

Below is a status report compiled by APPCOM based on the information provided by the three Divisions as requested by Senate. The contents of this report will inform the committee's work on the new Five Year Academic Plan currently being developed.

Approved by Senate – March 7, 2014

Five-Year Academic Plan (2010-2015) – 2013 Report

Introduction

The purpose of this document is to provide an update of the current Five-Year Academic Plan (2010-2015) which was approved by Senate in March 2010. Specifically, the updates will focus on providing the current status of academic programs as well as program development. Divisional priorities with their associated timelines will also be introduced as a new but important component of the plan.

The Algoma University Five Year Academic Plan (2010-2015) listed the academic principles used in helping to identify and prioritize academic program development found within the plan.

For your reference, these principles as stated in the 2010-2015 Plan, have been quoted below:

- (a) Academic Quality - to provide academic programs within a learning environment that meets-or-exceeds disciplinary standards and prepares graduates for further study, employment, and community engagement.
- (b) Engaging Student Experience – to provide a supportive, engaging and meaningful student experience characterized by learning and personal development.
- (c) Institutional Appropriateness – to develop curriculum that garners recognition as a university of international distinction enriching generations of diverse cultures and communities.
- (d) Curriculum Diversity – to develop curriculum that is interdisciplinary, cross-cultural and international in scope.
- (e) Increased Opportunities/Access – to undertake program plans that link institutional values to community values, including health/wellness, environmental sustainability and community development; to undertake outreach and access to underrepresented groups, including first generation, indigenous and international groups; to provide innovative means to provide access and opportunities for advanced learning, including off-site, online, and video-conferenced delivery methods.
- (f) Responsiveness to Societal Needs – to work with community partners on integrated academic programs, as well as research initiatives that support such

programs; to create curriculum that responds to societal needs by leveraging regional strengths and networked partnerships.

(g) Community Input – to engage the community (e.g., scientific, clinical/health, commerce, indigenous, etc.) in the development of curriculum that serves societal needs.

(h) Growth and Viability – to demonstrate a commitment to secure the necessary resources to achieve our vision, capitalizing on the diversity of funding sources to create a sustainable University; to allocate program resources to support demonstrable growth and long-term viability."

While these principles appear to continue to be relevant today, they will be reviewed and potentially updated as we reflect on our programming progress to date and look towards future development.

Much of the content of the current plan remains relevant and will not be (re) presented here (e.g., vision and mission of our institution, MTCU compliance, etc.), however where appropriate various sections will be updated.

As per the Academic Plan (via the Institutional Strategic Plan), an enrolment growth of 3,000 students (full-time equivalent, FTEs) was advanced in order for the university to be financially-viable and provide the necessary scope of services, facilities, and academic programs.

Algoma's FTE count in 2010 was less than 957 and, as of last year, had increased to 1334. Algoma's current budget is built on an enrolment increase of 7% which would bring the FTE count to 1432 for this coming academic year.

Although this growth has been attributed to enrolment increases in all categories, international and 'out-of-region' account for most of this growth which speaks to the original plan's stated need for enrolment growth to come from outside of Sault Ste. Marie and the Algoma District.

In addition to enrolment growth, the plan also called for the development of new programming and enhancement of other areas such as development of effective research agendas, inter-institutional Articulation Agreements and faculty development initiatives.

This document provides an update on the progress envisioned in the original 2010-2015 Academic Plan on a section by section basis.

Challenges and Opportunities

Anishinaabe Students

Anishinaabe students represent a significant group upon which to focus continuing recruitment efforts. The reasons for this are twofold; the first is for the overall growth of the university and the second is to satisfy the institution's mission for Anishinaabe

education and research. It is the university's goal to have Anishinaabe students account for 20% of the school's student body. In 2010, this group accounted for 13% of the student population; the number of self-identified Anishinaabe students remains at a fairly steady average of 139 students.

A strength highlighted within the Social Science Division is their focus on Northern and Indigenous content which aligns well with Algoma's mission and mandate. A number of initiatives provide opportunities to expand this student group within Algoma University, including the development of several courses with Anishinaabe content; the development of the Social Work program with a particular emphasis on Anishinaabe content; the development of a partnership with Kenjegin Teg Educational Institute; and two new initiatives for the delivery of CESD to the Ontario Native Welfare Administrators' Association and The Chippewas of the Thames. There has also been strong interest expressed by the Nishnawbe Aske Nation for an on-line delivery that would be accessible in its communities.

A challenge identified in the 2010-2015 Academic Plan was not the University's capacity to accept Anishinaabe students, but the capacity of the elementary and high school systems to get students into the Post-Secondary sector.

This challenge is currently being addressed in part through the Anishinaabe Student Success Division. A new effort is currently underway to obtain funding to hire a qualified individual to work within high schools, creating awareness of educational opportunities for Anishinaabe students.

Algoma University's efforts to both attract and provide an educational environment for Anishinaabe students that are respectful, inclusive and welcoming takes many forms including the continued partnership with Shingwauk Kinoomaage Gamig (SKG). It is through this partnership that the 3-year Anishinaabe Studies is currently being developed; the application for Ministerial consent (through PEQAB) has recently begun. This program addresses the need to develop curriculum with cultural relevance as it offers students a unique opportunity to learn about Anishinaabe culture and language while obtaining a university degree.

It should also be noted that through the efforts and support of The Children of Shingwauk Alumni Association and Algoma University as well as many other organizations and individuals, the Shingwauk Residential School Centre (SRSC) hosts the largest residential school archive in Canada. This archive enhances AU's ability to meet its mission goals and a university of choice for Anishinaabe peoples.

The SRSC provides excellent research and educational opportunities for students, faculty and visiting scholars. As archival theory and practices are a common thread with many faculty members within the Humanities Division, archival studies have been included as part of their program development plans. This archive in particular would provide the opportunity to study the form, function and impact of an archive as an active element in addressing the histories and impacts of residential schools in Canada. In addition, research opportunities are continually unfolding as new information is collected through existing research contributions and new information.

For the Social Science Division, future possible collaborations include an expansion of the teaching and research capacities through the development of a residential schools course, centre staff guest lecture in courses, etc.

International Students

As mentioned above, in order for Algoma University to be a viable and sustainable university, significant growth must be achieved. Further, it was stated this growth would most likely need to come from outside the Sault and Algoma District.

Since 2010, the percentage of students considered international has risen substantially; in 2010 they accounted for 6.6% of the student population, in 2011 it was 13.2%, and currently they represent 22%.

AU has taken strategic steps to 'internationalize' its campus both academically and culturally. This includes efforts to expand the ESL program including obtaining our 'Languages Canada' certification, tutorial supports (e.g., writing and math labs), cultural appreciation / event nights and campus prayer space, etc.

In addition, in the fall of 2012, it became apparent that a number of international students were struggling with the transition to Canadian university life. In an effort to ensure the academic success of all students, and with the necessary approvals in place (e.g., APPCOM, CURCOM and Senate), transitional and foundation courses were developed as alternates to traditional courses. These courses were also developed / intended for non-traditional domestic students who may also benefit from both content and format.

Transitional courses cover the same curriculum as traditional courses, however, the material is covered at a slower pace. There is more face-to-face interaction with teachers and assistants as well as extended classroom time. There is also increased frequency of culturally appropriate / relevant examples.

Foundation courses were developed to provide the necessary skills for success in Transitional or Traditional courses; courses were provided in math, computer science and general readiness. Many basic skills taught in the general readiness course (e.g., test taking, classroom engagement, abstract thinking and other general university behavior) cross all academic areas.

To determine the best path for academic success for international students beginning their academic careers at AU pre-existing assessment tools are being utilized as well as new tools being developed and validated by AU faculty members. This development / validation is being done in consultation with field specific experts who indicate a distinct lack of tools for evaluation in this area.

Summative information continues to be collected and analyzed in determining the success of these courses; initial feedback from those teaching foundation and traditional has been positive. Monitoring will continue as many of the students that

completed these transition and foundation courses will return (providing a basis for comparison / progress) and new students will be arriving.

As AU's International Recruitment Office continues to undertake an ambitious schedule in its continued efforts to recruit additional international students, Algoma University continues to pay close attention to the admission standards of its domestic counterparts (other Canadian universities) and how they compare to those here.

Community

Off-Site programming was intended to address institutional needs to increase enrolment, expand awareness of the institution within the growing GTA and generate revenue to support programming on the main campus. For Algoma University, offsite delivery remains an important implication for program planning. Currently Algoma offers programming in three off-site campuses; Brampton, Timmins and St. Thomas.

The Algoma University @ Brampton initiative started in the fall of 2006 as pilot project to evaluate the viability of specialized university offerings in a growing city within the GTA. Brampton is the 11th largest city in Canada representing more than 175 distinct ethnic backgrounds with an annual growth rate of 6.6%. The accelerated second-degree program in Computer Science was introduced into the Brampton market in an effort to attract new Canadians and others looking for degree completion program options. The accelerated second-degree program has been phased out in 2010 while the BBA program was introduced. It has evolved from strictly a diploma to degree program and is now serving a wider range of students. Currently, there are approximately 115 FTE studying in Brampton.

Algoma University entered into a partnership with Northern College in 2010 to deliver the Social Work program. The B.A (3 yr) in Community Development has also been added. The program targets Social Service Worker and Community Youth students from Northern College as well as workers in the Timmins area. There are approximately 33 FTE studying in Timmins. Several of the courses are offered using video-conferencing technologies in an effort to increase the enrolment and include those potential students in the Northeastern region (beyond Timmins).

The St. Thomas campus was opened in the fall of 2012 with courses offered in 3 week block formats; the program is designed as a feeder model with the goal of driving students to the Sault Ste. Marie campus for years 3 and 4 (starting in the fall of 2014). As this is second year in operation, there are two groups in St. Thomas with approximately 28-30 FTEs in total.

Community Based Delivery (First Nations Offsite):

The CESD program continues to deliver several offsite courses per year to First Nation communities while ensuring program quality is maintained. From 2009 to 2013, a total of 54 FTEs participated in these initiatives. In addition, a recent initiative with the Ontario Native Welfare Administrators' Association brings approximately 25 students to campus each year for 2 courses. Interest in on-line course delivery has also been expressed by some First Nation communities to allow for greater accessibility to courses. The Social

Science Division has indicated their receptivity to offering the CESD certificate online as part of a growth strategy.

Community College Articulations

In the 2010-2015 Academic Plan, it was noted that Algoma University is actively pursuing articulations with CAATs (and should continue) as a way to expand opportunities for university program access and diversity as well as enrolment growth.

Provincial government mandates for the coordination of joint ventures between college and universities combined with convincing market research highlighting the need for diploma-to-degree completion in a regional context provided the backdrop for the creation of the Bachelor of Social Work (B.S.W.) as outlined in 2010-2015 Academic Plan.

At the time the Plan was written (and approved), AU worked together with Sault College and Northern College to develop this program which is currently offered in both Timmins and Sault Ste. Marie (see above). Social Work has become one of the most subscribed programs locally and continues to experience increases in enrolment at the Timmins campus.

Diploma-to-degree agreements continue to be finalized. This is leading to growth. Brampton specifically continues to experience increased enrolments in the BBA as a result; as of this current academic year (2012-2013), 105 students are enrolled at Brampton, making it larger than many departments on the SSM campus.

Currently, AU has a total of 12 Exceptional Articulation degrees with 4 CAATs. In addition to the BBA originally mentioned, other agreements have been signed that involve a range of programs.

Examples are as follows:

- Social Work (Sault College and Northern Colleges)- mentioned above
 - Social Service Worker program;
- Community Economic and Social Development (Sault College)
 - Peace and Conflict Studies;
- Community Economic and Social Development (Seneca College)
 - Social Service Worker – Immigration and Refugee specialization
- Sociology (George Brown and Sault College)

Appendix B provides a full list of these Exceptional Articulation Agreements.

Both Timmins and Brampton provide strong evidence that articulations provide opportunity for university program access and diversity which are core considerations for both Academic Planning and the MTCU. In Brampton, many students are landed immigrants or new citizens who seek a Canadian degree to enhance their degrees / diplomas from their home countries. In Timmins, many students are mature learners, often currently employed in the Social Service Sector. They are looking to enhance

their academic standing to gain better employment opportunities and higher wages (without leaving the area).

In terms of enrolment growth, the numbers at Brampton are impressive (see above) and Timmins continues to experience low but improving levels of growth, and for fall 2013, already 15 full time students have enrolled in courses, bringing the estimated number of students well over projected levels. Locally, in Sault Ste. Marie, the percentage of students enrolled in these various programs is significant which indicates a need to continue to offer and develop these Articulation Agreements.

Currently Algoma is in the process of developing Articulation Agreements designed to attract students to all program locations. Interest has been expressed across the Divisions and range from Computer Gaming to design, film and public relations.

Other partnership initiatives include working with universities; administrative discussions with Carleton Engineering to offer a 2+2 are progressing. With this agreement in place, students at Algoma would be able to complete the first two years of selected engineering streams.

University – College Joint / Collaborative Programs

With Algoma and Sault College both recognizing the urgency to work together to create joint programming in 2009-2010, a number of program developments were included in the 2010-2015 Academic Plan. These included Aviation Management, Community Health Management, Law and Security and Fine Art (via Graphic Design).

Efforts continue in terms of developing a Criminal Justice (Criminology) program (with possible connections to Law and Security). Others have not materialized in the timeframe envisioned (e.g., Community Health, Graphic Design) due to resource and/or program development challenges.

It should be noted that dialogue with Sault College continues with the ultimate goal of creating programming that would result in increased enrolment for both institutions by bringing new students to the area or retaining a higher percentage of students who currently leave Sault Ste. Marie for other opportunities.

Research Development

As stated in the 2010-2015 Academic Plan, the Academic Planning and Priorities Committee recognized the importance of research and scholarly work as an integral component of quality programming. Faculty and students benefit in an environment where teaching and scholarship are supported. The Science Division notes that students' involvement in research as well as numbers of research awards for students have both increased.

The University's Strategic Research Plan provided a framework to achieve and support such an environment. As stated in both the Academic and Research Plans, the Four institutional strategic research thrusts include:

- Biological and Environmental Sciences;

- Information Technology including Computer Game Technology/Artificial Intelligence, Health Informatics and Geographic Information Services - GIS;
- Community Economic & Social Development; and,
- Indigenous Governance, Culture and Health

The Academic Plan addresses the development of these strategies in terms of program developments (discussed below). In addition, Algoma University has secured significant resources in terms of infrastructure, equipment and personnel.

In terms of the infrastructure and equipment also necessary to achieve its research goals, Algoma University received funding to build the Essar Convergence Centre (formerly BioSciences and Technology Convergence Centre) which officially opened its doors in July of 2011. The Centre houses two of the three research institutes, the Health Informatics Institute (HII) and the Invasive Species Research Institute (ISRI). As stated in the plan, these institutes were created to support networked faculty research as well as associated academic programs. The third institute, Northern Ontario Research, Development, Ideas and Knowledge – NORDIK Institute is housed elsewhere on campus.

The Essar Convergence Centre also houses teaching and research labs as well as the Sault Ste. Marie Innovation Centre, an established local enterprise that functions as a catalyst for business growth and commercial innovation in science and technology through partnerships, community development and business incubation.

The institutes are all led by a Director, who holds tenured faculty status at AU. Two of the institutes house Research Chairs, positions made possible by public- and private-sector support.

Appendix A provides an overview of the benefits each Institute has provided to Algoma and the local community in the areas of research, teaching, network building and innovative solutions of (social, environmental and/or economic) significance, as per their mandate. The Directors have also been successful in bringing in external sources of funding to continue to support their important work.

Many faculty members have also been successful in obtaining grants for their research as well as increasing their publishing record in peer-reviewed journals. Based on the amount of Tri-Council funding (e.g., NSERC, SSHRC and CIHR) faculty Algoma University has received over the past 3 years, AU has been granted a Tier II Canada Research Chair. The Research Chairs program (<http://www.chairs-chaire.gc.ca>) is an important component of a national strategy to put Canada in the world's top countries in research and development. A Tier II nominee is recognized as an excellent world-class researcher that has demonstrated the potential to achieve international recognition in their field within the next five to ten years. A Tier II Research Chair will enhance Algoma's overall quality programming and attract both students and faculty to the campus.

The newly established Research Advisory Council, composed of representatives from all Divisions, has provided valuable input into the nomination process. The announcement

from the Canada Research Chair program of the successful nomination will be made in the spring of 2015.

Faculty Development

The Academic Plan outlines the challenges of faculty retention citing current provincial funding levels, faculty renewal and AU's ability to offer competitive compensation packages among others in Algoma's efforts to continue to provide excellent faculty.

Solutions to the challenges were listed as enrolment growth and academic development linked to student demand. As previously discussed, AU has experienced enrolment growth since 2009-2010, and the full-time faculty complement has also risen, however, it should also be noted that fiscal government restraint continues to be a challenge.

Administration and faculty continue to work together to develop academic programming that would ultimately lead to an increase in enrolment. Some of these developments build on the programming and expertise currently in place (e.g., Criminal Justice, Anishinaabe Studies, and Environmental Science). The programs listed are in various stages of development; Criminal Justice is in the planning stage, Environmental Science has received Divisional approval and Anishinaabe Studies is moving forward with Ministerial consent (e.g., PEQAB).

High demand programs (e.g., Engineering), that may lack strong linkages to current programming are being explored as they contribute to providing Algoma with a comprehensive undergraduate university framework upon which to increase enrolment while addressing regional (and international) needs and demand.

The current Academic Plan (page 3) states, "Clearly in order to reach these [growth] goals, strategies for growth must be innovative, broad in scope, and have at their core academic program development that responds to student demand." Going forward mechanisms for identifying and developing new programming with high student demand potential remains a clear directive for AU. Doing so will ensure the continuance of the significant level of student enrolment growth that is currently benefitting AU.

Academic Priorities

In the 2010-2015 Academic Plan, the Academic Planning and Priorities Committee established a four-category system for evaluating the status of an academic program. For reference, the system is quoted below.

"The four categories included: (i) develop, (ii) maintain, (iii) review, and (iv) service. These are defined as follows;

- (1) Develop – Programs identified for expansion
- (2) Maintain – Programs identified for continuance
- (3) Review – Programs identified for contraction, reconsideration or re-examination

(4) Service – Non-programs for which courses are delivered in support of other programs"

Table 1 2010 Status of Academic Programs

Develop	Maintain	Review	Service
ADMN	ENGL	ITEC	ANTR
ANIS	ECON	LIBSCI	CHMI
BIOL	FREN	MATH	ESPA
CESD	HIST	MUSC	ITAL
COSC	POLI		PHIL
FINA	PSYC		PHYS
GEOG	SOCI		
JURI			
EDUC			
SWRK			
HEALTH INFORMATICS			

Table 1 (updated) Status of Academic Programs (2013)

Develop	Maintain	Review	Service
ADMN	ENGL	MATH	ANTR
ANIS	ECON	MUSC	CHMI
BIOL	FREN		PHIL
COSC	HIST		PHYS
FINA	POLI		
GEOG	PSYC		
JURI	SOCI		
CESD			
SWRK			
HEALTH INFORMATICS			

The original table above identified 10 programs APPCOM considered for development / expansion, 7 which currently existed in 2010. Three others were under consideration. The 2010-2015 Plan envisions that program expansion can include the development of: (a) new courses, (b) new degree programs, (c) new certificate programs, (d) new streams within existing degree programs, and (e) general to specialized degree programs.

Several of these programs have experienced and/or are continuing to experience major development. For example, 2 of the 10 programs listed, Geography and Biology, have successfully developed into 4-year degree programs and continue to develop in other ways; geography also offers a Geomatics stream and certificate. Social Work, an entirely new program, has been created and already has one of the largest student enrolments in the university.

It should be noted that while progress continues on many of these programs, a limited number have experienced negligible development including Community Health and Education.

The timelines (from the 2010-2015 Academic Plan) for specific development projects for these programs are found below in Table Two; it has been updated to reflect current program status.

Table 2 2010-2015 Timetable for Academic Program Development – Chart Updated as per 2013

Year	10-11	11-12	12-13	13-14	14-15
New Areas of Course Work	SWRK [Offsite – Timmins] currently offered	Health Informatics [Online] – course developed but not offered		Archival Studies Not developed	
New Degrees		B.S.W. post. grad) offered as a 2nd degree in Timmins B.S.W (4yr) currently offered B.A. Justice Studies (or Criminology – in development) B. Design curriculum designed, not offered B. CGT not offered	B.Ed. not in development B.Sc. Environmental Science in development	B. Mgmt.- Aviation (with CAAT) developed but not offered	
General to Honours Program Degree	B.Sc. (Hons) BIOL currently offered	B.A. (Hons) GEOG currently offered			

New Stream in Degrees		B.A. (Hons) GEOG – Geomatics currently offered BBA (Health & Safety) developed, not offered BBA (Health Admin.) not developed	B.COSC – Informatics (in development) CESD – Community Health not recommended by APPCOM not in development	• B.A. (Hons) SOCI – Gerontology not developed	B.COSC - CGT Design currently offered
New Certificates	Health & Safety Development developed, not offered	Geomatics currently offered	Community Health not developed Health Informatics in development	Gerontology not developed	Forensic Sciences not developed Archival Studies not developed
Shingwauk Kinoomaage Gamig			B.A. ANIS Studies in development		
Graduate Studies				Master of CGT not permitted to host a Masters program	

Divisional Plans

An important additional component recognized by APPCOM is divisional coordination. Divisions will be encouraged to continue to do strategic thinking as a unit in coordinating the development of (new) programming as well as improving program efficiencies through innovation. As stated in the current Academic Plan, AU is a small university and faces difficulties adequately resourcing academic programs. Therefore hosting elaborate programming cannot be considered sustainable in a low student environment.

Current innovation efficiencies supported by all Divisions include cross-listing and reducing the number of credits required in a program. In addition, offering courses online and/or as part of a blended model delivery are initiatives currently being explored by several departments. The recent proposal submitted to the MTCU provides online opportunities for first year biology course (through the Biology program) as well as Human Resources courses (through the Business program).

Divisions have also proposed various recruitment strategies to increase program and/or department enrolment; the Humanities Division, for example, believes that an increase in Divisional presence at recruitment events, effective marketing tools and more targeted promotion could result in more student enrolment in the Humanities and other Divisions.

All Divisions are committed to offering and maintaining high quality programming. A revised timetable for academic program development beyond the 2014-2015 academic year is provided below. Included in the timetable below are revised timelines for some programs as well as the identification of new areas of course work.

2012-2016 Revised Timetable for Academic Program Development

Year	12-13	13-14	14-15	15-16	16-17
New Areas of Course Work		Foundation English	Public History Writing service for AU students		
New Degrees		B.Sc. Environmental Sciences			
General to Honours Program Degree	B.A. (Hons) GEOG B.Sc. (Hons) BIOL				
New Stream in Degrees	B.A. (Hons) GEOG – Geomatics	B.CO3C3	B.A. (Hons) Gerontology		Archival Studies Commercial Music
Minors	Environmental Sustainability		Criminal Justice		Art History / Cultural

	Social Justice and Globalization				Studies Writing
New Certificates		Forensic Science	Community Health Health Informatics Gerontology		
Shingwauk Kinoomaage Gamig				B.A. ANIS Studies	
Graduate Studies				Master of CGT	

Divisions have also identified several goals designed for growth through the expansion of existing programs and/or new programming opportunities. Many have been previously mentioned in this report including college/university partnerships, articulation agreements and online offerings. Others are division / program specific: for example, the Science Division identifies the renewal of the Invasive Species Research Chair; Social Science lists Social Work accreditation and; Humanities lists the development of a Visiting Speakers/Researchers series as a key area of development among others.

Divisions also remain flexible and responsive to opportunities that emanate from faculty members, departments and the community that are as yet unidentified. These include further bridging, extension, online and blended model opportunities among others.

Divisions have all indicated a need for additional resources to achieve these goals; many of these are hiring priorities and are brought forward annually to APPCOM as part of the hiring priorities process. APPCOM balances these requests with budgetary information to make recommendations that best meet the needs of the university.

Appendix A

Short statements from the Institutes indicating generally non-monetary benefit to AU and the Region.

Invasive Species Research Institute (ISRI): Dr. Pedro Antunes

ISRI is a very young institute (started in 2009) but has already significantly contributed to put Algoma University and Sault Ste. Marie on the map as world renowned hub on invasive species research.

Students and the community at large are increasingly aware of the importance of evidence-based solutions to deal with the problem of invasive species, and much of this increased awareness results from the activities and research projects of the institute. Here are a few examples:

In its short life-span ISRI has attracted much funding (see attached statements provided by Dr. Schantz). For instance, with this funding the institute produced the first comprehensive terrestrial invasive species guidebook for the Province of Ontario. This is the first externally funded book published exclusively by the Algoma University library and available through Scholars Portal.

Our 4th year students taking BIOL 4506 Invasive Species Biology will use this book, which has received excellent reviews by the public, researchers from OFRI and GLFC and by some of the world's most eminent scientists in the field.

ISRI was the driving force in the organization of the first international conference on Terrestrial Invasive Species, which was held in Sault Ste. Marie in the summer of 2012 (www.TIPSCConf.ca). Many students (including ours) and environmental conservation professionals attended the conference, which included talks by renowned international and Canadian scientists. The conference attracted much media attention both province wide and in the community. Dr. David Schantz made the opening remarks, emphasizing the importance of ISRI at Algoma University to students and to the community.

ISRI has continuously trained highly qualified personnel. The space in the Essar building provides much needed space for NOHFC funded interns, technicians, undergraduate and graduate students, postdocs and visiting fellows. For instance, our undergraduate students at AU get involved with ISRI through various externally funded summer research opportunities. This summer of 2013 three of our undergraduate Biology students and one student returning home from the University of Guelph will be working at ISRI.

ISRI has produced applied research (published in international peer review journals) that was showcased on Science Daily and locally on the Sault Star. Some projects, such as our invasive species mapping initiative funded by the Trillium foundation, constantly receives media attention in the community. ISRI has attracted dozens of volunteers from the community to learn from and work on this project. Many of these volunteers are students at Sault College who, in this way, become aware of academic programs

and opportunities at Algoma University. ISRI is on track to publish scientific papers using citizen science.

ISRI is a founding member hub of the North American Invasive Species Network (www.naisn.org). I am the first Chair of this international organization that includes invasive species research centres housed at universities across North America. This organization is expected to grow to become analogous to the Centre for Disease Control for invasive species, thereby ultimately channeling immense funds and opportunities to its member hubs.

ISRI is building capacity with links to government (e.g., MNR, Environment Canada), not-for-profit (e.g. Invasive Species Centre) and local industries focused on forest management products (e.g., Essar Steel, BioForest Technologies). These organizations serve as potential employers to our students.

Last but not least ISRI plays a pivotal role in attracting new and retaining existing faculty. There is much opportunity to strengthen the institute by renewing existing projects and capacity and by possibly expanding into other areas in the environmental and agricultural sectors that are of much interest to our students and the community.

Health Informatics Institute (HII): Dr. Nicola Shaw

In 2010 Dr. Shaw's work on the impact on workflow of implementing an electronic record system in intensive care units in Alberta received the International Award for 3rd best paper at the prestigious tri-annual conference in health informatics – medinfo.

In June 2011 Dr. Shaw was named Innovation Researcher of the year by the Sault Ste. Marie Innovation Centre in recognition of her leadership of the HII.

In 2012 Dr. Shaw was invited to write an article for the Official Journal of the Korean Society of Medical Informatics recognizing her international leadership in the area of Geographical Information Systems as applied in healthcare.

What are we doing to support ourselves?

As at mid-October 2012 the HII has secured over \$625,000 in funding beyond the initial envelope of funds previously secured to establish the Institute. They have managed this by successfully applying for provincial funding opportunities such as the Northern Ontario Heritage Fund Corporation Intern program and the Ontario Ministry of Research & Innovation Post-Doctoral Fellow program; as well as undertaking funded research on behalf of local community organizations such the North East Local Health Integration Network (NELHIN), the Algoma Anchor Agency, the Group Health Centre and Sault Area Hospital. Additionally, they have been successful in gaining further in-kind support from their industrial partner – ESRI Canada – and its international counterpart ESRI Inc.

They have submitted three grants (Experiences of cancer care in rural, remote communities; Childhood obesity; and the application of GIS in primary health care) to CIHR and have a further four grants (Diabetes in Aboriginal communities in northern

Ontario; the role of the environment in cardiac rehabilitation, health cost mapping and children's fitness) in development for submission within the next few months. They also submitted two Notices of Intent to the Ontario Ministry of Health & Long Term Care Research Fund. However, these were not successful due to both the high competition (23/200+) and the relative novelty and small size of the HII when compared to the organizations they are competing with.

NORDIK: Dr. Gayle Broad

NORDIK Institute advances the mission and mandate of Algoma University through interdisciplinary, community based research which promotes vibrant, caring and sustainable communities. Its two areas of foci are regional and Indigenous development.

Building Capacity:

NORDIK builds the capacity of Northern Ontario to conduct its own research through the development of highly trained personnel including undergraduate and graduate students, encouragement of faculty from other departments to engage in its research, and providing training to community members, particularly First Nation members, who want to do their own research. We have delivered university courses in research methods through the CESD program, as well as workshops, all of which contribute to financing either the university's program offerings, or NORDIK itself. Since 2006, we have trained over 60 community based researchers.

NORDIK's research, particularly in the fields of the social economy and community based research methods, has been recognized nationally and internationally through invited presentations at conferences and events such as the UN World Habitat conference in Vancouver in 2007, at the European Research Centre in the Social Economy in Trento, Italy, in 2010, and an upcoming workshop in Glasgow, Scotland in April 2013. One of our pieces of research into the social economy with a group in the Alto Magdalena region of Colombia has resulted in the formation of a partnership with a university there (Uniminuto) to develop and deliver a Community Economic and Social Development program. We have also published over 40 research reports, numerous peer-reviewed publications and book chapters, and are currently editing 2 books.

Perhaps NORDIK's most important contribution however, can be measured in terms of its contribution to Northern Ontario's development. In 2012, our air quality study was recognized as the 'research project of the year' by the Sault Ste. Marie Innovation Centre, providing summer employment to over 60 students, as well as approximately 20 professionals in health sciences, and stimulating Sault Ste. Marie's economy through investing over \$300,000 in other services such as food, laboratory services, etc. We have held 4 national conferences here, with participant numbers ranging from 150 to over 500; our research has made a substantial contribution to the development of 'buy local food' in the region, stimulating farmers' markets, community-supported agriculture, and the development of Penokean Hills Farms, a marketing cooperative. Recently, this work in local food resulted in a partnership with the Innovation Centre to create RAIN (Rural Agri-Innovation Network) which received almost \$1m. in funding in

November 2012 for 3 years of research and development activities to stimulate local agriculture.

Similarly, ongoing research in the culture sector across Northern Ontario has resulted in numerous pieces of research that supports the efforts of culture workers to contribute to the economy. And the work of the Coalition for Algoma Passenger Trains (CAPT) has been recently showcased by the Council of Ontario Universities as a prime example of applied research being conducted at Ontario universities.

Our work with First Nations has ranged from business plans to child welfare dialogues to health research, as well as doctoral research that defines First Nations relationships with the land and traditional territories. Currently we are working with Serpent River First Nation on research which is setting a new direction for economic development that is likely to have a regional, if not national impact on policies for First Nations and economic development. We have provided training to 63 economic development officers and over 100 social welfare administrators – again, this training has proven to be an access point for several students who enroll in the CESD and/or other Algoma U programs.

NORDIK has made strong contributions to policy development in several areas including: the social economy, community-based forest management, agriculture, and social policy. We have established research networks with universities and institutes across Northern Ontario, Canada and internationally. We are raising the profile of Algoma U within the academy, with governments and policy makers, and most importantly, within the community. Much of our research results appear in the local and regional media, and is presented at workshops, conferences, AGMs and symposia that are hosted locally and regionally. NORDIK itself regularly hosts and sponsors speakers and events which bring people to the university, and engage the community in learning, dialogue, analysis and reflection. All of these contribute to supporting Algoma University's efforts to serve the community; create strong academic programs; and strengthen relationships.

Appendix B – Exceptional Articulation currently in place

COLLEGE	COLLEGE DIPLOMA PROGRAM	ALGOMA U DEGREE PROGRAM	NUMBER OF CREDITS
Sault College	Social Service Worker (2 yr)	Bachelor of Arts 4 yr - Sociology	60
Sault College	Native Social Service Worker (2 yr)	Bachelor of Arts 4 yr - Sociology	60
Sault College	Peace and Conflict (2 yr)	Bachelor of Arts 4 yr - CESD	54
Northern College	Social Service Worker (2 yr)	Bachelor of Arts 4 yr - Sociology	60
Cambrian College	Social Service Worker (2 yr)	Bachelor of Arts 4 yr - Sociology	60
George	Community Worker (2 yr)	Bachelor of Arts 4 yr - CESD	60

Brown College			
George Brown College	Community Worker (2 yr)	Bachelor of Arts 3 yr - CD	60
George Brown College	Social Service Worker (2 yr)	Bachelor of Arts 3 yr - CD	54
Seneca College	Social Service Worker (2 yr)	Bachelor of Arts 3 yr - CD	54
Seneca College	Social Service Worker (2 yr)	Bachelor of Arts 4 yr - CESD	54
Seneca College	Social Service Worker – Immigrants and Refugees (2 yr)	Bachelor of Arts 3 yr - CD	57
Seneca College	Social Service Worker – Immigrants and Refugees (2 yr)	Bachelor of Arts 4 yr - CESD	57