

MINUTES OF SENATE
ALGOMA UNIVERSITY
Eighth Regular Meeting of 2021-2022
April 1, 2022

Humanities Faculty

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

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

Other Members

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

Guests

M. Turco, W. Osei, J. Bird, C. Denomme, K. Louttit, G. Bussineau

The Speaker called the meeting of the Senate to order at 1:17pm.

22.04.01 APPROVAL OF THE AGENDA

Moved [Ridout/Keough]: that the agenda for the April 1, 2022 meeting of the Senate be approved.

Motion carried.

22.04.02 APPROVAL OF THE MINUTES from the previous meeting

Moved [Keough/Marasco]: that the Algoma University Senate approve the minutes from the Senate meeting of March 4, 2022.

Motion carried.

22.04.03

BUSINESS ARISING (for action or information)

22.04.03.01 Notice of Motion - Faculty of Cross Cultural Studies

- ***Moved [/]: that a Faculty of Cross-Cultural Studies [FCCS] be established by the Departments of CESD, Geography, Geology & Land Stewardship, and Sociology of Algoma University.***

Rationale:

We are a group of faculty committed to creating and maintaining spaces for diverse, racialized and other voices - from our own social locations as Indigenous from Turtle Island and beyond, and settlers committed to creating and maintaining spaces for diverse, racialized and other voices. This active conversation is at the center of the Faculty of Cross Cultural Studies. This is the work that we commit to continuing. We will continue to foster collaborative spaces across the university, to work with Indigenous peoples and other racialized and underrepresented groups. We understand that we are all allies, that no matter where we come from and where we are located, we are allies. The work of allyship is ongoing, often contentious and wonderfully challenging. We commit to relationship-building across disciplines, within disciplines and within our classrooms and our research. Fundamentally, we embrace openness, care, collaboration and unity. This is the goal of the Faculty of Cross Cultural Studies and is demonstrated by the coming together of faculty from across sciences, humanities, and social science, multiple bodies of knowledge, what is known as pluriversality. We quote the words of Zapatistas, which refers to a world "where many worlds exist." We will continue to welcome others to join us.

In the spirit of reconciliation, the FCCS Working Group

The motion establishing a Faculty of Cross Cultural Studies was brought forward as a Notice of Motion. The Speaker entertained a motion to waive the Notice of Motion [two-thirds majority vote required].

- ***Moved [Burnett/Rogers]: that the Algoma University Senate approve waiving the Notice of Motion so that the motion can be debated and voted on during the current meeting of the Senate.***

Rationale:

We have all had the opportunity to see the rationale for this motion--and the opportunity to take part in the information sessions. Further, for future planning (eg, to staff Senate's 2022/23 committees, elect faculty chairs, and the like), we need to know how many faculties we will have come July 1, 2022.

Motion carried.

- ***Moved [Woodman/Jimenez-Estrada]: that a Faculty of Cross-Cultural Studies [FCCS] be established by the Departments of CESD, Geography, Geology & Land Stewardship, and Sociology of Algoma University.***

As the notice of motion was waived, the Senate discussed the motion.

There was a comment that having the original motion come forward to the Senate as originally planned, that is, as a Notice of Motion would have served this body as well as Shingwauk Kinoomagig Gamig, to better understand the request so that there could be more consultation and dialogue.

It was noted that there was consultation and a number of meetings that were canceled, however, conversations will continue.

A question was forwarded about the financial viability of a Faculty of Cross Cultural Studies [FCCS]. In consultation with Financial Services, a FCCS would be financially sustainable. Another question arose whether the FCCS would be housed within a current Faculty or as a stand-alone Faculty.

A motion was made to call the question.

- ***Moved [Day/Burnett]: 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 establishment of a Faculty of Cross Cultural Studies [FCCS] was approved.

Motion carried.

22.04.04 DECISION ITEMS (for action or information)

22.04.04.01 Curriculum Committee

SCHOOL OF BUSINESS AND ECONOMICS

- ***Moved [Marasco/Matthews]: that the Algoma University Senate approve the following new courses as submitted by the School of Business and Economics:***

ADMN 1706 Introduction to Esports

Students will have their first look at Esports from an entry level. This course will introduce them to the history of Esports, the difference between gaming and Esports, Esports culture, and touch on some of the topics that will be taught throughout the rest of the program. Students will

explore topics such as the growth of esports in the Canadian market, the economic and social impact of esports and the current state of the esports industry among other esports introductory topics. (LEC 3) (3 cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the knowledge and skills to pursue professional careers in the esports industry. In particular at the end of this course, students will be able to:

- A. Compare and contrast Esports and gaming
- B. Assess current Esports ecosystem
- C. Identify the areas of growth in the Canadian market
- D. Evaluate the impact of Esports on the economy, society, and culture

ADMN 1707 Understanding Esports Infrastructure

Students will be able to determine logistics surrounding usage of communication platforms across different esports ecosystems to coordinate effective event communication, planning and implementation of event logistics which includes identifying appropriate sponsorship and streaming platforms to facilitate revenue generation. Students will explore topics such as the Esports framework within North America, the Esports ecosystem, evaluating esports leagues in comparison to traditional sports among others. (LEC 3) (3 cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Differentiate all of the top teams, organizations, major events, venues, and brands in the North American structure
- B. Identify who the major ownership groups are for each and how they play a role in the overall Esports ecosystem
- C. Determine how each of these spaces make money
- D. Assess all of the different types of major Esports leagues in the current ecosystem
- E. Identify leagues, and be able to compare and contrast between traditional sports and Esports leagues and structures

ADMN 2706 Marketing Strategy for Esports

Students will identify marketing strategies for Esports companies (teams, leagues, event organizers) related to market segments i.e. platforms and game genre, explore partnerships

with streamers and influence and how to leverage them to engage the target audience through content marketing. Students will explore topics such as Esports marketing techniques, target market evaluation, public relations and communication among other topics. Students must be in upper year standing. (LEC 3) (3 cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Choose marketing strategies for Esports companies (teams, leagues, event organizers).
- B. Compare and contrast Esports marketing strategies to traditional sports and other traditional business marketing strategies.
- C. Assess the current target markets for each sector of the industry
- D. Analyze teams communications and public relations structures
- E. Create a marketing plan for an Esports team

ADMN 2707 Fundamentals of Esports Management

Students will explore and analyze different management styles in esports that are applicable to teams, leagues and players that enable them to understand the relationship between team managers/ coaches and the players and their respective roles. Students will explore topics such as the difference between teams & leagues, and player management best practices. Compare and contrast the best practices of conventional sports teams, leagues, and athletes. Determine which Esports agencies are currently representing players. Examine the roles that agencies play in the protection of players. Create an organizational framework for managing players and teams. Students must be in upper year standing. (LEC 3) (3 cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Differentiate different management best practices for teams, leagues, players
- B. Compare best practices to those of traditional sports teams, leagues, players
- C. Identify current agencies in Esports representing players
- D. Evaluate the roles that agencies play for player protection
- E. Develop an organizational structure for player and team management

ADMN 2756 Esports Production, Content Creation, and Broadcasting

This course will enable students to develop skills related to the management of different content

management and creation platforms as well as enable them to learn how to integrate social media marketing tools with these platforms. Students will explore topics such as how to classify Esports production and how to successfully use various applications. Interpreting content pipelines through various social platforms. Recognize new platforms in the industry and examine broadcasting rights. Techniques to produce material for their own personal brand. Students must be in upper year standing. (LEC3) (3cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Classify production in the Esports space and how to use different programs effectively. (OBS, XSPLIT, SLOBS, etc)
- B. Interpret content pipelines (macro and micro content) through Twitch, Youtube, Tiktok, LinkedIn, Twitter, Instagram
- C. Identify emerging platforms in the industry
- D. Assess broadcasting rights and exclusivity (CDL/OWL Youtube)
- E. Produce pieces of content throughout the semester for their own personal brand

ADMN3706 Education and Personal Wellness Within Esports

Identify and analyze current Esports structures and governance in elementary, secondary and post secondary institutions and evaluate health and wellness policies implemented by various Esports leagues in comparison to traditional leagues. Students will explore topics such as determining and examining Esports growth and presence in elementary, secondary, and postsecondary schools. Training on health and wellness practices for Esports teams'. Examine the structures and the current state of Esports governance. Students must be in upper year standing. (LEC/SEM3) (3cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Identify & analyze current Esports structures in elementary, secondary and post secondary
- B. Determine health and wellness practices in Esports teams
- C. Compare and contrast Esports academies to traditional sports academies
- D. Evaluate Esports development structures

E. Analyze current Esports governance in the industry

ADMN 3707 Brand Activation and Sponsorship for Esports

This course will enable students to develop skills associated with evaluating and selecting the best sponsorship models that will enable content regulation, develop partnerships and collaborative relationships with major relevant sponsors and facilitate positive brand association. Students will explore topics such as examining Esports sponsors, and significant stakeholders in the industry. Training on preparing appealing pitch decks and presenting techniques that are to a brand team. Determining sponsorship sales methods and identifying how to activate brands in different ways by comparing brand activation techniques for online and in-person events. Students must be in upper year standing. LEC/SEM3) (3cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Assess endemic and non-endemic Esports sponsors, and understand who are the major players in this space (peripheral companies, etc.)
- B. Pitch decks and presentation tactics in the Esports industry
- C. Identify different sales tactics for Esports sponsorships
- D. Compare brand activation tactics for online and in person events and identify how teams, leagues, events activate brands in different ways
- E. Create pitch presentation for a team to a brand

ADMN 3756 Event Planning for Esports

This course will teach students what it means to manage projects in an emerging esports field focusing on essential components in the building, managing, and closing of esports events. Topics that will be covered under this course are project management techniques from beginning to end of the event. Analyzing different case studies from some of the industry's most important events. Learning key project management concepts that will help in determining the best techniques for event management. Students must be in upper year standing. (LEC/SEM3) (3cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Breakdown all of the key aspects from start to finish on events and project management
- B. Analyze case studies from some of the largest events in the industry in North America including Dreamhack, EGLX, and TwitchCon
- C. Understand project management development including SWOT, critical path, contingency planning
- D. Identify best practices for event management / project management
- E. Create their own Esports event by the end of the semester

ADMN 4706 Esports in the Global Market

Study the current trends within the Esports industry with regards to technology across each sector and platform and how it affects the rapid growth in the industry. The topics that will be covered under this course are studying about the current Esports technological trends.

Examining the new technology used by other organizations in the market. Analyzing the future of the Esports sector and comparing it with other prospective industries. Determining technology used at different geographical regions and how the game functionalities are different. Studying current technological trends and how the future of Esports is impacted with the new technology.

Prerequisites: ADMN 2706/2707 (LEC/SEM3) (3cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Identify the current trend of Esports with technology and how it affects the rapid growth in the industry
- B. Identify what brands, leagues, etc are using new technology to establish new audiences and integration into their company
- C. Analyze the Esports industry's future and compare it other industry futures, including traditional sports
- D. Examine the major Esports markets in the world (North America, Europe, Asia, and emerging markets including South America, Africa and Asia Pacific.)
- E. Understand how games need to activate in each space differently and develop around each sector
- F. Differentiate how technology affects each geographical region
- G. Identify current trends in technology and future of Esports with new technology

ADMN 4707 Esports Law

Students will have an introductory understanding of how law integrates into the esports industry, and the importance of understanding contracts, intellectual property and how players can protect themselves. Students will understand the dynamics of international law at play when

organizing and hosting esports events across platforms. Students will explore topics such as current Esports contracts through case studies. Conducting a comparison program between Esports and traditional sports. Studying about employee and contractor legislation rules in Esports. Learning about laws that will protect the players, teams and leagues in the Esports community. Prerequisite: ADMN 4706 (LEC/SEM3) (3cr)

Rationale:

This is one of the 10 courses in the new Esports specialization/certificate. The School of Business and Economics does not have any courses that could be substituted for this course. A new course is needed in order to provide students with this knowledge.

If successful, students will be able to attain the right knowledge and skills to pursue professional careers in the esports industry.

In particular at the end of this course, students will be able to:

- A. Use case studies as a learning tool to identify current Esports contracts
- B. Compare traditional sports to Esports for contracts
- C. Classify employee law vs contractor law in Esports
- D. Identify what intellectual property is and how teams, players and leagues protect themselves

Motion carried.

DEPARTMENT OF MUSIC AND VISUAL ART

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

From:

MUSC 1651/2651/3651 Algoma University Jazz Ensemble

Available as a 1st, 2nd, or 3rd year 3-credit arts elective, or to faculty, staff and community members, this course develops improvisation and ensemble playing skills through rehearsal and performance of various works from the jazz repertoire. Students arrange and perform works from a variety of styles and eras within the jazz idiom. The jazz ensemble performs on campus and in the community throughout the academic year. Prerequisites: none. Permission of the Department: Required. (EXP 3) (3 cr)

To:

MUSC 1651/2651/3651 Algoma University Jazz Ensemble

Available as a 1st, 2nd, or 3rd year 3-credit arts elective, or to faculty, staff and community members, this course develops improvisation and ensemble playing skills through rehearsal and performance of various works from the jazz repertoire. Students arrange and perform works from a variety of styles and eras within the jazz idiom. The jazz ensemble performs on campus and in the community throughout the academic year. Students who are not concurrently enrolled in individual instruction courses (as a non-major or major), must seek approval from the

ensemble director prior to registration. (EXP 3) (3 cr)

Rationale:

We are requesting that students who register for Jazz Ensemble take private lessons as well. This will ensure that all students are successful in this class, as the private lessons will help enhance their musical abilities and render them more proficient and confident in ensemble rehearsal. Students and community members who can demonstrate proficiency adequate for the level of the ensemble may be exempt from this requirement after seeking approval from the ensemble director.

Motion carried.

DEPARTMENT OF MODERN LANGUAGES

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

From:

FREN 1021 Introductory French I
FREN 1022 Introductory French II
FREN 1406 Communication and Culture I: The Media
FREN 1407 Communication and Culture II: Reading for Pleasure
FREN 2021 Intermediate French I
FREN 2022 Intermediate French II
FREN 2207 Du Roman psychologique au roman de la condition humaine
FREN 2387 Littérature et culture dans le monde francophone II
FREN 2406 Communication et Culture III: Introduction au Canada francophone
FREN 2407 Communication et Culture IV: le français des affaires
FREN 2606 Survol de la littérature canadienne-française des origines à 1940
FREN 2607 Survol de la littérature canadienne-française de 1940 à aujourd'hui
FREN 2717 Thèmes de la littérature canadienne-française
FREN 3406 Communication et Culture V: La France: histoire et culture
FREN 3407 Communication et Culture VI: La communication efficace
FREN 3656 Culture et littérature de l'époque classique
FREN 3657 La littérature française du dix-neuvième siècle

To:

FRAN 1021 Introductory French I
FRAN 1022 Introductory French II
FRAN 1406 Communication and Culture I: The Media
FRAN 1407 Communication and Culture II: Reading for Pleasure
FRAN 2021 Intermediate French I
FRAN 2022 Intermediate French II
FRAN 2207 Du Roman psychologique au roman de la condition humaine
FRAN 2387 Littérature et culture dans le monde francophone II

FRAN 2406 Communication et Culture III: Introduction au Canada francophone
FRAN 2407 Communication et Culture IV: le français des affaires
FRAN 2606 Survol de la littérature canadienne-française des origines à 1940
FRAN 2607 Survol de la littérature canadienne-française de 1940 à aujourd'hui
FRAN 2717 Thèmes de la littérature canadienne-française
FRAN 3406 Communication et Culture V: La France: histoire et culture
FRAN 3407 Communication et Culture VI: La communication efficace
FRAN 3656 Culture et littérature de l'époque classique
FRAN 3657 La littérature française du dix-neuvième siècle

Rationale:

Change of course code to align with Francophone rather than the English word French.

Motion carried.

SCHOOL OF COMPUTER SCIENCE AND TECHNOLOGY

- ***Moved [Lajoie/Jimenez-Estrada]: that the Algoma University Senate approve the following program revision [minor modification as per the IQAP] as submitted by the School of Computer Science and Technology:***

From:

Students are able to retain credit for COSC 1701 Computer Applications I and COSC 1702 Computer Applications II to satisfy the COSC [Computer Science] elective requirement for the Bachelor of Computer Science [3/4-year programs] and Bachelor of Science in Computer Science [3/4-year programs], Regular, Online, Accelerated and Second degree programs.

To:

Students are NOT able to retain credit for COSC 1701 Computer Applications I and COSC 1702 Computer Applications II to satisfy the COSC [Computer Science] elective requirement for the Bachelor of Computer Science [3/4-year programs] and Bachelor of Science in Computer Science [3/4-year programs], Regular, Online, Accelerated and Second degree programs. However, students may be able to retain credit for COSC 1701/1702 in their respective degree program as general electives.

Rationale:

COSC 1701/1702 are basic foundational computer science application courses that do not have the robust course content for students studying 'computer programming'.

This was also a recommendation from the external reviewers during the most recent program review exercise. The reviewers felt that although these courses did provide useful skills, they did

not have the rigor expected in a computer science major course.

Students admitted to the accelerated and second degree programs are academically mature and in some cases have completed similar but not completely equivalent course content in their previous credential.

Motion carried.

DEPARTMENT OF ENGLISH AND HISTORY

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

ENGL 3696 Editing and Proofreading

ENGL 3696 will introduce you to stylistic and structural editing, and teach you the processes for copyediting and proofreading. You'll learn how to make your own and the writing of others clear, coherent, consistent, and correct. You'll learn to start with the big picture, move down to sentence level and finish with proofreading; the kinds of questions copyeditors ask and where they find answers; how to copyedit electronically, as well as how to manually mark up print manuscripts; how to work with authors; how to prepare an editorial style sheet; and how to continue strengthening your copyediting skills once the course is over. Whether you plan to work as a professional writer or editor, or just want to better edit your own writing, this course will help you build a solid foundation of editing skills. Students must be in upper-year standing and fluent in English, with a better-than-average spelling ability and a good grasp of English grammar. Students must have departmental approval to enroll. [SEM 3] 3 cr

Rationale:

Whether a student plans after graduating to work as a writer or editor, or simply wants to produce better writing while a student at Algoma, this practical hands-on course will benefit that student. In the work world, the ability to produce coherent, consistent, and correct prose; apply editing and business skills to communicate with others; and produce professionally-presented edited materials is a skill that is in high demand. Students who take this course could expect to put their skills to work as writers and book editors, in government and corporate communications, as copyeditors of academic journals, and as freelance editors.

Motion carried.

22.04.04.02 Academic Planning and Priorities - 18-month Status Reports

- ***Moved [Gruner/Day]: that the Algoma University Senate approve the 18-month status report [Political Science] recommended by the Academic Planning and Priorities Committee as submitted by the Department of Law and Politics.***

A comment was made that there was no response from Shingwauk Kinoomagig Gamig and Anishinaabe Studies, however, these two should be separated.

Motion carried.

- ***Moved [Dupuis/Keough]: that the Algoma University Senate approve the 18-month status report [Psychology] recommended by the Academic Planning and Priorities Committee as submitted by the Department of Psychology.***

Motion carried.

- ***Moved [R. Cameron/Jimenez-Estrada]: that the Algoma University Senate approve the 18-month status report [Social Work] recommended by the Academic Planning and Priorities Committee as submitted by the School of Social Work.***

Motion carried.

22.04.04.03 Academic Planning and Priorities - Esports Certificate

- ***Moved [Matthews/Meades]: that the Algoma University Senate approve the Business of Esports Certificate as submitted by the School of Business and Economics.***

The Business of Esports Certificate will introduce students to the world of esports through **the business management and development lens**. Esports (also known as electronic sports, e-sports, esports, or eSports) is a form of competition using video games. In Canada it is known as esports. The Business of Esports Certificate will provide students with **the knowledge to pursue professional careers in the growing esports industry** expected to cross USD \$1.6 billion in revenue by 2024. It is expected that the number of online streamers of online games will rise to one billion in 2025, which is equal to one in nine people. These figures indicate that demand will rise for business professionals in various positions within the esports industry.

Students in this program will analyze and discover one of the fastest growing industries. In 2021, the global esports market was valued at just over 1.08 billion U.S. dollars, an almost 50 percent increase from the previous year

The requirements for the certificate are as follows:

ADMN 1706 Introduction to Esports

ADMN 1707 Understanding Esports Infrastructure

ADMN 2706 Marketing Strategy for Esports

ADMN 2707 Fundamentals of Esports Management

ADMN 2756 Production, Content Creation, and Broadcasting for Esports

ADMN 3706-Education and Personal Wellness Within Esports

ADMN 3707 Brand Activation and Sponsorship for Esports

ADMN 3756 Event Planning for Esports

ADMN 4706 Esports in the Global Market

ADMN 4707 Esports Law

Motion carried.

22.04.04.04 Academic Planning and Priorities - Esports Specialization

- ***Moved [Rogers/Aziz]: that the Algoma University Senate approve the revised program establishing the Business of Esports Specialization in the Bachelor of Business Administration degree program as submitted by the School of Business and Economics.***

The Business of Esports Specialization will introduce students to the world of esports through **the business management and development lens**. The Business of Esports Specialization will consist of the following 10 courses and will be an elective option in the BBA.

The requirements for the specialization are as follows:

ADMN 1706 Introduction to Esports

ADMN 1707 Understanding Esports Infrastructure

ADMN 2706 Marketing Strategy for Esports

ADMN 2707 Fundamentals of Esports Management

ADMN 2756 Production, Content Creation, and Broadcasting for Esports

ADMN 3706-Education and Personal Wellness Within Esports

ADMN 3707 Brand Activation and Sponsorship for Esports

ADMN 3756 Event Planning for Esports

ADMN 4706 Esports in the Global Market

ADMN 4707 Esports Law

Motion carried.

22.04.04.05 Academic Planning and Priorities - COSC COOP

- ***Moved [R. Cameron/Jimenez-Estrada]: that the Algoma University Senate approve the program revision as submitted by the School of Computer Science and Technology, establishing a Cooperative Education option for the Bachelor of Computer Science accelerated second degree program [BCOSC3], Bachelor of Science in Computer Science accelerated second degree program [BSC3.COSC] and the Honours Bachelor of Computer Science degree program [BCOSC4] replacing the Computer Science Co-op certificate.***

Rationale:

Algoma University has offered students the option to pursue the Co-operative Education certificate for over 30 years. Co-op placements give students insight into their future. If there's something about the field of study the student has chosen, Co-op allows students to catch it early on. Students then have time to reconsider, look at other options or focus on another area of the field that might be of interest. For many other reasons, Algoma University fully understands the benefits of gaining paid work experience while completing a degree. Currently, Computer Science students have the option to complete a 3-year Computer Science degree or to complete a 3-year Computer Science degree with a Co-op certificate. Many Computer Science students have graduated with the Co-op certificate and fully understand the value of the work experience they have gained. There are 3 problems however:

1. Students do not have a specific schedule to follow so pass on co-op placements because if away from the classroom, miss required courses for the following term.
2. OSAP regulations require that Cooperative Education be embedded in the degree for students to qualify for OSAP. Currently when students are on a Co-op placement, they do not qualify for OSAP. Under the new program, Bachelor of Science in Computer Science (Co-op), they will.
3. International students must have a Co-op Work Permit to participate in a co-op placement. Currently students apply for the permit once on campus. This can take up to 5 months. With Co-op being embedded in the degree, students may apply for the co-op work permit at the same time they apply for their study permit.

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The University has received positive evidence of student appeal from prospective students and applicants interested in gaining paid work experience to compliment their degree and to meet the demands of the competitive job market.

Additionally, we propose students receive academic credit for completing a co-op placement. This will be modeled off the current Internship courses where students work 10 hours a week and along with reflection and assignments, receive 3 credits for the Internship.

Co-op Placement Learning Outcomes:

1. Integrate knowledge and skills learned in the classroom with responsibilities in the co-op placement.
2. Gain knowledge and develop new skills through engaging in unfamiliar activities and projects.
3. Assess, critique and reflect on work over the course of the term
4. Adapt behavior to different audiences and develop workplace etiquette
5. Learn the importance of working in team environment while respecting confidentiality and adhering to ethical practices

Motion carried.

22.04.05 INFORMATION ITEMS (for action or information)

22.04.05.01 Faculty Secondment to an Academic Administrative Role

Rogers requested that the Senate move in camera to discuss the faculty secondment role.

- ***Moved [Rogers/Marasco]: that the Algoma University Senate move in camera.***

Motion carried.

- ***Moved [Ridout/Steeves] that the meeting of the Senate be extended until 3:15pm.***

Motion carried.

- ***Moved [Rogers/Marasco]: that the Algoma University Senate move out of camera.***

Motion carried.

- ***Moved [Ridout/Steeves] that the meeting of the Senate be extended until 3:30pm.***

Motion carried.

22.04.06 STANDING REPORTS

22.04.06.01 Board of Governors Representative

The meeting of the Board was scheduled last evening on March 31st, however, the Board Representative to the Senate could not attend due to a teaching conflict..

22.04.06.02 Academic Dean

The Dean provided the Senate with a written report.

22.04.06.03 Vice-President Academic and Research

The VPAR provided the Senate with a written report.

21.04.06.04 President and Vice-Chancellor

The President provided the Senate with a written report.

22.04.07 DISCUSSION AND QUESTION PERIOD

N. Cameron requested the Senate to consider the following motion to

- ***Moved {N. Cameron/Woodman}: that the Algoma University Senate support the Department of Geography, Geology and Land Stewardship to continue as an academic department of Algoma University for the 2022-23 academic year.***

It was suggested that what was being described was a possible Notice of Motion and that it would be better served if the member provided the Senate Executive Committee with the motion and rationale in advance of the next scheduled meeting of the Senate Executive.

It was noted that one-person departments are described in section 6:05 of the Algoma University Full-time Faculty Collective Agreement.

- ***Moved [Rogers/Imre]: that the Senate table the motion regarding the Department of Geography, Geology and Land Stewardship.***

Motion carried.

It was requested that the vote count for the tabling of the motion be considered at the next meeting of the Senate Executive and reported at the May 6 meeting of the Senate.

Gruner suggested that the Senate consider taking up the matter previously tabled, however, the Senate lost quorum.

- ***Moved [Steeves/Meades] that the meeting of the Senate be extended until 3:45pm.***

Motion carried.

22.04.08 OTHER BUSINESS/NEW BUSINESS

None.

22.04.09 ANNOUNCEMENTS

Rose Cameron announced a couple of book launches from Dr. Annie Wenger-Nabigon and Dr. Dionisio Nyaga, the first on April 11 and the second on April 22.

The Senate was reminded of the Gathering at the Rapids Pow Wow scheduled for Saturday/Sunday, June 3-4, 2022.

22.04.10 ADJOURNMENT

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

Motion carried. [Senate adjourned at 3:41pm]