

MINUTES OF SENATE
ALGOMA UNIVERSITY
Eighth Regular Meeting of 2020-21
April 9, 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

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

Science Faculty

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

Other Members

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

Guests

M. Turco, Z. Rahman, N. Shaw, M. Grigg, J. Azevedo, S. Roy, T. Fabiano, B. Wei

The meeting was conducted by Zoom and called to order at 1:07pm.

21.04.01 APPROVAL OF THE AGENDA

- Moved [Keough/Lajoie]: that the agenda for the April 9, 2021 meeting of the Senate be approved.***

Motion carried.

21.04.02 APPROVAL OF THE MINUTES from the meeting of *March 5, 2021*

- Moved [Khan/Jimenez-Estrada]: that the Algoma University Senate approve the minutes from the Senate meeting of March 5, 2021.***

Motion carried.

21.04.03 BUSINESS ARISING (for action or information)
21.04.03.01 Senate Executive - Decanal Search Committee [in camera]

- ***Moved [Meades/Jimenez-Estrada]: that the Algoma University Senate move in camera.***

Motion carried.

21.04.04 DECISION ITEMS (for action or information)
21.04.04.01 Professor Emeritus - motions

- ***Moved [Lajoie/N. Cameron]; that the Algoma University Senate accept the recommendation from the Peer Review Committee that Dr. William Osei be granted the title of Professor Emeritus with all the rights and privileges effective July 1, 2021 and that the recommendation be submitted to the Board of Governors for final approval.***

Motion carried.

- ***Moved [Meades/Wyper]; that the Algoma University Senate accept the recommendation from the Peer Review Committee that Dr. Celia Ross be granted the title of Associate Professor Emeritus with all the rights and privileges effective July 1, 2021 and that the recommendation be submitted to the Board of Governors for final approval.***

Motion carried.

- ***Moved [Graydon/Meades]: that the Algoma University Senate move out of camera***

Motion carried.

- ***Moved [Jones/Jimenez-Estrada]: that the motions approved in camera be approved by the Algoma University Senate in open session.***

Motion carried.

21.04.04.02 Academic Planning - Algoma University Access Program

- ***Moved [Wyper/Khan]: that the Algoma University Senate approve the Algoma University Access Program [major modification as per the IQAP] to be delivered beginning Fall 2021.***

Summary:

The University Access Program is a pre-university qualifying year (two semesters) that offers students the opportunity to satisfy the first-year university admission requirements and acquire essential university study skills in the process. Students will be expected to successfully complete eight courses (four per semester), including the mandatory academic student success interdisciplinary course.

This pre-university academic preparation program can be considered by students who would like to study at a Canadian university, but do not possess the necessary first-year university admission requirements. Algoma's University Access Program offers an exciting opportunity for students to become familiar with the requirements of university life and acquire useful study skills in the process.

Goal of the Program: Consistent with the mandate of Algoma University as an Access or Opportunity University, the University Access Program is aimed at upgrading the academic skills of incoming students who do not otherwise qualify to enter any academic program at Algoma. Students will be exposed to a variety of academic disciplines in the context of an academic student success interdisciplinary course, in addition to participating in courses aimed at upgrading their literacy, numeracy and information literacy skills.

Rationale:

As noted in the executive summary, this pre-entry program will act as a pathway or bridging program for students who currently would not meet academic standards for entry to university studies. The program will include a slightly reduced course load compared to a first year full time students, and it will include: digital, math and language based literacy support through required course choices with wrap-around supports, leadership, student efficacy and cultural competency courses, and will work as an equity and access program for many marginalized student groups who would otherwise not have the opportunity to study at the university level.

Motion carried.

21.04.04.03 Academic Planning - COSC major modifications

- ***Moved [Lajoie/Steeves]: that the Algoma University Senate approve the following program modifications [major modifications as per the IQAP] revising the mode of regular delivery to distance education and regular delivery:***

- a) Bachelor of Computer Science [accelerated/general]**
- b) Bachelor of Computer Science [general]**
- c) Bachelor of Computer Science [honours]**

Rationale:

Online education is currently a priority of the provincial government and a natural opportunity for a technology-oriented discipline like Computer Science. This becomes even more important due to the COVID-19 pandemic. As such, the school recognizes this as a program objective and plans to offer a fully on-line program, which will assist with our increasing enrollment plan.

Beside those six courses we have developed for the e-Campus project, with the Athabasca project supported by the University, the school has the opportunity to develop additional 30 on-line courses so that a fully online COSC program is ready. It seems to us that no university in Ontario is currently offering a fully online bachelor degree in Computer Science. Therefore, this will be a novel and unique program, which can serve the Special Mission of Algoma University and serve students from anywhere in Ontario and beyond, and who have physical challenges to be on campus.

This new online program could offer the following to our students:

1. Scheduling flexibility - anywhere and any time learning
2. Ease of remote access
3. Possibility of repeat access of the course materials
4. Lower total cost for students (reducing accommodation cost)
5. More comfortable learning environment
6. More pace options for study
7. More geographic flexibility

Additionally, the University has received positive evidence of student appeal from prospective students and applicants interested in upgrading their computer science-related skills to meet the demands of employment opportunities. This recent appeal has come from students who have completed a college diploma program in a related computer science field and second degree students who have recently graduated. Many of these interested students are not able to relocate and will find the online delivery as very accommodating to their current schedules.

Motion carried.

- ***Moved [Ross/Lajoie]: that the Algoma University Senate approve the following program modifications [major modifications as per the IQAP] revising the mode of regular delivery to distance education and regular delivery:***
 - a) Graduate Certificate in Computing**
 - b) Graduate Certificate in Information Technology**
 - c) Graduate Certificate in Mobile Software Development**

Rationale:

Online education is currently a priority of the provincial government and a natural opportunity for a technology-oriented discipline like Computer Science. This becomes even more important due to the COVID-19 pandemic. As such, the school recognizes this as a program objective and plans to offer a fully on-line program, which will assist with our increasing enrollment plan.

Beside those six courses we have developed for the e-Campus project, with the Athabasca project supported by the University, the school has the opportunity to develop additional 30 on-line courses so that a fully online COSC program is ready. It seems to us that no university in Ontario is currently offering a fully online bachelor degree in Computer Science. Therefore, this will be a novel and unique program, which can serve the Special Mission of Algoma University and serve students from anywhere in Ontario and beyond, and who have physical challenges to be on campus.

This new online program could offer the following to our students:

8. Scheduling flexibility - anywhere and any time learning
9. Ease of remote access
10. Possibility of repeat access of the course materials
11. Lower total cost for students (reducing accommodation cost)
12. More comfortable learning environment
13. More pace options for study
14. More geographic flexibility

Additionally, the University has received positive evidence of student appeal from prospective students and applicants interested in upgrading their computer science-related skills to meet the demands of employment opportunities. This recent appeal has come from students who have completed a college diploma program in a related computer science field and second degree students who have recently graduated. Many of these interested students are not able to relocate and will find the online delivery as very accommodating to their current schedules.

There was discussion regarding the delivery of online degree programs, synchronous/asynchronous, how the programs are promoted, and whether the delivery method is identified on the parchment and/or transcript.

Motion carried

- ***Moved [Lajoie/Marasco]: that the Algoma University Senate approve the program modification [major modifications as per the IQAP] for the dual credential program with the Algoma University Bachelor of Computer Science [general] degree program and the Northern College Computer Engineering Technician diploma program.***

Rationale:

The intent of the dual credential program is to create a collaborative and unique program co-delivered by the two partner institutions, to serve the special Mission of Algoma University and to offer novel, attractive and job-ready solutions to domestic students and international students in Northern Ontario and beyond

This proposed modification creates an operationalized dual credential pathway between the two partner programs and institutions, offering students a creative, novel and seamless way of taking courses from both programs in sequential semesters, culminating with receiving both a degree and a diploma from the two partner institutions. The proposed modification will not affect the learning outcomes of either participating program. The rationale behind this proposed modification is to increase the cohesion of the students to the pathway between these two programs and to explicitly structure the wraparound supports, processes and approaches needed for student retention and ultimately, academic success.

The dual credential program is an important priority for Algoma University -- college pathways priority area recognizes Algoma University's commitment in improving postsecondary education equity and access, and for creating opportunities that can include multiple entry pathways and flexible policies and programming, with a focus on students who might not otherwise participate in university education. The University is committed to adopting a collegial approach with our partners at Northern regarding credit transfer that maintains the academic integrity of individual institutions and their programs and credentials; and respects and acts within the boundaries of the required regulatory frameworks of the regulated professions; and recognizes that student success is paramount. The program clearly articulates a structured pathway for students from diploma to degree and is aligned with our strategic priorities of being an access and opportunity university.

Motion carried.

21.04.04.04 Academic Planning - Microcredentials

- ***Moved [Gruner/Khan]: that the Algoma University Senate approve the following definition and institutional approval process of Microcredentials as follows:***

Definition

A microcredential is a distinct type of stand-alone credential that is focused on a narrow range of skills and competencies, is labour-market driven, and is designed for maximum flexibility. A microcredential is shorter in duration than a degree or certificate program, and has specified learning outcomes that are distinct from degree and certificate programs. A microcredential is transcriptable, trackable, and shareable with employers or other educational institutions.

Additional characteristics of a microcredential include:

- Focused on knowledge application rather than knowledge acquisition.
- Accessible and flexible to meet the needs of diverse learner populations.

Algoma University, Senate minutes, April 9, 2021

- Tuition falls outside of the Ontario tuition framework and is determined by the university on the basis of an analysis of cost and projected revenue.
- Quality is primarily assessed through peer and industry or external partner review.
- Some microcredentials are “one-off” learning experiences while others are modules that can be stacked to create a qualification.
- 12 weeks or less in total based on hours of study (note: some microcredentials are set up as flexible offerings on weekends or part time over several months to accommodate diverse learners).

It is recommended the definition of microcredentials is included in the IQAP so it is clear how microcredentials fit with other programs and program components at Algoma University. However, it is recommended that proposals for new microcredentials not follow the same process as new degree or certificate programs. Microcredentials are distinct from traditional courses or online courses, and a distinct, nimble approval process is needed in order to quickly respond to external partner and labour market needs.

Approval Process:

A proposal for development of a microcredential can come from a variety of sources. In all cases, a microcredential needs to be developed in consultation with an external and/or industry partner to meet an identified labour market need. Proposals for microcredentials are brought to the Quality Assurance Committee of Senate for consideration using the provided template. Proposals are evaluated in accordance with the evaluative criteria in the table below.

Microcredential proposals are approved by the Quality Assurance Committee and reported to the Senate for information. The Department of Experiential Learning and International Affairs will provide an annual report to the Quality Assurance Committee on approved microcredentials which will be shared with the University Senate for information.

The Senate embarked on a lengthy discussion regarding the approval process of microcredentials, specifically, why the Senate would not be giving final approval for microcredential proposals rather than the Quality Assurance committee. Other questions arose regarding remuneration, the collective agreement, response to meet industry needs, and workload. Overall, there was some doubt as to what microcredentials are and the purpose they serve.

- ***Moved [Graydon/Gruner]: that the motion regarding microcredentials be tabled. [non-debatable]***

Motion carried.

21.04.04.05 Curriculum Committee - motions

- ***Moved [Graydon/Meades]: that the Algoma University Senate approve the following revised courses from regular delivery to regular delivery and distance education delivery [remote] as submitted by the School of Computer Science and Technology:***

COSC1045 Introduction to Computer Science I
COSC1046 Introduction to Computer Science I
COSC1047 Introduction to Computer Science II
COSC1101 Problem Solving Using Computing
COSC2005 Data Structures
COSC2006 Data Structures I
COSC2007 Data Structures II
COSC2036 Computer Game Design I
COSC2307 Database Programming
COSC2396 UNIX and System Programming in C
COSC2406 Assembly Language Programming
COSC2596 Interaction Design and Testing
COSC2636 Game Software Engineering
COSC2996 Systems Analysis and Analytics for Project Management
COSC3036 Computer Game Design II
COSC3106 Theory of Computing
COSC3117 Artificial Intelligence
COSC3127 Programming Languages
COSC3306 Introduction to Computer Graphics
COSC3406 Computer Organization
COSC3407 Operating Systems I
COSC3416 Numerical Methods
COSC3426 Digital Design
COSC3506 Software Engineering
COSC3596 Mobile Application Development I
COSC3706 Directed Studies
COSC3707 Techniques of Systems Analysis
COSC3756 Object Oriented Analysis and Design
COSC3796 Information Technology Security and Privacy
COSC3807 Applied Networks
COSC4036 Computer Game Artificial Intelligence
COSC4086 Fourth-year Project I
COSC4087 Fourth-year Project II
COSC4106 Analysis of Algorithms
COSC4235 Thesis in Computer Science
COSC4307 Advanced Computer Graphics
COSC4407 Operating Systems II

COSC4417 Computer Architecture
COSC4426 Topics in Computer Science I
COSC4427 Topics in Computer Science II
COSC4436 Computer Networks
COSC4437 Distributed Systems
COSC4596 Mobile Application and Development II
COSC4606 Data Management Systems
COSC4706 Directed Studies II
COSC4806 Web Data Management
COSC4926 Human-Computer Interaction
COSC1701 Computer Applications I
COSC1702 Computer Applications II
COSC1801 Introduction to E-Commerce
COSC2836 Computer Software for the Sciences
COSC2946 Object Oriented Programming Using Java
COSC2947 Object Oriented Programming Using C++
COSC2956 Internet Tools

ITEC2706 Mobile Technology Design and Use
ITEC2707 E-Business Strategy, Architecture and Design
ITEC3506 Software Engineering
ITEC3706 Software Engineering Project Management

MATH1036 Calculus I
MATH1037 Calculus II
MATH1056 Discrete Mathematics I
MATH1057 Linear Algebra I
MATH1911 Precalculus
MATH1912 Elementary Calculus
MATH2037 Advanced Calculus
MATH2056 Discrete Mathematics II
MATH2057 Linear Algebra II
MATH2066 Introduction to Differential Equations
MATH2236 Probability and Statistics I
MATH3036 Real Analysis I
MATH3046 Complex Analysis
MATH3056 Algebra I
MATH3236 Probability and Statistics II
MATH3416 Numerical Methods
MATH3426 Theory of Computing
MATH3706 Directed Studies

Rationale:

COSC1701 Computer Applications is the first fully online course at Algoma. It has been receiving a very good reputation from students since it was first offered in 2006 due to being well organized and paced, its scheduling flexibility, ease of access, fruitful learning activities and possibility of repeating access to course materials. With the support of the eCampus project and the recent Athabasca project, a large number of COSC/ITEC/MATH courses have been developed online to accommodate the demand for virtual education due to the COVID19 pandemic restrictions. The online delivery of the COSC/ITEC/MATH courses would allow the School of Computer and Technology to offer fully online Computer Science degrees and certificates to students from anywhere and to students with physical challenges to be on campus following restrictions as well. These online courses could provide additional options for students enrolled in the regular Computer Science/Information Technology programs. Other advantages for online course delivery include lower total cost, more comfortable learning environment, more pace options, and more geographic flexibility.

Motion carried.

- ***Moved [Marasco/Wyper]: that the Algoma University Senate approve the following revised courses changing the tutorial to laboratory [1.5 or 3.0] as submitted by the School of Computer Science and Technology:***

COSC1045 Introduction to Computer Science I
COSC1046 Introduction to Computer Science I
COSC1047 Introduction to Computer Science II
COSC1101 Problem Solving Using Computing
COSC1701 Computer Applications I
COSC1702 Computer Applications II
COSC2005 Data Structures
COSC2006 Data Structures I
COSC2007 Data Structures II
COSC2406 Assembly Language Programming
COSC2836 Computer Software for the Sciences
COSC3127 Programming Languages
COSC3406 Computer Organization
COSC3407 Operating Systems I
COSC3426 Digital Design
COSC3506 Software Engineering
COSC3707 Techniques of Systems Analysis
COSC4606 Data Management Systems

ITEC2706 Mobile Technology Design and Use
ITEC3506 Software Engineering

Rationale:

The current description in the calendar regarding COSC/ITEC course tutorials/labs is confusing as some courses contain labs, while others have tutorials. Computer Science/ITEC course tutorials are conducted in the computer labs and students are working on problems in order to build up hand-on programming experience. Therefore, we propose to formally change tutorials to labs. Since the caps for the number of students in each section of labs is 20/25 and implementing/debugging programs is time consuming, we propose to change from 1.0 TUT to 1.5 LAB for three-credit courses. For six-credit courses, the laboratory is 3.0.

Motion carried.

- ***Moved [Marasco/Wyper]: that the Algoma University Senate approve the following new courses required for the Algoma University Access Program [AUAP]:***

AUAP 1501 Leadership Development for University Success

This interdisciplinary study of leadership engages students in an exploration of personal principles that they can assess, understand and learn to practice to lead a life of well-being, service, deep learning, and success. In this course, students will be engaged in an experiential learning journey to develop their own authentic leadership style, through the examination of leadership theories and specifically indigenous frameworks such as the medicine wheel to explore the inner dynamics of leadership. This course provides students with an understanding of leadership principles that inspire and influence their behaviour as well as those they work with in teams. These leadership principles, practices and skills will assist students in identifying individual leadership strengths and areas of growth so that they can lead more confidently, authentically and effectively. This experiential course requires much self-reflection and hands-on application. Students will be required to complete assessments, journal writing and other creative practices, and complete active learning activities. Students will critically think about leadership and examine recent leadership research, to help frame and communicate their own personal perspectives on leadership and their particular leadership style. Students will also participate in discussions, debates and dialogues following some learning via lecture/video. [LEC/SEM 3] 3 cr

Rationale:

The course addresses student leadership development, which is a significant competency for academic, personal and professional success. This course will support student leader development as no course such as this currently exists at Algoma. Leadership development has many benefits to students, including greater self-awareness, creativity, critical thinking and academic success.

The course aims to develop the following competencies:

Intrapersonal Skills

- Awareness (Character)
- Critical Thinking (Creativity)

Algoma University, Senate minutes, April 9, 2021

- Discipline (Confidence)

Interpersonal Skills

- Clear Communication (Including Active Listening)
- Emotional Intelligence
- Team and Time Management
- Goal Setting

‘True leadership is about creating a domain in which we continually learn and become more capable of participating in our unfolding future . . . This is the deeper territory of leadership - collectively ‘listening’ to what is wanting to emerge in the world, and then having the courage to do what is required’ (Jaworski, 1998, p. 182).

AUAP 1200 Interdisciplinary Inquiry

Success in academic studies requires a specific set of thinking and technical skills. This course facilitates students' development of critical thinking, research, and writing skills through inquiry into a specific topic from the perspective of different disciplines (e.g., from programs in the faculties of Humanities, Social Sciences, and Science). Students acquire crucial academic skills through thoughtful design of a research project, critical reading and evaluation of sources, connection to larger theories, formulation of analytic explanation, and not the least, translation of analysis into well-structured, well-grammared, and well-referenced writing. The first semester sets out the basic principles and techniques of academic work and the second semester practices the principles and techniques introduced in the first semester. Inquiry topics vary depending on the individual instructor's specialized knowledge and interest. The course may use co-teaching or team-teaching with instructors from different disciplines. [LEC/SEM] 6 cr

Rationale:

The rationale for the proposed Interdisciplinary Inquiry course aligns with that of the UAP, which is to strengthen the academic skills of the students who do not otherwise qualify to enter any academic program at Algoma University. The proposed course uses 2 semesters to tackle two of the most remedial needs not only for this group of students but also among entry-level students in general: the need in critical inquiry skills (e.g., research on library data-bases and web-sources, critical evaluation and critical reading of sources, critical thinking, etc.) and the need in academic writing skills (e.g., how to write a well-structured, well-reasoned, and well-referenced academic paper). Additionally, this course exposes students to the thinking of different academic disciplines so as to maximize their options for program selection upon graduation from the UAP program.

Motion carried.

- ***Moved [Marasco/Xu]: that the Algoma University Senate approve the following course additions at Brampton for fall 2021 and winter 2022:***

2021F

ANII1006 Anishinaabe Peoples and our Homelands I
CESD1006 INTRO to Community Economic and Social Development I
COSC1701 Computer Applications I [F2F]
ENGL1801 Academic Writing: Fundamentals
PHIL1116 Critical Thinking
POLI1006 Introduction to Political Science
SOC11016 Understanding Society I: Principles and Processes

2022W

ANII1007 Anishinaabe Peoples and our Homelands II
CESD1007 INTRO to Community Economic and Social Development II
COSC1701 Computer Applications I [offered online 22W]
COSC1702 Computer Applications II
GEOG1027 Introduction to the Human Environment
ENGL1801 Academic Writing: Fundamentals
POLI1007 Political Science II: World Politics
SOC11017 Understanding Society II: Institutions and Issues

Rationale:

The courses will provide students with elective course selection as Algoma University expands programming at the Brampton campus.

Motion carried.

21.04.04.06 Registrarial Calendar Dates/Deadlines 2021SP

- ***Moved [Marasco/Meades]: that the Algoma University Senate approve the following revision to the registrarial calendar dates and deadlines for the spring/summer terms [21SP/21SS]:***

From:

Aug 3 Last day of classes for 21SS and 21SP term courses
Aug 4 – 11 Official Final Examination period for 21SP/21SS courses

To:

Aug 3 Last day of classes for 21SS and 21SP term courses
Aug 4 – 13 Official Final Examination period for 21SP/21SS courses

Rationale:

The University's scheduled break period is 151 days between the end of the 2021SP and beginning of the 2022W terms. In order for our students on a scheduled break to maintain status in Canada and to be in compliance with the IRCC regulations, this break must be less than 150 days.

Motion carried.

21.04.05 INFORMATION ITEMS (for action or information)
21.04.05.01 Innovation in Teaching and Research

None.

21.04.05.02 Online Examination Committee - final report

The Speaker entertained a motion to extend the meeting of the Senate for 15 minutes.

➤ ***Moved [Meades/Graydon]: that the meeting of the Senate be extended for 15 minutes.***

Motion carried.

The ad hoc committee on online examinations submitted their final report to the Senate. Many thanks to Dr. Linda Lait [Chair] - other members of the committee included M. Graydon, M. Mclellan, I. Molina, M. Lauri, D. Marasco, M. Ross, and J. Souliere.

The report explored and evaluated the options available for online assessments including classical examinations and alternative methods, and to put forward recommendations and best practices.

21.03.06 STANDING REPORTS
21.04.06.01 Board of Governors Representative

Dr. Dupuis submitted a written report.

21.04.06.02 Academic Dean

The Dean submitted a written report.

The Speaker entertained a motion to extend the meeting of the Senate for 15 minutes.

Algoma University, Senate minutes, April 9, 2021

- ***Moved [N. Cameron/Wyper]: that the meeting of the Senate be extended for 15 minutes.***

Motion carried.

21.04.06.03 Vice-President Academic and Research

The VPAR submitted a written report.

21.04.06.04 President and Vice-Chancellor

The President submitted a written report.

21.04.07 DISCUSSION AND QUESTION PERIOD

21.04.07.01 Fall / Winter 2021 program delivery

The Speaker entertained a motion to extend the meeting of the Senate for 15 minutes.

- ***Moved [N. Cameron/Graydon]: that the meeting of the Senate be extended for 15 minutes.***

Motion carried.

The Senate briefly discussed possible fall/winter program delivery. In the spirit of time, departments, schools and Faculties were encouraged to discuss the matter during their scheduled meetings.

21.04.08 OTHER BUSINESS/NEW BUSINESS

None.

21.04.09 ANNOUNCEMENTS

None.

21.04.10 ADJOURNMENT

- ***Moved [Keough/Graydon]: that Senate adjourn.***

Motion carried. (Senate adjourned at 3:41pm)