

**MINUTES OF SENATE
ALGOMA UNIVERSITY
Ninth Regular Meeting of 2013-2014
April 4, 2014**

Humanities Division

N. Boyle, L. Burnett, M. Caswell, W. Johnston, T. O’Flanagan, A. Pinheiro, A. Ridout, C. Ross, E. Turgeon
(absent: R. Izard, H Webkamigad; on leave: A. Bondar, R. Rutherfordale)

Social Sciences

H. Allen, G. Broad, R. Cameron, J. Clarke, N. Cruickshank, K. DeLuca, M. Graydon, S. Gruner, D. Jackson,
P. Matthews, A. Vaillancourt
(regrets: C. Denomme, K. Kadiyala, N. Shaw; on leave: D. Galotta)

Sciences

P. Antunes, D. Brodbeck, N. Cameron, P. Dupuis, I. Imre (Speaker), E. James, B. Schamp
(regrets: Y. Feng, J. Foote, M. Garcia-Ruiz, I. Molina, W. Osei, C. Reed-Elder, S. Xu, C. Zhang)

Other Members

M. Case, K. Hernden, M. Lajoie, D. Marasco (Secretary), R. Myers, B. Peltsch, D. Schantz, N. Stratton, A. Witty,
L. Wurdemann
(regrets: L. Connor, R. Linklater, A. Perlini, J. Reid; absent: E. Benton-Benai, S. Kitts)

Guests

G. Mahar, R. Steubing, J. Syrette

14.04.01 APPROVAL OF THE AGENDA

Moved (Brodbeck/Schamp): that the agenda for the April 2014 meeting of Senate be approved.

Motion carried.

14.04.02 APPROVAL OF THE MINUTES from the meeting of March 7, 2014

Moved (Lajoie/Brodbeck): that Senate approve the minutes from the meeting of March 7, 2014.

Motion carried.

14.03.03 BUSINESS ARISING (for action or information)

14.04.03.01 Research Ethics Board – revised policy

The Speaker informed Senate that the Chair of the REB has asked that the motion to approve the revised policy be tabled for an additional month. The revised policy will be considered at the May meeting of Senate.

14.04.03.02 St. Thomas extension – status update

The President briefly spoke to the report provided to Senate on the St. Thomas extension.

Schamp asked whether there was an opportunity for the donor continue funding the St. Thomas offsite to compensate for the deficit.

Clarke questioned whether students would be prepared for their third year of studies at AU if they chose to come to the main campus to complete the requirements of their degree.

Burnett asked for the minimum number of students for cohort beginning this fall to run the program. She also asked if there was an idea as to the number of students who are currently in their second year at St. Thomas interested in coming to Algoma to complete their studies

The President responded that the program could run with six or seven students. It was not clear as to how many students have decided to continue the program.

Graydon commented that since this was a project, at what point, do we make an informed decision on continuing the program given the number of students and financial deficit. Costs have double, yet enrolment has not grown as expected. As well, there is enormous effort on the part of departments to ensure quality control with visits to the campus and mentorship with the faculty teaching the courses.

Gruner suggested that we should establish a date whether we should move forward on a first year cohort at St. Thomas.

Broad added that possibly, part of the problem at St. Thomas is that there is no one department that owns the offerings unlike Brampton and Timmins.

14.04.04.02 ADHOC By-law committee report – notice of motion

The Speaker noted that the ADHOC By-law committee has submitted some of their revisions to Senate for consideration as a notice of motion. The motion will come forward to Senate for debate at the May meeting.

14.04.04 DECISION ITEMS (for action)

14.04.04.01 CURCOM – motions

Moved (Marasco/Schamp): that Senate approve the following course revisions as submitted by the Department of Modern Languages:

From:

ANIS 1016 Introductory Anishinaabemowin I

ANIS 1017 Introductory Anishinaabemowin II

ANIS 2016 Intermediate Anishinaabemowin I
ANIS 2017 Intermediate Anishinaabemowin II
ANIS 3016 Advanced Anishinaabemowin I
ANIS 3017 Advanced Anishinaabemowin II
ANIS 3025 Seminar in Advanced Language Studies
ANIS 3105 Anishinaabe Oral Literature

To:

OJIB 1016 Introductory Anishinaabemowin I
OJIB 1017 Introductory Anishinaabemowin II
OJIB 2016 Intermediate Anishinaabemowin I
OJIB 2017 Intermediate Anishinaabemowin II
OJIB 3016 Advanced Anishinaabemowin I
OJIB 3017 Advanced Anishinaabemowin II
OJIB 3025 Seminar in Advanced Language Studies
OJIB 3105 Anishinaabe Oral Literature

Motion carried.

Moved (Schamp/Marasco): that Senate approve the following course revisions as submitted by the Department of Modern Languages:

From:

ANIS 1006 Anishinaabe Peoples and our Homelands I

This course will examine the Anishinaabe world-view, including the philosophy and history (oral and written, Wampum Belts, Birch-Bark Scrolls, etc.). The student will be engaged in discussion and exploration of the concept of inherent right -- its meaning and significance as well as the connection between land and (i) the Anishinababe Peoples, (ii) Nationhood and, (iii) sovereignty. (lec 3) (3 cr) Students may not retain credit for both ANIS 1006 and NATI 1105.

To:

ANIS 1006 Anishinaabe Peoples and our Homelands I

This course will examine Anishinaabe worldview, philosophy, and oral/written history (through wampum belts, birch bark scrolls, etc.). The student will be engaged in discussion and exploration of the concept of "inherent right," including its meaning and significance. In addition, the student will examine the connection between land and (i) the Anishinaabe peoples, (ii) nationhood, and (iii) sovereignty. The student will take a cross-cultural approach to the study of Anishinaabe society, and apply knowledge of this approach in assignments and class seminars. The student will be able to verbally communicate his/her understanding of Anishinaabe life, address methodological and ethical issues related to oral history research, and respect the intellectual integrity of the oral tradition. Students may not retain credit for both ANIS 1006 and NATI 1105. (lec 3) 3 cr

From:

ANIS 1007 Anishinaabe Peoples and our Homelands II

This course will explore the Anishinaabe world beginning at the time of contact (in 1492) and the impact on Anishinaabe peoples, in terms of population, disease (epidemic/pandemic), colonialism and oppression. The course provides students with an introduction to the Treaty process (Pontiac and Royal Proclamation, 1763) and the impacts on Anishinaabe nations from an economic, social and territorial perspective. (lec 3) (3 cr). Prerequisite: ANIS 1006. Students may not retain credit for both ANIS 1007 and NATI 1105.

To:

ANIS 1007 Anishinaabe Peoples and our Homelands II

This course will explore the Anishinaabe world beginning with the concept of Creation and life before European contact. The depth and complexity of Anishinaabe Gikayndawsoowin (body of knowledge) will be discussed. The course involves examination of Euro-Canadian history in comparison with the oral/traditional history of the Anishinaabe people, emphasizing respect in comparative study. Critical thinking and engagement skills will provide a foundation for the student to come to know self in relation to course content. The course will emphasize reflection and dialogue around traditions, culture-based education and social change, employing "seven generations thinking" to consider both the past and the future in analysis and decision-making. Prerequisite: None. Students may not retain credit for both ANIS 1007 and NATI 1105. (lec 3) 3 cr

From:

ANIS 2006 Anishinaabe Social Issues

The course will examine the traditional social structures within the Anishinaabe nations and society. The focus will be on traditional values and family systems as derived from the Seven Teachings and Clan System. Using oral and written (including archival sources), the

course will examine the contemporary issues facing Anishinaabe nations, citizens and families, as well as the contemporary and historical role of the Midewiwin in Anishinaabe history. (lec 3) (3 cr). Prerequisite: ANIS 1006/1007.

To:

ANIS 2006 Anishinaabe Social Issues

This course is grounded in the philosophy that “in order to heal, we must know the wound.” Students will individually and collectively examine traditional social structures and values within Anishinaabe society. The course will explore how these structures and values are derived from the Seven Teachings, the Clan System, Anishinaabe architecture, and spirituality. Oral and written sources will be used to consider contemporary issues facing Anishinaabe nations, citizens and families, as well as the contemporary and historical role of the Midewiwin in Anishinaabe history. “Bimaadiziwin” is a central concept in the analysis of the course topic. Prerequisite: ANIS 1006/1007, or permission of the instructor. (lec 3) 3 cr

From:

ANIS 2007 Anishinaabe Social Movements

The course will explore Anishinaabe social activism in a contemporary context. Attention will be given to the American Indian Movement, Women Rights, and Environmental Rights. The impact of Anishinaabe activism on social issues such as poverty, oppression and Anishinaabe ideologies will also be examined. (lec 3) (3 cr) Prerequisite: ANIS 2006.

To:

ANIS 2007 Anishinaabe Social Movements

The course will explore Anishinaabe social activism in a contemporary context, as grounded in the enduring history of the Anishinaabe people. Students will identify and explore connections between Anishinaabe social movements and other social movements in Europe and North America. This will include a critical study of Anishinaabe activism as pioneered by the American Indian Movement (including Alcatraz, Wounded Knee, Trail of Broken Treaties) in the United States and the National Indian Brotherhood in Canada. Anishinaabe women’s rights, environmental justice, “Indian Control of Indian Education,” and other movements will be discussed. In addition, students will learn about the reawakening of traditional spirituality in the context of the Seven Fires Prophecies. Prerequisites: ANIS 1006/1007, or permission of the instructor. (lec 3) 3 cr

From:

ANIS 3006 Government Acts and Policies

This course will focus on the history of government legislation and policies and their impact on Anishinaabe peoples and nations. Specific emphasis will be on the nature of self-government as interpreted by government both provincial and federal. A thorough treatment of the constitutional status of Anishinaabe peoples that involves a complete analysis of the unique and complex relationship between the Canadian government and Anishinaabe nations which cannot be adequately discussed by simple reference to the Treaties, Canadian, Provincial legislation and Supreme Court decisions. Prerequisite: ANIS 2006/2007 (lec 3) 3 cr

To:

ANIS 3006 Government Acts and Policies

This course examines issues of law and governance relevant to Anishinaabe peoples in Canada and the United States. It includes the history of government legislation and policies with a focus on their impact on Anishinaabe peoples and nations, particularly the Indian Act, Canada’s Constitution Act and the United Nations Declaration on the Rights of Indigenous Peoples. To ensure a thorough treatment of the constitutional status of Anishinaabe peoples, much of the course will be directed toward understanding the foundational principles of Anishinaabe law, governance and treaty-making. Prerequisites: ANIS 2006/2007, or permission of the instructor. (lec 3) 3 cr

From:

ANIS 3007 Treaties

This course will focus on Treaties including pre-confederation Treaties (Jay Treaty 1794 and the 1848 Treaty of Guadalupe-Hidalgo both of special significance for the Anishinaabe nations along the borders of the United States with Canada and Mexico respectively); Robinson-Huron Treaty 1850; Robinson-Superior Treaty 1850; Douglas Treaty 1850-1854/Maritime Treaties: the numbered Treaties; and modern day Treaties (James Bay and Northern Quebec Agreement; Nunavut). The course will provide students a thorough understanding of the Treaty process; the Royal Proclamation, 1763 and the Crown’s fiduciary and trust obligations. The course will emphasize the history of government legislation and policies and their impact on Anishinaabe peoples and nations. Specific attention will be placed on the nature of self-government as interpreted by government (provincial and federal). Prerequisite: ANIS 2006 or permission from the instructor. (lec 3) 3 cr

To:

ANIS 3007 Treaties

This course will provide students with a thorough understanding of the Treaty process as well as their historical and contemporary meaning. Students will examine the history of government legislation and policies and their impact on Anishinaabe people. The course will examine the Royal Proclamation of 1763; the Crown’s fiduciary and trust obligations; pre-confederation Treaties; the Robinson

Huron Treaty 1850 and Robinson Superior Treaty 1850; the numbered Treaties; and recent Treaties including the James Bay and Northern Quebec Agreement and the establishment of Nunavut. The course examines Treaties between Canadian and Anishinaabe peoples from the vantage point of two treaty-making traditions, both Anishinaabe and European. Students will identify their place within each treaty making tradition, reflecting on their relationship to these agreements, to each other and to the land. Prerequisites: ANIS 2006/2007, or permission of the instructor. (lec 3) 3 cr

Motion carried.

Moved (Schamp/Cameron): that Senate approve the following change to the minor in Anishinaabemowin:

From:

ANIS 1016/1017 or ANIS 2016/2017
18 credits from ANIS 2006/2007, 2016/2017, 3016/3017, 3025, 3105

To:

24 credits in OJIB. These credits may include ANIS 1006/1007.

Motion carried.

14.04.04.02 ARP – exceptional transfer agreement

Moved (Lajoie/Turgeon): that Senate approve the exceptional transfer agreement with Sault College (BCOSC – Video Game Art as submitted.

Motion carried.

14.04.04.03 APPCOM response to CESD program review

Moved (Boyle/Schamp): that Senate approve the Academic Planning and Priorities Committee’s response to the CESD program review as submitted.

Motion carried.

14.04.04.04 APPCOM response to HIST program review

Moved (Broad/Burnett): that Senate approve the Academic Planning and Priorities Committee’s response to the HIST program review as submitted.

Motion carried.

14.04.04.05 APPCOM response to SOCI program review

Moved (Braod/Allen): that Senate approve the Academic Planning and Priorities Committee’s response to the SOCI program review as submitted.

Motion carried.

14.04.04.06 APPCOM – Curriculum Development Policy

Moved (Broad/Boyle): that Senate approve the Curriculum Development Policy as submitted.

14.04.05 INFORMATION ITEMS (reports of committees)
14.04.05.01 Academic Planning and Priorities

APPCOM submitted a written report.

14.04.05.02 Call for nominations for Speaker, Deputy Speaker

The Speaker reminded senators that nominations for the position of Speaker and Deputy Speaker of Senate for the next senate year should be submitted for the May meeting of Senate. An email reminder to senators will be provided with a deadline date.

14.04.05.03 Annual Committee Reports

The Speaker reminded senators that annual committee reports are due at the May meeting of senate. The Secretary will send a reminder to Senate.

14.04.06 STANDING REPORTS
14.04.06.01 Board of Governors Representative

The next meeting of the Board is scheduled May 2014.

14.04.06.02 Dean

The Dean submitted a written report.

14.04.06.03 VPAR

The VPAR submitted a written report.

14.04.06.04 President

The President submitted a written report.

He updated Senate on the plans to relocate FAST/MUSC offerings to the former St. Mary's Paper site adding that the Board would be reviewing the proposal at its next meeting. In an effort to attract more students for studio/performance, we need quality space.

Discussion followed on the workshop held by Larry Goldstein regarding academic prioritization. Gruner added that we have governance over issues of prioritization which should be discussed by senators.

The President stated that we need a more systematic approach in setting our academic priorities.

Johnston added that he is concerned with issue of academic prioritization and that if this is the direction the university will go, then administrative units should also be prioritized.

Burnett suggested that more faculty members might consider attending Board of Governors meetings in order to be able to communicate directly with Board members.

Graydon made it clear that there was much confusion with Goldstein's workshop and that there was not enough communication to faculty prior to the session.

Broad added that the session was not about data collection, but rather what type of decision-making to be made, process rather than objective data.

Graydon informed Senate that the session was nothing short of a debacle adding that the faculty was very suspicious of the discussion during the workshop.

Vaillancourt added there was much confusion as to what was happening with no idea of process. As well, can someone speak to the PIF application that contained the material on academic prioritization.

Boyle stated that with the lack of communication at the university, there is a good degree of skepticism and distrust.

Myers added that we have no intention of applying the Dickeson model of academic prioritization, however, we need to make informed decisions to meet our institutional mission.

14.04.07 DISCUSSION AND QUESTION PERIOD

None.

14.03.08 OTHER BUSINESS /NEW BUSINESS

None.

14.04.09 ADJOURNMENT

Moved (Schamp/Johnston): that Senate adjourn.

Motion carried. (Senate adjourned at 2:50pm)