

**MINUTES OF SENATE**  
**ALGOMA UNIVERSITY**  
**First Regular Meeting of 2022-23**  
**September 9, 2022**

**Faculty of Humanities and Social Science**

L. Burnett, A-A. Deschenes, A. Judge, D. Nyaga, A. Pinheiro, A. Ridout, R. Torres, T. Tchir  
[regrets: S. Redmond [PTF]]

**Faculty of the School of Business and Economics**

P. Matthews, J. Ryan  
[regrets: N. Aziz, K. Roberts [PTF]] [absent: G. Mahar, J. Rebek]

**Faculty of Cross-Cultural Studies**

B. Gordon [PTF], S. Gruner, P. Steeves, L. Wyper  
[regrets: D. Woodman]

**Faculty of Science**

L. Bloomfield [Speaker], W. Dew, P. Dupuis, J. Foote, M. Garcia, D. Keough, C. Lemieux,  
N. Shaw, C. Zhang  
[regrets: E. Ho-Tassone [PTF], Z. Rahman]

**Other Members**

S. Khan, D. Marasco [Secretary], M. Piercey-Normore, T. Spurway, I. Imre, T. Van Weerden,  
N. Trudeau  
[absent: L. Doxtater, M. Quayyum, I. Winters]

**Guests**

M. Turco, V. Jimenez-Estrada

The Speaker called the meeting of the Senate to order at 1:07am.

The Speaker asked the Senate for a moment of silence for the passing of Her Majesty, Queen Elizabeth II.

**22.09.01      APPROVAL OF THE AGENDA**

***Moved [Keough/Shaw]: that the agenda for the September 9, 2022 meeting  
of the Senate be approved.***

Motion carried.

## **22.09.02 APPROVAL OF THE MINUTES from the previous meeting**

***Moved [Keough/Spurway]: that the Algoma University Senate approve the minutes from the Senate meeting of June 3, 2022.***

Motion carried.

## **22.09.03 BUSINESS ARISING (for action or information)**

### **22.09.03.01 Call for nominations of Speaker, Deputy Speaker of Senate**

The Speaker called for nominations for Speaker of the Senate and Deputy Speaker of the Senate for 2022-23.

- ***Moved [Marasco/Burnett]: that the Algoma University Senate approve Dr. Laurie Bloomfield as Speaker of the Senate for the 2022-23 Senate year.***

Motion carried.

- ***Moved [Burnett/Dupuis]: that the Algoma University Senate approve Dr. Nicola Shaw as Deputy Speaker of the Senate for the 2022-23 Senate year.***

Motion carried.

### **22.09.03.02 Senate Membership 2022-23**

- ***Moved [Wyper/Burnett]: that the Algoma University Senate approve the Senate committee composition effective July 1, 2022 as follows:***

## **FULL-TIME TEACHING STAFF [27]**

### **Faculty of Humanities and Social Science [8]**

Faculty Chair: Dr. Linda Burnett

Department Chair: Dr. Alice Ridout [ENGL/HIST]

Department Chair: Dr. Andrew Judge [MODL]

Department Chair: Dr. Andree-Ann Deschenes [MUSC/VISA]

Department Chair: Dr. Trevor Tchir [JURI/POLI]

Director: Dr. Rose Torres [SWRK]

Members-at-large [2]: Dr. Dionisio Nyaga, Professor Andrea Pinheiro

### **Faculty of the School of Business and Economics [5]**

Faculty Chair: Professor Pelham Matthews

Department Chair [SBE]: Dr. Jo-Anne Ryan

Members-at-large [3]: Dr. Ahmed Aziz, Dr. Gerry Mahar, Dr. Jody Rebek

### **Faculty of Science [10]**

Faculty Chair: Dr. Laurie Bloomfield

Department Chair [BIOL/ENVS]: Dr. Jenn Foote

Department Chair [PSYC]: Dr. Dwayne Keough

Director [SCST]: Dr. Miguel Garcia

Members-at-large [6]: Dr. William Dew, Dr. Paul Dupuis, Dr. Chantal Lemieux, Dr. Nikki Shaw, Dr. Chunhua Zhang, Dr. Zamilur Rahman

### **Faculty of Cross-Cultural Studies [4]**

Faculty Chair: Dr. Sheila Gruner

Department Chair [CESD]: Dr. Laura Wyper

Department Chair [GEOG]: Dr. Paulette Steeves

Department Chair [SOCL]: Dr. Deb Woodman

### **PART-TIME TEACHING STAFF [4]**

Faculty of Humanities and Social Science: Dr. Sheila Redmond

Faculty of the School of Business and Economics: Professor Kareem Roberts

Faculty of Science: Professor Elaine Ho-Tassone

Faculty of Cross-Cultural Studies: Professor Beverly Gordon

### **NON-TEACHING STAFF MEMBERS [7]**

Aboriginal Peoples' Council [APC]:

Board Representative:

Staff Representative: Shahrukh Khan

Students [4]: Tim van Weerden [President of AUSU], Nina Trudeau [President of SASA], Isaac Winters, Muhammad Quayyum

### **MEMBERS BY VIRTUE OF OFFICE [8]**

President and Vice-Chancellor: Asima Vezina

Vice-President Academic and Research: Dr. Michele Piercey-Normore

Deans from each of the Faculties [3]:

University Registrar: David Marasco

University Librarian: Tracy Spurway

President of Shingwauk Kinoomaage Gamig [SKG], or designate: Lauren Doxtater

### **Senate Composition [46]:**

Full-time teaching staff [27]

Part-time teaching staff [4]

Non-teaching staff members [7]

Members by virtue of office [8]

**TOTAL: 46 members**

A request was made that the Academic Lead for the I-EDI Ad-hoc Committee be made a member of the Senate. It was argued that Senate membership would be important in moving forward the committee's mandate.

While the Senate By-laws are clear that Chairs of senate standing committees must be members of the Senate, it does not reference the same for ad-hoc committees. The past practice is that Chairs for ad-hoc committees do not have to be members. The example brought forward was the Adhoc Committee on Online Examinations, when the Chair was a sessional instructor and the committee's final report was submitted to the Senate Committee on Academic Regulations and Petitions for review before the final document was received by the Senate.

The Registrar informed the Senate that updates to vacant positions are being considered and will be updated when vacancies are filled..

Motion carried.

### **22.09.03.03 AU Senate Committee Composition 2022-23**

- ***Moved [Burnett/Matthews]: that the Algoma University Senate approve the following Senate committee composition effective July 1, 2022 as follows:***

#### **Senate Executive Committee**

Dr. Linda Burnett [HUMA/SOSC] [Speaker]  
Dr. Laurie Bloomfield [SCEN]  
Dr. Sheila Gruner [FCCS}  
Professor Pelham Matthews [SchoolBE]  
Dr. Michele Piercey-Normore [VPAR]  
David Marasco [University Registrar]  
Dr. Nicole Shaw [Deputy Speaker]

#### **Academic Planning and Priorities**

Dr. Linda Burnett [HUMA/SOSC]  
Dr. Laurie Bloomfield [SCEN]  
Dr. Sheila Gruner [FCCS}  
Professor Pelham Matthews [SchoolBE]  
Dr. Michele Piercey-Normore [VPAR]  
David Marasco [University Registrar]  
[Dean - HUMA/SOSC]  
[Dean - SCEN]  
[Dean - SchoolBE]  
Tim van Weerden [Student] ausupresident@algonau.ca

### **Curriculum Committee**

Dr. Dionisio Nyaga [HUMA/SOSC]  
Dr. Sean Meades [FCCS]  
Dr. Bodrul Alam [SCEN]  
Dr. Gerry Mahar [SchoolBE]  
[one Dean]  
David Marasco [University Registrar]  
Lils Schoner-Saunders / Tracy Spurway [Librarian] [non-voting]  
Priya Bhatia [Student] prbhatia@algomau.ca

### **Academic Standards and Appeals**

Dr. Deb Woodman [FCCS]  
Dr. Monica Thakur [HUMA/SOSC]  
Dr. Chunhua Zhang [SCEN]  
Dr. Jo-Anne Ryan [SchoolBE]  
[one Dean]  
David Marasco [University Registrar]  
Shawna Mornix [Student] smornix@algomau.ca

### **Academic Regulations and Petitions**

Dr. Michael DiSanto [HUMA/SOSC]  
Dr. Paulette Steeves [FCCS]  
Dr. David Brodbeck [SCEN]  
Dr. Jo-Anne Ryan [SchoolBE]  
David Marasco [University Registrar]  
Shelley Mitchell [Assistant Registrar, Admissions]  
Shashank Kasinadhuni [Student] skasinadhuni@algomau.ca

### **Teaching & Learning and Technical Support**

Dr. Nathan Murray [HUMA/SOSC]  
Dr. Laura Wyper [FCCS]  
Dr. Zamilur Rahman [SCEN]  
Dr. Jody Rebek [SchoolBE]  
Tracy Spurway [Librarian]  
John Peters [Director of Innovation and Technology]  
Dawn White [Director of Experiential Learning/International Affairs]  
Kashish [Student - AUSU] kashish02@algomau.ca  
[Student - SASA]

### **Quality Assurance**

Dr. Vivian Jimenz-Estrada [FCCS]  
Dr. Edward Turgeon [HUMA/SOSC]  
Dr. Paul Dupuis [SCEN]  
Dr. Ahmed Aziz [SchoolBE]

[one Dean]  
Dr. Michele Piercey-Normore [VPAR]  
Brittany Paat [Academic Support Officer]  
David Marasco [University Registrar]  
Willow Houston [Student] whouston@algonau.ca

### **Research Advisory**

[one Dean]  
Robin Isard/Tracy Spurway [Librarian]  
Dr. Miguel Garcia [one representative who has an active research program]  
Dr. Paulette Steeves [indigenous culture/education]  
Dr. Rose Torres [I-EDI]  
Dr. Michele Piercey-Normore [VPAR]

### **Senate-Board Liaison**

Dr. Laurie Bloomfield [Speaker of Senate]  
Professor Pelham Matthews  
[one Senator-at-large from the FT teaching staff not currently serving on the Board]

### **Interdisciplinary Planning [ADHOC]**

Dr. Alice Ridout [HUMA/SOSC]  
Dr. Andrew Judge [HUMA/SOSC]  
Dr. Nairne Cameron [FCCS]  
Dr. Sheila Gruner [FCCS]  
Professor Pelham Matthews [SchoolBE]  
Dr. Hari Luitel [SchoolBE]  
Dr. Nicola Shaw [SCEN]  
[SCEN]  
[one Dean]  
David Marasco [University Registrar]  
Rushikumar Patel [Student] rushpatel@algonau.ca

### **I-EDI [ADHOC]**

Dr. Vivian Jimenez-Estrada [I-EDI Academic Lead]  
Dr. Dionisio Nyaga [Faculty - HUMA/SOSC]  
Dr. Pedro Antunes [Faculty - SCEN]  
Dr. Laura Wyper [Faculty - FCCS]  
Dr. Hari Luitel [Faculty - SchoolBE]  
[Faculty - PT teaching staff]  
[SKG representative]  
[One Dean or VPAR]  
Mary Wabano-McKay [Nyaagaanid]  
[one staff]  
Mary Ogenyi [Student - AUSU] mogenyi@algonau.ca

[Student - SASA]

Motion carried.

#### **22.09.03.04 Algoma University Senate By-laws [Notice of Motion]**

- ***Moved [ / ]: that the Algoma University Senate approve of the changes to the Algoma University Senate By-laws as submitted.***

The Notice of Motion will be on the agenda for the October 7, 2022 meeting of the Senate for action. The motion requires approval of two-thirds majority vote. {By-law changes}

#### **22.09.04 DECISION ITEMS (for action or information)**

##### **22.09.04.01 Curriculum Committee**

#### **FACULTY OF HUMANITIES AND SOCIAL SCIENCE**

- ***Moved [Burnett/Shaw]: that the Algoma University Senate approve the revision to ENGL3116 as submitted by the Department of English and History:***

From:

##### ENGL3116 Poetics, Politics and Revolution

Using a selection of authors, the course explores the developments in poetics and politics during and after the French Revolution, 1789-1830. In reading fiction, poetry, criticism, and other genres, students will study the polemical exchanges and dialogues among the authors as well as the transformation ideas undergo when they are embodied in various forms. Students may not retain credit for both ENGL 3116 and ENGL 3115. Prerequisite: ENGL 1006/1007. [SEM 3/EXP] 3 cr

To:

##### ENGL3116 Reshaping Poetry and Storytelling

Using a selection of authors, the course explores the developments in English poetry, storytelling and other writing in the aftermath of the French Revolution, 1789-1830. In reading fiction, poetry, criticism, and other genres, students will study the dialogues among authors who explore ways to reshape English language and thought and also investigate the transformation ideas undergo when they are embodied in refashioned forms. Students may not retain credit for both ENGL 3116 and ENGL 3115. Prerequisite: ENGL 1006/1007. [SEM 3/EXP] 3 cr

##### Rationale:

The course will no longer be largely preoccupied with the polemical political debates that arose

in England after the French Revolution. Instead, students will be reading and discussing a selection of major literary and philosophical works written from 1790 to 1830 with a new focus on poetry, storytelling, and forms of writing. Political problems will now be reduced to a minor element in the discussions, while investigating how writers in various genres were reshaping English language and thought in this age will be allotted the majority of the time.

Motion carried.

- ***Moved [Ridout/Burnett]: that the motion regarding the revision to ENGL/BIOL3137 be deferred to a future meeting of the Senate.***

From:

ENGL/BIOL3137 Reading Darwin and His Contemporaries

In this course students will read Charles Darwin's *On The Origin of Species* and study him in his natural habitat – the Victorian Period – to see his ideas in conversation with those of his contemporaries. Students will explore how significant writers and thinkers of the time, working in fiction, poetry, criticism, philosophy, and psychology, take up Darwin's ideas and his theory of evolution and inquire into their implications for civilization, culture, self-knowledge, and our perception of the natural world. Students may not retain credit for both ENGL 3137 and BIOL 3137. Prerequisite: ENGL 1006/1007. [SEM 3/EXP] 3 cr

To:

ENGL/BIOL3137 Making the World Anew

The nineteenth century was a deeply unsettled age in which questions about the value of literature, the meaning of history, the truth in morality, and the existence of god inspired ways of knowing that remain with us today and virtually extinguished some past traditions. Students will explore how major writers and thinkers, working in fiction, poetry, criticism, philosophy, and psychology, formulate ideas and investigate new methods of knowing and telling that made lasting impressions on civilization, language, thinking and feeling, selfhood, and how we compose reality. Students may not retain credit for both ENGL 3137 and BIOL 3137.

Prerequisite: ENGL 1006/1007. [SEM 3/EXP] 3 cr

Rationale:

The course will no longer have a structure that focuses on Darwin's "On the Origin of Species". Instead, students will be reading and discussing a selection of major literary and philosophical works written in the 19th century. Darwin's presence will be reduced to a representative excerpt, making room for works of poetry and other writings.

The previous iteration of the course was intended as an experiment to draw students from biology and other disciplines. Very few students from outside English enrolled in the course. It is



time to try something different.

Motion carried.

- ***Moved [Burnett/Ridout]: that the Algoma University Senate approve the revision to HIST1206/1207 as submitted by the Department of English and History:***

From:

HIST1206 Western Civilization: Renaissance to the French Revolution

An examination of Western society from the end of the Middle Ages to the French Revolution, with special emphasis on those developments that transformed the medieval world into its modern form. (LEC 2, TUT 1/EXP)) 3 cr

To:

HIST1206 Events & Ideas that Shaped the Early Modern World

This course will examine important events, ideas, and people that established the foundations of early modernity. Using case studies, it will introduce students to the processes and methods of historical analysis, and help them apply those methods and processes through narrative accounts, the examination of primary source documents, and through critical reading and writing. Depending on the research and teaching expertise of the instructor, possible themes could include the effects of disease, the emergence of pluralism and societal diversity, changing social ideas, examinations of indigenous societies and cultures, the spread and impact of colonialism, the effects of religious conflicts, evolving political ideologies and institutions, the growth of scientific knowledge, and the development of ideas of political and social resistance. (LEC 3) 3 cr

Rationale:

1. This change was suggested by our recent programme review (Executive Summary, #31, p. 26). The external reviewers stated that changing the existing title would attract more non-history majors, and would better reflect the content that is currently being taught in the course but not reflected in the course title (or its vague description – see #3 below).
2. The revised title and course description removes the term “Western Civilization”, an ambiguous and historiographically problematic terminology to early twenty-first century Historical sensibilities. As the external reviewers noted, the course is already being taught in a way that interprets “Western Civilization” widely by looking at events and influences from many parts of the world, including Asia and Africa, and includes developments in indigenous societies.
3. The previous course description, inherited from Laurentian University, was lacking even in basic general detail, a problem the revised description rectifies.
4. The intent of the revised title and description are purposefully not prescriptive nor proscriptive, allowing for different instructors to choose different pertinent focal points (geographical, topical, historiographical, etc.), depending on their research and teaching

specializations.

From:

HIST 1207 Western Civilization: French Revolution to the Present

An examination of significant themes and events in the history of Western society since the French Revolution. (LEC 3) 3 cr

To:

HIST1207 Turning Points in Modern History

By introducing students to important moments of historical change, this course will focus on crucial episodes and ideas that led to the formation of the modern world. It will use narrative to describe and consider significant incidents and important concepts, focusing on the examination of primary sources, on ideas in their historical contexts, and on the use of critical reading and writing to construct historical analysis. Depending on the research and teaching expertise of the instructor, possible topics of examination could include the rise and results of political revolutions, the growth of industrialization and globalization, the ongoing impacts of colonialism and imperialism, responses and developments in indigenous societies, changing notions of citizenship, ideas of race, nationalism, liberalism, conservatism, socialism, population growth and migrations, urbanization, the influence of popular culture, oppression and resistance, women's emancipation movements, and world war. (LEC 3) 3 cr

Rationale:

1. This change was suggested by our recent programme review (Executive Summary, #31, p. 26). The external reviewers stated that changing the existing title would attract more non-history majors, and would better reflect the content that is currently being taught in the course but not reflected in the course title (or its vague description – see #3 below).
2. The revised title and course description removes the term “Western Civilization”, an ambiguous and historiographically problematic terminology to early twenty-first century Historical sensibilities. As the external reviewers noted, the course is already being taught in a way that interprets “Western Civilization” widely by looking at events and influences from many parts of the world, including Asia and Africa, and includes developments in indigenous societies.
3. The previous course description, inherited from Laurentian University, was lacking even in basic general detail, a problem the revised description rectifies.
4. The intent of the revised title and description are purposefully not prescriptive nor proscriptive, allowing for different instructors to choose different pertinent focal points (geographical, topical, historiographical, etc.), depending on their research and teaching specializations.

Motion carried.

- **Moved [Burnett/Ridout]: that the Algoma University Senate approve the following program revision for all History degree programs including single, combined, general, non-honours and honours programs as submitted by the Department of English and History:**

**BA HIST General – Single Major**  
**BA HIST General – Combined Major**  
**BA HIST Honours – Single Major**  
**BA HIST Honours – Combined Major**  
**BA HIST Non-Honours – Single Major**  
**BA HIST Non-Honours – Combined Major**

From:

HIST2996 Historical Practices as required

To:

Replacing HIST2996 Historical Practices as required adding three [3] additional credits in upper year History

Rationale:

This change was one of the recommendations from our most recent programme review. The external reviewers noted several reasons for this recommendation:

1. This “requirement might be discontinued by incorporating instruction in methods and historiography into all History courses, a practice which is already evident.” (Executive Summary, #6, p. 9)
2. There “is already a specific effort to teach historical methodology and introduce historiographical debates into [the required courses] HIST 1206 and 1207. The elimination of HIST 2996 will remove the redundancy in this exposure of students to basic methodology and historiographical considerations.” (Executive Summary, #29, p. 25)
3. “given that the History program has only 2 [currently one] full time faculty ... the required Historical Practices is not offered every year” so students “may find it difficult to complete the course in the early years of their degree”, and thus “the requirement may become onerous rather than beneficial”. (Executive Summary, #6, p. 9)

(As noted, the methods upon which HIST 2996 focussed, are already being taught in other HIST courses, in the first instance in the two required first-year courses (HIST 1206 & 1207), where basic research methodology and approaches, citation methodology, and initial historiographical arguments are introduced. All of these skills are reinforced, and they continue to be developed, in all upper-year HIST

courses.)

Motion carried.

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

#### MUSC2396 Music in the Movies

This music appreciation course explores the critical role of music in movies. It is intended for movie buffs and novices alike. Many of the greatest films and associated soundtracks will be reviewed and discussed, including an exploration of the lives and artistic goals of composers, directors and performers. The course will introduce a number of concepts that can be applied to a wide variety of music such as themes, thematic transformation, dissonance, rhythm, colour, tempo, tonality, timbre, style and emotion. All of these are part of any musical experience, though arguably, they are more readily grasped in the context of film music than would be the case with concert music. Music majors and non-majors alike will acquire a thorough understanding of music's function as a potent force that underscores meaning, motion and emotion in movies. Prerequisite: Students must be in upper year standing in their respective program. [LEC 3] 3 cr

#### Rationale:

Film Music courses are popular on many campuses. This course would be an attractive choice for all Algoma University students. A colleague who operated a Film Music course at Laurentian University confirms that, prior to Laurentian Music Department's demise in 2021, "Soundtracks: Music in the Movies" was one of the department's most popular courses. Our Music Program currently lacks a course that effectively addresses this important genre. As the music industry side of AU's Music Program grows in the coming years, film music must be part of that growth process, as it occupies such an important role in the 21st century music industry. The global film and music market grew from \$291.83 billion in 2021 to \$325.06 billion in 2022 at a compound annual growth rate of 11.4%. That market is expected to reach \$479.63 billion in 2026 at a compound annual growth rate of 10.2%, so it is important for Algoma University Music students to have access to learning opportunities within this genre. For that reason, this course could eventually be a prerequisite for a much more involved 3rd or 4th year film music course (perhaps called "Writing Music for Movies") that would probe the genre with greater depth while equipping Music majors with skills needed to write soundtracks.

#### MUSC3196 Songwriting II

A continuation of MUSC 2196 Introduction to Songwriting, this course will focus on the development of an individual songwriting portfolio. Class time will be devoted to writing, revising, critiquing and editing student projects, as well as arranging and producing demo versions of student songs. Students will develop music and lyric writing techniques, effective

communication of musical ideas for the purposes of song production, and revision and editing strategies. Production of a songwriting portfolio and demo recordings of original works will be a key component of this class. Prerequisite: MUSC 2196 or permission of the department, MUSC 1101/1102.

Rationale:

Understanding the form, structure and content of popular song is a key ingredient for success in various possible careers in the music industry. This includes potential work as songwriters, arrangers, producers, performers, and creative writers in various disciplines. The popular song is also an excellent vehicle for exploration of musical and literary devices which can be transferred to other areas of study within the disciplines of Music and English. The marriage of musical and lyrical devices in a concise and succinct form such as contemporary song requires a specific skill set utilizing key elements from both disciplines. Refinement of these skills can be a valuable component of a liberal arts degree for students with wide-ranging backgrounds and aspirations. Based on the early success of MUSC/ENGL 2196 Introduction to Songwriting, as well as the increased interest in the area of songwriting among current Music majors, I believe there is demand and justification for a continuation course in songwriting.

Motion carried.

- ***Moved [Gruner/Steeves]: that the Algoma University Senate approve the following program revision for the Certificate in Geomatics as submitted by the Department of Geography, Geology and Land Stewardship:***

From:

The Certificate in Geomatics will consist of 30 credits from GEOG 1026/27, GEOG 2016/17, GEOG 2027, GEOG 3006/3037, GEOG 3046, GEOG 3076/3096, GEOG 4006. Students may choose from GEOG 4906/4907 or GEOG 3996/97 when geomatics-related topics are covered.

To:

The Certificate in Geomatics will consist of 30 credits from GEOG 1026/27, GEOG 2016/17, GEOG 2027, GEOG 3006/3037, GEOG 3046, GEOG 3076/3096, GEOG 4006, COSC 1046, COSC 2307, and ITEC 3706. Students may choose from GEOG 4906/4907 or GEOG 3996/97 when geomatics-related topics are covered.

Rationale:

The courses COSC 1046 (Introduction to Computer Science), COSC 2307 (Database Programming), and ITEC 3706 (Software Engineering Project Management) have been added to the Certificate in Geomatics to increase graduates' knowledge of the associated fields of

computer science, database programming, and project management. These additional options will facilitate timely cycling of the course options within the Certificate.

Motion carried.

**22.09.04.02 Academic Planning - Hiring Priorities Recommendation  
2023-2024**

- ***Moved [Marasco/Burnett]: that the Algoma University Senate approve the following recommendations as submitted by the Academic Planning and Priorities Committee of Senate for the academic hiring priorities 2023-24:***

**Community Economic and Social Development** Project Management, T-T or CLTA [SSM];

**Community Economic and Social Development** Project Management, three-year CLTA [SSM];

**School of Business and Economics** Marketing, T-T [SSM];

**School of Business and Economics** Finance and Economics, T-T [BRA];

**Psychology** T-T [BRA]

**Psychology** two-year CLTA [BRA]

**School of Computer Science and Technology** T-T [BRA]

Motion carried.

**22.09.04.03 Academic Planning - Program Implementation Plan  
[School of Business and Economics]**

- ***Moved [Khan/Burnett]: that the Algoma University Senate approve the 18-month status report [School of Business and Economics] recommended by the Academic Planning and Priorities Committee as submitted by the School of Business and Economics.***

Motion carried.

**22.09.04.04 Academic Planning - Program Implementation Plan  
[Department of English and History]**

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

Motion carried.

**22.09.04.05 Academic Planning - Program Implementation Plan  
[Department of English and History]**

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

Motion carried.

**22.09.04.06 Academic Planning - Program Implementation Plan  
[Department of Law and Politics]**

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

Motion carried.

**22.09.04.07 Academic Planning - Program Implementation Plan  
[Department of Music and Visual Art]**

- ***Moved [Burnett/Deschene]: that the Algoma University Senate approve the 18-month status report [Music] recommended by the Academic Planning and Priorities Committee as submitted by the Department of Music and Visual Art.***

Motion carried.

**22.09.04.08 Academic Planning - Geography Revised Learning Outcomes  
[Department of Geography, Geology and Land Stewardship]**

- ***Moved [Wyper/Steeves]: that the Algoma University Senate approve the following revision to the Program Learning Outcomes as submitted by the Department of Geography, Geology and Land Stewardship [major modification as per the IQAP]:***

From:

Graduates of the programs will have reliably demonstrated the ability to:

*Algoma University, Senate minutes, September 9, 2022*

1. Display a broad and comprehensive knowledge of the theoretical approaches, key concepts, methodologies, and current advances in the discipline of geography in local, regional, national, and international contexts and at various time dimensions.
2. Evaluate and interpret information and approaches that address geographic dimensions of socio-economic, cultural, political, and environmental issues.
3. Integrate knowledge and perspectives across traditional disciplinary boundaries to contribute to the effective management of human activities to facilitate sustainable living patterns and development options.
4. Recognize the interrelationships between natural and human processes.
5. Appreciate a theoretical framework for geography which examines relationships between non-Aboriginal representations of space and place in Canada and Aboriginal identities, the geography of Aboriginal rights, and movements and settlement patterns of Aboriginal peoples.
6. Understand the diversity of approaches to the acquisition of knowledge in the discipline of geography including Indigenous (Anishinaabe) methods.
7. Demonstrate spatial thinking, apply a variety of methodologies, and use skills of spatial analysis to address spatio-temporal problems and to make informed decisions.
8. Apply principles of geographic knowledge using critical thinking and problem solving skills to contribute to solutions for social, economic, and environmental challenges in local, regional, and international contexts.
9. Plan, design, and carry out projects from start to finish, in a timely manner, with well-defined objectives and outcomes.
10. Work collaboratively to critically evaluate, and investigate possible solutions to challenges relevant to geography in the Algoma region through exposure to private and public sector and non-profit interest groups.
11. Critically examine the unique geographic features and attributes of the Algoma region with particular attention to the people and environment of the Great Lakes Basin and international border.
12. Communicate effectively using oral, written, graphic, and information technology skills to a wide range of audiences.
13. Understand the bounded scope of practice based on level of knowledge and training.
14. Appreciate the role of new and emerging knowledge, approaches, and technologies, and the importance of life-long learning.
15. Work as part of a multidisciplinary and multicultural team, in both membership and leadership capacities, to solve problems in office and fieldwork settings.

### Specialization in Geomatics

In addition to the outcomes listed above, graduates with a specialization in Geomatics will have reliably demonstrated the ability to:

1. Display a broad and comprehensive knowledge of the key concepts, methodologies, and current advances relating to geographic information systems (GIS), remote sensing, surveying and mapping, and global positioning systems (GPS) in local, regional, national, and international contexts.



2. Integrate the use of geographic technologies with current theory and knowledge in the discipline of geography to solve problems in multidisciplinary and interdisciplinary contexts.
3. Collect, analyze, synthesize, display, and interpret spatial information at an advanced level.
4. Use advanced technical skills for surveying, mapping, and the interpretation of remotely sensed data such as satellite imagery.
5. Collaboratively design and implement geomatics projects of relevance to the workplace.

To:

Graduates of the programs will have reliably demonstrated the ability to:

1. Display a broad and comprehensive knowledge of the theoretical approaches, key concepts, methodologies, and current advances in the discipline of Geography in local, regional, national, and international contexts and at various time dimensions, **including multi-generational time frames.**
2. Evaluate and interpret information and approaches that address geographic dimensions of socio-economic, cultural, political, **land**, and environmental issues.
3. Integrate knowledge and perspectives across traditional disciplinary boundaries in a holistic manner to contribute to the effective **stewardship** of human activities to facilitate sustainable living and **development patterns, including food and water sovereignty.**
4. Recognize the interrelationships between natural and human processes, **and be able to distinguish the roles of science, social science, and other approaches, according to context.**
5. Appreciate a theoretical framework for Geography which examines relationships between **non-Indigenous** representations of space and place in Canada and **Indigenous** identities, the Geography of **Indigenous** rights and connections to land, and movements and settlement patterns of **Indigenous** peoples.
6. Understand the diversity of approaches to the acquisition of knowledge in the discipline of Geography including **quantitative, qualitative, and mixed method approaches**, within **science based**, Indigenous (Anishinaabe) **and other research perspectives.**
7. Demonstrate spatial thinking, apply a variety of methodologies, and use skills of spatial analysis to address spatio-temporal problems and to make informed decisions.
8. Apply principles of geographic knowledge using critical thinking and problem solving skills to contribute to solutions for social, economic, cultural, geo-political, and environmental challenges in local, regional, and international contexts.
9. Plan, design, and carry out projects from start to finish, in a timely manner, with well-defined objectives and outcomes.
10. Work collaboratively to critically evaluate, and investigate possible solutions to challenges relevant to Geography through exposure to private and public sector, non-profit interest groups, **and Indigenous communities and organizations.**
11. Critically examine the unique geographic features and attributes of the Algoma region with particular attention to the people and environment of the **Lake Superior Watershed**, the Great Lakes Basin, and international border.

12. Communicate effectively using oral, written, numeric, graphic, and information technology skills to a wide range of audiences.
13. Understand the bounded scope of **geographic and land stewardship** practice based on level of knowledge and training.
- 14. Recognize and critically analyze ethical considerations related to geospatial data.**
15. Appreciate the role of new and emerging knowledge, approaches, and technologies, and the importance of life-long learning.
- 16. Identify one's own social position and the position of others with respect to past, present, and future human and natural environments.**
- 17. Engage as part of a multidisciplinary and multicultural team, in both membership and leadership capacities, to solve problems and enhance cross-cultural understanding in organizational and fieldwork settings.**

### Specialization and Certificate in Geomatics

In addition to the outcomes listed above, graduates with a Certificate or Specialization in Geomatics will have reliably demonstrated the ability to:

1. Display a broad and comprehensive knowledge of the key concepts, methodologies, and current advances relating to Geographic Information Systems (GIS), remote sensing, surveying and mapping, and Global Positioning Systems (GPS) in local, regional, national, and international contexts.
2. Integrate the use of geographic technologies with current theory and knowledge in the discipline of Geography to solve problems in multidisciplinary and interdisciplinary contexts.
3. Collect, analyze, synthesize, display, and interpret spatial information at an advanced level.
4. Use advanced technical skills for surveying, mapping, and the interpretation of remotely sensed data such as satellite imagery.
5. Collaboratively design and implement geomatics projects of relevance to the workplace.

### Rationale:

The program learning outcomes are being updated in conjunction with the Geography cyclical program review, and to incorporate new learning outcomes from some recently added and revised courses.

Motion carried.

**22.09.04.09 Senate Executive Committee - COU Academic Colleague**

A call was made from the floor from any of the full-time teaching faculty willing to serve as the Council of Ontario Universities' Academic Colleague. The term of office is for three-years effective July 1, 2022. Interested faculty members should forward their names to the Secretary of Senate, David Marasco.

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

### **22.09.05.01 Honorary Degree, Distinguished Faculty Award, Senate Award**

Nominations for Honorary Degree, Distinguished Faculty Award and Senate Award should be forwarded to the Speaker of Senate, Dr. Laurie Bloomfield and the Secretary of Senate, David Marasco no later than November 18, 2022 [investiture June 10, 2023].

### **22.09.05.02 Senate Standing Committees - Annual Reports**

The following Senate Committees submitted annual reports:

- Academic Planning and Priorities
- Research Advisory Committee

## **22.06.06 STANDING REPORTS**

### **22.06.06.01 Board of Governors Representative**

The Board representative submitted a written report.

### **22.06.06.02 Academic Dean**

The Dean provided the Senate with a written report.

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

The VPAR provided the Senate with a written report.

### **21.04.06.04 President and Vice-Chancellor**

The President spoke to the following:

- Welcoming all faculty, staff and students to the new fall term expecting approx. 3500 students;
- Orientation sessions on all three campuses

- The process for a new strategic plan is underway – we are looking for interested faculty to serve on the planning committee
- Thanking members of the Decanal Search Committees [three new Deans]
- Hiring of 10 new full-time faculty for the next budget year [2023-24]
- Events are being planned for the National Day for Truth and Reconciliation [Sept 30]
- Thanking all the staff and faculty who will be representing Algoma University at the Ontario Universities' Fair in Toronto on October 1-2, 2022.

#### **22.09.07          DISCUSSION AND QUESTION PERIOD**

None

#### **22.09.08          OTHER BUSINESS/NEW BUSINESS**

None.

#### **22.09.09          ANNOUNCEMENTS**

Keough thanked all those individuals who supported his Ride to Fight Kids Cancer.

Pinheiro thanked all those individuals who supported the Visual Arts fundraiser [10K was raised]

#### **22.09.10          ADJOURNMENT**

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

Motion carried. [Senate adjourned at 2:48pm]