

**MINUTES OF SENATE
ALGOMA UNIVERSITY
Fifth Regular Meeting of 2020-21
January 15, 2021**

Humanities Faculty

M. Graydon, V. Jimenez-Estrada, T. O'Flanagan, A. Pinheiro, A. Ridout, M. Ross [PTF], R. Rutherford, P. Steeves, E. Turgeon, D. Woodman

Social Science Faculty

N. Aziz, J-M. Belanger, R. Cameron, K. DeLuca, S. Gruner, S. Meades, M. McLellan [PTF], J. Rebek, T. Tchir, L. Wyper

Science Faculty

L. Bloomfield [Speaker], N. Cameron, W. Dew, P. Dupuis, J. Foote, D. Keough, I. Molina, C. Zhang, S. Xu

[regrets: M. Lajoie]

Other Members

Y. Alphonse, A. Day, I. Imre, J. John, M. Jones, D. Marasco [Secretary], S. Hansen, D. Roach, D. Rogers, H. Stevenson, A. Day, A. Vezina

[regrets: E. Riauka]

Guests

M. Turco, M. Wabano-McKay, N. Shaw

The meeting was conducted by Zoom and called to order at 1:04pm.

21.01.01 APPROVAL OF THE AGENDA

- ***Moved [Keough/Turgeon]: that the agenda for the January 15, 2021 meeting of the Senate be approved.***

Motion carried.

The Speaker invited the President to introduce Mary Wabano-McKay, VP of Student Success and Anishinaabe Initiatives.

21.01.02 APPROVAL OF THE MINUTES from the meeting of December 4, 2020

- ***Moved [Keough/Belanger]: that the Algoma University Senate approve the minutes from the Senate meeting of December 4, 2020.***

Motion carried.

21.01.03 BUSINESS ARISING (for action or information)

21.01.03.01 Senate Executive - Social Science Faculty Chairs

- ***Moved [Meades/Wyper]: that the Algoma University Senate approve Dr. Rose Cameron and Dr. Sheila Gruner as co-chairs for the Faculty of Social Sciences effective December 10, 2020 to January 31, 2021.***

Rationale:

As per the Algoma University Senate By-laws, Chapter 1 Powers of Senate, 1.1 Duties and Powers of the Senate, item c., to appoint Faculty Chairs.

Motion carried.

21.01.03.01 Senate Executive - AD HOC Committees of Senate

- ***Moved [Meades/Molina]: that the Algoma University Senate approve the composition of the Ad Hoc Committee for Online Examinations as follows:***

- Humanities [Dr. Michael Graydon, Prof. Marissa Ross]
- Social Sciences [Dr. Myles McLellan, Prof. Marisa Lauri]
- Sciences [Dr. Linda Lait, Dr. Isabel Molina]
- David Marasco, University Registrar
- Jacqueline Soulliere, AUSS
- Edmund Badu, AUSU
- Student, AUSU

Motion carried.

- ***Moved [Rebek/R. Cameron]: that the Algoma University Senate approve the composition of the Ad Hoc Committee for Interdisciplinary Planning as follows:***

- Humanities [Dr. Alice Ridout, Prof. Andrea Pinheiro]
- Social Sciences [Dr. Laura Wyper, Prof. Ahmed Aziz]
- Sciences [Dr. Nairne Cameron, Dr. Miguel García-Ruiz]
- David Marasco, University Registrar
- Dr. István Imre, Academic Dean

- Barbara Asare, AUSU

Rationale:

The Algoma University Senate approved the establishment of both AD HOC committees at the November 6, 2020 meeting of the Senate.

A request was made to add a member of Anishinaabe Studies and SKG to the membership of the Interdisciplinary Planning Committee.

The Speaker added that once the committee meets, members can determine how to move forward. The Registrar added that his office will be responsible for setting up the first meeting of each committee.

Motion carried.

21.01.04 DECISION ITEMS (for action or information)
21.01.04.01 Curriculum Committee - motions

School of Life Sciences and the Environment

- ***Moved [Rogers/Meades]: that the Algoma University Senate approve the following course revision as submitted by the School of Life Sciences and the Environment:***

From:

BIOL/ENVS 2556 Experimental Design and Statistical Analysis

This course will introduce students to experimental design, and the use of common statistical methods relevant to biology and the environmental sciences. Students will be introduced to the basic concepts of probability, descriptive statistics, experimental design, goodness-of-fit tests, contingency table analysis, two-sample and multi-sample comparison tests, correlation, and regression. Students will be given practical assignments to allow them to put these analyses into context with hypothetical data sets that allow them to interpret results and draw relevant conclusions and gain experiences with the statistical program SPSS. **Prerequisite:** Students may not retain credit for more than one of BIOL 2556, ENVS 2556, or any other introductory statistics class. (LEC 3, **TUT 1/EXP**) (3 cr)

To:

BIOL/ENVS 2556 Experimental Design and Statistical Analysis

This course will introduce students to experimental design, and the use of common statistical methods relevant to biology and the environmental sciences. Students will be introduced to the basic concepts of probability, descriptive statistics, experimental design, goodness-of-fit tests, contingency table analysis, two-sample and multi-sample comparison tests, correlation, and regression. Students will be given [Algoma University, Senate minutes, January 15, 2021](#)

practical assignments to allow them to put these analyses into context with hypothetical data sets that allow them to interpret results and draw relevant conclusions and gain experiences with the statistical program SPSS. Students may not retain credit for more than one of BIOL 2556, ENV5 2556, or any other introductory statistics class. (LEC 3, **LAB 1.5/EXP**) (3 cr)

Rationale:

This class has always been run with a 1.5 hour lab with its own assignments, much like the other labs in Biology, Chemistry, and Environmental Science but just shorter. However, when we created the course we did not realize that a shorter lab was not equivalent to the term tutorial, which we now understand has a different meaning. We are revising the description to reflect the manner in which the course has been and will continue to be delivered, including a 1.5 hour lab session. The appended syllabus demonstrates that this extra scheduled time is in fact a lab including its own assignments that are separate from the lecture portion.

Motion carried.

Department of Modern Languages

- ***Moved [Jimenez-Estrada/Rogers]: that the Algoma University Senate approve the following course revisions as submitted by the Department of Modern Languages:***

From:

ANIS 1006 Anishinaabe Peoples and our Homelands I

This course will provide an introduction to the fundamentals of Anishinaabe worldview and Anishinaabe philosophy through Anishinaabe Creation Stories and select oral/written history. It will develop students' understanding of how Anishinaabe lifeways past and present express the Anishinaabe worldview of an interactive and interconnected universe. Students will also be introduced to the meaning of "inherent rights" as defined by Anishinaabe and as articulated in the UN Declaration on the Rights of Indigenous Peoples and other documents/research. The course focuses on developing students' understanding of the persistence of Anishinaabe worldview, identity and connections to land, and how these inform the revitalization of Anishinaabe traditions as well as Anishinaabe People's continued resistance to the ongoing processes of colonization. ANIS 1006 will enable the students to participate in discussions and activities at the local level and beyond, demonstrating the value of the Anishinaabe worldview as a valid way of thinking and knowing. (LEC/EXP/SEM 3) (3 cr)

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[Algoma University, Senate minutes, January 15, 2021](#)

worldview of an interactive and interconnected universe. Students will also be introduced to the meaning of “inherent rights” as defined by Anishinaabe and as articulated in the UN Declaration on the Rights of Indigenous Peoples and other documents/research. The course focuses on developing students’ understanding of the persistence of Anishinaabe worldview, identity and connections to land, and how these inform the revitalization of Anishinaabe traditions as well as Anishinaabe People’s continued resistance to the ongoing processes of colonization. ANIS 1006 will enable the students to participate in discussions and activities at the local level and beyond, demonstrating the value of the Anishinaabe worldview as a valid way of thinking and knowing. Students may not retain credit for both ANIS 1006 and ANIS 1006 (LEC/SEM/EXP 3) (3 cr)

From:

ANIS 1007 Anishinaabe Peoples and our Homelands II

This course will explore the Anishinaabe world beginning with the concept of Creation and life before contact in 1492. It considers the disparity between how Euro-Canadians have addressed Anishinaabe history in comparison with the oral/traditional history of the Anishinaabe people. It will examine issues that continue to impact on Anishinaabe Peoples in the present post-colonial coexistence with the descendants of the European discoverers on Anishinaabe traditional homelands. The course will emphasize reflection and dialogue around traditions, culture-based education and social change, employing “seven generations thinking” to consider both the past and the future in analysis and decision making. The course is participation-intensive, with emphasis on discussion, personal reflection and critical thinking. Prerequisite: None. (LEC/EXP/SEM 3) (3 cr)

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From:

ANIS 2006 Anishinaabe Social Issues

This course is grounded in the Anishinaabe philosophy that “in order to heal, we must know the wound.” Students will individually and collectively examine traditional social structures and values within Anishinaabe society. The course will explore how these structures and values are derived from the Seven Grandfather Teachings, the Clan System, and spirituality. Students will also investigate how

[Algoma University, Senate minutes, January 15, 2021](#)

Anishinaabe values and spirituality are embodied in traditional architecture, design, and other practices. Oral and written sources will be used to consider the contemporary issues facing Anishinaabe nations, citizens and families, as well as the contemporary and historical role of the Midewiwin in Anishinaabe history. “Bimaadiziwin,” the historical life ways of the Anishinaabe people, is a central concept in the analysis of the course topic. Prerequisite: ANIS 1006/1007, or permission of the instructor. (LEC/EXP/SEM) (3 cr)

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ANII 2006 Anishinaabe Social Issues

This course is grounded in the Anishinaabe philosophy that “in order to heal, we must know the wound.” Students will individually and collectively examine traditional social structures and values within Anishinaabe society. The course will explore how these structures and values are derived from the Seven Grandfather Teachings, the Clan System, and spirituality. Students will also investigate how Anishinaabe values and spirituality are embodied in traditional architecture, design, and other practices. Oral and written sources will be used to consider the contemporary issues facing Anishinaabe nations, citizens and families, as well as the contemporary and historical role of the Midewiwin in Anishinaabe history. “Bimaadiziwin,” the historical life ways of the Anishinaabe people, is a central concept in the analysis of the course topic. Students may not retain credit for both ANII 2006 and ANIS 2006. Prerequisite: ANII 1006/1007, or permission of the instructor. (LEC/SEM/EXP) (3 cr)

From:

ANIS 2007 Anishinaabe Social Movements

The course will explore Anishinaabe social activism in a contemporary context, as grounded in the enduring history of the Anishinaabe people. Students will identify and explore connections between Anishinaabe social movements and other social movements in Europe and North America. This will include a critical study of Anishinaabe activism as pioneered by the American Indian Movement (including Alcatraz, Wounded Knee, Trail of Broken Treaties) in the United States and the National Indian Brotherhood in Canada. Anishinaabe women’s rights, environmental justice, “Indian Control of Indian Education,” and other movements will be discussed. In addition, students will learn about the reawakening of traditional spirituality in the context of the Seven Fires Prophecies. Prerequisites: ANIS 1006/1007, or permission of the instructor. (LEC/EXP/SEM 3) (3 cr)

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[Algoma University, Senate minutes, January 15, 2021](#)

reawakening of traditional spirituality in the context of the Seven Fires Prophecies. Students may not retain credit for both ANII 2007 and ANIS 2007. Prerequisites: ANII 1006/1007, or permission of the instructor. (LEC/SEM/EXP 3) (3 cr)

From:

ANIS 2067 Music as Culture: Indigenous Music

This course presents an introduction to the musical world of North American native peoples. Although some musical analysis will be essential, nevertheless the primary focus will be on the relationship between music and the role that it plays in the broader cultural context. The music will, in a sense, be a prism through which we can view, and which will at the same time reflect, broader social issues, beliefs, values and concerns. All types of music, from the most traditional to recent contemporary trends, will be given serious consideration. Musical texts, commentaries by performers, scholarly writings, class discussions and wisdom shared by guest speakers will all contribute to a collective knowledge that will develop as the class proceeds. The richness of that knowledge will depend, to a large extent, on the contributions made by all participants. The direction of the course will also be guided by this involvement. The class format will involve something of a lecture component, but a strong emphasis will be placed on the student's ability to contribute to weekly class discussions regarding the reading assignments, presentations made by local musicians or field trips involving musical events. Many classes will feature a guest speaker (an elder, or an accomplished musician or dancer from the native community), and at this time the instructor will embrace the role of coordinator, and become another student of native music and culture. Since we live in Anishinaabe country, and most of the speakers will be Ojibwe, particular attention will be paid to the traditions of that nation. Attendance at special events will be mandatory; these may include selected powwows and one or more concerts. Students may not retain credit for both ANIS 2067 and MUSC 2067. (lec 3) (3 cr)

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[Algoma University, Senate minutes, January 15, 2021](#)

will be Ojibwe, particular attention will be paid to the traditions of that nation. Attendance at special events will be mandatory; these may include selected powwows and one or more concerts. Students may not retain credit for more than one of the following: ANII 2067, ANIS 2067 and MUSC 2067. (LEC 3) (3 cr)

From:

ANIS 3006 Government Acts and Policies

This course reviews the history of Canadian government legislation and policies with a focus on the impact of key legislation on Anishinaabe Peoples as First Nation, Metis and Inuit Peoples in Canada. Particular attention will be given to sections of the Royal Proclamation of 1763, to Canada's Constitution Act, to the Indian Act, and to examination of critical Supreme Court cases of concern to Anishinaabe rights. Students will be encouraged to examine the impact of these legislations and instruments on self-governance. The course will introduce the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and will discuss how international instruments such as the UNDRIP support recognition of the inherent rights of Anishinaabe as Canada's Indigenous Peoples. This course builds on earlier explorations of Anishinaabe worldview, clan system, traditional value system and social movements that were covered in the prerequisite ANIS courses. Prerequisite: ANIS 2006/2007, or permission of the instructor. (LEC/SEM 3) (3 cr)

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From:

ANIS 3007 Treaties

This course will provide students with a foundational understanding of the historical and contemporary meaning of treaties and the treaty-making process experienced by Anishinaabe Peoples. This course considers the significance of treaties in terms of the struggle to affirm Anishinaabe Peoples' inherent rights that are the foundation of all historic and contemporary treaties. It examines treaty-making

[Algoma University, Senate minutes, January 15, 2021](#)

between Anishinaabe nations prior to colonization as well as (select) treaties Anishinaabe have entered into with Canada. Students will be able to distinguish the difference between Anishinaabe and European/colonial treaty-making traditions. Course topics will be addressed from the perspective that “We are All Treaty People”. Select treaties beginning with pre-colonization peace and friendship treaties between Anishinaabe nations such as the Onkwehon:we/Anishinaabe Dish with One Spoon Treaty will be covered as well as treaties established after the Royal Proclamation of 1763 such as the Robinson Huron and Robinson Superior treaties. The course will also review the numbered Treaties and recent Treaties such as the James Bay and Northern Quebec Agreement and the establishment of Nunavut. The course will address the social, economic and political implications of the Treaty relationship in terms of Anishinaabe Inherent Rights and Treaty Rights in contrast to Canada’s interpretation and administration of the Treaties over time. Students will identify their place as a Treaty person in Canada and reflect on their relationship to these nation-to-nation agreements, to each other and to the land. They will draw on all of this knowledge to engage in an experiential learning activity involving the formulation of a modern treaty. Prerequisite: ANIS 2006/2007, or permission of the instructor. (LEC/SEM 3) (3 cr)

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From:

ANIS 3126 Anishinaabe Research Methodology I

This course will examine research methodologies employed by Anishinaabe peoples to further individual and collective understandings of self, life, relation and creation. As such, this course provides [Algoma University, Senate minutes, January 15, 2021](#)

students opportunities to discover deep capacities to know plurality, rigor, and respect through research. Utilizing affective and effective ways of knowing, students will identify, apply and evaluate problem-solving methods within an animate universe of which they are a part. This course provides an epistemological and ontological foundation for understanding and doing Anishinaabe research. Prerequisite ANIS 2006/2007, or permission of the department. (LEC/EXP 3) (3 cr)

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ANII 3126 Anishinaabe Research Methodology I

This course will examine research methodologies employed by Anishinaabe peoples to further individual and collective understandings of self, life, relation and creation. As such, this course provides students opportunities to discover deep capacities to know plurality, rigor, and respect through research. Utilizing affective and effective ways of knowing, students will identify, apply and evaluate problem-solving methods within an animate universe of which they are a part. This course provides an epistemological and ontological foundation for understanding and doing Anishinaabe research. Students may not retain credit for both ANII 3126 and ANIS 3126. Prerequisite ANII 2006/2007, or permission of the department. (LEC/EXP 3) (3 cr)

From:

ANIS 3127 Anishinaabe Research Methodology II

This course will continue to develop students' understanding of Anishinaabe culture-based research, that is, research rooted in Anishinaabe worldview, lifeways and communities. The course will explore ways in which to utilize community-based Anishinaabe research methodology in a mainstream university context. Topics include research design, ethics, and the writing process. Examples will be used from the work of various Anishinaabe scholars. Students will undertake a project that engages Anishinaabe research methodology and ethical considerations when doing research in Anishinaabe communities. Prerequisite: ANIS 2006/2007, or permission of the department. (LEC/EXP 3) (3 cr)

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This course will continue to develop students' understanding of Anishinaabe culture-based research, that is, research rooted in Anishinaabe worldview, lifeways and communities. The course will explore ways in which to utilize community-based Anishinaabe research methodology in a mainstream university context. Topics include research design, ethics, and the writing process. Examples will be used from the work of various Anishinaabe scholars. Students will undertake a project that engages Anishinaabe research methodology and ethical considerations when doing research in Anishinaabe communities. Students may not retain credit for both ANII 3127 and ANIS 3127. Prerequisite: ANII 2006/2007, or permission of the department. (LEC/EXP 3) (3 cr)

From:

ANIS 3456 Anishinaabe Culture in Practice I

This is an individualized course based on experiential learning. The student works with an assigned advisor to design and to complete a portfolio of experiential learning opportunities. These will include at least five different types of activities representative of the traditional Anishinaabe peoples and their culture. Some examples of activities are: active participation in ceremonies, beadwork, maple syrup production, drum-making, land-based learning, pow-wow organization. 80 hours must be spent actively engaged in approved experiential opportunities. The student will write a reflection paper and will have an oral interview with a panel in lieu of an examination. Students must be in year three year of the program. (SEM 1, EXP 2) 3 cr

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From:

ANIS 3906 Special Topics in Anishinaabe Studies I

The topic of this course varies with the instructor and the year. The course will explore particular topics in Anishinaabe studies based on the faculty expertise and research (lec/sem 3) 3 cr

To:

ANII 3906 Special Topics in Anishinaabe Studies I

The topic of this course varies with the instructor and the year. The course will explore particular topics in Anishinaabe studies based on the faculty expertise and research. (LEC/SEM 3) 3 cr

From:

ANII 3907 Special Topics in Anishinaabe Studies II

The topic of this course varies with the instructor and the year. The course will explore particular topics
[Algoma University, Senate minutes, January 15, 2021](#)

in Anishinaabe studies based on the faculty expertise and research. (lec/sem 3) 3 cr

To:

ANII 3907 Special Topics in Anishinaabe Studies II

The topic of this course varies with the instructor and the year. The course will explore particular topics in Anishinaabe studies based on the faculty expertise and research. (LEC/SEM 3) 3 cr

Rationale:

ANIS came into question over the past moon cycle because it is pronounced in Anishinaabe as Anus. Some students and others were calling this into question. We thought about changing to NISH however this is considered a derogatory slang term. Stewart Roy suggested ANII which translates to Greetings or Hello. We feel, moving forward this is a better four letter alpha code to use to identify Anishinaabe studies courses.

Motion carried.

- ***Moved [Graydon/Jimenez-Estrada]: that the Algoma University Senate approve the following new course as submitted by the Department of Modern Languages:***

ANII 1206 Anishinaabe Peoples and Our Homelands III

This course will allow students to be immersed in the summer moon cycles and teachings that guide traditional Anishinaabe bimaadiziwin (life). Practical and theoretical exposure to various traditional activities that take place during the summer moon-cycles will be shared. Insights into traditional practices such as planting, fishing, gathering medicine, and ceremonies that are part of the Anishinaabe way of a good life will be granted. Opportunities to engage in land based learning that enable students to practice Anishinaabe teachings will also be made available when and where possible. Learn about interrelationships between Anishinaabe peoples and their relatives from guest speakers, including Elders and traditional stewards of knowledge and community leaders. The course will be taught using Anishinaabe worldview, with a focus on decolonizing assumptions and stereotypes about Indigenous peoples. [LEC/SEM/EXP 3] 3 cr

Rationale:

This course is being added to incorporate a more appropriate introduction to Anishinaabe epistemology and ontologies throughout the academic year in relation to the natural seasonal cycles. The introductory ANII courses 1006/1007/ and 1206 are tied to seasonal teachings that are cyclical components of a greater whole rather than linear progressions.

The need for the addition of this course was expedited due to the structure and needs of the Project Management Certificate. ANIS 1006/1007/ and 1206 are interchangeable as a requirement for the PM certificate. This structure will allow PM students to enter the ANIS 1000 level courses at any point in the yearly cycle. This change will ensure the consistent delivery of the ANIS Intro courses for both Anishinaabe Studies students and for Project Management students.

[Algoma University, Senate minutes, January 15, 2021](#)

Motion carried.

Project Management: Resilience and Innovation

- ***Moved [Imre/Meades]: that the Algoma University Senate approve the following new courses to support the graduate certificate in Project Management: Resilience and Innovation:***

PMGT 3006 Project Quality Management

This course presents a comprehensive, yet practically-minded overview of project quality management, from its theoretical and historical foundations to the implementation of project management tools from planning to assurance, control and improvement. Concepts and applications learned in this course offer an insight into the factors behind success and failure in project management. Student learning and engagement will be guided by key concepts and discussion points around specific case studies and practical exercises. Much emphasis is placed on fostering analytical and problem solving skills as a way to help students approach and understand the subject matter while maintaining critical thinking and analytical perspectives. Students will be required to attend lectures, complete practical exercises, assignments as well as formal examinations. Students are expected to be self-motivated and demonstrate professional and ethical conduct while completing this course and communicating with the professor and peers. Prerequisites: PMGT 2006, successful completion of 50% of the certificate program [semesters 1 and 2]. [LEC 3] 3 cr

Rationale:

This course is part of the curriculum for a new Interdisciplinary Graduate Certificate in Project Management: Resilience and Innovation. The proposed graduate certificate is a 60 credit certificate available to students with an undergraduate degree in any discipline. The Certificate is designed for students whose main interest is in acquiring a broad skill-set and comprehensive knowledge in project management in a wide variety of contexts and sectors; including information technology, cultural/social enterprises, science and business, to enter or re enter the workforce quickly. The unique nature of this certificate is that it exposes students to the application of project management techniques in social, cultural, and innovative contexts - with particular emphasis on organizational and community recovery, resilience and crisis management. Graduates of the proposed program will be well-positioned to be strong contributors to various sectors and economic conditions through enterprise creation or as highly skilled workers.

PMGT 3007 Project Management Applications

To manage projects effectively, managers require efficient methods and applications to engage team members in the initiation, planning, organizing, tracking and closure of projects. This course will expose students to various tools and software applications to seamlessly collaborate with project stakeholders. The course will also highlight important aspects of communication practices, to ensure stakeholders involved are provided with timely information and decision-making processes. Students will learn how to use these applications and tools to monitor/update important aspects of project deliverables - time/schedules, cost and quality/scope of the project. Students will enhance their knowledge and

application of the DMAIC model - Define, Measure, Analyze, Improve and Control. Prerequisite: PMGT 2006. [LEC 3] 3 cr

Rationale:

With the development of the project management certificate program, no such course at Algoma University exists to share the most state-of-the-art technology and tools for managing projects effectively. This course presents a host of software programs including Microsoft Project, Trello, Notion, etc. to help students ensure effective time management, budgeting, tracking and team collaboration to meet project deliverables within the scope, time, costs and quality specifications.

PMGT 3106 Leading Projects: Transformational Approaches

This course in project leadership, takes a unique look at leadership approaches through the lens of indigenous and transformational leadership approaches. The course will follow indigenous frameworks such as the medicine wheel to explore the inner dynamics of leadership, within the context of managing project teams and engaging stakeholders throughout each stage of the project life cycle. Students will gain an understanding of different leadership philosophies, assess their personal strengths, weaknesses and capacity for growth; and develop a solid understanding of their personal leadership style and philosophy. Students will also be encouraged to explore the edges of their “comfort zone” to stretch out into new ways of thinking, being and leading in the world. Prerequisite: PMGT 2006 [LEC 3] 3 cr

Rationale:

This course addresses the dynamics of leading groups, which is a significant function of project management, and it also builds on knowledge of a core competency in project management practices as defined by the Project Management Institute, namely *project stakeholder management*. It also blends western and Indigenous epistemologies, conveying the culturally and situationally contingent nature of leadership, and how students can develop leadership readiness or apply leadership skills in diverse cultural contexts. The main focus of this course is on the interpersonal development of the leader, preparing students to engage more confidently in the process of leadership.

PMGT 3107 Risk Mitigation and Crisis Recovery

This course will expose students to a diverse range of approaches to Risk Mitigation and Crisis Recovery in relation to Project Management. The course will consider operational crises and risk that emerge within the project as well as the impact and relationship to contextual crises and risks that are external to the project and responding to crises of a variety of scale and impact. In addition to learning the Project Management standard of Risk Management students will learn an array of strategies to promote resilience and adaptation both within a project and to consider how their project impacts the larger context of community wellbeing. Through the use of diverse case studies and applied practice students will hone their perceptions of complex systems, potential risks that may be encountered, and will use their creative skills to develop effective and holistic plans for recovery. The goals of recovery of various crises will be examined along with various methods of achieving sustainable and suitable recovery in a variety of contexts. Prerequisite: PMGT 2006. [LEC/CST 3] 3 cr

[Algoma University, Senate minutes, January 15, 2021](#)

Rationale:

This course addresses a core competency of project management practice as defined by the Project Management Institute, namely *risk management*. It also addresses competencies with close affinity, including crisis and recovery as well as the application of project management to crisis recovery efforts.

PMGT 3456 Project Management Internship

This course is designed to help you connect your academic studies to practical applications by offering academic credit for project management-focused experience. A well-designed internship will allow you to develop your professional skills, gain hands-on experience, and evaluate career opportunities. The internship program is intended to be flexible, having been designed to meet students' needs and interests while affording opportunities for practical hands-on experience in a variety of project management fields. Positions must involve significant work with a project management focus. This course emphasizes that earning academic credit for work experience requires more than just showing up for work and doing a good job. Students will be required to complete a series of assignments designed to encourage thoughtful reflection on their internship experience. Students are expected to be self-motivated and able to complete course assignments without reminders. Prerequisites: PMGT 2006 and successful completion of 50% (semesters 1 and 2) of certificate program. (SEM 1/EXP 2) 3 cr

Rationale:

This course is instrumental for this interdisciplinary graduate certificate as it offers custom-designed and applied work integrated learning opportunities to the students taking it, thereby enabling students to develop their professional skills, to apply concepts learned in their academic studies and build their professional networks and to increase their job readiness. This course also adds a unique and much needed practicum aspect to the certificate that is closely aligned with contemporary student expectations as well as our strategic mandate agreement. Having a for-credit internship course as the academic structure in which to offer work-integrated learning to students has the following benefits:

1. Expanded access to work-integrated learning for all students regardless of discipline or socioeconomic status
2. Flexibility in terms of scheduling
3. Enhanced student engagement (participation in an internship has been shown to be a high impact practice in terms of student engagement)
4. Provides another mechanism to connect students to community, particularly for those organizations that are not able to support hiring a student as an employee or co-op student
5. Students are able to bring new ideas and theoretical learning to community projects
6. Development of more employable and career-ready graduates
7. Provide a mechanism for transfer credit for students who participate in international internships.

PMGT 4006 Integrative Practice Seminar - Interdisciplinary Approaches

This course recognizes the ethical and professional responsibility of Project Management professionals to conduct their practice effectively in collaborative and diverse settings. The course will support an understanding of theories of interdisciplinarity as they pertain to interprofessional collaborative responsibilities of Project Management professionals. It promotes decision-making using anti-oppressive

and anti-racist practices in various aspects of project management. Students will develop their competence in navigating complex interpersonal relationships in various practice settings. They will develop skills of self-reflection and reflexive analysis of their professional duties and identities. Prerequisite: PMGT 2006. [LEC/SEM 3] 3 cr

Rationale:

Project Management professionals strive to effectively and ethically practice in an increasingly global and intercultural environment, which requires a high-level ability of these professionals to demonstrate effective communication skills and interpersonal competence in demanding and complex settings. The pressure is high to address environmental concerns, and navigate rapidly changing economic and political realities. Often there is a pressing need to work effectively on cross-disciplinary and inter-professional projects with ease and flexibility, frequently in time-pressured situations. Being able to think critically, to have an understanding of interdisciplinarity and systems thinking, to show leadership with calmness and confidence, and to do so ethically requires a level of inner development not easily developed. The Seminar course will provide the opportunity for students to grapple with research on these topics, demonstrate an ability to communicate and work well with each other, and practice the skills of self-reflexivity and critical thinking required of them in their chosen career.

Motion carried.

- ***Moved [Marasco/Graydon]: that the Algoma University Senate approve the program revision to the graduate certificate in Project Management: Resilience and Innovation as follows:***

FROM:

SEMESTER 1

ANIS1006, ENGL 1801, ADMN 1016, PGMT 2006, + 3 CREDITS STREAM SELECTION

SEMESTER 2

CESD 2996, 2306, COSC 1702, PMGT 2007, + 3 CREDITS STREAM SELECTION

SEMESTER 3

SOCI 2196, PMGT 3006, 3007, 3106, + 3 CREDITS STREAM SELECTION

SEMESTER 4

ECON 3076, PMGT 3456, 3107, 4006, + 3 CREDITS STREAM SELECTION

TO:

SEMESTER 1

3 CREDITS FROM ANII 1006/1007 OR ANII 1206

ENGL 1801, ADMN 1016, PGMT 2006, + 3 CREDITS STREAM SELECTION

S

EMESTER 2

CESD 2996, 2306, COSC 1702, PMGT 2007, + 3 CREDITS STREAM SELECTION

SEMESTER 3

SOCI 2196, PMGT 3006, 3007, 3106, + 3 CREDITS STREAM SELECTION

SEMESTER 4

ECON 3076, PMGT 3456, 3107, 4006, + 3 CREDITS STREAM SELECTION

Rationale:

The proposed changes will:

- A) incorporate a more appropriate introduction to Anishinaabe epistemology and ontologies through the revision of required ANII courses; and
- B) as ANII courses 1006/ 1007/ 1206 are tied to seasonal/ teachings that are cyclical components of a greater whole rather than linear progressions. This structure will allow PM students to enter the ANII 1000 level courses at any point in the cycle, and
- C) ensure the consistent delivery of the ANII Introductory courses for both Anishinaabe Studies students and for Project Management students

Motion carried.

Department of Sociology

- ***Moved [Jimenez-Estrada/Woodman]: that the Algoma University Senate approve the following new course as submitted by the Department of Sociology:***

SOCI 2106 Introduction to Program Evaluation Design and Implementation

The course will introduce students to the Program evaluation process, from ascertaining the need for, design of, implementation and analysis of evaluative data. Moving from theoretical approaches, ethics and direct application, students will acquire foundational knowledge to evaluate a variety of Programs ranging from business to community-based and not-for-profit applications. [LEC 3] 3 cr

Rationale:

Successful programming is predicated on credible and applicable planning and organization. However, measuring a program's actual success is contingent on ascertaining if the program met its goals, objectives and deliverables, i.e., evaluating it. Therefore, a standalone course on evaluation models, strategies, planning, implementation and analysis is an essential element of the Program Management certificate.

Motion carried

21.01.04.02 Curriculum Committee - course additions to the course roster 2021-22

- ***Moved [Rogers/Imre]: that the Algoma University Senate approve the following course additions to the winter 2021 term:***

ADMN1016D [SSM] - D2L
ADMN1016E [SSM] - D2L
ADMN1016M [BRAM] - D2L
ADMN1126B [SSM] - D2L
ADMN1126M [BRAM] - D2L
ADMN1206D [SSM] - D2L
ADMN1206M [BRAM] - D2L
ADMN2406B [SSM] - D2L
ADMN2406M [BRAM] - D2L
ADMN2556B [SSM] - TAI
ADMN3136B [SSM] - D2L
ANIS1007E [SSM] - TAI
ANIS1007F [SSM] - TAI
COSC1701B [SSM] - ONLINE
ECON1006A [SSM] - D2L
ENGL1801G [SSM] - TAI
ENGL1801H [SSM] - TAI
ENGL1801I [SSM] - TAI
PMGT2006D [SSM] - ONLINE

Rationale:

The request for course additions is to support the expected enrolment for international students whose program of study is the Certificate in Project Management: Resilience and Innovation. The additional sections will allow for stabilized registrations across all multi-sectioned courses.

The Senate was informed that the School of Business and Economics has yet to approve the course additions. The Registrar informed the Senate under Decanal Authority, the Academic Dean can approve the additions since in each case, the courses are additions to courses that were previously approved by the Curriculum Committee and the Senate.

Motion carried.

21.01.04.03 Office of the Registrar - Registrarial Dates Sept 2022 - Sept 2023

- ***Moved [Graydon/Steeves]: that the Algoma University Senate approve the Registrarial Dates and Deadlines from September 2022 - September 2023 as follows:***

2022

- Sept 5 Labour Day; Algoma University is closed
- Sept 5 - 10 Welcome Week
- Sept 7 Fall 2022 classes begin including 2022F and 2022FW courses
- Sept 9 Algoma University Senate meeting
- Sept 16 No registrations or course changes permitted for 22F and 22FW courses after this date. Students withdrawing from 22F and 22FW courses after this date will receive a 'W' on their academic record.
- Oct 7 Algoma University Senate meeting
- Oct 10 Thanksgiving Day; Algoma University is closed
- Oct 10 - 14 Fall Study Week
- Oct 28 Last day to withdraw from 22F courses without academic penalty. Students withdrawing from 22F courses after this date will receive an 'F' grade on their academic record.
- Nov 4 Algoma University Senate meeting
- Nov 11 Last day for current students to register for 2023W courses without penalty; late fee applies after this date.
- Nov 14 Late registration for 23W courses
- Dec 2 Algoma University Senate meeting
- Dec 6 Last day of classes for 22F courses; 22FW courses recess
- Dec 7 Study Day and Staff/Faculty Professional Development Day
- Dec 8 - 20 Official examination period for 22F courses and mid-term examinations for 22FW courses.
- Dec 30 All final grades for 22F courses must be submitted electronically to the Office of the Registrar by this date.

2023

- Jan 9 Winter 2023 classes begin; 22FW courses resume
- Jan 13 Algoma University Senate meeting
- Jan 18 No registration or course changes permitted for 23W courses after this date. Students withdrawing from 23W courses after this date will receive a 'W' on their academic record. Last date to withdraw from 22FW courses without academic penalty. Students withdrawing from 22FW courses after this date will receive an 'F' grade on their academic record.
- Jan 31 Applications for Spring Convocation 2023 must be submitted by this date.
- Feb 3 Algoma University Senate meeting
- Feb 20 Family Day; Algoma University is closed.
- Feb 20 - 24 Study Week
- Feb 27 Academic advising campaign for returning students begins.
Registration for 2023 spring/summer, 2023 fall/winter terms begins

- Mar 3 Algoma University Senate meeting
Last day to withdraw from 23W courses without academic penalty. Students withdrawing from 23W courses after this date will receive an 'F' grade on their academic record.
- Apr 6 Last day of classes for 23W and 22FW courses.
Last day for current students to register for 2023 spring session courses without penalty; late fee applies after this date.
- Apr 7 Good Friday; Algoma University is closed
- Apr 10 Easter Monday; Algoma University is closed
- Apr 11 Late registration for current students begins for 2023 spring terms
- Apr 11 - 22 Official final examination period for 22W and 21FW courses
Late registration for spring 2023 terms
- Apr 14 Algoma University Senate meeting
- May 1 Spring session classes begin including 2023SF and 2023SP courses.
All final grades for 23W and 22FW courses must be submitted electronically to the Office of the Registrar by this date.
- May 5 Algoma University Senate meeting
- May 9 No registration or course changes permitted for 23SF and 23SP term courses after this date. Students withdrawing from 23SF and 23SP courses after this date will receive a 'W' on their academic record.
- May 19 Last date to withdraw from 23SF courses without academic penalty. Students withdrawing from 23SF courses after this date will receive an 'F' grade on their academic record.
- May 22 Victoria Day; Algoma University is closed.
- June 2 Algoma University Senate meeting
- June 9 Last day of classes for 23SF courses; 23SP courses recess [all campuses]
- June 10 Algoma University Spring Convocation 2023 [Sault Ste. Marie campus]
- June 12 - 13 Official final examination period for 23SF term courses [all campuses]
- June 14 Spring second term classes [2023SS] begin; 23SP courses resume [all campuses]
- June 16 Last date to withdraw from 23SP courses without academic penalty. Students withdrawing from 23SP courses after this date will receive an 'F' grade on their academic record.
- June 17 Algoma University Spring Convocation 2023 [Brampton]
- June 21 No registration or course changes permitted for 23SS courses after this date. Students withdrawing from 23SS courses after this date will receive a 'W' on their academic record.
- June 23 All final grades for 23SF courses must be submitted electronically to the Office of the Registrar by this date.
- July 1 Canada Day; Algoma University is closed
- July 7 Last date to withdraw from 23SS courses without academic penalty. Students withdrawing from 23SS courses after this date will receive an 'F' grade on their academic record.

Last day for current students to register for 2023 fall/winter courses without penalty; late fee applies after this date.

July 10 Late registration for returning students for fall/winter 2023 term courses

July 25 Last day of classes for 23SS and 23SP courses. [all campuses]

July 26 - Aug 4 Official final examination period for 23SS and 23SP terms [all campuses]

Aug 7 Civic Holiday; Algoma University is closed

Aug 11 All final grades for 23SS and 23SP term courses must be submitted electronically to the Office of the Registrar by this date.

Aug 25 Applications for fall graduation 2023 must be submitted by this date

Sept 4 Labour Day; Algoma University is closed

Sept 4 - 9 Welcome Week

Sept 6 Fall 2023 classes begin including 2023F and 2023FW courses

Sept 8 Algoma University Senate meeting

Sept 15 No registrations or course changes permitted for 23F and 23FW courses after this date. Students withdrawing from 23F and 23FW courses after this date will receive a 'W' on their academic record.

Motion carried.

21.01..04.04 Academic Planning - Final Assessment Report ENGLISH

- ***Moved [Graydon/Rogers]: that the Academic Planning and Priorities Committee of Senate recommends to the Algoma University Senate, the Final Assessment Report [cyclical Review of the English Degree programs] as submitted.***

Motion carried.

21.01.04.05 Academic Planning - Final Assessment Report HISTORY

- ***Moved [Ridout/Marasco]: that the Academic Planning and Priorities Committee of Senate recommends to the Algoma University Senate, the Final Assessment Report [cyclical Review of the History Degree programs] as submitted.***

Motion carried.

21.01.04.06 Academic Planning - Department of Social Work name change

- ***Moved [Rogers/Stevenson]: that the Academic Planning and Priorities Committee of Senate recommends to the Algoma University Senate the following name change to the Department of Social Work:***

From

Department of Social Work

[Algoma University, Senate minutes, January 15, 2021](#)

To
School of Social Work

Rationale:

This is in response to a request from the Postsecondary Education Quality Assessment Board [PEQAB] review re: the renewal of Ministerial Consent, for the department to be designated similarly to other Social Work programs across Canada.

Motion carried.

21.01.04.07 Academic Planning - Health, Wellness and Addictions [minor]

- ***Moved [Day/Steeves]: that Academic Planning and Priorities Committee of Senate recommends to the Algoma University Senate the approval of a minor in Health, Wellness and Addictions [18 credits] as follows:***

SOCI 1016 Understanding Society I: Principles and Processes
SOCI 1806 Sociology of Health, Wellness and Addictions, Part One, Public Health
SOCI 1807 Sociology of Health, Wellness and Addictions, Part Two, Addictions
SOCI 2806 Trauma and Social Resilience
SOCI 3807 Wellness through an Indigenous Lens
SOCI 3806 Social Theories of Illness & Addictions

Rationale:

Algoma University is well positioned with its health sciences degree stream in the Science Faculty for students wishing to attend medical school. However, there is a gap in the market that the new minor will potentially fill: that is, those students wishing to work in the allied health professions who are drawn more to the social sciences and humanities pathway.

A comment was made regarding course content duplication with existing courses and market research aligned with student demand. Members of the Department of Sociology indicated that the course content was new and were confident that the minor will be appealing to students.

Motion carried.

21.01.04.08 Professor Emeritus

The Speaker requested that the Algoma University Senate move in camera

- ***Moved [Rogers/Graydon]: that Senate move in camera.***

Motion carried.

- ***Moved [Keough/Graydon]: that Senate move out of camera***

Algoma University, Senate minutes, January 15, 2021

Motion carried.

- ***Moved [Graydon/Day]: that the motion approved in camera be approved by the Algoma University Senate in open session.***

Motion carried.

21.01.05 INFORMATION ITEMS (for action or information)
21.01.05.01 Innovation and Success

The Speaker made a call out to the Senate to share information regarding academic innovation or success.

21.01.05.02 Distinguished Faculty Award, Senate Award

The Speaker informed the Senate that the deadline for nominations for the Distinguished Faculty Award and Honorary Member of Algoma University [investiture June 12, 2021] will be extended until February 19, 2021. Nominations should be submitted to the Speaker of the Senate, Dr. Laurie Bloomfield and David Marasco, Secretary of the Senate.

- ***Moved [Meades/Wyper]: that Senate be extended for 15 minutes until 3:30pm.***

Motion carried.

21.01.06 STANDING REPORTS
21.01.06.01 Board of Governors Representative

Dupuis reported on the Brampton campus renovations and availability of increased instruction space.

21.01.06.02 Academic Dean

The Dean submitted a written report.

21.01.06.03 Vice-President Academic and Research

The VPAR submitted a written report.

21.01.06.04 President and Vice-Chancellor

Algoma University, Senate minutes, January 15, 2021

No report was submitted.

21.01.07 DISCUSSION AND QUESTION PERIOD

A question was raised regarding the use of cameras during a scheduled [synchronous] class and whether there was a university policy that students must have cameras turned on. There is no policy as such and there are privacy and connectivity issues that would make it difficult to operationalize.

There was a discussion about how resources from the Project Management certificate are being distributed as well as concerns that some faculty who are delivering specific PM courses cannot fulfill courses in their own respective discipline or program.

Also, there was a discussion regarding the Senate-approved Early Feedback Policy and in some cases, faculty not adhering to the policy.

21.01.08 OTHER BUSINESS/NEW BUSINESS

None.

20.12.09 ANNOUNCEMENTS

The Speaker congratulated Drs. David Brodbeck, Isabel Molina, and [Brandon Schamp](#) who have all been promoted to the rank of 'Professor'.

21.01.10 ADJOURNMENT

➤ ***Moved [Steeves/Tchir]: that Senate adjourn.***

Motion carried. (Senate adjourned at 2:57pm)