

**MINUTES OF SENATE**  
**ALGOMA UNIVERSITY**  
**Seventh Regular Meeting of 2021-2022**  
**March 4, 2022**

**Humanities Faculty**

L. Burnett, V. Jimenez-Estrada, R. Isard, A. Pinheiro, S. Redmond [PTF], A. Ridout, N. Shaw, P. Steeves, D. Woodman  
[absent:: A. Judge]

**Social Science Faculty**

N. Aziz, R. Cameron, K. DeLuca, S. Gruner, P. Matthews, S. Meades, D. Nyaga, T. Tchir, L. Wyper  
[absent: P. Finlayson [PTF]]

**Science Faculty**

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

**Other Members**

A. Trudeau Day, I. Imre, D. Marasco [Secretary], D. Rogers, T. Spurway, A. Vezina  
[regrets: L. Doxtater; absent: R. Gwynn, H. Stevenson]

**Guests**

R. Torres

The Speaker called the meeting of the Senate to order at 1:06pm.

**22.03.01          APPROVAL OF THE AGENDA**

- ***Moved [Lajoie/Khan]: that the agenda for the March 4, 2022 meeting of the Senate be approved.***

Motion carried.

**22.03.02          APPROVAL OF THE MINUTES from the previous meeting**

- ***Moved [Lajoie/Jimenez-Estrada]: that the Algoma University Senate approve the minutes from the Senate meeting of February 4, 2022.***

Motion carried.

**22.03.03 BUSINESS ARISING (for action or information)**  
**22.03.03.01 Senate Executive - Senate Representation**

- ***Moved [Meades/Wyper]: that the Algoma University Senate approve Dr. Dionisio Nyaga as a member of the Senate representing the Social Science Faculty as a member at-large for the remainder of the 2021-22 Senate year.***

Motion carried.

**22.03.03.02 Decanal Search Committee**

- ***Moved [Burnett/Khan]: that the Algoma University Senate approve the establishment of three Decanal Search Committees representing each of the three new Faculties: (Faculty of Humanities and Social Science, Faculty of Science, Faculty of Business) with the composition of each of the committees as follows:***

Composition of each committee (8 voting members):

1. Four academic teaching staff representatives elected from the ranks of the hiring Faculty, of which at least three must be full-time members; all efforts should be made to ensure diversity among the elected faculty members, reflective of AU's I-EDI related commitments [four];
2. One academic teaching staff representative from the ranks of a Faculty Chair, Department Chair, or School Director from outside of the hiring Faculty, elected by the hiring Faculty [one];
3. One student representative from the hiring Faculty, elected by the Student Union Executives, including the Algoma University Students' Association and the Shingwauk Anishinaabe Students' Association. In all cases, the representative's program of study must be representative of the respective hiring Faculty [one];
4. One staff representative from the ranks of the Algoma University Support Staff [one];
5. The University Registrar [one];
6. The Vice President, Academic and Research [VPAR] who shall be the Chair of each of the Decanal Search Committees, non-voting [one];

\*In addition to the above, the hiring committee will have access to the following resources: Anishinaabe Elders/Cultural Advisors, People and Culture (HR Expertise), and EDI expertise. These resources will support the committee as it works to ensure the hiring processes reflect the university's commitments to EDI, decolonization, and Indigenization.

## Rationale:

Given the move to Faculty-specific Deans, the updated composition for the [three] Decanal Search Committee[s] recommended here differs from the previously-approved Decanal Search Committee, which had consisted of the following seven (7) representatives:

- One academic teaching staff representative from each Faculty;
- One staff representative;
- One student representative;
- The University Registrar;
- The President and Vice-Chancellor [non-voting].

The proposed composition allows for significant input from and engagement by members of the hiring Faculty, while retaining administration, student, and staff representation on each committee.

All Decanal Search Committee members will be asked to participate in non-bias training, if they have not already done so. All voting members of each Decanal Search Committee must be present for all parts of the hiring process (eg, updating of job descriptions, reviewing of applications, attending formal interviews and presentations, assessment of candidates, and voting or consensus-building, depending on the methodology agreed to by their committee).

A question was presented regarding the addition of an Elder on the committees. Although they are listed as resources to the Search committees, the discussion at the last meeting of the Senate suggested that they be voting members.

Members of the Senate Executive committee commented that this was discussed at depth and it was decided that anyone of the committees will need EDI, Indigenous and Human Resources expertise to conduct their search

After much discussion, a request was made to 'call the question'.

- ***Moved [Burnett/Foote]: motion to call the question and allow the Senate to vote on the original motion.***

Motion carried.

With the advent of the motion to call the question, the original motion regarding the Decanal Search Committee composition was approved.

Motion carried.

### 22.03.03.03 Senate Executive Committee - call for nominations for Deputy Speaker

The Speaker called for nominations from the floor to fill the vacancy for Deputy Speaker. As no member volunteered, the Senate was reminded that those who may consider the position later should forward their intentions to the Speaker of Senate and the Secretary of Senate.

### 22.03.04 DECISION ITEMS (for action or information) 22.03.04.01 Curriculum Committee

#### Department of Music and Visual Art

- ***Moved [Shaw/Burnett]: that the Algoma University Senate approve the following new course as submitted by the Department of Music and Visual Art:***

#### MUSC 3906 Special Topics in Music

A course in Music involving the treatment of a selection of advanced topics. The course will be based upon the specialization and research interests of the course professor. In all cases, students may receive credit for more than one topics course provided that the topic in each course is different. [LEC 3] 3 cr

#### Rationale:

Special Topics in Music would allow us to expand our current course offerings and test out new topics before developing full new courses. A special topics course would also help the department respond to social / cultural needs at any moment, given the flexibility of introducing a new course topic in response to outside factors.

Motion carried.

#### Department of Community Economic and Social Development

- ***Moved [Jimenez-Estrada/Khan]: that the Algoma University Senate approve the following new courses as submitted by the Department of Community Economic and Social Development:***

#### CESD 1806 Ontario Works Financial Assistance Overview

This course is the first of four courses that comprise the First Nations Social Service Administrators Certificate (FNSSAC). Through instructional videos, exercises, and quizzes, learners will be taken through an overview of Ontario Works program, directives, and processes of administering financial assistance in First Nations. [LEC 3] 3 cr

#### CESD 1807 Ontario Works Employment Assistance Overview

This course is the second of four courses that comprise the First Nations Social Service Administrators Certificate (FNSSAC). Through instructional videos, exercises, and quizzes, learners will be taken through an overview of Ontario Works program, directives, and

processes of administering employment assistance on First Nations. [LEC 3] 3 cr

Rationale:

These are two of the four course modules for the ONWAA certificate program. The Third and Fourth have already been accredited by AU. The ONWAA / CESD partnership is looking to accredit the first two modules as courses to ensure all four are counted as accredited courses for students in this ONWAA certificate.

Motion carried.

- ***Moved [Burnett/Ridout]: that the Algoma University Senate approve the following new course as submitted by the Department of English and History:***

ENGL 2696 Writing for Digital and Social Media

In this course, students will be introduced to professional writing through social media communication. Students will critically engage with work published on websites, blogs, and the major social media networks, and learn to write effective and engaging content for social engagement, for organizations, and for personal development. Students will learn theories of digital communication and marketing, and study what makes content go 'viral'. By the end of the course, students will understand how to make writing memorable, shareable, and distinct, and how to effectively make the writing they produce stand out in a crowded marketplace of ideas. [LEC 3] 3 cr

Rationale:

Currently there are no professional writing courses offered at Algoma. This course will provide students who have received some introduction to academic writing to more targeted forms of professional writing. Social media management is a growing field connected to a variety of industries and by introducing students to effective communication through social media, we will better prepare them for the workplace.

The development of this new online course aligns with the following elements in the English Program Self Study Implementation Plan:

2. Expand coverage of areas like media and culture; digital humanities; world and diasporic literature; creative writing; and professional writing
3. Actively explore opportunities for online and blended learning
6. Build on Creative Writing courses to create a Communications and/or Creative Writing Minor

Motion carried.

- ***Moved [Ridout/Burnett]: that the Algoma University Senate approve the following program revision to the Project Management certificate as follows:***

The addition of the ENGL 1802 Critical Writing: Who Do You Think You Are?, ENGL 2056 Speech Writing and Public Speaking, and ENGL 2696 Writing for Digital and Social Media to the Project Management Approved Course List.

Rationale:

Instructors of ENGL 1801 in Brampton have reported that the PM students taking their classes as a requirement of this program would greatly benefit from further opportunities to develop their writing skills and have been requesting the opportunity to do so. Adding ENGL 1802, ENGL 2056, 2696 to the list of approved courses for the PM Certificate would give PM students these opportunities to further develop their writing abilities and the opportunity to take a course focused on key verbal communication skills necessary to working successfully in the field of project management.

Motion carried.

Department of Psychology

- ***Moved [Keough/Molina]: that the Algoma University Senate approve the following new courses as submitted by the Department of Psychology:***

PSYC 3456 Psychology Internship I

This internship course is designed to help Psychology students connect academic studies to practical applications by linking classroom learning and student interest with hands-on work experience in a work setting. The internship is flexible, working around the needs of the student and the host, and is aimed at providing hands-on work opportunities and assisting students in evaluating career options. This experiential learning opportunity includes observation, experience, and critical reflection requiring students to demonstrate how the internship experience addressed specific learning goals. Students are required to secure their own internship with the assistance of the Experiential Learning Hub, the Department of Psychology and the School of Life Sciences and Environment. Students will undertake a minimum of 80 hours of work over the course of one semester. *This course is restricted to students in year 3 of the Psychology Program. WIL3 (3cr)*

Prerequisite: Completion of the first two years of the Psychology program with a minimum overall average of 70%, a minimum overall average of 70% in Psychology courses, or permission of the Department of Psychology.

PSYC 4456 Psychology Internship II

This internship course is designed to help Psychology students connect academic studies to practical applications by linking classroom learning and student interest with hands-on work experience in a work setting. The internship is flexible, working around the needs of the student and the host, and is aimed at providing hands-on work opportunities and assisting students in evaluating career options. This experiential learning opportunity includes observation, experience, and critical reflection requiring students to demonstrate how the internship experience addressed specific learning goals. Students are required to secure their own internship with the assistance of the Experiential Learning Hub, the Department of Psychology and the School of Life Sciences and Environment. Students will undertake a minimum of 80 hours of work over the course of one semester. *This course is restricted to students in year 4 of the Psychology Program. WIL3 (3cr)*

Prerequisite: Completion of three years of the Psychology program with a minimum overall average of 70%, a minimum overall average of 70% in Psychology courses, or permission of the Department of Psychology.

Rationale:

These courses respond to student demand for work-integrated learning and the institutional priority of experiential learning. At present, there are no internship options in the Psychology program. Internships are appealing to students who are unable to dedicate a full three semesters to the co-operative education program and are seeking work-integrated learning of a shorter duration. The internship appeals to students seeking to complement their academic studies with applied work experience. The internship course also provides an academic structure to facilitate partnerships with communities, health organizations and businesses that are unable to hire a full-time co-op student. The creation of this course responds to the needs of students, the priorities of the institution, as well as the community in which the university is situated.

More generally, the internship course is expected to produce the following benefits:

- 1) Enhanced student engagement (participation in an internship has been shown to be a high-impact practice in terms of student engagement);
- 2) Provides another mechanism to connect students to the community, particularly for those organizations that are not able to support hiring a student as an employee or co-op student;
- 3) Students are able to bring new ideas and theoretical learning to community projects; and,
- 4) Psychology students will become more employable and career-ready graduates.

Motion carried.

**22.03.05 INFORMATION ITEMS (for action or information)**  
**22.03.05.01 Innovation in Teaching and Research**

The Speaker made a call for examples of innovation in teaching and research.

**22.03.05.02 Nominations for Honorary Degree [investiture June 11, 2022]**

The Speaker reminded Senators the deadline for nominations for Honorary Degree has been extended until March 17, 2022. Nominations should be submitted to the Speaker of the Senate and the Secretary of the Senate.

**22.03.05.03 School of Computer Science and Technology**

The SCST presented to the Senate their Strategic plan 2021-26.

#### **22.03.05.04 Social Innovation Lab**

Jimenez-Estrada presented the Social Innovation Lab to the Senate which will lay the foundation to create institutional readiness for indigenization and decolonization.

#### **22.03.05.05 Universities Canada Response to War in Ukraine**

A press release from Universities Canada was presented to the Senate responding to the unfortunate events in the Ukraine.

#### **22.03.06 STANDING REPORTS**

##### **22.03.06.01 Board of Governors Representative**

There has not been a Board of Governors meeting since the last meeting of the Senate.

##### **22.03.06.02 Academic Dean**

The Dean provided the Senate with a written report.

##### **22.03.06.03 Vice-President Academic and Research**

The VPAR provided the Senate with a written report.

##### **21.03.06.04 President and Vice-Chancellor**

The President provided the Senate with a written report.

#### **22.03.07 DISCUSSION AND QUESTION PERIOD**

Woodman requested a notice of motion to the Senate regarding the establishment of a Faculty of Cross Cultural Studies [FCCS].

#### **22.03.08 OTHER BUSINESS/NEW BUSINESS**

None.

#### **22.03.09 ANNOUNCEMENTS**

The School of Social Work is scheduling a Brown Bag Seminar Series for March and April where 3 presenters, Aileen Simon, Dr. Dionisio Nyaga and Dr. Rose Ann Torres will be sharing important information about their work.



The second one is Dr. Nairne Cameron and Dr. Rose Cameron are engaging with knowledge experts on Indigenous Land-based education. The presenters have included, to date, Dr. Andrew Judge, Frank Belleau and the next presenter for March 30, is Dr. Nicole Bell.

Dr. Nairne Cameron reported on the Lake Superior Living Labs Network (LSLLN) and invited anyone interested in connecting to the Network (Algoma University, Lakehead University, University of Minnesota at Duluth, and Michigan Technological University) to be in touch. The website is: <https://livinglabs.lakeheadu.ca/>

## **22.03.10          ADJOURNMENT**

- ***Moved [Spurway/Ridout]: that Senate adjourn.***

Motion carried. [Senate adjourned at 2:34pm]