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MINUTES OF SENATE
ALGOMA UNIVERSITY
Seventh Regular Meeting of 2022-23
March 3, 2023

</div>

Faculty of Humanities and Social Science
L. Burnett, A-A. Deschenes, M. Graydon, A. Judge, D. Nyaga, A. Pinheiro, R. Torres,
[absent/regrets: S. Redmond [PTF], T. Tchir]

Faculty of the School of Business and Economics
A. Aziz, G. Mahar, P. Matthews, K. Roberts [PTF], J. Ryan

Faculty of Cross-Cultural Studies
B. Gordon [PTF], S. Gruner, L. Wyper
[absent/regrets: P. Steeves, D. Woodman]

Faculty of Science
L. Bloomfield [Speaker], W. Dew, P. Dupuis, J. Foote, E. Ho-Tassone [PTF], M. Garcia, D. Keough,
C. Lemieux, C. Madliger, N. Shaw, C. Zhang

Other Members
I. Imre, S. Khan, M. Piercey-Normore, T. Spurway, N. Trudeau, A. Vezina, W. Wei, T. Van
Weerden, I. Withers
[absent/regrets: L. Doxtater, T. Kakapshe, D. Marasco [Secretary], M. Twiss, H. Stevenson, M.
Quayyum]

Guests
D. Rogers, B. Douville, S. Meades, N. Murray, M. Turco

The Speaker called the meeting of the Senate to order at 1:05 pm.

23.03.01   APPROVAL OF THE AGENDA

> ➢ ***Moved [Withers/Nyaga]: that the agenda for the March 3, 2023 meeting of the
>   Senate be approved.***

Motion carried.

23.03.02   APPROVAL OF THE MINUTES from the previous meeting

> ➢ *Moved [Keough/Withers]: that the Algoma University Senate approve the minutes from the Senate meeting of February 3, 2023.*

Motion carried.

23.03.03   BUSINESS ARISING (for action or information)

None

23.03.04   DECISION ITEMS (for action or information)

> **23.03.04.01   Curriculum Committee**
> **SCHOOL OF SOCIAL WORK PROGRAM REVISION**

> ➢ *Moved [Nyaga/Khan]: that the Algoma University Senate approve the following program revision to the Bachelor of Social Work degree program as follows:*

FROM:

REQUIRED COURSES
SWRK3806   Family and Child Welfare
SWRK4206   Northern and Rural Social Work Practice

TO:

REPLACING THE FORMER SWRK3806, 4206 WITH THE FOLLOWING CORE COURSES:
SWRK3006   Anti-racism in Social Work
SWRK4006   Critical Mental Health and Madness

Rationale:

SWRK3006   Anti-racism in Social Work
This course is required by CASWE and for the fulfillment of the mission and vision of the School of Social Work which is to deliver a BSW program that prepares students for generalist practices in anti-racist, anti-colonial, Indigenous, structural, critical feminist, and anti-oppressive social work practice. This course will also prepare students to work with Black, Indigenous, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, individuals who express their gender and sexuality in other ways outside heteronormativity and the gender binary (2SLGBTIQ+), Northern, Francophone, as well as other marginalized groups and remote communities.

This course brings on board conversation of 'race', ethnicity and racism; various manifestations of racism in Canada historically and at present; the meaning of multicultural policy in Anglophone Canada and interculturalism in Quebec; Indigenous settler relations; and immigration policy and practice and how that can be sued for social justice and social transformation.

SWRK4006   Critical Mental Health and Madness

This course is required by CASWE and for the fulfillment of the mission and vision of the School of Social Work which is to deliver a BSW program that prepares students for generalist practices in anti-racist, anti-colonial, Indigenous, structural, critical feminist, and anti-oppressive social work practice. This course will also prepare students to work with Black, Indigenous, two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, individuals who express their gender and sexuality in other ways outside heteronormativity and the gender binary (2SLGBTIQ+), Northern, Francophone, as well as other marginalized groups and remote communities.

The course looks at issues of colonialism while implicating social work practice to the collective trauma faced by Indigenous communities in Canada. It is upon that framework that the course engages with mental health discourse from an intersectional and reflexive perspective to start to see how issues of gender, race, sexual orientation, immigration and imperialism are fused up to create an environment of oppression to marginalized communities. The course brings forth other ways of engaging with mental health to start imagining mental health in new ways that are grounded on people's values, realities and histories.

23.03.04.02   ACADEMIC PLANNING AND PRIORITIES
Hiring Priorities Recommendation

➢ *Moved [Khan/Nyaga]: 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:*

Geography, Geology and Land Stewardship 3-year CLTA [SSM]

Sociology 3-year CLTA [SSM]

Motion carried

23.03.04.03   SCHOOL OF COMPUTER SCIENCE AND TECHNOLOGY [SCST]
Bachelor of Information Technology - New Program Proposal

➤ *Moved [Nyaga/Keough]: that the Algoma University Senate approve the Bachelor of Information Technology as submitted by the School of Computer Science and Technology.*

The intent of this program revision is to offer the Bachelor of Information Technology degree, which was started in 2010 but due to a low enrollment, it was suspended. This is a revised version of the program.

Change from:
Bachelor of Arts in Information Technology

Change to:
Bachelor of Information Technology

Rationale:

Algoma University has offered students the option to pursue 3 years and 4 years Computer Science degrees with different options and specializations. The University has also offered students the option to pursue a certificate in information technology and a graduate certificate in information technology programs. The introduction of this program will allow the students to complete a Bachelor's degree in Information Technology in 3 years. Also,

1. Students who have completed (or are currently enrolled in) the certificate in information technology/graduate certificate in information technology programs will have the option to transfer credits and obtain a Bachelor of Information Technology degree by completing the remaining courses and following the other University policies.
2. International students will be more attracted to the Bachelor of Information Technology program because it will allow them to get hands-on experience with the current demanding technology. The completion of this 3-year program may enable international students to obtain a work permit with duration compared to the work permit duration after completing certificate programs.
3. The Bachelor of Information Technology program would be an attractive access program for college graduates from IT-related diploma programs.
4. The revised Bachelor of Information Technology degree program curriculum offers more cutting-edge technology and highly demanding courses for the current job market.
5. The introduction of this Bachelor of Information Technology program will attract more students from Northern Ontario and students from Southern Ontario to choose Algoma University.
6. The nomenclature change would make the revised program more appealing to the students.
7. Graduates from this degree program would be able to apply their practical knowledge of technology to develop their careers in the IT field, such as Technical Support Specialists, IT Project Managers, IT Consultants, etc.

The study period for a Bachelor of Information Technology is a three-year program. If a Bachelor of Information Technology student follows the course map, it is guaranteed they will graduate in three years and have all prerequisites each term. If a student deviates from this plan, the graduation time frame is not guaranteed.

The proposed change not only includes the program name, but also the list of courses.

Change from:

Bachelor of Arts in Information Technology:
First Year
- COSC 1046/1047*
- MATH 1056
- ADMN 1126
- 6 credits Humanities*
- 6 credits Social Sciences*
- 6 elective credits*

Students in the single IT concentration are strongly encouraged to select electives from ECON 1006/1007, ADMN 1016/1017, and PHIL 1116

Second Year
- ITEC 2706/2707
- COSC 2006
- COSC 2947
- STAT 2126*
- 15 additional elective credits**

Other Introductory Statistics approved courses include: SOCI 2126, MATH 2236, MATH 2261, ECON 2126, ADMN 2606, STAT 2126
**Students are strongly encouraged to take COSC 2406 and PHIL 2216.*

Third Year
- ITEC 3506
- ITEC 3706
- COSC 3707
- 9 credits ITEC/COSC electives approved by the Department
- 12 additional elective credits

Change to:

Bachelor of Information Technology

First Year

- COSC 1046*/1047*
- MATH 1056
- 3 credits from MATH 1036, 1037, 1057
- 18 elective credits
  Recommended elective courses: COSC 1701, COSC1702, COSC1036, COSC1801, COSC2836, ECON1006/1007, GEOG 2017, ADMN 1016, ADMN 1207, PHIL 1116, ENGL2696
  MINIMUM GRADE OF 60% REQUIRED

Second Year

- COSC 2006
- ITEC 2706/2707
- **COSC 2307**
- **MATH 2056**
- 6 credits from COSC 2007, 2396, 2406, 2947, 2956, STAT 2126
- 9 elective credits

Third Year

- COSC 2996
- ITEC 3506
- ITEC 3706
- **ITEC 3006 Cybersecurity and Risk Management**
- **ITEC 3206 Big Data Analytics**
- 6 credits ITEC/COSC credits at 3000 or 4000 level
- 9 elective credits

BITEC degree program Students must complete 12 credits, satisfying three of the following four areas:

- Humanities
- Social Sciences outside of Information Technology
- Sciences outside of Computer Science
- Professional courses

Learning Outcomes for the revised program:

Students will gain more hands-on courses that will provide the opportunity to develop more skills, especially on cybersecurity and big data analytics. These two topics are included in most of the job advertisements now-a-days. Students will have the best training for the job worlds as they will be able to apply their learning to the workplace.

1. Understand the foundations of the field of Information Technology and its role in organizations.
2. Realize the roles of the functional areas of organizations and their need for IT resources.
3. Identify the strategic applications of IT and its role in E-business.
4. Identify the infrastructure components of an IT-enabled organization.

5. Apply critical thinking and decision-making within an IT environment.
6. Apply systems analysis and software engineering techniques and demonstrate the ability to function in cross-disciplinary teams during the development process.
7. Define the legal and ethical issues involved in the use of Information Technology.
8. Communicate technical information effectively in both written and oral form to a variety of audiences.
9. Learn both the theoretical and practical core concepts of Information Technology
10. Utilize a variety of programming languages and IDEs to solve Information Technology related programming problems.
11. Utilize the latest tools and technologies employed in the industry for Big data and Cybersecurity.
12. Investigate and apply the new and emerging technologies for solving Information Technology-related problems.

Rationale for proposed modification:

The study period for a Bachelor of Information Technology is a three-year program. If a Bachelor of Information Technology student follows the course map, it is guaranteed they will graduate in three years and have all prerequisites each term. If a student deviates from this plan, the graduation time frame is not guaranteed.

The proposed change not only includes the program name, but also the list of courses.

Change from:

Bachelor of Arts in Information Technology:
First Year
• COSC 1046/1047
• MATH 1056
• ADMN 1126
• 6 credits Humanities*
• 6 credits Social Sciences*
• 6 elective credits*
Students in the single IT concentration are strongly encouraged to select electives from ECON 1006/1007 E, ADMN 1016/1017 E, and PHIL 1116 E

Second Year
• ITEC 2706/2707
• COSC 2006
• COSC 2947

• STAT 2126*

• 15 additional elective credits**

Other Introductory Statistics approved courses include: SOCI 2126, MATH 2236, MATH 2261, ECON 2126, ADMN 2606, STAT 2126
**Students are strongly encouraged to take COSC 2406 and PHIL 2216.*

Third Year

• ITEC 3506

• ITEC 3706

• COSC 3707

• 9 credits ITEC/COSC electives approved by the Department

• 12 additional elective credits

Change to:

Bachelor of Information Technology

First Year

- COSC 1046*/1047*
- MATH 1056
- 3 credits from MATH 1036, 1037, 1057
- 18 elective credits
  Recommended elective courses: COSC 1701, COSC1702, COSC1036, COSC1801, COSC2836, ECON1006, ECON1007, GEOG 2017, ADMN 1016, ADMN 1017, PHIL 1116, ENGL2696
  MINIMUM GRADE OF 60% REQUIRED

Second Year

- COSC 2006
- ITEC 2706/2707
- **COSC 2307**
- **MATH 2056**
- 6 credits from COSC 2007, 2396, 2406, 2947, 2956, STAT 2126
- 9 elective credits

Third Year

- COSC 2996
- ITEC 3506
- ITEC 3706
- **ITEC Big Data Analytics**
- **ITEC Cybersecurity and Risk Management**

- 6 credits ITEC/COSC credits at 3000 or 4000 level
- 9 elective credits

BITEC degree program Students must complete 12 credits, satisfying three of the following four areas:

- Humanities
- Social Sciences outside of Information Technology
- Sciences outside of Computer Science
- Professional courses

Students can complete a maximum of 42 credits at the first-year level.

Learning Outcomes for the revised program:

Students will gain more hands-on courses that will provide the opportunity to develop more skills, especially on cybersecurity and big data analytics. These two topics are included in most of the job advertisements now-a-days. Students will have the best training for the job worlds as they will be able to apply their learning to the workplace.

1. Understand the foundations of the field of Information Technology and its role in organizations.
2. Realize the roles of the functional areas of organizations and their need for IT resources.
3. Identify the strategic applications of IT and its role in E-business.
4. Identify the infrastructure components of an IT-enabled organization.
5. Apply critical thinking and decision-making within an IT environment.
6. Apply systems analysis and software engineering techniques and demonstrate the ability to function in cross-disciplinary teams during the development process.
7. Define the legal and ethical issues involved in the use of Information Technology.
8. Communicate technical information effectively in both written and oral form to a variety of audiences.
9. Learn both the theoretical and practical core concepts of Information Technology
10. Utilize a variety of programming languages and IDEs to solve Information Technology related programming problems.
11. Utilize the latest tools and technologies employed in the industry for Big data and Cybersecurity.
12. Investigate and apply the new and emerging technologies for solving Information Technology-related problems.

Students will gain more hands-on courses that will provide the opportunity to develop more skills, especially in cybersecurity and big data analytics. These two topics are included in most job advertisements now. Students will have the best training for the job world as they will be able to apply their learning to the workplace.

The job opportunity for students who complete a degree in IT will be broadened and the students will develop the skills required in the current job market. There are a total of six IT

courses being developed for the current market needs. The IT courses are modified from time to time based on the requirements of the job market. Moreover, the program introduces two new major courses Cybersecurity and Big data, which are the primary focuses of the IT jobs in the industry at present. The electives that a student needs to select for the program will provide an opportunity to work in several interdisciplinary fields along with IT jobs.

Student Demand:

Ensuring top jobs with great salaries and benefits requires the right skills. There is system-wide demand for programming and a wide range of IT degrees at the university and college level. This demand is based on a strong labour market in which individuals with computer science related credentials are finding work in their field. There is evidence to suggest diploma graduates are increasingly seeking baccalaureate-level credentials in order to enhance their job prospects and potentially earn higher salaries throughout their careers. A bachelor's degree in information technology has extreme demand for the current labor market and as a result several Universities such as Waterloo, York, Carlton, Ryerson, UOIT all of them are offering a degree program in IT. Not only the universities, most of the colleges are also offering a similar degree/diploma program such as Seneca, Centennial, Algonquin college.

Service Canada expects the labour market for individuals with a bachelor's degree in Information Technology to be excellent in the near future. Popular media suggests IT graduates will be in high demand in the coming years. Employers are looking for qualified candidates having the skills for a wide range of technology solutions. Other trending jobs in the sector involve analyzing data or working to span the gap between technology and business departments. Average salaries also become very competitive due to severe skills shortages. Average salaries in 2021 ranged from $51,300 to $123,500, and the expectations for salaries in 2022 are higher, with an average range of $51,900 to $154,300. This trend will continue. According to data from the Ontario College Application Service (OCAS), applications to Computer Engineering Technician programs have grown 8% over the past five years. Enrolment has risen 8.6% over the past five years. There are three times as many applications as enrolments and this has been consistent for the past five years. This consistent and growing pool of college graduates gives an idea of anticipated future market demand.

The proposed IT Degree Program responds to demand from growing numbers of college diploma program graduates seeking a degree in the IT field. Although it may attract students from all parts of the province, it will especially fill a particular niche for students in Northern Ontario. For the growing demand of southern Ontario, Algoma's Brampton campus will be one of the best candidates to fulfill the student's demand.

Moreover, the college diploma students and the students from the certificate program either from Algoma or some other colleges or Universities will also be attracted to join the Bachelor in our Information Technology program. The fundamental reason is that a Bachelor's in Computer Science degree requires more programming and mathematical knowledge and skills that might not be needed in the IT program. Another reason is the requirements in the job market. As having a bachelor's degree ensures more accessibilities and salaries in the job, students will be more attracted and interested.

23.03.04.04   SCHOOL OF SOCIAL WORK
Exceptional Transfer Credit Agreement

➤ *Moved [Nyaga/Graydon]: that the Algoma University Senate approve the exceptional articulation agreement with Canadore College's Mental Health and Addictions Worker diploma program to the Bachelor of Social Work at Algoma University [major modification as per the IQAP]. For maximum transfer credit, students must achieve a minimum overall average of 3.30 GPA in their respective diploma program.*

60 transfer credits awarded with a minimum 3.30 GPA from the Mental Health and Addictions Worker diploma program at Canadore College towards the Bachelor of Social Work degree [BSW].

Students will continue to receive:

15 transfer credits awarded with a minimum 2.5-2.99 GPA from the Mental Health and Addictions Worker diploma program at Canadore College towards the Bachelor of Social Work degree [BSW].

45 transfer credits awarded with a minimum 3.00-3.29 GPA from the Mental Health and Addictions Worker diploma program at Canadore College towards the Bachelor of Social Work degree [BSW].

Rationale:

The School of Social Work at Algoma University, the Addiction and Mental Health diploma program at Canadore College and the University Registrar worked closely to ensure the college courses were closely aligned with the Bachelor of Social Work degree requirements and Canadian Association of Social Work Education (CASWE) accreditation policy. The proposed changes aim to: address Algoma University's calls for equity, diversity, and inclusion while aligning with the CASWE plan on anti-oppressive and social justice practice, teaching, and learning; diversify the classroom by encouraging cross-cultural teaching and learning between Indigenous and other marginalized students; and increase student enrolment and be in line with Algoma University strategic plan.

The goal of the exceptional agreement is to provide opportunity for students to achieve the benefits of combining a college diploma and university degree. The fundamental means embodied in the agreement is the recognition of prior learning and a credit transfer system that will optimize a pathway for degree studies and minimizes unnecessary duplication of students' learning and avoids barriers to student mobility.

Transfer includes [minimum 3.30 GPA]:

Mental Health and Addictions Worker
Minimum GPA [3.30]
ANII 1006 Anishinaabe Peoples and our Homelands I SWRK 2356 Basic Helping Skills in Social Work Practice: A Northern Perspective SWRK 3856 Crisis Intervention SWRK 4600 Field Practicum I [6 credits] SWRK 9201 Second-year, Social Science non-equivalent SOCI 1806 Sociology of Health, Wellness and Addictions, Part One: Public Health SOCI 1807 Sociology of Health, Wellness and Addictions, Part Two: Addictions PSYC 2006 Childhood Development SOCI 2406 Sociology of Mental Health 30 credits of non-equivalent electives at the first-year and second-year level
60 credits

Motion carried.

23.03.04.05   DEPARTMENT OF ENGLISH AND HISTORY
Program Learning Outcomes - Revised

➤ *Moved [Khan/Nyaga]: that the Algoma University Senate approve the following revision to the Program Learning Outcomes [English programs] as submitted by the Department of English and History [major modification as per the IQAP]:*

Change From:

Graduates of this program have reliably demonstrated the ability to:
1. Demonstrate the competencies essential to the independent and collaborative practice of the critical and theoretical thinking applied in the profession.
2. Analyze the similarities and differences between distinct literatures composed in English from around the world from ca. 1400 to the present.

3. Clarify how texts, genres, and major literary forms are related to one another in temporal, cultural, historical, intellectual, and geographical terms.

4. Analyze the roles that language, narrative, form, genre, identity, culture, ecology, gender, race, class, religion, politics, ideas, and ethnicity play in a variety of literary texts.

5. Understand that the study of English involves (re)readings of the texts involving both past and current concerns and theories and see how understandings of the texts change as new information and new thoughts about old readings arise.

6. Demonstrate proficiency in the utilization of research, including the evaluation of previous literary research, as well as in the development and implementation of appropriate research strategies in the field of literary studies.

7. Analyze material in different cultural, intellectual, and historical contexts. One of the major contributions of English study is a broadening of perspectives. English majors should demonstrate the ability to appreciate the ways specific cultural, intellectual, and historical conditions influence the writing of literature, the development of forms, and the evolution of genres. Students will demonstrate an accurate knowledge of chronology, especially in the development of the English language and the evolution of forms.

8. Conduct, analyze, and present literary research. Students will learn to perform both primary and secondary research, analyze their research and present the material, and their conclusions in the correct format with appropriate citation. Scholars are also becoming aware of new ways to use an increasingly wide variety of sources. Technological advances have meant the resources available are expanding rapidly. Students will learn state of the art practical and methodological techniques involved in doing primary research.

9. Critique literary methods and interpretations. Various readings of texts are not absolutes but are the product of careful, on-going critical analysis of the available evidence. Students will acquire an awareness of various interpretations, the ability to criticize logical or evidential weaknesses in interpretations, and the skills to use evidence to support their arguments.

10. Write and speak clearly and cogently. English critics must write persuasive theses out of conflicting evidence and interpretations. Students will learn to present and discuss evidence and arguments in a clear and well-organized fashion.

11. Think critically. English scholars must, above all else, be able to determine the value of source materials by reading them critically and by verifying them, where possible, with other materials.

12. Situate texts, past and present, in broader historical, cultural, and intellectual contexts.

13. Describe important trends in English studies and evaluate them critically.

Change To:

BA [General]

Graduates of this program have reliably demonstrated the ability to:
1. Think philosophically and critically, applying a range of theoretical perspectives to literary texts.
2. Apply an informed historical awareness, clarifying how texts, genres, and major literary forms are related to one another in temporal, cultural, historical, intellectual, and geographical terms.
3. Think empathetically by understanding and articulating alternative perspectives through analysis of the roles that language, narrative, form, genre, identity, culture, ecology, gender, race, class, religion, politics, ideas, and ethnicity play in a variety of literary texts.
4. Work collaboratively, practicing the principles of civil, rational, and evidence-based debate, and, where appropriate, collaborate on creative and discursive project-based learning.
5. Conduct effective research by applying the principles of information literacy to both primary and secondary sources, by critically evaluating previous literary research, and by developing and implementing appropriate research strategies within the field of literary studies.
6. Deploy logical and argumentative skills, using evidence to effectively support arguments, and analyzing logical or evidential weaknesses in other interpretations.
7. Communicate clearly and cogently, both orally and in writing, including the development of persuasive theses out of conflicting evidence and interpretations.

BA [Honours]

Graduates of this program have reliably demonstrated the ability to:
1. Think philosophically and critically, applying a range of theoretical perspectives to literary texts.
2. Apply an informed historical awareness, clarifying how texts, genres, and major literary forms are related to one another in temporal, cultural, historical, intellectual, and geographical terms.
3. Think empathetically by understanding and articulating alternative perspectives through analysis of the roles that language, narrative, form, genre, identity, culture, ecology, gender, race, class, religion, politics, ideas, and ethnicity play in a variety of literary texts.
4. Work collaboratively, practicing the principles of civil, rational, and evidence-based debate, and, where appropriate, collaborate on creative and discursive project-based learning.

5. Conduct effective research by applying the principles of information literacy to both primary and secondary sources, by critically evaluating previous literary research, and by developing and implementing appropriate research strategies within the field of literary studies.

6. Deploy logical and argumentative skills, using evidence to effectively support arguments, and analyzing logical or evidential weaknesses in other interpretations.

7. Communicate clearly and cogently, both orally and in writing, including the development of persuasive theses out of conflicting evidence and interpretations.

8. Work autonomously, manifested in self-direction, objective-setting, and the ability to design and complete an independent research project.

9. Engage with literary criticism and theory, distinguish between theoretical approaches, and explain and compare key theoretical concepts in works from different historical periods.

10. Approach difficulty and complexity in literary texts with curiosity.

11. Demonstrate intellectual engagement, independent thinking, originality**,** creativity, and self-reflexivity in both written work and oral presentations.

Applies to all degree programs offered by the English program in the Department of English and History:
Bachelor of Arts (General) Single Major, English
Bachelor of Arts (General) Combined Major, English
Bachelor of Arts (Honours) Single, Major, English
Bachelor of Arts (Honours) Combined Major, English
Honours Diploma in English
Minor in English

Rationale:
This change was proposed by our external reviewers in our last Program Self Study. We had indicated in the self study report that the existing learning outcomes needed to be updated and revised to be less repetitive. This is a change to the wording used to express the program learning outcomes but not a change in the direction or substance of them.

Motion carried.

23.03.04.06   Graduate Council - Full-Time Graduate Student Policy [GR-515]

➢ ***Moved [Imre/Nyaga]: that the Algoma University Senate approve the Full-Time Graduate Student Policy [GR 5.15] as submitted by the Graduate Council.***

Motion carried.

23.03.04.07   Graduate Council - Time to Completion of Graduate Program and Time Extension Policy [GR-516]

➢ *Moved [Imre/Nyaga]: that the Algoma University Senate approve the Time to Completion of Graduate Program and Time Extension Policy [GR 5.16] as submitted by the Graduate Council.*

Motion carried.

23.03.04.08   Graduate Council - Graduate Bursary Policy [GR-517]

➢ *Moved [Imre/Graydon]: that the Algoma University Senate approve the Graduate Bursary Policy [GR 5.17] as submitted by the Graduate Council.*

Motion carried.

23.03.04.09   Graduate Council - Grade Scale for Graduate Courses at Algoma University Policy [GR-518]

➢ *Moved [Foote/Imre]: that the Algoma University Senate approve the Grade Scale for Graduate Courses at Algoma University Policy [GR 5.18] as submitted by the Graduate Council.*

Motion carried.

23.03.04.10   Graduate Council - Academic Standards Policy for Graduate Studies [GR-519]

➢ *Moved [Khan/Withers]: that the Algoma University Senate approve the Academic Standards Policy for Graduate Studies [GR 5.19] as submitted by the Graduate Council.*

Motion carried.

23.03.04.11   Algoma University Senate I-EDI AD HOC Senate Committee

➢ *Moved [Nyaga/Khan]: that the Algoma University approve Dr. Christine Madliger to serve on the Indigenous - Equity, Diversity and Inclusion Ad Hoc Committee of Senate for the remainder of the Senate year ending June 30, 2023 replacing Dr. Pedro Antunes [FT faculty, Department of Biology].*

Motion carried.

23.03.05   INFORMATION ITEMS (for action or information)

23.02.05.01   COU - Academic Colleague Report

Dr. Burnett provided the Senate with a written report.

23.02.05.02   AD HOC Committee on Interdisciplinary Planning

The committee provided the Senate with a written report.

23.03.06   STANDING REPORTS

23.03.06.01   Board of Governors Representative

Dr. Dupuis informed Senate that there has been no meeting since the last Senate report.

23.03.06.02   Decanal Report

The Deans provided the Senate with a written report.

23.03.06.03   Vice-President Academic and Research

The VPAR provided the Senate with a written report.

23.03.06.04   President and Vice-Chancellor

The President provided the Senate with an oral report.

23.02.05   INFORMATION ITEMS (for action or information)

23.02.05.01   COU - Academic Colleague Report

Dr. Burnett provided the Senate with a written report.

23.02.06   STANDING REPORTS

23.02.06.01   Board of Governors Representative

Dr. Dupuis provided the Senate with a written report.

23.02.06.02   Decanal Report

The Deans provided the Senate with a written report.

23.02.06.03   Vice-President Academic and Research

The VPAR provided the Senate with a written report.

23.02.06.04   President and Vice-Chancellor

The President provided the Senate with a written report.

23.02.07   DISCUSSION AND QUESTION PERIOD

None

23.02.08   OTHER BUSINESS/NEW BUSINESS

➢ *Moved [Keough/Spurway]: that the meeting of the Senate be moved in camera.*

Motion carried.

➢ *Moved [Keough/Khan]: that the meeting of the Senate be moved out of camera.*

Motion carried.

The Speaker reminded Senators that what was discussed in closed session should be considered confidential.

Motion carried.

23.02.09   ANNOUNCEMENTS

1. Biology and Psychology Thesis Poster presentations March 10, 10am
2. Welcome to Brampton and Timmins students who are here for the Leadership Retreat
3. Reminder of today's meet-and-greet at 3pm in SpeakEasy
4. Reminder Gathering at the Rapids Pow-Wow this weekend
5. Student Art Exhibition March 25, 7pm
6. English and History hosing Sean Carleton for 2 presentations, March 23 and 24
7. Music hosting Music of Great Lakes, March 10
8. Social Work week

23.02.10   ADJOURNMENT

➢ *Moved [Keough/Imre]: that the Senate adjourn.*

Motion carried. [Senate adjourned at 2:43 pm]