

**MINUTES OF SENATE  
ALGOMA UNIVERSITY  
Seventh Regular Meeting of 2019 - 2020  
March 6, 2020**

**Humanities Faculty**

T. O’Flanagan, A. Pinheiro, A. Ridout, C. Ross, M. Ross [PTF], R. Rutherford, N. Shaw, P. Steeves,  
D. Woodman  
[regrets: M. Graydon]

**Social Science Faculty**

N. Aziz, R. Cameron, K. DeLuca, A. Gordon, W. Lo, M. McLellan [PTF], L. Wyper  
[regrets: C. Denomme; absent: T. Tchir]

**Science Faculty**

L. Bloomfield [Speaker], D. Brodbeck, S. Butler [PTF], N. Cameron, P. Dupuis, Y. Feng,  
D. Keough, S. Xu, C. Zhang  
[absent: J. Foote]

**Other Members**

C. Assiniwai, M. Ditoro, M. Jones, D. Marasco [Secretary], E. Riauka, D. Rogers, H. Stevenson, A.  
Trudeau,  
[regrets: A. Vezina; absent: D. Anaquod, S. Shaver]

**Guests**

H. Hornstein, D. Rice, A. Wenger-Nabigon

The Speaker called the meeting of the Senate to order at 1:04pm. She informed the Senate that Information Item, 20.03.05.02 Food Security Presentation will be moved up on the agenda after the approval of the agenda and the Senate minutes from the meeting of February 7, 2020.

**20.03.01 APPROVAL OF THE AGENDA**

☐ ***Moved [Brodbeck/Keough]: that the agenda for the March 6, 2020 meeting of the Senate be approved.***

Motion carried.

**20.03.02 APPROVAL OF THE MINUTES from the meeting of February 7, 2020**

☐ ***Moved [Brodbeck/Dupuis]: that Senate approve the minutes from the Senate meeting of February 7, 2020.***

Motion carried.

**20.03.03 BUSINESS ARISING (for action or information)**  
**20.01.03.01 Algoma University Senate membership**

The Registrar asked that motion regarding Senate membership be heard.

**Moved [Marasco/Gordon]: that Senate approve Dr. Paulette Steeves as a member-at-large replacing Dr. Warren Johnston from the Humanities Faculty for the rest of the Senate year.**

Motion carried.

**20.03.04 BUSINESS ARISING (for action or information)**  
**20.03.04.01 Curriculum Committee - motions**

➤ **Moved [Meades/Keough]: that the Senate approve the following course revisions as submitted by the Department of Community Economic and Social Development:**

From:

CESD 1006 Introduction to Community Economic and Social Development I

This course provides an introduction to the basic concepts and theories of Community Economic and Social Development, including using an interdisciplinary, holistic approach to community development. The course situates CESD within the global, regional and local context and provides students with an introductory understanding of terminology necessary for CESD practice. Attendance at the course lab or 'Learning Community' is a required component of the course. (LEC 3, LAB 1.5) 3 cr

To:

CESD 1006 Introduction to Community Economic and Social Development I

The course situates CESD within the global, regional and local context, providing students with an introductory understanding of the history, theory and models necessary for community development practice. Students will examine basic concepts using interdisciplinary, holistic and anti-colonial approaches. Attendance at the course lab or 'Learning Community' is a required component of the course. (LEC 3, LAB 1.5) 3 cr

Rationale:

The change better reflects the course content.

From:

CESD 1007 Introduction to Community Economic and Social Development II

This course introduces students to the major processes and practices of CESD including community participation and mobilization; community organizing; anti-oppressive practice and community healing as part of the development process. This course will provide students with a strengths-based approach to CESD practice. Attendance at the course lab or 'Learning Community' is a required component of the course. (LEC 3, LAB 1.5) 3 cr

To:

CESD 1007 Introduction to Community Economic and Social Development II

This course introduces students to the major processes and practices of CESD including community participation and mobilization; community organizing; anti-oppressive practice and community healing as part of the development process. This course will provide students with a strengths-based, anti-racism and anti-colonial approach to CESD practice. Attendance at the course lab or 'Learning Community' is a required component of the course. (LEC 3, LAB 1.5) 3 cr

Rationale:

The change better reflects the course content.

From:

CESD 2016 Community Economic and Social Development: Research Methods

This course provides an overview of the major CESD tools available. Students will learn about qualitative and quantitative techniques such as community-based and participatory action research methods, needs assessment and survey applications, capacity assessment, conflict resolution and building public participation. (LEC 3) 3 cr

To:

CESD 2016 Community-Based Research Methods

This course provides an overview of the major research tools available in community development practice. Students will learn about qualitative and quantitative techniques such as community-based and participatory action research methods, needs assessment, survey applications, conflict resolution, and capacity assessment. Ethical considerations in research particularly in relation to Indigenous communities and critiques of dominant research approaches are examined. (LEC/EXP 3) 3 cr

Rationale:

1. To foreground community-based approaches to research as the primary orientation of the course;
2. To better reflect the evolution of the field of community development and the teaching orientation of the course, including greater emphasis on Indigenous critiques of dominant research paradigms; ethical issues in community-based research; and
3. To open the course to non-CESD/CDEV majors.

From:

CESD 2306 Project Management and Proposal Writing for Community Development

This course will provide students with an intermediate understanding of the processes and components of proposal writing while providing an opportunity to build concrete skills for managing small scale projects, writing grants, and pursuing funding opportunities. It will explore managing, gate

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keeping, engaging communities and funding agencies, while emphasizing critical and social justice analysis of the funding environment. (LEC/EXP 3) 3 cr

To:

CESD 2306 Project Management and Proposal Writing for Community Development

This course will provide students with an intermediate understanding of the processes and components of proposal writing while providing an opportunity to build concrete skills for managing small scale projects, writing grants, and pursuing funding opportunities. It will explore managing, gate keeping, engaging communities and funding agencies, while emphasizing critical and social justice analysis of the funding environment. Prerequisites: Upper-year in good standing (LEC/SEM/EXP) 3 cr

Rationale:

CESD would like to open up its courses to students from other departments for the benefit of all students and to help with upper year enrollment in our courses, while also being more specific in the course description.

From:

CESD 2406 Environment and Community Resilience

This course explores the 'environment' as an essential part of a holistic approach to community economic and social development. Students will be introduced to critical ecological theories, explore key issues, concepts and alternative practices as well as assess community movements for environmental protection and enhancement, centring on concepts of 'resiliency'. Students will have an opportunity to become involved in the design or development of a community based environmental action initiative. Prerequisites: CESD 1006/1007 (LEC 3) 3 cr

To:

CESD 2406 Environment and Community Resilience

This course explores the 'environment' as an essential part of a holistic approach to Community Economic and Social Development. Students will be introduced to critical ecological theories, key issues, concepts and alternative practices as well as community movements for environmental protection and enhancement, centring on concepts of 'resiliency'. Students will design or develop a community-based environmental action initiative or participate in an experiential learning project with a local, national or international partner. Prerequisites: Upper-year good standing (LEC/SEM/EXP 3) 3 cr

Rationale:

The change in final assignment mentioned is to ensure there is room for a variety of environmentally based, experiential learning options. The change to upper year standing is because CESD would like to open up its courses to students from other departments for the benefit of all students and to help with upper year enrollment in our courses.

From:

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CESD 3106 Economics of Community Development: Tools for Regional Economic Analysis

This course will explore the impacts of the dominant economic model (advanced capitalism) on hinterland regions, through the lens of communities which have been at a particular disadvantage. Alternative views of economic indicators will be presented including environmental and social indicators. Students will have an opportunity to explore some of the basic tools for conducting economic analyses such as measuring the 'leakage' of dollars from communities, as well as exploring some of the economic tools used to address inequities such as local 'dollars', land trusts, and new indices of economic well-being. Although examples will be drawn from around the world, particular emphasis will be placed on Northern Ontario and First Nations communities. Prerequisite: CESD 2106 or permission of the department. (LEC 3) 3 cr

To:

CESD 3106 Tools for Regional Economic Analysis

This course will explore the impacts of the dominant economic model (advanced capitalism) on hinterland regions, through the lens of communities which have been at a particular disadvantage. Alternative views of economic indicators will be presented including environmental and social indicators. Students will have an opportunity to explore some of the basic tools for conducting economic analyses such as measuring the 'leakage' of dollars from communities, as well as exploring some of the economic tools used to address inequities such as local 'dollars', land trusts, and new indices of economic well-being. Although examples will be drawn from around the world, particular emphasis will be placed on smaller urban, rural, Indigenous and northern communities. Prerequisite: upper year in good academic standing. (LEC/CST 3) 3 cr

Rationale:

1. To simplify the name of the course;
2. To provide minor updates to the language of the description (expanding "First Nation" to "Indigenous");
3. To open the course to students with upper year standing in other degree programs.

From:

CESD 3456 Community Advocacy and Social Justice

This course will explore creative methods of advocacy on behalf of people who are at-risk and/or marginalized, including organizing and mobilizing around issues of social injustice such as poverty, unemployment, disability, using a critical analysis of power relations. The course will explore how policy change at all levels, from the local to the international, is effected through the use of the media, social media, public awareness campaigns, working with social action organizations such as unions, churches, women's groups and others. Case studies of community and policy change will be used to illustrate these methods. Prerequisites: CESD 1006/1007 or permission of the department. (LEC 3) 3 cr

To:

CESD 3456 Community Advocacy and Social Justice

This course will explore creative methods of advocacy on behalf of people who are at-risk and/or marginalized using a critical analysis of power relations. Students will explore how policy change from local to international can be influenced through the use of the media, public awareness campaigns, and work with social action organizations such as unions, churches, women's groups, Indigenous groups and others. Case studies will be used to illustrate these methods. Prerequisites: Upper-year good standing (LEC/SEM/CST 3) 3 cr

Rationale:

CESD would like to open up its courses to students other departments for the benefit of all students and to help with upper year enrollment in our courses, while also being more specific in the course description.

Most of the revisions are based on recommendations from Academic Planning and Priorities, and better reflect the course content. As well, upper year students who are in good academic standing are able to complete the courses.

Motion carried.

- ***Moved [C. Ross/Assiniwai]: that the Senate approve the following program revisions as submitted by the Department of Community Economic and Social Development:***

**[Minor in Community Economic and Social Development](#)**

From:

CESD 1006/1007

CESD 2016, 3016

12 credits from CESD 2106, 2406, 2607, 3106, 3406, 3906/3907, 4906/4907

To

CESD 1006/1007

12 credits, upper year CESD

Rationale:

To provide more flexibility and choice for students and to simplify the requirements for the minor. Total credits are reduced from 24 to 18, and of these, only 6 credits are specified.

**[Bachelor of Arts Single Major \[General\]](#)**

**[Community Economic and Social Development BA3.CESD](#)**

From:

First Year:

CESD 1006/1007\*, ECON 1006 or ECON 1007, SOCI 1016 or SOCI 1017, SWRK 1006, ADMN 1016

12 additional elective credits of which 6 credits must be from each of Group I (Humanities) and Group III (Sciences)

*Of the elective credits, ANIS 1006 or ANIS 1007 and CESD Special Topics courses are recommended)*

Second year:

ADMN 2017, POLI 1007 or POLI 2702, CESD 2016, 2106, 2406, 2607

12 elective credits

Third year:

CESD 2556, CESD 3016/3017, SOCI 2127 or SWRK 2127, POLI 2707 or 3607 or GEOG 2206

6 additional credits CESD, upper year

6 elective credits

\*Minimum grade of 60% required

To:

First Year:

CESD 1006/1007\*, ECON 1006 or ECON 1007, SWRK 1006, ADMN 1016

15 additional elective credits of which 6 credits must be from each of Group I (Humanities) and Group III (Sciences)

Second year:

CESD 2016, 2017, 2106, 2406, 2607, POLI 1007 or 2707

12 elective credits

Third year:

CESD 2996, CESD 3016/3017

6 additional credits CESD, upper year

15 elective credits

*[Of the elective credits, ANIS 1006 or ANIS 1007, GEOG 1027 or GEOG 2206, POLI 3607, SOCI 1016 or SOCI 1017, SOCI 2127 or SWRK 2127, and CESD Special Topics Courses are strongly recommended]*

\*Minimum grade of 60% required

Rationale:

To provide more flexibility and choice for students and to simplify the degree requirements. Required courses are reduced from 54 to 48 credits

**[Bachelor of Arts Single Major \[Honours\]](#)**

**[Community Economic and Social Development BA4.CESD](#)**

From:

First Year:

CESD 1006/1007\*, ECON 1006 or ECON 1007, SOCI 1016 or SOCI 1017, SWRK 1006, ADMN 1016  
12 additional elective credits of which 6 credits must be from each of Group I (Humanities) and Group III (Sciences)

*[Of the elective credits, ANIS 1006 or ANIS 1007 and CESD Special Topics courses are strongly recommended]*

Second year:

ADMN 2017, POLI 1007 or POLI 2702, CESD 2016, 2406, 2106, 2607  
12 elective credits

Third year:

CESD 2556 or 2996, GEOG 1027 or GEOG 2206, POLI 2707 or 3607, SOCI 2127 or SWRK 2127,  
CESD 3016/3017

6 additional credits CESD, upper year  
6 elective credits

Fourth year:

CESD 4015, CESD 4906 and 4907  
18 elective credits

\*Minimum grade of 60% required

To:

First Year:

CESD 1006/1007\*, ECON 1006 or ECON 1007, SWRK 1006, ADMN 1016

15 additional elective credits of which 6 credits must be from each of Group I (Humanities) and Group III (Sciences)

Second year:

CESD 2016, 2017, 2406, 2106, 2607, POLI 1007 or 2707  
12 elective credits

Third year:

CESD 2556 or 2996, CESD 3016/3017,

6 additional credits CESD, upper year  
15 elective credits

Fourth year:

CESD 4016/4017

6 additional credits CESD, upper-year  
18 elective credits



[Of the elective credits, ANIS 1006 or ANIS 1007, GEOG 1027 or GEOG 2206, POLI 3607, SOCI 1016 or SOCI 1017, SOCI 2127 or SWRK 2127, and CESD Special Topics courses are strongly recommended]

\*Minimum grade of 60% required

Rationale:

To provide more flexibility and choice for students and to simplify the degree requirements. Required courses are reduced from 72 to 60 credits

C. Ross explained that following the suggestions from APPCOM, the department is reducing the number of required credits for each program they offer. With this reduction in core requirements, the 'disciplinarity' of the programs has been removed.

The Registrar commented that although the disciplinarity has been removed, the department has an opportunity to consider combined majors for all their programs -- this would afford students program selection currently not possible.

Woodman was disappointed that the Department of Sociology was not consulted during this process as they are working on program revisions as well.

Motion carried. [abstentions for the record: A. Ridout, N. Shaw, D. Woodman, M. Ditoro, C. Assiniwai, N. Cameron, A. Pinheiro]

➤ ***Moved [Gordon/Aziz]: that the Senate approve the following course revision as submitted by the School of Business and Economics:***

From:

ECON 4086 Research Project

This course involves a project/thesis/internship performed under the direction of a full time faculty member in the department. Students should apply to the department with a preliminary research proposal (presented in ADMN 4936 Research Methods I) several months before the start of this course. Registration criteria include submission of a viable research proposal, availability of a full-time faculty member to supervise the research/internship and permission of the department. There is no guarantee that every qualified applicant will be accepted to this course. Prerequisites: ECON 3807, ADMN 4936, fourth-year standing in the Finance and Economics program. [SEM 3] 3 cr

To

ECON 4086 Research Project and Internship

This is a capstone course which involves a project/thesis/internship performed under the supervision of a full time faculty member in the department. Students will apply economic theories from previous economics and finance courses using empirical data. Students will submit a viable research proposal, collect and analyze data and write a BA thesis/term-paper on contemporary or historical economic

issues in this course. Alternatively, students can gather practical experience from relevant organizations through the internship program and submit a research project/report using organizational management and policy data. Prerequisites: ECON 3807, ADMN 4936, fourth-year standing in the Finance and Economics program. To qualify for a supervisor/internship, students are required to achieve at least a 70% overall average. [SEM 3] 3 cr

Rationale:

This is an ongoing capstone course for the four-year Finance and Economics program. It was approved as a self-study, research, supervision and seminar based course. However, for the success of the students in this course, lectures/classes are an important part of the delivery of this course. Students have to submit a dissertation (Research Project) or a report (Internship) and present it. Psychology and Social Work also offer similar courses, and they apply a similar delivery method that is proposed now in the revised format of the course. Since ECON 4086 will cover what is supposed to be covered in ADMN4956 every student can take this course. Students who are approved for and willing to take dissertation or internship will get a supervisor. The rest of the will submit a term-paper.

Motion carried.

- ***Moved [Gordon/Aziz]: that the Senate approve the following new course as submitted by the School of Business and Economics:***

ECON 4447 International Finance

This course examines International monetary and financial systems, exchange rate systems and currency crises, international financial markets, forex Market, law of one price, purchasing power parity, interest rate parity, cryptocurrencies, eurocurrency and Eurobonds markets, international equity markets, and financing economic development. Students may not retain credit for more than one of ECON 3445, 3447, and 4447. Prerequisite: ECON 3446 or permission of the school. [LEC 3] 3 cr

Rationale:

This is an advanced level course that analyzes and applies international finance models and their applications. Presently this course is offered in fourth year. Besides, the revised BA4 FNEC has only one 4000 level ECON course. The program requires a few more fourth year level courses.

Motion carried.

**20.03.04.02 Academic Regulations and Petitions - motions**

- ***Moved [Rogers/Marasco]: students who successfully complete the HSE4M Equity and Social Justice: From Theory to Practice course with a minimum grade of 70%, will receive a non-equivalent transfer credit of SOSC Social Science, first-year non-equivalent [3 credits] upon admission to Algoma University.***

## **Course Description**

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

## **Rationale**

The HSE4M Equity and Social Justice: From Theory to Practice course has been part of Algoma University's initiative to increase the recruitment of students who would otherwise not consider postsecondary education. The course was delivered last summer as part of the Ministry of Colleges and Universities Ontario Postsecondary Access and Inclusion program [OPAIP]. The focus of the program is to ensure Ontarians receive the academic support they need to pursue postsecondary education and have an equitable opportunity to fulfill their potential in the global knowledge economy. The program has been developed to include outreach, transition and retention support and activities for students, who without intervention and academic support would not otherwise attend or graduate from postsecondary education.

To receive credit for the course students will be required to meet the current Algoma University direct from high school admissions standards having successfully completed HSE4M Equity and Social Justice with a minimum grade of 70%.

The course has been enriched with a number of field and cultural opportunities as well as a variety of orientation sessions that include information regarding the transition from high school to university in an effort to enhance the student's overall experience in the course.

The HSE4M course covers a range of material that is much more advanced, both theoretically and conceptually, than most other grade 12 courses. At the root of the course is the need for critical thinking and for students to not simply regurgitate information, but to unlearn years of conditioning and to analyze, interpret, and apply new theories and ideas to form arguments and opinions. Many of the topics of focus in HSE4M are the same as those covered in an introductory/first-year course, such as social science or women and gender studies courses. Moreover, this course allows for the inclusion of the readings and work of many theorists that students would not normally encounter in high school and would instead typically read and engage with for the first time in a university class.

The course includes many of the underpinnings of introductory courses and students will have a strong understanding of social construction and power relations.

## **Course Outcomes**

The course includes understanding and applying theoretical approaches such as critical race theory, feminist theory, critical disability theory, postmodernism, indigenous knowledge approaches, anti-oppression theory, etc. Students will be required to study works from theorists such as Gloria Watkins [bell hooks], Judith Butler, Peggy McIntosh, Jacques Derrida, Michel Foucault, and others.

[Algoma University, Senate minutes, March 6, 2020](#)

There is significant focus on research and inquiry skills while focusing on topics related to equity and social justice. Students will be expected to assess the relevance of sources and communicate results in an academic manner while evaluating sources in terms of relevance, bias and suitability.

### **Delivery**

- 1) The course content allows for delivery in a format suited for university;
- 2) Lecture, note-taking, independent readings, discussion;
- 3) Library resources are an absolute asset – research databases, librarian assistance;
- 4) Requires self-motivation to regulate and complete all coursework;
- 5) Content allows for experiential learning offered by Algoma University (Shingwauk Residential Schools Centre, guest lecturers, etc.);
- 6) Requires, encourages, and inspires community involvement – ability to connect with student-led organizations and clubs.

Motion carried.

### **20.03.04.03 Senate Executive Committee**

- ***Moved [Graydon/Gordon]: that Senate Executive encourages individual faculty members to consider granting academic amnesty during the Annual Anishinaabe Teg Language Conference planned for Thursday/Friday, March 26/27. This academic amnesty is to be defined as:***
- 1. Academic Amnesty extended to all registered students of Algoma University who have been invited to participate;***
  - 2. No penalties for students absent from, and/or late to, lectures and tutorials with mandatory attendance;***
  - 3. Rescheduling assessment activities (including tests, exams, labs, and any other compulsory activities) to an earlier or later date;***
  - 4. Allowing students to attend alternate sections of labs and tutorials.***

### **Rationale:**

The theme for the 26th Annual Anishinaabemowin gathering is “Moving Forward in the Language” or Ka’gaanjdaa’aanaa Anishinaabemowin or Niigaan-izhiwidooyok Anishinaabemowin. With so much revitalization across our region it is time to celebrate the success of recent years, remember the leaders and elders whose efforts led us to this place and work together to move into a future where Anishinaabemowin is heard in all 163 of the communities where it is the heritage language.

The conference will be held this year at Algoma University, in the reclaimed space of the former residential school called Shingwauk Hall. Algoma University works with many stakeholders and partners, including Shingwauk Kinooaage Gamig, and welcomes you to come and experience the beautiful and resilient historic site. The land near the waters where Shingwaukonce dreamed of indigenous education that would support traditional and contemporary ways of being Anishinaabe. For

a time, this place was dominated by a residential school which many survivors and their families remember.

The intent is to increase student participation during this important event.

#### **20.03.05 INFORMATION ITEMS (for action or information)**

None.

#### **20.03.06 STANDING REPORTS**

##### **20.03.06.01 Board of Governors Representative**

The Board of Governors' representative to the Senate submitted a written report.

A question was asked as to whether the final version of the Campus Master Plan will be submitted to the Senate for review.

##### **20.03.06.02 Academic Dean**

The Dean submitted a written report.

A suggestion was made that no decision should be made regarding the secondments to academic administration should be made until the union complaint is resolved.

A request was made that the Associate Deans should report to the Senate as many faculty do not know some of their responsibilities.

There was some discussion by members regarding the academic secondments and how they operate within the Senate governance.

- ***Moved [C. Ross/Rogers]: that the Senate Executive committee review the roles and responsibilities of the Associate Deans and Directors as they relate to the current Algoma University Senate By-laws.***

Motion carried.

##### **20.03.06.03 President**

The President submitted a written report.

**20.03.07 DISCUSSION AND QUESTION PERIOD**

None.

**20.03.08 OTHER BUSINESS/NEW BUSINESS**

Woodman informed Senate of some of the work of the Sexual Violence Task Force.

**20.03.09 ANNOUNCEMENTS**

Senate was informed of the following:

1. 15th annual Pow Wow is scheduled from March 7/8th
2. BIOL/PSYC poster presentation is scheduled for March 13th
3. BIOL/PSYC thesis presentation is scheduled for March 27th
4. Beginning March 19th, Department of Visual Art is hosting a solo exhibition for six weeks at 180 Gore Street

**20.03.10 ADJOURNMENT**

➤ ***Moved [Brodbeck/M. Ross]: that Senate adjourn.***

Motion carried. (Senate adjourned at 2:17pm)