adjournment

The meeting was adjourned at 12:00 p.m.

Submitted by E. Murphy

Appointments to be ratified

Board of Governors

- Roy Cross, Mel Hoppenheim School of Cinema July 1, 2020 – June 30, 2023

Senate

- Christopher Moore, Department of Design and Computation Arts July 1, 2020 – June 30, 2023
- Kelly Thompson, Department of Studio Arts July 1, 2020 – June 30, 2023
- Guylaine Vaillancourt, Department of Creative Art Therapies July 1, 2020 – June 30, 2023

**FACULTY OF FINE ARTS****Internal Memorandum**

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic
Date: December 19, 2019
Re: Curriculum dossier for the Department of Design and Computation Arts, DART-21

The Faculty of Fine Arts Curriculum Committee has reviewed and approved the DART-21 curriculum dossier from the Department of Design and Computation Arts on December 18, 2019. We hereby submit this dossier for review by the Faculty Council on February 14, 2020.

This document proposes to change the name of the *BFA Major in Computation Arts (combined with Computer Applications Option)* by *BFA Computation Arts and Computer Science Joint Major*. This modification is prompted by curriculum changes made by the Department of Computer Science and Software Engineering (Gina Cody School of Engineering and Computer Science) and according to which all Computer Science Options will be removed from their program offering (dossier COMP-101).

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD
Associate Dean, Academic
Faculty of Fine Arts
elaine.paterson@concordia.ca

INTERNAL MEMORANDUM

TO: Dr. Elaine Paterson, Associate Dean, Academic, Faculty of Fine Arts

FROM: Christopher Moore, Acting Chair, Department of Design and Computation Arts

DATE: November 22, 2019

SUBJECT: Updates in the FoFA Sections of the Undergraduate Calendar – Program Name Change for the BFA - Major in Computation Arts (DART-21)

On November 19th, 2019 the Undergraduate Program Director, Dr. Jonathan Lessard, met with Dr. Lata Narayanan, Chair in the Department of Computer Science and Software Engineering to discuss the impact of a curriculum change on our BFA Major in Computation Arts program. As this change removes all Computer Science options from their programs, we can no longer define our program as “to be combined with Computer Applications Option.”

In order to maintain our joint program, they have proposed a new program named *BCompSc Computation Arts and Computer Science Joint Major*. This 45-credit program seamlessly replaces the Computer Applications Option. This means that our part of the curriculum is entirely unaffected; we simply need to change the language that defines the relationship of the program to Computer Science.

Our curriculum committee met that same day and agreed unanimously to support the curriculum change by Computer Science for which a dossier in Provotrack is in process (COMP-101). To maintain the coherency of our program, the committee has proposed the following tentative change:

<p>45 BFA Major in Computation Arts ———— (to be combined with Computer Applications Option)</p> <p>6 FFAR 250⁶ 12 CART 210³, 211³, 212³, 214³ ...</p>	<p>45 BFA Computation Arts and Computer Science Joint Major</p> <p>6 FFAR 250⁶ 12 CART 210³, 211³, 212³, 214³</p> <p>45 Credits from Computer Science (see §71.80)</p>
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The curriculum committee considers the program name change appropriate, as there is a history of applicants misunderstanding the current name. Many applicants have interpreted the Major as a default program to be taken in combination with a minor. However, our CART Major is a special program tied to Computer Science and Software Engineering’s curriculum that leaves no room for a minor. Our committee considers that the new terminology “joint major” clarifies this program offering.

The proposed change implicates no additional resource implications.

Regards,

A handwritten signature in black ink, appearing to read "Chris Moore". The signature is written in a cursive, flowing style.

Christopher Moore
Acting Chair
Faculty of Fine Arts
Department of Design and Computation Arts
Email: christopher.moore@concordia.ca
Tel: 514-848-2424 ext: 5020

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2021

PROGRAM CHANGE: Program Name Change - BFA Degree Requirements

Proposed Undergraduate or Graduate Curriculum Changes

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Computation Arts
Degree: BFA

Calendar Section/Graduate Page Number: 81.20.1

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>81.20.1 BFA Degree Requirements</p> <p>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, Business, Engineering and Computer Science. BFA students graduating with the Major in Computer Applications double Major in Computation Arts Option-Computer Applications double 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, 304, 416, 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.</p>	<p>81.20.1 BFA Degree Requirements</p> <p>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, Business, Engineering and Computer Science. BFA students graduating with the Computation Arts and Computer Science Joint Major 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, 304, 416, 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.</p>
<p>Rationale: The program name change was proposed by the Department of Computer Science and Software Engineering and approved by their curriculum committee, the Chair and the Dean of Computer Science. A dossier # COMP-101 has been submitted stating that enrollment figures show a steady decline of interest in all their options and an increase in the General Option therefore, removal of all options will increase flexibility in choosing electives. This change does not affect our BFA program and the new terminology "joint major" clarifies this program offering.</p>	
<p>Resource Implications: None</p>	

PROGRAM AND COURSES CHANGE FORMS FOR DOCUMENT: **DART-21** VERSION: 4

PROGRAM CHANGE: Program Name Change - Programs

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2021

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>Programs</p> <p><i>Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20. The superscript indicates credit value.</i></p> <p>60 BFA Specialization in Computation Arts 18 CART 210³, 211³, 212³, 214³, 253³, 263³ 3 CART 310³ 12 Chosen from 300-level CART courses 3 CART 410³ 9 Chosen from 400-level CART courses 9 Chosen from CART, DART, or other Fine Arts electives 6 Chosen from other Fine Arts non-studio electives</p> <p>45 BFA Major in Computation Arts (to-be-combined-with-Computer-Applications Option) 6 FFAR 250⁶ 12 CART 210³, 211³, 212³, 214³ 3 CART 310³ 6 Chosen from 300-level CART courses 3 CART 410³ 9 Chosen from 400-level CART courses 6 Chosen from DART or other Fine Arts electives</p>	<p>Programs</p> <p><i>Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20. The superscript indicates credit value.</i></p> <p>60 BFA Specialization in Computation Arts 18 CART 210³, 211³, 212³, 214³, 253³, 263³ 3 CART 310³ 12 Chosen from 300-level CART courses 3 CART 410³ 9 Chosen from 400-level CART courses 9 Chosen from CART, DART, or other Fine Arts electives 6 Chosen from other Fine Arts non-studio electives</p> <p>45 BFA Computation Arts and Computer Science Joint Major 6 FFAR 250⁶ 12 CART 210³, 211³, 212³, 214³ 3 CART 310³ 6 Chosen from 300-level CART courses 3 CART 410³ 9 Chosen from 400-level CART courses 6 Chosen from DART or other Fine Arts electives</p> <p>NOTE: This program must be taken in combination with the BCompSc Computation Arts and Computer Science Joint Major (45 credits) offered by the Department of Computer Science and Software Engineering, for a total of 90 credits (see §71.80 for detail).</p>
<p>Rationale:</p>	

The program name change was proposed by the Department of Computer Science and Software Engineering and approved by their curriculum committee, the Chair and the Dean of Computer Science. A dossier # COMP-101 has been submitted stating that enrollment figures show a steady decline of interest in all their options and an increase in the General Option therefore, removal of all options will increase flexibility in choosing electives. This change does not affect our BFA program and the new terminology "joint major" clarifies this program offering.

Resource Implications:

None

PROGRAM CHANGE: Program Name Change - Admissions

Proposed Undergraduate or Graduate Curriculum Changes

Calendar for academic year: 2020/2021
Implementation Month/Year: September 2021

Faculty/School: Fine Arts
Department: Design and Computation Arts
Program: Major in Computation Arts
Degree: BFA
Calendar Section/Graduate Page Number: 81.90.2

Type of Change:

Editorial Requirements Regulations Program Deletion New Program

Present Text (from 2019/2020) calendar	Proposed Text
<p>Admission to the Specialization, Major*, Minor** in Computation Arts, and Minor** in Game Design</p> <p>In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Specialization or Major in Computation Arts. All applicants must submit a <i>portfolio</i> of their own work, as well as a <i>letter of intent</i>, as part of the admission process.</p> <p>*The Major in Computation Arts (45 credits) must be taken in combination with the Option in-Computer Applications (45 credits) offered by the Department of Computer Science and Software Engineering. Candidates applying for the Major in Computation Arts are required to complete the 10.12 profile: Mathematics 103 or 201-NYA and 203 or 201-NYB, and 105 or 201-NYC. Candidates lacking Cegep profile 10.12, but with a suitable background, may also be considered for this program. Applicants to the Computation Arts require no background in mathematics.</p> <p>**The Minor in Computation Arts and the Minor in Game Design are available to a limited number of high-ranking students. Applicants must submit a full portfolio by the March 1 deadline and may contact the Department of Design and Computation Arts for specific application procedures. For more information concerning these additional requirements and submission deadline dates, please visit concordia.ca/finearts/design.</p>	<p>Admission to the Specialization, the Computation Arts and Computer Science Joint Major*, Minor** in Game Design</p> <p>In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Specialization or the Computation Arts and Computer Science Joint Major. All applicants must submit a <i>portfolio</i> of their own work, as well as a <i>letter of intent</i>, as part of the admission process.</p> <p>*The Computation Arts and Computer Science Joint Major (45 credits) must be taken in combination with the BCompSc.Computation Arts and Computer Science Joint Major (45 credits) offered by the Department of Computer Science and Software Engineering (see \$71.80 for detail). Candidates applying for the Computation Arts and Computer Science Joint Major are required to complete the 10.12 profile: Mathematics 103 or 201-NYA and 203 or 201-NYB, and 105 or 201-NYC. Candidates lacking Cegep profile 10.12, but with a suitable background, may also be considered for this program. Applicants to the Specialization or Minor in Computation Arts require no background in mathematics.</p> <p>**The Minor in Computation Arts and the Minor in Game Design are available to a limited number of high-ranking students. Applicants must submit a full portfolio by the March 1 deadline and may contact the Department of Design and Computation Arts for specific application procedures. For more information concerning these additional requirements and submission deadline dates, please visit concordia.ca/finearts/design.</p>
<p>Rationale: The program name change was proposed by the Department of Computer Science and Software Engineering and approved by their curriculum committee, the Chair and the Dean of Computer Science. A dossier # COMP-101 has been submitted stating that enrollment figures show a steady decline of interest in all their options and an increase in the General Option therefore, removal of all options will increase flexibility in choosing electives. This change does not affect our BFA program and the new terminology "joint major" clarifies this program offering.</p>	
<p>Resource Implications: None</p>	

**FACULTY OF FINE ARTS****Internal Memorandum**

To: Rebecca Duclos, Dean, Faculty of Fine Arts
From: Elaine Paterson, Associate Dean, Academic
Date: December 19, 2019
Re: Curriculum dossier for the Department of Creative Arts Therapies, CATS-31

The Faculty of Fine Arts Curriculum Committee has reviewed and approved the CATS-31 curriculum dossier from the Department of Creative Arts Therapies on December 18, 2019. We hereby submit this dossier for review by the Faculty Council on February 14, 2020.

This document proposes to replace the letter grading system by a pass/fail indication for Creative Arts Therapies Ethics courses. This change will impact three one-credit courses (CATS 639, 641, 643) offered in the three MA in Creative Arts Therapies programs (Art Therapy, Drama Therapy, Music Therapy).

There are no resource implications.

With thanks for your consideration.

A handwritten signature in blue ink, appearing to read "Elaine Paterson".

Elaine Paterson, PhD
Associate Dean, Academic
Faculty of Fine Arts
elaine.paterson@concordia.ca



INTERNAL MEMORANDUM

TO: Dr. Elaine Cheasley Paterson, Associate Dean, Academic and Student Affairs

FROM: Guylaine Vaillancourt, Chair, Department of Creative Arts Therapies

DATE: December 5, 2019

SUBJECT: **Course Change** Grading from Letter grades to Pass/Fail for Master of Creative Arts Therapies (Art Therapy, Drama Therapy, Music Therapy)
Dossier CATS-31

Dear Associate Dean Cheasley Paterson,

The Creative Arts Therapies Department Council met on March 19, 2019 and approved unanimously that the 3 Creative Arts Therapies Ethics courses (1 credit each) will be graded on a Pass/Fail basis. Those courses are:

- CATS 639 – Section A: INTERDISCIPLINARY TOPICS: Cross Cultural Competence in Creative Arts Therapies (1 credit)
- CATS 641 – Section A: INTERDISCIPLINARY TOPICS: Ethics in Clinical Practice (1 credit)
- CATS 643 – Section A: INTERDISCIPLINARY TOPICS: Ethics in Research in the Creative Arts Therapies (1 credit)

These 3 Ethics courses are offered in these 3 programs:

- MA in Creative Arts Therapies - Art Therapy
- MA in Creative Arts Therapies - Drama Therapy
- MA in Creative Arts Therapies - Music Therapy

This change reflects an emerging practice in universities to assess ethics competencies in professional graduate training programs on a Pass/Fail basis. SGS and the OPVPAA have already approved the implementation of this change. There are no financial implications or impact on faculty workload.

Sincerely,

A handwritten signature in black ink that reads "Guylaine Vaillancourt".

Guylaine Vaillancourt, PhD, MTA
 Department Chair Creative Arts Therapies
 Concordia University, Montreal, Quebec
 (514) 848-2424 ext 5670

**Calendar for academic year: 2021/2022
Implementation Month/Year: May 2020**

COURSE CHANGE: CATS 639 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Faculty/School: Fine Arts
Department: Creative Arts Therapies
Program: Art Therapy Option
Degree: MA Creative Arts Therapies

Calendar Section/Graduate Page Number:

Type of Change:
 Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Note

Present Text (from 2019/2020) calendar	Proposed Text
<p>CATS 639 Interdisciplinary Topics: Cross-cultural Competence in the Creative Arts Therapies (1 credit) This course presents cross-cultural competence as an ethical obligation, providing an overview of multi-cultural counselling theory. Students explore challenges and opportunities arising in creative arts therapies clinical practice within an environment of cultural diversity as it relates to both the therapist and the client.</p>	<p>CATS 639 Interdisciplinary Topics: Cross-cultural Competence in the Creative Arts Therapies (1 credit) This course presents cross-cultural competence as an ethical obligation, providing an overview of multi-cultural counselling theory. Students explore challenges and opportunities arising in creative arts therapies clinical practice within an environment of cultural diversity as it relates to both the therapist and the client. <u>Note: This course is marked on a pass/fail basis.</u></p>
<p>Rationale: This change reflects an emerging practice in universities to assess ethics competencies in professional graduate training programs on a Pass/Fail basis. SGS and the OPVPAA have already approved the implementation of this change.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: MA in Creative Arts Therapies - Drama Therapy Option MA in Creative Arts Therapies - Music Therapy Option</p>	

**Calendar for academic year: 2020/2021
Implementation Month/Year: May 2020**

COURSE CHANGE: CATS 641 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Faculty/School: Fine Arts
Department: Creative Arts Therapies
Program: Art Therapy Option
Degree: MA Creative Arts Therapies

Calendar Section/Graduate Page Number:

Type of Change:
 Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Note

Present Text (from 2019/2020) calendar	Proposed Text
<p>CATS 641 Interdisciplinary Topics: Ethics in Clinical Practice in the Creative Arts Therapies (1 credit) This course covers ethical standards and requirements for clinical practice as established by both professional mental health and creative arts therapies associations. Students become familiar with expectations of professional and personal conduct as well as models for ethical decision-making. Students also gain an understanding of their personal value systems in relation to their work as creative arts therapists and how those values may inform ethical decision-making within their clinical practice.</p>	<p>CATS 641 Interdisciplinary Topics: Ethics in Clinical Practice in the Creative Arts Therapies (1 credit) This course covers ethical standards and requirements for clinical practice as established by both professional mental health and creative arts therapies associations. Students become familiar with expectations of professional and personal conduct as well as models for ethical decision-making. Students also gain an understanding of their personal value systems in relation to their work as creative arts therapists and how those values may inform ethical decision-making within their clinical practice. <u>Note: This course is marked on a Pass/Fail basis.</u></p>
<p>Rationale: This change reflects an emerging practice in universities to assess ethics competencies in professional graduate training programs on a Pass/Fail basis. SGS and the OPVPAA have already approved the implementation of this change.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: MA in Creative Arts Therapies - Drama Therapy Option MA in Creative Arts Therapies - Music Therapy Option</p>	

**Calendar for academic year: 2020/2021
Implementation Month/Year: May 2020**

COURSE CHANGE: CATS 643 New Course Number:

Proposed Undergraduate or Graduate Curriculum Changes

Faculty/School: Fine Arts
Department: Creative Arts Therapies
Program: Art Therapy Option
Degree: MA Creative Arts Therapies

Calendar Section/Graduate Page Number:

Type of Change:
 Course Number Course Title Credit Value Prerequisite
 Course Description Editorial New Course
 Course Deletion Other - Specify: Note

Present Text (from 2019/2020) calendar	Proposed Text
<p>CATS 643 Interdisciplinary Topics: Ethics in Research in the Creative Arts Therapies (1 credit) This course covers ethical standards and requirements for research as established by both professional mental health and creative arts therapies associations. Students become familiar with expectations of professional and personal conduct with respect to research in the field, including research protocols for both the Department of Creative Arts Therapies and Concordia University.</p>	<p>CATS 643 Interdisciplinary Topics: Ethics in Research in the Creative Arts Therapies (1 credit) This course covers ethical standards and requirements for research as established by both professional mental health and creative arts therapies associations. Students become familiar with expectations of professional and personal conduct with respect to research in the field, including research protocols for both the Department of Creative Arts Therapies and Concordia University. <u>Note: This course is marked on a Pass/Fail basis.</u></p>
<p>Rationale: This change reflects an emerging practice in universities to assess ethics competencies in professional graduate training programs on a Pass/Fail basis. SGS and the OPVPAA have already approved the implementation of this change.</p>	
<p>Resource Implications: None.</p>	
<p>Other Programs within which course is listed: MA in Creative Arts Therapies - Drama Therapy Option MA in Creative Arts Therapies - Music Therapy Option</p>	

FACULTY OF FINE ARTS

REPORT TO FINE ARTS FACULTY COUNCIL

SUBMITTED BY:

Elaine Cheasley Paterson, Associate Dean, Academic

Marie-Ève Marchand, Facilitator, Academic and Student Affairs

ACTIVE CURRICULUM DOSSIERS

Department / Program	Dossier	Level	Date	Details	Current Step
Music	MUSI-21	UGrad	February 20, 2020	Changes to the Specialization in Music Composition; clarification of Music Major course pre-requisites; editorial changes.	APC
Studio Arts	ARTU-13	UGrad	February 20, 2020	Minor editorial and content changes to the Intermedia program.	APC
Art Education	ARTE-20	Grad	February 17, 2020	Cross-listing of ARTE 680 with ARTE 880.	GCC
Creative Arts Therapies	CATS-30	Grad	February 17, 2020	Changes to the MA in Music Therapy Research with Thesis Option and Advanced Music Therapy Option.	GCC
Creative Arts Therapies	CATS-31	Grad	February 14, 2020	Replacing letter grading by pass/fail indication for 3 ethics courses.	FC
Department of Design and Computation Arts	DART-21	UGrad	February 14, 2020	Program name change for the BFA Major in Computation Arts (combined with Computer Application Option).	FC
Studio Arts	ARTU-14	UGrad	January 29, 2020	Creation of 7 3-credit studio courses at the 200 level to be offered as electives.	Passed FCC

Music	MUSI-19	Grad	June 5, 2019	Graduate Certificate in Electroacoustic and Sound Design.	LOI approved
Music	MUSI- 20	Grad	June 5, 2019	Graduate Certificate in Music Composition for the Moving Image.	LOI approved
Creative Arts Therapies	CATS-29	Grad	April 13, 2018	Graduate Certificate in Public Practice Arts in Health.	Pending LOI approval
Theatre	THEA-3	Grad	May 14, 2018	Graduate Certificate in Acting Voice and Movement Instruction.	Pending LOI approval
Creative Arts Therapies	N/A	Grad	December 12, 2019	MA Dance-Movement Therapy	Pending LOI approval

SENATE – JANUARY 24, 2020

Design & Computation Arts	DART-18	UGrad	January 24, 2019	Minor edits concerning the Major in Design, the Specialization and the Major in Computation Arts and the Minor in Computation Arts.	Approved by Senate
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FINE ARTS FIELD SCHOOLS, SUMMER 2020

Undergrad and Grad students across the University have until March 1st, 2020 to apply for the local and international Fine Arts Field Schools (see table below).

Funding opportunities specific to Fine Arts students are available through the Thomson Awards. The application deadline is March 22, 2020 and more information will be circulated soon. Please contact the Academic Facilitator, Fine Arts at fineartscurriculum@concordia.ca for all inquires.

Fine Arts Field Schools
SUMMER 2020

TITLE	COURSE CODES	INSTRUCTOR	LOCATION	DATES	INFO SESSIONS	APPLICATION DEADLINE
INTERNATIONAL						
<u>ART, SCIENCE AND TECHNOLOGY IN COLOMBIA</u>	MUSI 398 ASEM 620	Ricardo Dal Farra	Manizales, Colombia	June 10 – 21, 2020	February 7, 2020	March 1, 2020 <u>Application form</u>
<u>THE ARTIST INTERVENOR: DECOLONIZING THE COLLECTION</u>	ARTX 398 ASEM 620	Nadia Myre	London, England	June 5 – July 6, 2020	January 29, 2020 February 13, 2020	March 1, 2020 <u>Application form</u>
<u>DETROIT: RE-THINK, RE-ALIGN, RE-MAKE – THE FUTURE OF THE CITY</u>	DART 448 DART 635	Carmela Cucuzella	Detroit, USA	May 10 – 21, 2020	January 23, 2020 February 18, 2020	March 1, 2020 <u>Application form</u>
<u>MAKE IN JAPAN 2020: SHORT-TERM DESIGN FIELD SCHOOL</u>	DART 498 DART 635	Martin Racine and Guillaume Pelletier*	Tokyo, Japan	May 8 – 24, 2020	January 22, 2020 February 3, 2020	March 1, 2020 <u>Application form</u>
<u>IMAGINING ICELAND: SUMMER SHORT-PROGRAM AT THE ICELANDIC TEXTILE CENTRE</u>	ARTE 398 ARTE 660 ARTE 850	Kathleen Vaughan	Blönduós, Iceland	June 1 – 30, 2020	Application closed (Full)	
LOCAL						
<u>STRATFORD THEATRE FESTIVAL</u>	DFTT 498	Raymond-Marius Boucher	Stratford, ontario	July 14 – 22, 2020	February 13, 2020	March 1, 2020 <u>Application form</u>
<u>ISEA 2020 ELECTRONIC ARTS SYMPOSIUM IN MONTREAL</u>	MUSI 398 ASEM 620	Ricardo Dal Farra	Montreal, Quebec	May 15 – 25, 2020	TBD	March 1, 2020 <u>Application form</u>
<u>MONTREAL'S FESTIVAL TRANSAMÉRIQUES</u>	TBD	Angélique Willkie	Montreal, Quebec	TBD	TBD	TBD

*Guillaume Pelletier will accompany the group.



The Indigenous Directions Action Plan:

Concordia's Path Towards Decolonizing
and Indigenizing the University

April 2019







Territorial Acknowledgement

Concordia University is located on unceded Indigenous lands. The Kanien'kehá:ka Nation is recognized as the custodians of the lands and waters on which we gather today. Tiohtiá:ke/Montreal is historically known as a gathering place for many First Nations. Today, it is home to a diverse population of Indigenous and other peoples. We respect the continued connections with the past, present and future in our ongoing relationships with Indigenous and other peoples within the Montreal community.

Learn more at concordia.ca/about/indigenous/territorial-acknowledgement.html

With Thanks to the IDLG

We would also like to acknowledge all of the current and past members of the Indigenous Directions Leadership Group for their contributions to this document and the collective efforts that helped to make it possible. Our membership has been primarily comprised of Indigenous students, staff and faculty, but also includes a small number of valued allies from across the University.

Ron Abraira, Tiffany Ashoona, Vicky Boldo, Victoria Cooke, Orenda Boucher-Curotte, Chadwick Cowie, Brooke Wahsontiiostha Deer, Marie-Ève Drouin Gagné, Elizabeth Fast, Emilee Gilpin, Donna Kahérakwas Goodleaf, Karl Hele, Heather Igloliorte, Cheryl Lahache, Veronica Lefebvre, Jason Edward Lewis, William Lindsay, Charmaine Lyn, Charles O'Connor, Genèvieve Sioui, Cherry Smiley, Linda Teoli, Louellyn White, and Wahéhshon Shiann Whitebean.

The IDLG most of all expresses its deep gratitude to all of the students, staff, faculty, community members and others who participated in consultations, interviews, and discussions with the IDLG that led to the development of this Action Plan. Thank you for sharing your vision, knowledge and experiences with us.

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Graham Carr speaking to Donna Kahérakwas Goodleaf, Indigenous Curriculum and Pedagogy Advisor at the Internal Launch of the Action Plan on March 13, 2019.

Forward

This is an historic moment for Concordia University.

As Provost and Vice President, Academic, it's been my privilege to witness the development of our Indigenous Directions Action Plan. The idea for the Plan was originally conceived as Concordia's response to the Calls to Action and Principles of Reconciliation of Canada's *Truth and Reconciliation Commission*. But this document goes further, differentiating Concordia from how other higher education institutions have approached this important work in Québec and across Canada. It reflects who we are, capturing our spirit as an action-oriented, community-minded university.

I want to express a deep debt of gratitude to all past and current members of the Indigenous Directions Leadership Group who are the collective authors of this Plan. Their work was demanding, complex and often intensely personal. It involved extensive consultations with Indigenous students and alumni, staff and faculty, as well as external community partners and advisors. It required much reflection, much discussion, and thoughtful, deliberate crafting. The Plan sets clear directions on how we, the Concordia community, should undertake our collective work of decolonizing and Indigenousizing our university. It is called an Action Plan for a reason and our responsibility going forward is to make good not just on what it recommends, but also on what it intends.

The Action Plan marks the beginning of what will be a continuous voyage for Concordia. It is a living document that will be further enriched over time by experience, by practice and through learning. I sincerely hope that the Plan will also signal to others our aspiration to be a place where Indigenous Peoples, knowledges and languages can thrive, where diversity is valued as a source of understanding our society and ourselves.

The Indigenous Directions Action Plan is part of what makes us a next generation university. The task of executing it should inspire us to take pride.

Graham Carr
Provost and Vice President, Academic
Concordia University



Introduction

The Indigenous Directions Action Plan is envisioned as a guide and tool to enable all Concordians to move the University towards a more equitable and inclusive future. It is created, in part, to respond to the Calls to Action of the Truth and Reconciliation Commission (TRC).

With this document, Concordia commits to taking concrete steps towards the decolonization and Indigenization of our institution, in order for us to co-construct a new, shared future based on responsibility, reciprocity, and respect.

Context

Efforts to decolonize and Indigenize Concordia University began decades ago, notably with the establishment of what is today the Aboriginal Student Resource Centre in 1992, and through the ongoing efforts of our past and current Indigenous faculty, staff and students. In 2014, Jason Lewis submitted the first proposal to the President and Provost to develop a plan to address Indigenous issues at Concordia, prior to the conclusion of the Truth and Reconciliation Commission in 2015. In 2016, Elizabeth Fast and Charmaine

Lyn were appointed as Special Advisors to the Provost on Indigenous Directions, with a 3-year mandate to identify and recommend priority areas in which Concordia can improve its responsiveness to the Truth and Reconciliation Commission (TRC)'s Principles for Reconciliation and Calls to Action.

This Action Plan is one key result of both that longer history of Indigenous advocacy and activism, as well as the 3-year mandate set out in the fall of 2016, when the Special Advisors worked with the Provost to recruit members to the Indigenous Directions Leadership Group (IDLG). The IDLG is composed almost entirely of Indigenous faculty, staff and students at Concordia. The main task set to the IDLG was to undertake a university and community-wide engagement and consultation process, although the work they have collectively accomplished on behalf of the University since 2016 extends far beyond that mandate.

This Action Plan is the result of more than a year of invited, open, and targeted consultations, primarily with our Indigenous students, faculty and staff, as well as others across the University and community members outside of the institution. The Indigenous Directions Leadership Group then jointly undertook the monumental task of compiling, writing, refining, vetting, and finalizing the recommended actions that numerous members of our community contributed to, resulting in this document.

Concordia commits to taking concrete steps towards the decolonization and Indigenization of our institution, in order for us to co-construct a new, shared future based on responsibility, reciprocity, and respect.



About the Indigenous Directions Action Plan

While the IDLG mandate set by the Provost explicitly refers to the Truth and Reconciliation Commission (TRC) Calls to Action, the IDLG also acknowledges many other sources: calls to action articulated over the years by Concordia's internal community of Indigenous faculty, staff and students, together with their allies; Universities Canada's Principles on Indigenous education¹; the Royal Commission on Aboriginal Peoples (RCAP)²; the United Nations Declaration on the Rights of Indigenous Peoples³; the work of our colleagues at other institutions across Canada and internationally; and the longstanding leadership of Indigenous Peoples and communities in ongoing grassroots collective action.

The Action Plan is not a panacea to the multiple complex challenges to reconciliation, Indigenization and decolonization that we and our key stakeholders have observed and experienced. Rather, we have set out a number of actions that we believe have the potential to prepare the ground for further, ongoing and increasingly intensified efforts to recalibrate and transform the University's internal and external relationships with Indigenous Peoples and communities.

Our recommended actions aim to respond to these internal demands as much as towards the minimum criteria that the TRC put forward. We have sought to develop a plan that will create optimal conditions for continued growth of Indigenous presence among students, faculty and staff at Concordia.

While the calls in this Action Plan are directly a result of the consultation processes - aimed at the highest levels of our University in order to ensure long-term, effective institutional change - we welcome and encourage all Concordians to take up the spirit of this living document by considering how each of us can work together towards these shared goals.

We welcome new ideas, strategies, and voices in these processes going forward that support, build upon, and make visible the work of the Action Plan in all areas of the University.

Through community consultation and collaborative effort, the Action Plan puts forth:

- structures and policies that allow for greater participation of Indigenous communities, students, staff and faculty in the university's governance;
- the integration of Indigenous knowledge and the Principles of Reconciliation into existing courses, programs, and governance structures at Concordia;
- steps that should be undertaken to enhance the cultural climate at Concordia for Indigenous students, staff, and faculty;
- strategies, programs and services that will support and facilitate Concordia's recruitment, admission, retention, and graduation of Indigenous learners;
- strategies, programs and services that will support and facilitate Concordia's recruitment and retention of Indigenous faculty and staff; and

- ways to foster, strengthen and showcase the innovative research being done by Indigenous faculty and students in partnership with Indigenous communities.

We are guided by Concordia's mission to be welcoming, engaged, and committed to innovation and excellence in education, research, creative activity and community partnerships. Concordia dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world.

We are guided by the University's Nine Strategic Directions, and envision this Action Plan as entirely aligned with the ambitious goals that Concordia has set for itself as an institution and as a community comprised of diverse members.

We are guided by the meaning of Concordia Salus – wellbeing through harmony – the City of Montreal's motto.

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that our University has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

Sincerely,

Heather Igloliorte
Special Advisor to the Provost on Advancing Indigenous Knowledges, on behalf of the Indigenous Directions Leadership Group

¹ <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

² <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/introduction.aspx>

³ <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>



Vicky Boldo (Cultural Support Worker for Indigenous Students) and William Lindsay (Senior Director of the Office of Indigenous Directions) closing the Internal Launch of the Action Plan on March 13, 2019.

GOVERNANCE AND COMMUNITY PARTICIPATION: ACCELERATE THE INDIGENIZATION OF GOVERNANCE AND INCREASE COMMUNITY ENGAGEMENT

Concordia University commits to reimagining a renewed relationship with the Indigenous Peoples of this land, by recognizing the original and ongoing relationships of Indigenous Peoples with the Lands and Waters of this territory.⁴

The University understands that in order for Indigenous community partners, Elders and knowledge holders to consider Concordia to be an ethical, respectful and valuable partner, it needs to develop clear structures, processes and adequate resources for robust participation in decision-making and governance by Indigenous Peoples⁵ as well as sustained Indigenous representation within the University's upper administrative structures.⁶

Concordia recognizes the importance of establishing strategies and structures for building respectful and mutually beneficial research, learning and teaching opportunities for the benefit of Indigenous communities and the University⁷ with the aid of protocols and guidelines developed in partnership with Indigenous communities through the facilitation of the Indigenous Community Engagement Coordinator.⁸

An element of the process of rebuilding relationships requires the University to develop transparent new policies and procedures for financial transactions to ensure that Indigenous speakers, collaborators, knowledge holders and research partners are no longer financially burdened or economically disadvantaged by their work with Concordia.⁹

By taking action to establish structures and policies that allow for greater participation of Indigenous communities, students, staff and faculty in the University's governance, Concordia will have a better understanding of how to assess the University's progress on the decolonization and Indigenization of the University, as well as how to monitor and track Concordia's success and challenges during the 3-year mandate of the Action Plan.¹⁰

⁴ Recommended Action 1.4

⁵ Recommended Action 1.3

⁶ Recommended Action 1.1

⁷ Recommended Action 1.2

⁸ Recommended Action 1.6

⁹ Recommended Action 1.5

¹⁰ Recommended Action 1.7

Recommended Action 1.1

Establish a permanent, university-wide Indigenous Directions Leadership Council that reports directly to the Provost, and includes primarily members of Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia University commits to the processes of decolonizing and Indigenizing the academy by providing financial and human resources support for the creation of the IDLC, ensuring the continuous guidance and governance by Indigenous Peoples, including members of our faculty, staff, and students.	Set the terms of reference for the Indigenous Directions Leadership Council as an outgoing activity and prepare for transition to Indigenous Directions Leadership Council, chaired by the Senior Director, Indigenous Directions.	Indigenous Directions Leadership Group, Provost	Spring 2019
Concordia develops clear structures, processes and adequate resources for robust participation in decision-making and governance by Indigenous Peoples, faculty, staff, students, and community members.	Secure resources and administrative support to facilitate participation of IDLG members in ongoing activities through the end of its mandate, including the formation of the IDLC.	Provost	Winter 2019
A permanent group known as the IDLC is ready to take over the work of the IDLG at the end of the group's current mandate. The IDLC provides the University with collaboration and leadership on an array of issues critical to Concordia's commitment to reconciliation, decolonization and Indigenization.	Recruit new members to the Indigenous Directions Leadership Council according to the new terms of reference.	Indigenous Directions Leadership Council	Spring 2019

Recommended Action 1.2

Establish Indigenous leadership positions at upper administrative levels.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Indigenous representation is established within the University's upper administrative structures in order to ensure the ongoing, permanent presence of empowered Indigenous leadership.	Establish and hire a Senior Director of Indigenous Directions (SDID), reporting to the Provost, and ensure that the SDID has appropriate, permanent-basis level staffing in place to support the work of the Senior Director and the IDLC.	Provost	Winter 2019
	Hire or appoint a high-level faculty Special Advisor responsible for developing and promoting Indigenous research and academics.	Provost	Winter 2019

Recommended Action 1.3

Develop, validate and disseminate an Institutional Protocol for engaging Indigenous Elders, Knowledge Holders and Community Members.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia establishes clear guidelines and cultural protocols for engaging respectfully with Indigenous Elders and other cultural knowledge holders to support the creation and maintenance of respectful and ongoing relationships.	Draft Institutional protocol for Elder and other Indigenous Community Engagement.	IDLG; Centre for Teaching and Learning - Indigenous Curriculum and Pedagogy Advisor	Winter 2019
Indigenous community partners, Elders and knowledge holders consider Concordia to be an ethical, respectful and valuable partner.	Draft Elder and Indigenous Community Engagement protocol undergoes preliminary review by relevant Concordia stakeholders.	Senior Director, Indigenous Directions	Winter 2019 – Spring 2019
Concordia stakeholders, Indigenous community leaders, Elders and cultural knowledge holders have a shared understanding of the Protocol's purpose and processes, providing enhanced transparency for ethical partnerships and engagement.	Draft Elder and Indigenous Community Engagement protocol is validated with Indigenous Community stakeholders.	SDID; Office of Community Engagement; Advancement; CTL - Indigenous Curriculum and Pedagogy Advisor	Fall 2019
	Disseminate Elder and Indigenous Community Engagement Protocol (print and online, with translations).	SDID; University Communications Services	Winter 2020



The Aboriginal Student Resource Centre team, from left to right: Laurence Lainesse, Bo Kim, Vicky Boldo, Orenda Boucher-Curotte, and Faye Mullen. Photo credit: Concordia University.



Wahéshshon Shiann Whitebean, MA INDI, PhD Candidate, founder of both the First Peoples' Studies Member Association and the Indigenous Student Council, and IDLG member. Photo credit: Concordia University.



Members of the Indigenous Directions Leadership Group. From left to right: Brooke Wahsontiooshta Deer, Ron Abraira, Elizabeth Fast, Marie-Ève Drouin-Gagné, Chad Cowie, Donna Kahérakwas Goodleaf, Orenda Boucher-Currotte, Charlie O'Connor, Geneviève Sioui, Wahéhshon Shiann Whitebean, and Charmaine Lyn. Members missing from photo: Vicky Baldo, Tiffany Ashoona, William Lindsay, Heather Igloliorte, Veronica Lefebvre, Jason Edward Lewis, Louellyn White, Victoria Cooke, and Linda Teoli. Photo credit: Concordia University. www.concordia.ca/about/indigenous/indigenous-leaders.html.

Recommended Action 1.4

Establish Protocols for the ongoing use and maintenance of the Territorial Acknowledgement.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia establishes clear protocols for the appropriate use of the Territorial Acknowledgement. This opens the possibility of a renewed relationship with Indigenous Peoples of this land, by recognizing the original and ongoing relationships of Indigenous Peoples with the Lands and Waters of this territory.</p> <p>Faculty, researchers, students, staff and senior management across the University have access to training, education and resources on the Acknowledgement, so that the Concordia community is knowledgeable and informed on the meaning, purpose and use of the Territorial Acknowledgement.</p> <p>Out of respect for the Territorial Acknowledgement as a living document, Concordia reviews the Territorial Acknowledgement and its protocols every five years to ensure it remains reflexive, accurate, and up-to-date.</p>	<p>Provide training and education on the Territorial Acknowledgement to staff and faculty.</p>	<p>CTL; SDID</p>	<p>Ongoing</p>
	<p>Establish strategies and protocol for signatures, syllabi, events, media relations, and questions about the Territorial Acknowledgement.</p>	<p>IDLC; SDID; Secretary-General; Vice-Provost Innovation in Teaching and Learning; CTL - Indigenous Curriculum and Pedagogy Advisor</p>	<p>Fall 2019</p>
	<p>Develop, through consultation with internal and external stakeholders, a resource document that provides guidelines for the appropriate use of the Territorial Acknowledgement.</p>	<p>IDLC; SDID; CTL</p>	<p>Fall 2020</p>
	<p>Conduct regular reviews and validation of the existing Acknowledgement and protocols for its use with internal and external stakeholders, and updating it if necessary.</p>	<p>IDLC; SDID</p>	<p>5-year cycle, beginning 2022</p>



William Lindsay, Senior Director of the Office of Indigenous Directions. Photo credit: Concordia University.

Recommended Action 1.5

Develop specific policies and procedures for financial transactions for working with Indigenous communities and individuals.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>In order to create and maintain community partnerships and respectful relationships with Indigenous knowledge holders, Concordia develops transparent new policies and procedures for financial transactions with Indigenous Peoples and in Indigenous communities. Speakers and other guests or research partners are compensated both fairly and timely, respecting Indigenous protocols.</p> <p>Timely, fair and respectful financial interactions ensure Indigenous guest speakers, collaborators, knowledge holders and research partners are no longer financially burdened or economically disadvantaged by their work with the University.</p>	<p>Develop, in consultation with IDLC and units, departments, and key individuals, new policies and best practices for financial transactions with Indigenous communities and community members based on Indigenous protocols. This includes but is not limited to: timely reimbursement; respecting the financial needs of Elders, knowledge holders and communities; understanding Arctic and other remote community travel; and reconciling administrative processes with community expectations and protocols.</p>	Chief Financial Officer; SDID	Fall 2019
	<p>Provide Financial Services with focused training on protocols and best practices for Indigenous Peoples related to financial concerns, including the creation of a document outlining new policies and procedures that can be shared widely for faculty and staff use.</p>	CFO; SDID; Hospitality Services; Associate Vice-President Finance and Controller	Winter 2020

Recommended Action 1.6

Develop strategies and structures for building partnerships and holding relationships with Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia establishes strategies and structures for building respectful and mutually beneficial research, learning and teaching opportunities for the benefit of Indigenous communities and the University together. These processes are facilitated by the creation of a permanent position for Indigenous Community Engagement.	Identify current Concordia faculty and staff members actively cultivating partnerships with Indigenous communities in order to determine what support and resources existing community partnerships could benefit from.	IDLC; Faculties	Spring 2019
	Develop community engagement and partnership guidelines for best practices.	SDID; OCE; CTL - Indigenous Curriculum and Pedagogy Advisor; Special Advisor to the Provost on Advancing Indigenous Knowledges; Vice-Provost Partnerships and Experiential Learning; Faculties	Winter 2020
Strategies, protocols and guidelines are developed in partnership with Indigenous communities and stakeholder groups for engaging in Indigenous community-based partnerships, collaboration, teaching and learning. The publication of these guidelines for best practices is co-developed in partnership with Indigenous communities and stakeholders, and made publicly accessible.	Create a full-time Indigenous Community Engagement Coordinator position.	OCE	Spring 2020
	Develop and deliver specific training, consistent guidance, and clear objectives in terms of community relationships and partnerships in research and teaching activities.	SDID; Special Advisor AIK; OCE; CTL - Indigenous Curriculum and Pedagogy Advisor; Concordia Continuing Education; Vice-President Research and Graduate Studies; VPPEL; Faculty Deans; Faculties	Fall 2020
Existing community engagement activities are more broadly publicized and celebrated, setting an example for future collaborations and partnerships between communities and faculties, departments, research centers and research projects.	Feature and highlight our many community collaborations on the Indigenous Directions Web Hub.	IDLC; UCS	Winter 2021 - ongoing

Recommended Action 1.7

Review Concordia's success in implementing the Indigenous Directions Action Plan.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia collectively assesses our progress on the decolonization and Indigenization of the University and our efforts towards reconciliation and fulfilling the TRC Calls to Action. We do so using tools and measures developed and implemented to monitor and keep track of Concordia's successes and challenges during the 3-year mandate of the Action Plan. Together, we publish a final report which includes a roadmap for the future based on the outcomes of the Action Plan's 3-year mandate.	In collaboration with Indigenous community stakeholders and the IDLC, develop tracking tools and measures that allow all levels of the University to track and demonstrate their success in the implementation of the Protocols and Action Plan.	IDLC with all administration, all staff, all faculties, all departments and research centres	Fall 2019
	Compile a final document outlining successes and challenges, including next steps for the University, in order to assess our progress and address issues that have arisen during this process for the future.	IDLC with all administration, all staff, all faculties, all departments and all research centres	Spring 2022



A participant at the Internal Launch of the Action Plan reads the Indigenous Ally Toolkit created by the Montreal Urban Aboriginal Community Strategy Network, reseauumtlnetwork.com/resources/ (2019)

CURRICULUM AND PEDAGOGY:

ADVANCE THE RECOGNITION AND INTEGRATION OF INDIGENOUS KNOWLEDGE IN CURRICULUM AND PEDAGOGY

Concordia University commits to reimagining the value that Indigenous leadership and guidance brings to teaching and learning at the University. It aspires to become a prominent site for the training and mentorship of the next generation of Indigenous scholars.⁸

The University does this by ensuring the stability, functioning and growth of the First Peoples' Studies program (FPST)⁹ as well as establishing and resourcing an FPST Advisory Council.¹⁰

Concordia encourages all faculties and departments to undertake self-assessments on the inclusion of Indigenous content in their course offerings¹¹ and remain actively engaged in the ongoing decolonization and Indigenization of the University's curriculum and pedagogy. This will ultimately lead all departments across the University to offer courses grounded in and reflective of diverse Indigenous histories, epistemologies, worldviews, research and pedagogical practices.¹²

Concordia University, as an academic institution, recognizes its responsibility to value and provide ongoing support for the revitalization of Indigenous languages. It acknowledges the challenges brought about by the impacts of the Residential School system on the perseverance of Indigenous languages, and commits to working with faculty, students, media, recruitment and communications to develop policies that establish and enhance the presence, recognition and acceptance of Indigenous languages as academic language at the University.

In relation to this, Concordia will also underline the importance of Lands and Waters as valuable pedagogical teachers and will research, develop and offer new Indigenous land-based programs in partnership with Indigenous communities both in-community and on campus to demonstrate this commitment.¹³

By taking action to advance the recognition and integration of Indigenous ways of knowing into Concordia's curriculum and pedagogy, the University will become a destination for both Indigenous and non-Indigenous students, faculty, staff and researchers committed to the Indigenization and decolonization of post-secondary education.¹⁴

⁸ Recommended Action 2.1

⁹ Recommended Action 2.2

¹⁰ Recommended Action 2.3

¹¹ Recommended Action 2.7

¹² Recommended Action 2.5

¹³ Recommended Action 2.4

¹⁴ Recommended Action 2.6

Recommended Action 2.1

Develop and sustain institutional capacity of Indigenous graduate students in the pursuit of university teaching excellence.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
The development of an Indigenous-led, Indigenous graduate student GradProSkills program provides culturally grounded training in teaching excellence for the next generation of Indigenous professors.	Build capacity of Indigenous graduate students as future faculty members through the development of an Indigenous GradProSkills course on university teaching.	School of Graduate Studies; CTL - Indigenous Curriculum and Pedagogy Advisor; Library; Faculty Deans; Chairs; Faculties	Fall 2020
Concordia becomes a prominent site for the training and mentorship of the next generation of Indigenous scholars, increasing the recruitment and retention of exceptional Indigenous graduate students and ensuring their success after graduation.	Promote Indigenous pedagogy through the development of a full-time Indigenous Curriculum and Pedagogy Advisor position.	VPITL	Spring 2019
A permanent, full-time Indigenous Curriculum and Pedagogical Advisor provides ongoing Indigenous leadership and guidance in teaching and learning at the University.			

Recommended Action 2.2

Ensure the stability, functioning and growth of the First Peoples' Studies program (FPST) so that it can become a stand-alone program.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
With new hires, stable course offerings, and appropriate funding, FPST grows and develops into a robust, stand-alone program. This autonomy creates space for Indigenous intellectual traditions to flourish.	Prioritize strategic hiring of two new Tenure Track faculty members, and develop a 5-year plan for future Part-time, Limited Term Appointment and Tenure Track hires to support the stability of course offerings, meet student support needs, as well as the transition to a standalone program	Provost; Dean, Faculty of Arts and Science; Director, First Peoples' Studies	Winter 2019
FPST increases its research capacity and partnerships with Indigenous communities and scholars.	Ensure stability of academic offerings and readiness for growth of the First Peoples Studies Program (FPST).	Provost; Dean, FAS; Director, FPST; Director, School of Community and Public Affairs; CTL - Indigenous Curriculum and Pedagogy Advisor	Fall 2020
Concordia University is recognized as creating the first undergraduate and graduate Indigenous studies programs in the province, establishing the University as a leader in Indigenous research and teaching excellence. FPST becomes the ideal destination for students interested in Indigenous studies throughout Eastern Canada, and the program has the capacity to support and nurture these students throughout their studies. This increases Indigenous and other student enrolment and the retention of Indigenous faculty and staff.	Establish objectives and milestones for the transition of FPST to a stand-alone program.	Dean, FAS; Director, FPST	Fall 2020
	Initiate the processes required in order to develop a graduate program within FPST; establish guidelines and Terms of Reference to ensure the program's autonomy	FPST Dean, Faculty of Arts and Science	Spring 2021

Recommended Action 2.3

Establish and resource FPST Advisory Council with terms of reference on roles, decision-making and scope of authority/responsibility.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Fulfilling the recommendations laid out at the formation of FPST, a community-based FPST Advisory Council is established with appropriate staffing levels to support the development and growth of FPST.</p> <p>The formation of FPST Advisory Council heightens Concordia's ability to recruit and retain Indigenous students, builds meaningful new community partnerships, and strengthens relationships between FPST and Indigenous communities in the province and across Canada.</p>	Draft and approve the Terms of Reference for the establishment of an FPST Advisory Council by appropriate channels.	Provost; Dean, FAS; Director, FPST	Winter 2019
	Ensure administrative support for convening and supporting the work of the Advisory Council.	Dean, SCPA	Spring/ Summer 2019
	Secure ongoing funds for honoraria for community-based members of the FPST Advisory Council.	Dean, FAS; VPAER; Director, SCPA	Fall 2019
	Invite community members to join the FPST Advisory Council and set regular meetings.	Director, FPST; Faculty and Staff	Fall 2019

Recommended Action 2.4

Establish the presence, recognition and acceptance of Indigenous languages as academic language at Concordia University.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline	
<p>Concordia University recognizes its responsibility to value and provide ongoing support for the revitalization of Indigenous languages.</p> <p>Acknowledging the linguistic and cultural diversity of Indigenous communities and the challenges brought about by the impacts of the Residential School system on Indigenous languages perseverance, Concordia commits to working with faculty and students to implement new policies and procedures that ensure the ongoing offering of Indigenous language courses as well as the development of new policies around the acceptance of academic work, including theses, in those Indigenous languages.</p> <p>Concordia develops new, future-oriented policies and procedures that allow for the inclusion of Indigenous languages in internal and external communications, such as in advertising, recruitment materials, and in the media.</p>	Ensure that Indigenous languages are offered on a consistent rotating basis every year, so that students can learn and advance their knowledge and proficiency in Indigenous languages.	Director, FPST; VPITL; Dean, Graduate Studies	Fall 2019	
	Working with staff, students, faculty and Indigenous language holders and translators, develop policies on the inclusion and acceptance of academic work in Indigenous languages, just as academic work in French is accepted.			Spring 2021
	At a university-level, develop a policy for the use of Indigenous languages and terminology in both internal and external communications.	UCS	Spring 2021	



Donna Kahérakwas Goodleaf, Indigenous Curriculum and Pedagogy Advisor. Photo credit: Concordia University. www.concordia.ca/cunews/main/stories/2018/08/20/a-new-concordia-seminar-series-aims-to-indigenize-the-academy.html

Recommended Action 2.5

Develop a strategic plan for decolonizing and Indigenizing curriculum content across all academic departments inclusive of university-wide faculty training.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Using a self-assessment tool that has been developed by the Indigenous Curriculum and Pedagogy Advisor and administered to all faculties and departments across the University, Concordia produces a comprehensive list of current Indigenous course content and offerings.	Survey faculties and departments to create a comprehensive list of current Indigenous course content and offerings. Highlight academic programs which already include an Indigenous specialization or focus.	VPITL; CTL - Indigenous Curriculum and Pedagogy Advisor	Spring/ Summer 2019
The curriculum review report is published with key findings on the list of current Indigenous course offerings across the University, highlighting our strengths and indicating areas on which to focus for future development.	Offer university-wide training for all instructors on anti-oppressive and anti-racist pedagogical skills, to build competence and confidence in teaching and facilitating difficult material.	University Elder (with decanal support); CTL - Indigenous Curriculum and Pedagogy Advisor; Provost; VPITL; Senior Lead, Equity and Diversity	Fall 2020- Ongoing
All faculties and departments across the University are actively engaged in ongoing decolonization and Indigenization training in curriculum development, leading all departments across the University to offer courses and programs grounded in and reflective of diverse Indigenous histories, epistemologies, worldviews, research and pedagogical practices.			

Recommended Action 2.6

Research Indigenous land-based learning programs in order to develop our own land-based programs, courses, and/or intensives.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
New Indigenous land-based programs are researched, developed and offered in partnership with Indigenous communities in Indigenous communities and on campus.	Research Indigenous-focused, land-based programs, in order to create a proposal to enhance and diversify our course offerings by developing land-based learning programs, to become an institution of the future.	CTL - Indigenous Curriculum and Pedagogy Advisor; Director, FPST; SDID; Special Advisor AIK	Spring 2019



Restoring Our Roots Land-Based Retreat, July 2018. Photo credit: Rupert Mackie.

Recommended Action 2.7

Conduct self-assessment of Indigenous courses and content by all faculties and departments in order to identify gaps and opportunities for improvement.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Using the above-mentioned self-assessment tool that has been developed by the Indigenous Curriculum and Pedagogy Advisor and administered to all faculties and departments across the University, and through consultations with students and faculty members, all faculties and departments undertake self-assessments on the inclusion of Indigenous content in their course offerings. Drawing on the 3-year seed fund created by the Provost's office, all faculties and departments consider innovative ways to build upon, improve and expand their course offerings.	Work with all faculties and departments to identify current gaps and future opportunities for teaching Indigenous content and otherwise including Indigenous knowledge in our courses.	CTL - Indigenous Curriculum and Pedagogy Advisor; SDID; Special Advisor AIK; Faculties; Departments; Chairs; Faculty Deans	Fall 2019
	In consultation with Indigenous Curriculum and Pedagogy Advisor, Senior Director, Special Advisor on Advancing Indigenous Knowledges, and your own students and staff, determine where gaps and opportunities exist, develop departmental and faculty-wide strategies to address discipline-specific issues and create strategies to avoid pitfalls.	All Faculties and Departments	Winter 2020
	Create a 3-year fund to seed, support and incentivize the ethical implementation of the Indigenization of curricula and the decolonization of syllabi for faculty and departmental initiatives resulting from consultation processes.	Provost	Fall 2020



Students gather in the Multi-faith and Spirituality Centre

INSTITUTIONAL ENVIRONMENT:

INSTITUTIONAL ENVIRONMENT: ENHANCE THE CULTURAL CLIMATE OF THE UNIVERSITY FOR INDIGENOUS PEOPLES

Concordia University commits to reimagining a campus that is sustainable and culturally-safe for Indigenous students.

It recognizes that in order to do so meaningfully, decolonizing and anti-racist training programs need to be regularly offered to faculty, staff, students and administration¹⁷ in order to become aware of and sensitive to Indigenous cultures and community realities¹⁶ nationally and locally.

Opportunities for organized gatherings throughout the year that celebrate Indigenous cultures and knowledges at Concordia,¹⁷ as well as the creation of permanent gathering spaces for Indigenous students and communities on campus¹⁸ will position Concordia as a leading university in Eastern Canada.

Cultural safety also means that Concordia University's communications on all platforms are respectful of and responsive to Indigenous Peoples within and outside of Concordia.¹⁹ When Concordia is informed on and participates in truth-telling, it will result in new policies and procedures for the University, enabling staff and faculty to be more informed in their discussions of Concordia's history in relation to space and place.²⁰ As such, Concordia will transform institutional narratives and spaces, and create landmarks that reflect and acknowledge the histories, voices and perspectives of Indigenous Peoples.²¹

By taking action to improve the institutional environment of the University, Concordia will enhance its cultural climate for Indigenous students, staff, faculty and administration, becoming a safer, more welcoming place for Indigenous members of our community.

¹⁵ Recommended Action 3.1

¹⁶ Recommended Action 3.2

¹⁷ Recommended Action 3.4

¹⁸ Recommended Action 3.3

¹⁹ Recommended Action 3.5

²⁰ Recommended Action 3.6

²¹ Recommended Action 3.7

Recommended Action 3.1

Offer decolonizing, anti-racist Indigenous awareness programs and instruction at the University for faculty members and students at large.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia creates a sustainable, culturally-safe space for Indigenous students.	Develop and establish a series of culturally-specific anti-racism (and intersectional, BIPOC/LGBTQ2S diversity) training and awareness sessions at different levels, including online training programs, with a budget of \$10,000/yr.	Provost; CTL - Indigenous Curriculum and Pedagogy Advisor; IDLC; Senior Lead, Equity and Diversity; Special Advisor AIK; Special Advisor to the Provost on Campus Life; Library	Fall 2019
Decolonizing and anti-racist, Indigenous awareness programs are developed and regularly offered across the University for faculty, staff and students.			
Concordia faculty, students and staff increase their knowledge, understanding and awareness about issues impacting Indigenous faculty, staff and students on campus.	Set institutional goals for training, in terms of numbers of people, frequency, and total hours of training.	IDLC; Senior Lead, Equity and Diversity; CTL - Indigenous Curriculum and Pedagogy Advisor; Faculties; Associate Vice-President Human Resources	Fall 2019
	Research and develop a plan for incentivizing increased student enrolment in Indigenous studies courses within all departments and faculties.	Deputy Provost; SDID; Faculties; School of Graduate Studies	Fall 2020

Recommended Action 3.2

Provide decolonizing and anti-racist Indigenous awareness training for Concordia's administration across the University.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia University's administration is aware of and sensitive to Indigenous cultures and communities in and around Montreal, as well as Quebec, the North, and nationally, and establishes ongoing, reciprocal relationships with these communities.	Following the successful pilot project for an administration-level Retreat in 2017, establish ongoing plans for the President, Provost, Academic Cabinet and other higher administration training and retreats. Set a target number of anti-racism and anti-colonial trainings workshops and retreats, tailored to key leadership levels.	SDID; CTL - Indigenous Curriculum and Pedagogy Advisor; Senior Lead, Equity and Diversity	Spring 2019
CTL has developed and implemented online learning modules for all administrative levels across the University.			
Regularly scheduled workshops on anti-colonial, anti-racist training for senior administration as well as all other administration staff across the University is developed and implemented by the CTL and the Senior Director of Indigenous Directions.	Develop and deliver tailored decolonization training for the University as a whole, including Finance, UCS, Office of Advancement, Library, Enrolment Services and Student Services relevant to their specific needs and areas of expertise.	Concordia-wide, with an initial focus on Finance; UCS; Advancement; Library; Enrolment Services; Student Services	Fall 2019
	Create an ongoing budget for this training, including support for Indigenous coordinators on staff as well as for community-based facilitators.	Vice-Provost Faculty Development and Inclusion; AVPHR	Winter 2019

Recommended Action 3.3

Develop prominent Indigenous spaces at Concordia, working towards the establishment of a permanent Indigenous Cultural Space.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>The Aboriginal Student Resource Centre has a new space for the gathering of Indigenous students, cultures, peoples and communities on campus. Indigenous students are empowered by organizing and offering Indigenous events that benefit both the Concordia community and local Indigenous communities.</p> <p>Concordia is recognized as a leader, particularly in Eastern Canada, by decolonizing its institution through the creation of new prominent spaces to meet the needs of Indigenous students, faculty, staff and communities.</p>	<p>Research how many Indigenous students work and study on Loyola campus, and consult with them on what resources are required and desired at Loyola.</p>	<p>Special Advisor, Campus Life</p>	<p>Summer 2019</p>
	<p>Establish dedicated space for the Indigenous Directions Leadership Council, including Coordinator office and meeting space.</p>	<p>Provost: Vice-President Services</p>	<p>Winter 2019</p>
	<p>Develop a Proposal for Advancement to prioritize the creation of an Indigenous Cultural Space (ICS) such as a First Peoples' House; gauge other funding sources for this.</p>	<p>SDID</p>	<p>Spring/ Summer 2019</p>
	<p>In the interim period, ensure continuous service provision and positive growth of the ASRC as a vital site of Indigenous spiritual, mental and academic health, and Indigenous student gathering.</p>	<p>Deputy Provost</p>	<p>Winter 2019</p>

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that our University has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

Recommended Action 3.4

Establish permanent, institutionalized support for First Voices Week.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
An annual, ongoing fund is secured to support the celebration of Indigenous culture and knowledge at Concordia, taking place in the last week of January, and bringing together different Indigenous groups across campus, and the broader community.	Fund and create a recurrent student coordinator for FVW, overseen by the Senior Director, Indigenous Directions and Special Advisor AIK” and add a period at the end.	SDID; Special Advisor AIK	Fall 2019
	Establish an ongoing annual budget for First Voices Week.	SDID	Winter 2019
Indigenous student organizations and other diverse student associations and campus-community organizations have established a strong networking relationship that enables their collaboration, as well as facilitates student recruitment from CEGEPs and high schools in the region.	Build relationships between local high schools and CEGEPs in order to involve Indigenous students in FVW events targeted at their demographics.	Indigenous Community Engagement Coordinator; Indigenous Student Recruitment and Retention Officer	Fall 2019

Recommended Action 3.5

Develop a communication and multi-media strategy at Concordia that affirms and supports the presence of Indigenous Peoples in the institution.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Concordia University’s communications on all platforms are respectful and responsive to Indigenous Peoples within and outside of Concordia. Indigenous communities at Concordia are well represented in all communications and space is made for them online, through the Indigenous Directions Hub. All information about Indigenous Peoples, communities, research, and course offerings at Concordia is easily found at the same place, on the Hub.	Allocate resources for the ongoing maintenance of the Indigenous Directions Hub, by hiring an Indigenous Communications staff person under the Senior Director, Indigenous Directions.	Provost; UCS	Winter 2019

We have set out a number of actions that we believe have the potential to prepare the ground for further, ongoing and increasingly intensified efforts to recalibrate and transform the University’s internal and external relationships with Indigenous Peoples and communities.

Recommended Action 3.6

Undertake critical research on Concordia's history in relation to colonialism, including its founders and founding organizations.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>The Concordia community develops a deeper awareness of the origins of its buildings and infrastructures, and the historical connections between colonial religious orders and the dispossession of Indigenous Peoples from their lands and cultures.</p> <p>A rigorous, nuanced report is produced and circulated with key findings and recommendations regarding Concordia's history of colonialism in relation to such actors as the Grey Nuns, the Jesuits and the evangelist Sir George Williams and their Connection to residential and day schools and its impacts on Indigenous communities.</p> <p>The report is completed and presented by Indigenous scholars in partnership with local Indigenous communities at various conferences and colloquia, and the knowledge is further disseminated in scholarly journals and openly accessible online on the Hub. This process serves as a model for other institutions to undertake similar critical and decolonial self-assessments. It results in new policies and procedures for the University, and enables staff and faculty to be more informed in their discussions of Concordia's history in relation to space and place.</p> <p>Concordia University is informed on and participates in truth-telling regarding Concordia's historical and contemporary role in perpetuating colonial and racist institutional policies and practices towards Indigenous Peoples, and finds ways to commemorate and reconcile with that history.</p>	<p>Investigate Concordia's history relative to colonialism in reference to, for example, the Grey Nuns, the Jesuits, and their connections to Residential and Day Schools, and research key founding figures such as the evangelist Sir George Williams.</p> <p>Establish a research budget, timeline, and individuals or a team for the inquiry. Provide funding for doctoral or postdoctoral research on the subject to a graduate student in FPST, History, Communications or a related discipline under the guidance of a faculty member. Provide support for the dissemination of their research including their recommendations, as well as journal publications and conference proceedings.</p>	<p>Special Advisor AIK; VPRGS; Library; Faculty and Student Researchers</p>	<p>2019- 2021</p>
	<p>Ensure the timely completion of research. Collaborate with external community representatives and knowledge-keepers. Produce a publicly accessible report that includes recommendations for addressing the findings of this research. Disseminate this research and report widely, in the public as well as in journal publications and conference proceedings.</p>	<p>Special Advisor AIK; VPRGS; Library; Faculty and Student Researchers</p>	<p>2019- 2021</p>
	<p>Consider commemorations or other forms of public acknowledgement as required to Concordia's involvement in colonialism past and present, as revealed by historical research.</p>	<p>President; Provost; SDID; Special Advisor AIK</p>	<p>Fall 2021</p>

Recommended Action 3.7

Develop a strategy for renaming or naming new public spaces, theatres, buildings, or other landmarks, to acknowledge and highlight Indigenous presence and history.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia has transformed institutional spaces and has created landmarks that reflect and acknowledge the histories, voices and perspectives of Indigenous Peoples.</p> <p>In partnership with local Indigenous cultural knowledge keepers and communities, the Concordia Library has participated in the commemoration of the history of Canada's Residential Schools, through its holdings, collections, archives and installations.</p>	<p>Collaborate with internal Concordia and external community representatives and knowledge keepers on the development of a strategy for naming or renaming public spaces in order to acknowledge and highlight Indigenous presence and history, and if necessary, reevaluate certain names of buildings in order to reflect our desire to become a next-generation university.</p>	<p>Provost; Facilities; Advancement; SDID; Special Advisor AIK; Library</p>	<p>2021</p>

Concordia dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world.



Members of the IDLG, from left: Elizabeth Fast, Emilee Gilpin, Jason Edward Lewis, Cherry Smiley, Heather Igloliorte, Shiann Whitebean, Tiffany Ashoona, Louellyn White, Charmaine Lyn and Marie-Ève Drouin-Gagné. Photo credit: Concordia University.



Indigenous student graduates, May 2018

INDIGENOUS STUDENTS:

INCREASE RECRUITMENT, ADMISSION, RETENTION AND GRADUATION OF INDIGENOUS STUDENTS

Concordia University commits to reimagining its relationships with Indigenous communities and supporting the educational goals they have identified in order to increase the enrolment, recruitment, and retention of Indigenous students.²²

The University supports increasing the representation of Indigenous Peoples in Concordia's student body, both in undergraduate and graduate studies,²³ and recognizes that more informed and holistic data and analysis can be developed to support decision-making regarding student needs. Adapting the application, admission and data collection processes used by the University to be more responsive to Indigenous realities will result in more reliable data and increase the opportunity for ethical decision-making pertaining to current and prospective Indigenous students.²⁴

To help meet the goal of increasing Indigenous student recruitment, admission, retention and graduation. The University requires the development of responsive Indigenous transition programs, in partnership with Indigenous community organizations, that are Indigenous-centred and available at the request of Indigenous students in any program at Concordia.²⁵

Increasing and sustaining scholarships for Indigenous graduate and undergraduate students will make Concordia a more competitive option for prospective Indigenous students when deciding which university to attend.²⁶

The retention of Indigenous students is contingent on the supports Concordia can offer, requiring the bolstering of resources offered by the existing Aboriginal Student Resource Centre, which works to ensure diverse and meaningful services are in place to meet Indigenous students' needs.²⁷ Additional services for Indigenous students beyond those already offered by the ASRC need to be created and supported, such as Indigenous-centric childcare and on-campus housing, transportation and tutorial support.²⁸

Indigenous students benefit enormously from the Indigenous peer networks they build both within the institution as well as beyond. As such, participating in the establishment of an inter-institutional Indigenous Peer Network seeking to work respectfully with Indigenous communities²⁹ would not only enrich the student experience, but also lessen the isolation that many students feel when leaving their communities to pursue post-secondary education.

By taking action to provide equitable and fair accessibility to higher education³⁰ for Indigenous Peoples, Concordia will increase the recruitment, admission, retention and graduation of Indigenous students.

²² Recommended Action 4.8

²³ Recommended Action 4.2

²⁴ Recommended Action 4.1

²⁵ Recommended Action 4.3

²⁶ Recommended Action 4.6

²⁷ Recommended Action 4.4

²⁸ Recommended Action 4.5

²⁹ Recommended Action 4.7

³⁰ Recommended Action 4.2



Cherry Smiley, Indigenous feminist documentary film-maker, PhD candidate in Communications Studies, past IDLG member and Trudeau Scholar.

Recommended Action 4.1

Revise admissions data collection tools and processes in order to conduct quantitative and qualitative analyses on our existing Indigenous student body in order to better understand prospective Indigenous student demographics.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Prospective students find our application and admission processes to be culturally sensitive and relevant. Our data collections tools are likewise adapted to facilitate ethical, smoother and more reliable data collection on Indigenous applicants and admissions processes for Indigenous students on a local, national and international level, enabling us to better serve the next generation of Indigenous students.</p> <p>Informed, holistic and ethical data and analysis are used to support decision-making about student needs as well as best practices for recruitment and retention.</p>	<p>Amend admissions applications to facilitate accurate Indigenous self-identification as Inuit, First Nations, Métis, Indigenous (international), and create an open answer/blank space, so that:</p> <ul style="list-style-type: none"> - Self-identification is separate from residency; - Uploading of status cards is not required at time of application; - Self-Identification includes a non-status option. 	Deputy Provost	Summer 2019
	<p>Conduct analysis of applicant and student data in relation to Indigenous student life at Concordia, such as but not limited to; program choice, use of Student Success Centre, registration at Aboriginal Student Resource Centre, graduation rates, and continuation to graduate studies.</p>	Director of Admissions	Fall 2019

Recommended Action 4.2

Develop a strategy to increase the numbers of Indigenous students, and their retention and graduation rates.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia establishes equitable and fair accessibility to higher education, which includes increasing representation of Indigenous Peoples in Concordia's student body, both in undergraduate and graduate studies.</p> <p>Concordia provides ongoing funds to support the development and expansion of FPST's graduate and undergraduate programs and new Indigenous programs to reflect and be culturally responsive to the personal and academic needs of Indigenous students.</p> <p>Concordia establishes a fund for providing full scholarships to exceptional Indigenous MA and PhD applicants, making Concordia competitive with other institutions of similar size and scope, and ending our loss of exceptional students to other universities with more attractive admissions packages.</p>	<p>Fund and develop a specific, culturally-relevant Indigenous student recruitment strategy in consultation with the Indigenous Student Recruitment Officer, Indigenous Community Engagement Coordinator, ASRC, current students and student organizations/groups (FPSTMA, ISC).</p> <p>Establish recruitment and graduation targets for Indigenous students in undergraduate and graduate programs. Establish recruitment and completion targets for Indigenous students as next-generation learners in non-degree programs, education, retraining and continuing education. Establish full scholarships for exceptional Indigenous graduate students to make Concordia University competitive with national institutions of similar size and scope.</p>	<p>Deputy Provost; Director, Student Recruitment; Registrar; Director, Financial Aid and Awards; Associate Vice-President Lifelong Learning; Dean, Graduate Studies; Special Advisor AIK; SDID</p> <p>Deputy Provost; Faculty Deans; Dean, Graduate Studies; IDLC; Student Success Centre; CTL - Indigenous Curriculum and Pedagogy Advisor</p>	<p>Winter 2020</p> <p>Fall 2020</p>

Recommended Action 4.3

Develop and implement Indigenous-centered bridging or scaffolding programs designed to support Indigenous students' transition into university life and academic programs.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia creates a structured, culturally-safe pathway towards academic success for Indigenous students.</p> <p>A strong network and partnership between Concordia University and local Indigenous communities' educational institutions, CEGEPs and other institutions is created.</p> <p>Responsive Indigenous transition programs are developed in partnership with Indigenous community educational organizations to develop Indigenous-centered bridging programs available to Indigenous students in all programs at Concordia.</p>	<p>Further establish relationships and cultivate opportunities for collaboration with high schools, school boards, and colleges (CEGEPs), and adult learning centres, to identify both the needs of prospective students while also learning about what already exists and works for new students.</p> <p>Develop a strategy for transition-year programs that relate to the needs of all prospective Indigenous students (including but not limited to, mature students, non-degree, distance, retraining and continuing education).</p>	<p>Deputy Provost; Indigenous Student Recruitment and Retention Officer; Indigenous Community Engagement Coordinator; AVPLL</p>	<p>Winter 2021</p>

Recommended Action 4.4

Substantially increase the capacity of the Aboriginal Student Resource Centre (ASRC) to provide a range of relevant and effective services to Indigenous students.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
The Aboriginal Student Resource Centre has the resources to ensure diverse and meaningful services are in place that meet the needs of Indigenous students.	Ensure resources to support full-time University Elder position.	Deputy Provost	Spring 2019
	Create an additional fund for visiting Elders, subject to the Elder Protocol (1.3).	Deputy Provost	Spring 2019
Recruitment and retention of graduate and undergraduate Indigenous students is increased on an annual basis through the ASRC.	Create and fund: - Peer-to-peer academic mentorship programs - Consider creating an Indigenous Student Liaison Officer (retention)	Dean of Students; Aboriginal Student Resource Centre	Fall 2019
The Indigenous Student Recruitment and Retention Officer is created as a full-time permanent position to support new and current students year-round, dramatically enhancing our graduation rates and making Concordia an appealing destination for Indigenous students who wish to feel supported in their studies and research.	Increase ASRC operating budget to enable program development for priorities: - Graduate student support program and events - Culturally specific events		
	Create and fund: - Student retreats		

Recommended Action 4.5

Increase the services available to support Indigenous students beyond those offered by the ASRC.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Specific Indigenous strategies are in place that meet the needs of Indigenous students, such as on-campus housing/student residences, tutorial services, transportation; and Indigenous-centric child care services.	Develop Indigenous-specific strategies to address student services such as: - On-campus housing/ student residences - Indigenous-centric child care - Transportation and travel - Tutorial support	Deputy Provost; Director, Residence Life; Director, Financial Aid and Awards; Director, Student Success Centre; VPS; Dean of Students; ASRC; Concordia Student Union; Graduate Students Association	Fall 2019
As a result of these initiatives, Indigenous students' retention and graduation rates increase on an annual basis.			



Recommended Action 4.6

Increase funding for Indigenous students.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable and permanent funding for Indigenous students is increased.	Establish specific funds for the ASRC & Indigenous Directions where donations can be directed, actively promote these options to donors through the Office of Advancement.	VPA	Summer 2019
Indigenous students' access to fair and equitable education contributes to Indigenous students graduation rates on an annual basis.			
Scholarships for Indigenous graduate and undergraduate students is increased and sustained on an annual basis, making Concordia competitive with other similar universities.	Increase the number of scholarships for Indigenous students, and partner with student associations in different faculties, the CSU, and campus-community organizations to deliver these opportunities.	VPA; Financial Aid and Awards Office; SGS	Fall 2019
A short-term and long-term sustainable funding strategy is in place that supports Indigenous graduate and undergraduate students.	Raise the profile of existing scholarships and other available funding.	SDID; Indigenous Student Recruitment and Retention Officer	Winter 2019
Indigenous graduate students' graduation rates increase on an annual basis.	Develop and fund a plan to support Indigenous undergraduate, MA and PhD students through TAs and RAships, included in admissions offers, to support students throughout their time at Concordia	Deputy Provost; Dean, Graduate Studies; Special Advisor AIK	Spring 2019

Recommended Action 4.7

Participate in the establishment of an inter-institutional Indigenous Peer Network seeking to work respectfully with Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Robust collaborations between post-secondary institutions and communities are established in order to support the development of an inter-institutional Indigenous Peer Network with Indigenous communities.	Concordia convenes, or participates regularly in, meetings of a network of representatives from nearby CEGEPs, colleges and universities.	ASRC Coordinator; Indigenous Community Engagement Coordinator; University Elder; SDID; Special Advisor AIK; IDLC	Fall 2019

Recommended Action 4.8

Develop community relationships to support educational goals for enrolment, recruitment and retention.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Engagement and long-term partnerships are created between Concordia and local Indigenous communities.	Conduct research and engage with communities to better understand community needs, and educational priorities and goals.	SDID; VPITL; CTL - Indigenous Curriculum and Pedagogy Advisor; Indigenous Community Engagement Coordinator;	Winter 2020
CTL, in partnership with local Indigenous communities, has in place diverse Indigenous programs that meet the educational priorities and needs of Indigenous communities.	Conduct research and engage with communities to better understand community needs, educational priorities and goals. Develop a pedagogical plan/offer that is aligned with those communities' goals, and establish funding accordingly.	IDLC; FPST Advisory Council; Faculties	
Sustainable funding is ongoing to support and meet the needs of Indigenous communities.			

Our hope is grounded in the resilience of Indigenous Peoples' connection to the past, present and future, and the courage that our University has demonstrated in creating a meaningful space in which Indigenous voices and perspectives are centered in the development and articulation of a vision for the future and the beginnings of a path moving us toward that future together.

INDIGENOUS FACULTY AND STAFF:

AMPLIFY THE RECRUITMENT AND RETENTION OF INDIGENOUS FACULTY AND STAFF

Concordia University commits to reimagining its relationships with and commitments to Indigenous staff and faculty in order to bolster the recruitment and retention of excellent, innovative, and committed employees.

The University is aware that developing sound recruitment, hiring and retention policies and practices as related to Indigenous faculty and staff across all academic units and services will allow for a more culturally-safe workplace for Indigenous Peoples.³¹

Encouraging Indigenous faculty to teach advanced undergraduate and graduate level credit courses/programs³² will establish the University as a centre for Indigenous research excellence.

Concordia also acknowledges that creating an Indigenous staff and faculty support network and service plan³³ will address Indigenous-specific employment needs at the University.

By taking action to respond to the unique experiences of Indigenous Peoples employed by the University, Concordia will amplify both the recruitment and retention of Indigenous faculty and staff.

Recommended Action 5.1

Develop and implement an institutional hiring and retention strategy for Indigenous faculty members.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Indigenous Peoples are represented across all of the department and faculty levels at Concordia, establishing our University as a center for Indigenous research excellence.	Target the increase of full-time Indigenous faculty from 9 to 18 by Fall 2021, doubling our current cohort (potentially including CRCs and CURCs).	Provost	Fall 2021
The Office of Faculty Development and Inclusion has developed sound recruitment, hiring, and retention policies and practices as related to recruiting and hiring Indigenous faculty across all academic units throughout the University.	Provide hiring committees with equity and diversity training, including implicit bias training, and training on Indigenous self-identification. Encourage and support the inclusion of Indigenous faculty representation from other departments on hiring committees where no Indigenous faculty members are available. Include in job descriptions invitations for self-identification, to help the institution to identify Indigenous staff and faculty from the onset.	VPFDI; Senior Lead, Equity and Diversity	Winter 2019
The tenure and promotion of Indigenous research scholars and faculty is increased.	Develop Indigenous-specific faculty retention policies and practices, including re-considering CRC and CURC policies.	Provost; VPRGS; SDID; Special Advisor AIK	

³¹ Recommended Action 5.1

³² Recommended Action 5.3

³³ Recommended Action 5.2



Geneviève Sioui, Indigenous Community Engagement Coordinator. Photo credit: Concordia University

Recommended Action 5.2

Develop and implement an institutional hiring and retention strategy for Indigenous staff members.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
<p>Concordia’s Human Resources develops sound recruitment, hiring and retention policies and practices for recruitment and retention of Indigenous staff across all services and academic units across the University.</p> <p>An Indigenous staff support network and services plan is created in order to retain excellent Indigenous staff members at all levels and provide culturally-safe workplaces.</p>	Attract more Indigenous staff across different departments of the University.	AVPHR	Winter 2020
	Develop an Indigenous staff retention plan including job satisfaction, support networks and services.	AVPHR	Fall 2020

Recommended Action 5.3

Facilitate the teaching of advanced undergraduate and graduate courses by Indigenous faculty.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Advanced undergraduate and graduate level Indigenous credit courses/programs are developed and taught by Indigenous faculty, ensuring those Indigenous faculty members are not always obliged to teach entry-level course content.	Develop and implement a system that would facilitate advanced undergraduate level and graduate courses to be regularly taught by Indigenous faculty.	Provost; Faculty Deans; Department Chairs; CTL - Indigenous Curriculum and Pedagogical Advisor; SDID	Summer 2019





Heather Igloliorte, Associate Professor in the Department of Art History, University Research Chair in Indigenous Art History and Community Engagement, and Special Advisor to the Provost on Advancing Indigenous Knowledges. Photo credit: Concordia University.

INDIGENOUS RESEARCH:

ENRICH THE UNIVERSITY'S CAPACITY AND SUPPORT FOR INDIGENOUS-LED AND COMMUNITY-BASED RESEARCH

Concordia University commits to reimagining how ethical, reciprocal and meaningful Indigenous research, in partnership with Indigenous communities,³⁴ is conducted.

Through the establishment of an Indigenous Research Centre,³⁵ funded through the Canada Foundation for Innovation, Concordia will be supporting world-class Indigenous-led research and research-creation on campus and with our community partners.³⁶

By developing strategic plans to recruit, engage and hire exceptional Indigenous graduate students to work on Indigenous-led research projects that respect and benefit Indigenous communities, as well as aiding in their development as professionals and scholars through sustainable and ongoing funding opportunities, Concordia will cement its reputation as an institution that supports Indigenous students in the pursuit of research excellence.³⁷

Concordia realizes that the research efforts of Indigenous faculty and students must be publicly documented and highlighted throughout the University's communications platforms. This includes, but is not limited to, featuring Indigenous-related conferences on campus, publications regarding Indigenous research, knowledge mobilization and translation, and research installations at Concordia's 4th Space.³⁸

By taking action to foster, strengthen and showcase the innovative research being done by Indigenous faculty and students in partnership with Indigenous communities, now and in the future, Concordia will be establishing itself as an institution that deeply values the impressive contributions of Indigenous Peoples to academia.

³⁴ Recommended Action 6.3

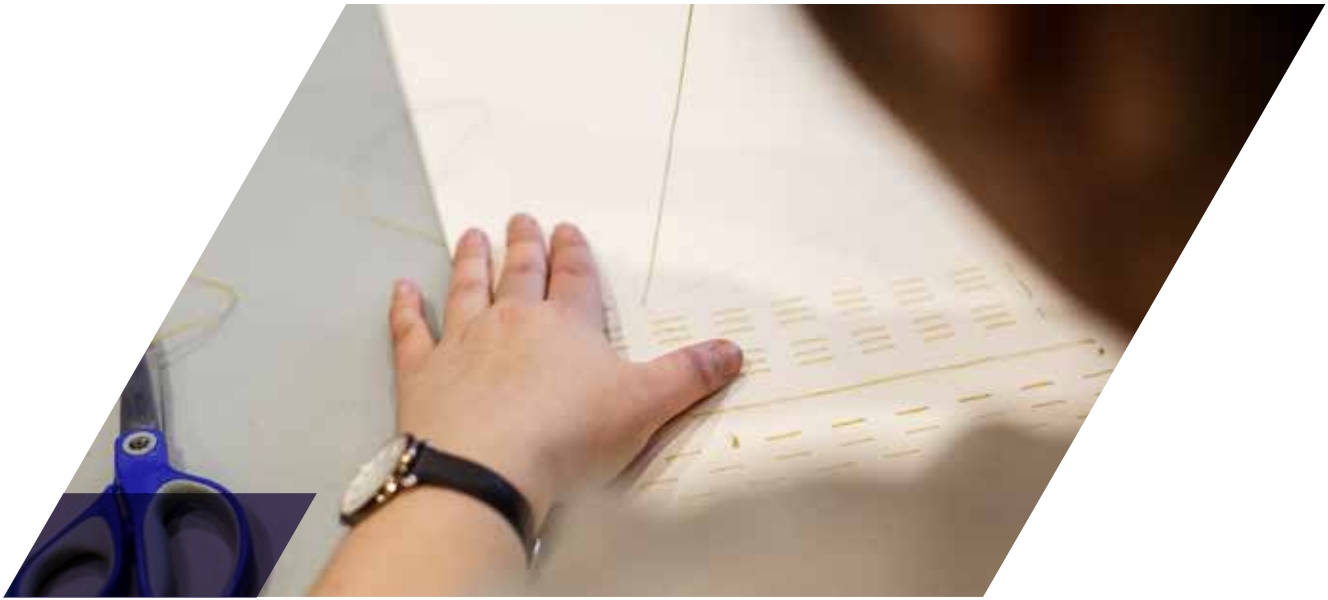
³⁵ Recommended Action 6.1

³⁶ Recommended Action 6.6

³⁷ Recommended Actions 6.2, 6.4, 6.5

³⁸ Recommended Action 6.7





Geneviève Sioui, Indigenous Community Engagement Coordinator. Photo credit: Concordia University

Recommended Action 6.1

Establish a university-wide Indigenous Research Centre.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
The Indigenous Research Centre is created with seed funding for three years, including full-time administrative staff and technical support which supports the space while a capital campaign is created to support the long-term goals of establishing an Indigenous Cultural Space / First Peoples' House, which will include the IRC.	Provide seed funding and support over a three-year period leading to the permanent establishment of an Indigenous Research Centre on campus, including necessary space on campus, hiring full-time administrative support and technical support, and establishing a plan for advancement and a capital campaign for an Indigenous Cultural Space (ICS) where the IRC can be permanently located in the future.	Provost; VPRGS; VPA; Special Advisor AIK; SDID	2018-2021

Recommended Action 6.2

Recruit excellent prospective Indigenous graduate students to the University by creating opportunities for innovative Indigenous research.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
A 5-year fund is created which attracts and hires exceptional Indigenous graduate students to work on innovative Indigenous research at Concordia University.	Create a 5-year fund, and inform researchers throughout the University of that fund, so that they can create attractive entrance offers for prospective graduate students.	Special Advisor AIK; Provost; Library; Faculty Deans; Dean, Graduate Studies	Winter 2019

Recommended Action 6.3

Foster and strengthen Indigenous research with and for Indigenous communities.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Ethical, reciprocal, meaningful partnerships in Indigenous research with Indigenous communities are established throughout the city, Quebec, nationally and internationally.	Develop partnership opportunities through strategic prioritization of research grants that meet and address community-identified needs.	Special Advisor AIK; VPRGS	Fall 2019

Recommended Action 6.4

Develop funding for Indigenous TAs, RAs, and graduate students to work with faculty on research projects.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable funds are put in place that support Indigenous faculty and graduate students to undertake meaningful research in partnership with Indigenous communities.	Create a pool of matching funds that enable faculty members to involve Indigenous students in meaningful research opportunities. Develop new ways to engage students in innovative Indigenous-led research.	VPRGS; Departments and Faculties; Special Advisor AIK"	Spring 2019
Strategic plans are created that engage Indigenous students in Indigenous-led research projects that respect and benefit Indigenous communities.			

Recommended Action 6.5

Increase Concordia's participation in international Indigenous research and study networks.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable and ongoing funding is secured to support travel for Indigenous graduate students to present at conferences, pay dues to professional associations, university memberships, and support attendance at national and international conferences and research networks. This supports their development as professionals and scholars, and cements Concordia's reputation as an institution that supports its Indigenous students in their pursuit of research excellence.	Establish conference travel funding for Indigenous students, university memberships, dues for professional associations, and otherwise provide support so that the University can bid to host international conferences and research networks. Support research dissemination activities of faculty members.	VPRGS; Special Advisor AIK	Ongoing



Jason Edward Lewis (right), is professor in Concordia's Department of Design and Computation Arts, Concordia University research chair in computational media and the Indigenous Future Imaginary, and co-director of the Indigenous Futures research cluster. Skawenati (left), is the partnership coordinator for Concordia's initiative for Indigenous Futures, housed in the indigenous futures research cluster. In 2017 the artist completed three major projects, including a public art project and two machinimas — movies made in virtual worlds — *She falls for ages* and *The peacemaker returns*.

Recommended Action 6.6

Research-Creation Outputs as defined by Tri-Council

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Sustainable funding is secured and ongoing to support the application of a Canada Foundation for Innovation grant for the Indigenous Research Centre.	Concordia supports the application for a CFI for the Indigenous Research Centre in order to support world-class research and research-creation on campus and with our partners and communities.	VPRGS; Special Advisor AIK	2019-2021

Recommended Action 6.7

Increase public knowledge of the Indigenous research on campus by highlighting the work of Indigenous faculty and students.

Intended Outcomes	Specific Tasks and Indicators	Responsible(s)	Timeline
Conferences on campus and published articles highlighting Indigenous research, knowledge mobilization and translation is leveraged across the University.	Highlight Indigenous research profiles in communications, including ongoing showcasing of Indigenous research at 4 th Space, knowledge mobilization and translation, and the leveraging of research that is happening across the University.	UCS; VPRGS; Special Advisor AIK	Spring 2019

Stakeholder	Task(s) Corresponding to Action Plan
Aboriginal Student Resource Centre (ASRC)	1.7, 4.4, 4.5, 4.7
Advancement	1.7, 3.2, 3.7
Associate Vice-President Finance and Controller (AVPFC)	1.5, 1.7, 3.2
Associate Vice-President Human Resources (AVPHR)	1.7, 3.1, 5.2
Associate Vice-President Lifelong Learning (AVPLL)	1.7, 4.2, 4.3
Centre for Teaching and Learning (CTL) - Indigenous Curriculum and Pedagogy Advisor	1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 2.5, 2.6, 2.7, 3.1, 3.2, 4.2, 4.8, 5.3
Chairs and Departments	1.7, 2.1, 2.7, 5.3, 6.4
Chief Financial Officer (CFO)	1.5, 1.7
Concordia Continuing Education (CCE)	1.6, 1.7, 2.4
Concordia International	1.7, 6.5
Concordia staff across the University	1.7
Concordia Student Union (CSU)	1.7, 4.5
Dean of Faculty of Arts and Science (FAS)	1.7, 2.3
Dean of Graduate Studies	1.7, 2.1, 2.2, 4.2, 4.3, 6.2
Dean of Students	1.7, 3.3, 4.4, 4.5
Deputy Provost	1.7, 4.1, 4.2, 4.3, 4.4, 4.5
Director of First Peoples' Studies (FPST)	1.7, 2.2, 2.3, 2.4, 2.6
Director of the School of Community and Public Affairs (SCPA)	1.7, 2.2, 2.3
Facilities	1.7, 3.7
Faculties	1.6, 1.7, 2.1, 2.7, 3.1, 4.8, 6.2, 6.4
Faculty and Student Researchers	1.7, 3.6
Faculty Deans	1.7, 2.1, 2.7, 3.4, 5.1, 5.3, 6.2, 6.4
Faculty of Arts and Science (FAS)	1.6, 1.7, 2.1, 2.2, 2.3
Financial Aid and Awards Office	1.7, 4.6
First Peoples' Studies Program (FPST) Advisory Council	1.7, 4.8
Government Relations	1.7, 3.7
Hospitality Services	1.5, 1.7
Indigenous Directions Leadership Group (IDLG) (to become Indigenous Directions Leadership Council - IDLC)	1.1, 1.3, 1.4, 1.6, 1.7, 3.1, 4.2, 4.7, 4.8

Stakeholder	Task(s) Corresponding to Action Plan
Indigenous Student Recruitment and Retention Officer	1.7, 3.4, 4.3, 4.6
Office of Community Engagement (OCE) - Indigenous Community Engagement Coordinator	1.3, 1.6, 1.7, 3.4, 4.3, 4.7, 4.8
Office of Institutional Planning and Analysis	1.7, 4.1
Office of Research	1.6, 6.3, 6.4
President/Provost	1.1, 1.2, 1.7, 2.2, 2.3, 2.5, 2.7, 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 4.6, 5.1, 5.3, 6.1, 6.2
Registrar	1.7, 4.1, 4.2
Research Centres	1.7
School of Graduate Studies (SGS)	1.7, 2.1
Secretary-General	1.4, 1.7
Senior Director of Indigenous Directions (SDID)	1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.7, 4.2, 4.6, 4.7, 4.8, 5.1, 5.3
Senior Lead, Equity and Diversity	1.7, 2.5, 3.1, 3.2, 5.1
Special Advisor to the Provost on Advancing Indigenous Knowledges (AIK)	1.6, 1.7, 2.3, 2.6, 2.7, 3.6, 3.7, 4.2, 4.6, 4.7, 5.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7
Special Advisor to the Provost on Campus Life	1.7, 2.5, 3.3
Tenure and Promotion Committee	1.7, 5.1
University Communications Services (UCS)	1.3, 1.4, 1.6, 1.7, 3.2, 3.5, 6.7
University Elder	1.7, 2.5, 4.7
University Librarian	1.7, 2.7, 3.7
Vice-President Advancement (VPA)	1.3, 1.7, 2.3, 4.6, 6.1
Vice-President Research and Graduate Studies (VPRGS)	1.2, 1.6, 1.7, 4.6, 5.1, 6.1, 6.5, 6.6, 6.7
Vice-President Services (VPS)	1.7, 3.3, 4.5, 6.1
Vice-Provost Faculty Development and Inclusion (VPFDI)	1.7, 5.1
Vice-Provost Innovation in Teaching and Learning (VPITL)	1.4, 1.7, 2.1, 2.2, 2.4, 2.5, 3.1, 4.8
Vice-Provost Partnerships and Experiential Learning (VPPEL)	1.6, 1.7



Report on Senate

24 January 2020-01-22

Prof John Potvin

G. Carr, President's remarks:

1. Acknowledged the tragic Ukraine plane crash which included a number of scholars and academics, including two Concordia alumni. A new scholarship fund is to be set up for Iranian students
2. Corona virus: the university is monitoring the situation along with partner institutions in Asia.
3. Universities Canada (advocacy group for all the universities across of the country) conference to discuss higher education the Fed. Gov. is setting out a strategy to attract international students as well as Canadian students to go abroad. A plan is currently in the works.
4. Three Concordia alumni were given honours through the Order of Canada: Lynn Zimmer, Hanna Gardener, Caroline Winnett.
5. Winter Open House, expecting 5,000 people

Provost Anne Whitelaw's remarks:

1. Announced Feb 3-7 First Nations Voices Week
2. Spam has been circulating through the Provost's office. Please report these incidents.

Consent Agenda:

1. Introduction of a new Minor in Journalism in Science (unique to the country) went through unanimously.

Anne Whitelaw and Stéphanie de Celles' Presentation on Time and Space at Concordia:

- the objective is to look at the scheduling that happens at the University
- other universities have been undergoing a similar study
- foster a culture of innovation next-generation teaching practices and delivery options
- to rethink how we can better facilitate our student's moving through their degrees effectively and efficiently
- improve space capacity and usage of classrooms, etc.
- establish policies on classroom use and scheduling to better address the needs of students
- currently have 9 defined start times for classes; over 60 actual start times
- 2 defines durations for regular classes; over 18 uses durations
- the majority of classes are offered between Tuesday and Thursday 10-3:00

- the intention is to ensure best practices; harmonize our schedules not standardize to ensure the specificity of each discipline
- start and durations must be guided by pedagogical needs and not by inherited practice
- community input is vital
- working group was formed in May 2018 (June)
- Infosilem hired to analyse current time schedule
- presentation made to President's Executive Group in June 2018 and Deans and Chairs in Fall 2018
- Consultations have been made from CUFA and CUPFA
- website is being developed for students and faculty (surveys to be conducted online)
- What do we need to know about the 21st student?
- What is the relationship between pedagogy and class time?
- How can we best support faculty members' teaching, research and service commitments?
- Are our start times the right ones?