

**MINUTES OF SENATE
ALGOMA UNIVERSITY
Third Regular Meeting of 2014-2015
November 7, 2014**

Humanities Division

N. Boyle, R. Gaywish, A. Pinheiro, C. Ross, R. Rutherford, E. Turgeon
(regrets: M. Caswell, M. DiSanto; on leave: W. Johnston)

Social Sciences

G. Broad, C. Denomme, D. Galotta, J. Hermida, K. Kadiyala, N. Shaw, S. Straka, D. Woodman
(regrets: N. Cruickshank)

Sciences

L. Bloomfield, N. Cameron, G. Davies, J. Foote, C. Reed-Elder, B. Schamp (Speaker), S. Xu, C. Zhang
(regrets: D. Keough)

Other Members

M. Bennett, M. Case, C. Lyons, D. Marasco (Secretary), B. Mackinnon, B. Peltsch, A. Piaskoski, K. Politano,
M. Ross
(regrets: K. Hernden, S. Kitts, R. Myers, A. Perlini, R. Linklater; absent: D. Boissoneau)

Guests

M. Graydon, D. Helwig, H. Luitel, G. Mahar, M. Rossetto

The Speaker called the meeting of Senate to order at 1:04pm.

14.11.01 APPROVAL OF THE AGENDA

Moved (Galotta/Kadiyala): that the agenda for the November meeting of Senate be approved.

Motion carried.

14.11.02 APPROVAL OF THE MINUTES from the meeting of October 3, 2014

Moved (Broad/Davies): that Senate approve the minutes from the meeting of October 3, 2014.

Motion carried.

14.11.03 BUSINESS ARISING (for action or information)
14.11.03.01 APPCOM committee membership

Moved (Reed-Elder/Denomme): that Senate approve Brandon-lee MacKinnon as the student representative on Academic Planning and Priorities.

Motion carried.

14.11.03.02 Honorary Degree, DFA, Senate Award

The Speaker reminded Senate of the November 21, 2014 deadline date to submit nominations for the awards. The nominations should be submitted to the Speaker and Secretary of Senate.

14.11.04 DECISION ITEMS (for action)
14.11.04.01 Curriculum Committee – motions

Moved (Davies/Galotta): that Senate approve the following course additions to the winter 2015 (15W) term at Brampton:

- ADMN 3216 Recruitment and Selection
- ADMN 4837 Advanced Financial Accounting II

Marasco spoke to the motion stating the course additions were necessary so that students could meet the degree requirements for spring graduation.

Motion carried.

Moved (Broad/Marasco): that Senate approve the following course additions to the winter 2015 (15W) term as part of CESD's community based delivery series sponsored by the Ontario Native Welfare Administrators Association (ONWAA):

- CESD 3906 Selected Topics: Social Service Administration in First Nations I (January 12 – 16, 2015)
- CESD 3907 Selected Topics II: Social Service Administration in First Nations II (April 20 – 26, 2015)

Broad spoke to the motion adding that the two course additions have been offered annually funded by ONWAA.

Motion carried.

Moved (Broad/Straka): that Senate approve the following course additions to the winter 2015 (15W) term at Timmins:

- CESD 2016 Community Economic and Social Development: Research Methods
- CESD 3456 Community Advocacy and Social Justice

Motion carried.

Moved (Xu/Davies): that Senate approve the following course addition to the winter 2015 (15W) term:

- COSC 1046 Introduction to Computer Science I

Motion carried.

Moved (Davies/Xu): that Senate approve the following new course as submitted by the Department of Computer Science and Mathematics:

COSC 2396 UNIX and Systems Programming in C

This course provides an extensive introduction to the UNIX environment including UNIX commands, shell programming using scripts, C programming and UNIX systems programming. UNIX is a trademark of AT&T. Students may not retain credit for both COSC 2306 and COSC 2396. Prerequisite: COSC 2006 (lec 3) (3 cr)

Davies commented that the course was introduced in response to one of the recommendations of the external program review.

Motion carried.

Moved (Reed-Elder/Boyle): that Senate approve the change of the English Required Course Groups as follows:

From:

Group 1: Medieval and Renaissance Literature

ENGL 2046/47, 2506/07, 2536/37, 3045, 3195, 3916

Group 2: 18th and 19th Century Literature

ENGL 2096/97, 2406/07, 3116/17, 3136/37, 3295, 3926

Group 3: Modern and Contemporary Literature

ENGL 2126/27, 3167, 3185, 3395, 3426, 3435, 3476/77, 3727, 3936

Group 4: North American Literature

ENGL 2267, 2276, 2456, 2926, 3356/57, 3416, 3946

To:

Group 1

ENGL 2406/07, 2506/07, 2536/2537, 3045, 3195, 3916, 2096/97, 2406/07, 3116/17, 3136/37, 3295, 3926

Group 2

ENGL 2126/27, 2267, 2276, 2456, 2926, 3167, 3185, 3356/57, 3395, 3416, 3426, 3425, 3476/77, 3727, 3936, 3946

Motion carried.

Moved (Boyle/C. Ross): that Senate approve of the program revision to the Bachelor of Arts (Honours) English (single major):

From:

Bachelor of Arts (Honours) Single Major English

ENGL 1006/1007*

6 credits from each of Groups 1, 2, 3 and 4

ENGL 4606/4607

6 additional credits at the 4000 level

18 elective credits at the upper level

To:
Bachelor of Arts (Honours) Single Major English

ENGL 1006/1007*
12 credits from Group 1
6 credits from Group 2
ENGL 4606/4607
6 additional credits at the 4000 level
18 elective credits at the upper level

*minimum grade of 60% required

Motion carried.

Moved (Marasco/Boyle): that Senate approve of the program revision to the Bachelor of Arts (Honours) English (combined major):

From:
Bachelor of Arts (Honours) Combined Major English

ENGL 1006/1007*
6 credits from each of Groups 1, 2, 3 and 4
6 additional credits at the 4000 level
6 elective credits at the upper level

To:
Bachelor of Arts (Honours) Combined Major English

ENGL 1006/1007*
12 credits from Group 1
6 credits from Group 2
6 additional credits at the 4000 level
6 elective credits at the upper level

*minimum grade of 60% required

Motion carried.

Moved (Boyle/M. Ross): that Senate approve of the program revision to the Bachelor of Arts (General) English (single major):

From:
Bachelor of Arts (General) Single Major English

ENGL 1006/1007*
30 credits in ENGL, upper year (24 credits must be from Groups 1 – 4)

To:
Bachelor of Arts (General) Single Major English

ENGL 1006/1007*
30 credits in ENGL, upper year (18 credits must be from Groups 1 and 2)

*minimum grade of 60% required

Motion carried.

Moved (Davies/Bloomfield): that Senate approve of the program revision to the Bachelor of Arts (General) English (combined major):

From:

Bachelor of Arts (General) Combined Major English

ENGL 1006/1007*

24 credits in ENGL, upper year (18 credits must be from Groups 1 – 4)

To:

Bachelor of Arts (General) Combined Major English

ENGL 1006/1007*

24 credits in ENGL, upper year (18 credits must be from Groups 1 and 2)

*minimum grade of 60% required.

Motion carried.

Moved (Rutherford/Boyle): that Senate approve of the following course revisions as submitted by the Department of History and Philosophy:

From:

HIST 3085 Native and European Fur Trades in the Central and Upper Great Lakes Region, 1600 – 1821

An examination of the development and effects of the fur trade among Natives and non-Natives, with special reference to the central and upper Great Lakes region. Topics include the demographic and socio-cultural impact of the fur trade on Native populations; the motivations and roles of Native people in the trade; the political and economic forces behind the development of the European's fur trade; the effects of fur trade competition on Europeans and Natives; the emergence and history of the Great Lakes Metis population in connection with the fur trade. (lec 6) 6 cr

To:

HIST 2085 Native and European Fur Trades in Canada, 1600 - 1892

This course introduces students to the development and effects of the fur trade among Natives and non-Natives in North America from the French traders in 1600 to the closure of Fort William as a rendezvous in 1892. Students will learn of the cultural, demographic and social impact of the fur trade on Native populations. The motivations and roles of Native people in the trade, the political and economic forces behind the development of the European fur trade, and the effects of fur trade competition on Europeans and Natives, and the emergence and history Métis populations will be covered. Students may not retain credit for both HIST 2085 and HIST 3085. (lec 6) 6 cr

From:

HIST 3116 Aboriginal Communities in Canada to 1763

This course is an examination of aspects of the history of Canada's Native Peoples from their origins to the early nineteenth century. Topics for discussion include: cultural adaptations; lifeways of the Algonquians and Iroquoians patterns of exchange; contact with the Europeans; missionaries and Huronia; Michilimackinac and the development of the fur trade; the Great Peace of Montreal; the North and the H.B.C.; women in fur trade society; the wars of the eighteenth century; European expansion in the west; the War of 1812; the ethnogenesis of the Métis; and the peoples of the west coast. Prerequisite: An introductory course in history or permission of the instructor. (lec 3) 3 cr

To:

HIST 2116 Aboriginal Communities in Canada to 1763

This course is an examination the history of Canada's Native Peoples from their origins to the fall of the French Empire and the Royal Proclamation. Topics for discussion include: cultural adaptations; life ways of the Algonquians and Iroquoians patterns of exchange; contact with the Europeans; missionaries and Huronia. Students may not retain credit for both HIST 2116 and HIST 3116. (lec 3) (3 cr)

From:

HIST 3117 Anishinaabe Communities in Canada, 1763-Present

This course will introduce students to the history of the Anishinaabe Peoples from 1821 to the present. Topics include historical geography of the region, the fur trade in the nineteenth century; metissage; the arrival in Ontario of Anishinaabe peoples from the

United States; the rekindling of the Three Fires Confederacy; the Treaty process; the Residential Schools; reaction to rebellion; the First and Second World Wars; the White Paper; and Regeneration. This is a 3-credit course designed to compliment HIST 3116. Students will participate in seminars and attend lectures. Prerequisite: HIST 3116. (lec 3) 3 cr

To:

HIST 2117 **Aboriginal and Métis Communities in Canada, 1763-Present**

This course will introduce students to the history of the Aboriginal and **Métis** peoples from the fall of the French regime and the Royal Proclamation to the present. Topics include fur trade expansion to the Northwest, women in fur trade society, emergence of Métis communities; Aboriginal communities and the War of 1812; the treaty process; Native residential schools; First Nations of the Pacific Northwest; rebellions in the Northwest; participation in the First and Second World Wars; and reactions to the White Paper; self-government, land claims, and Aboriginal communities and environmental sustainability. Students may not retain credit for both HIST 2117 and HIST 3117. (lec 3) 3 cr

Rutherford stated that the courses are revisions to existing courses moving them from third-year to second-year introductory/survey courses.

Motion carried.

Moved (Rutherford/Boyle): that Senate approve the following new courses as submitted by the Department of History and Philosophy:

HIST 3296 **Select Project in Community-Based Public History**

This course will introduce students to beyond the classroom experiences in the practice of community-based public history, working at selected sites. Students will complete term-long projects to make the past visible and comprehensible to the public. Projects include oral history, documenting and curating material culture and related records at local museums, libraries, and archives, or developing web-based sites of historical commemoration. (lec/sem 3) 3 cr

HIST 3297 **Selected Topics in Community-Based Public History**

This course will introduce students to the theory and practice of community-based public history, with reference to local and regional examples. Students will explore the history and relevance of community-based efforts to make the past visible and comprehensible to the public. The social functions of museums, libraries, archives, and monuments, as well as web-based sites of historical commemoration, will be critically assessed. Contrasts between history, heritage, social memory, and tools such as oral history will be examined. The course includes visits to local heritage sites. (lec/sem 3) 3 cr

After discussion, it was agreed that 'permission of the department', as a course pre-requisite be added to the calendar description.

Motion carried.

Moved (C. Ross/Boyle): that Senate approve the following new courses as submitted by the Department of Modern Languages:

OJIB 2506 **Language Structures in Anishinaabemowin I**

The course will focus on the different aspects of how the dubitative is made in the anishinaabe language, as well as the imperfect tense. The students will also explore other preterit and future forms and take a further look at the linguistic concept of obviation. Is it, obviation, that complicated? Prerequisite: OJIB 1016/17. (lec 3) 3 cr

OJIB 2906 **Anishinaabe Philosophy of Language and Culture I**

This course will develop the students' knowledge of the Anishinaabe language. Students will discover how the language is intertwined with the culture, that is, how the language conveys the culture. Cultural concepts will be studied in a variety of ways, including readings, guest speaker presentations, film showings, and immersion activities (in class and as field trips), in addition to classroom lectures and discussion. Field trips will be dependent upon the scheduling and proximity of cultural events. Cultural topics to be studied might include, but are not limited to: kinship worldview, structure and protocols, the role and place of songs, medicines and ancient stories in being Anishinaabe; traditional societies; ceremonies of naming, petitioning good life, rite of passage, honouring, healing and visioning. Course instruction will involve the use of the Anishinaabe language as well as English. Students are expected to have a basic understanding of the Anishinaabe language. Prerequisite: OJIB 1016/17, or permission of the department. (lec/exp 3) 3 cr

OJIB 2907 Anishinaabe Philosophy of Language and Culture II

This course expands on the topics covered in OJIB 2906. Consequently, language learning will continue in this course. Students will have opportunities to communicate orally with speakers as they continue to participate in readings, guest speaker presentations, film showings, and field trips, in addition to the classroom session. Trips will be dependent upon the scheduling and proximity of cultural events. Cultural topics to be studied might include, but are not limited to: kinship worldview, structure and protocols, the role and place of songs, medicines and ancient stories in being Anishinaabe; traditional societies; ceremonies of naming, petitioning good life, rite of passage, honouring, healing and visioning. Prerequisite OJIB 2906, or permission of the department. (lec/exp 3) 3 cr

ANIS 3126 Anishinaabe Research Methodology I

This course will examine research methodologies employed by Anishinaabe peoples to further individual and collective understandings of self, life, relation and creation. As such, this course provides students opportunities to discover deep capacities to know plurality, rigor, and respect through research. Utilizing affective and effective ways of knowing, students will identify, apply and evaluate problem-solving methods within an animate universe of which they are a part. This course provides an epistemological and ontological foundation for understanding and doing Anishinaabe research. Prerequisite ANIS 2006/07, or permission of the department. (lec 3) 3 cr

ANIS 3127 Anishinaabe Research Methodology II

This course will continue to develop students' understanding of Anishinaabe culture-based research, that is, research rooted in Anishinaabe worldview, lifeways and communities. The course will explore ways in which to utilize community-based Anishinaabe research methodology in a mainstream university context. Topics include research design, ethics, and the writing process. Examples will be used from the work of various Anishinaabe scholars. Students will undertake a project that engages Anishinaabe research methodology and ethical considerations when doing research in Anishinaabe communities. Prerequisite 2006/2007, or permission of the department. (lec 3) 3 cr

ANIS 3906 Special Topics in Anishinaabe Studies I

The topic of this course varies with the instructor and the year. The course will explore particular topics in Anishinaabe studies based on the faculty expertise and research. (lec/sem 3) 3 cr

ANIS 3907 Special Topics in Anishinaabe Studies II

The topic of this course varies with the instructor and the year. The course will explore particular topics in Anishinaabe studies based on the faculty expertise and research. (lec/sem 3) 3 cr

Motion carried.

Moved (C. Ross/Case): that Senate approved of 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 worldview, 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 Anishinaabe peoples, (ii) Nationhood and (iii) sovereignty. (lec 3) 3 cr

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 an interdisciplinary 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. (lec 3) 3 cr

From:

ANIS 1007 Anishinaabe Peoples and Our Homelands II

This course will examine 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

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. (lec 3) 3 cr

From:

ANIS 2006 Anishinaabe Social Issues

This 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. Prerequisite: ANIS 1006/1007, or permission of the instructor. (lec 3) 3 cr

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

This course will explore Anishinaabe social activism in a contemporary context. Attention will be given to the American Indian Movement, Women’s Rights, and Environmental Rights. The impact of Anishinaabe activism on social issues such as poverty, oppression and Anishinaabe ideologies will also be examined. Prerequisite: ANIS 1006/1007, or permission of the instructor. (lec 3) 3 cr

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. Prerequisite: 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, or permission of the instructor. (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. Prerequisite: 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 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 2006/2007, or permission of 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. Prerequisite: ANIS 2006/2007, or permission of the instructor. (lec 3) 3 cr

Motion carried.

Moved (C. Ross/Boyle): that Senate approve of the following course addition to the winter 2015 (15W) term:

- ANIS 1007 Anishinaabe Peoples and Our Homelands II

Motion carried.

14.11.04.02 Curriculum Committee – spring 2015 course roster

Moved (Bloomfield/M. Ross): that Senate approve the course roster for the 2015 spring/summer terms as follows:

COURSE	CR	TITLE
ADMN 1207	3	Quantitative Management Decision-Making
ADMN 2017	3	Managing the Not-for-Profit Organization
ADMN 2506	3	Business Statistics
ADMN 2607	3	Introduction to Management Science
ADMN 2916	3	Compensation
ADMN 3106	3	Management Accounting and Control I
ADMN 3116	3	Financial Management I
ADMN 3126	3	Marketing Concepts
ADMN 3136	3	Organizational Behaviour
ADMN 4976	3	Industrial and Labour Relations in Canada
ANIS 3906	3	Special Topics in Anishinaabe Studies I

BIOL 2606	3	Brain and Behaviour
BIOL 2996	3	Scientific Method and Analysis
BIOL 3906	3	Special Topics in Biology I: Climate Change Biology
CESD 1006	3	Introduction to Community Economic and Social Development
CESD 3906	3	CESD Selected Topics I
CESD 3907	3	CESD Selected Topics II
CESD 4906	3	CESD Selected Topics I
CESD 4907	3	CESD Selected Topics II
COSC 1045	6	Introduction to Computer Science
COSC 1046	3	Introduction to Computer Science I
COSC 1047	3	Introduction to Computer Science II
COSC 1701	3	Computer Applications
COSC 2005	6	Data Structures
COSC 2006	3	Data Structures I
COSC 2007	3	Data Structures II
COSC 2406	3	Assembly Language Programming
ECON 1006	3	Introduction to Microeconomics
ECON 1007	3	Introduction to Macroeconomics
ECON 2065	6	Introduction to Economic Development
ECON 2126	3	Elementary Statistical Methods for Economists
ENGL 1101A	3	Fundamentals of Academic Writing for International Students
ENGL 1101B	3	Fundamentals of Academic Writing for International Students
ENGL 1906	3	Introduction to Popular Literature and Culture I
ENGL 2127	3	Fantasy
ENGL 3516	3	Creative Writing
GEOG 2026	3	Introduction to Quantitative Methods
GEOG 2217	3	Social Geography
GEOG 3996	3	Special Topics in Geography I: Geography of China
HIST 2607	3	Germany in the 20th Century
HIST 3906	3	Special Topics in History I
JURI 3906	3	Special Topics in Law & Justice I
JURI 3907	3	Special Topics in Law & Justice II
MATH 1036	3	Calculus I

MATH 1037	3	Calculus II
MATH 1056	3	Discrete Mathematics I
MUSC 1401	3	Applied Music Proficiency I
MUSC 1402	3	Applied Music Proficiency II
MUSC 1701	3	Class Piano
MUSC 2255	3	Elementary School Music
MUSC 1406 - 3406	3	Applied Music Major
MUSC 1407 - 3407	3	Applied Music Major
MUSC 1416 - 3416	3	Applied Music Minor
MUSC 1420 - 3420	6	Applied Music for Non-Concentration Students
POLI 3506	3	Justice as Healing: Addressing the Legacy of Canada's Residential Schools
POLI 3906	3	Special Topics in Political Science I
PSYC 1106	3	Introductory Psychology I
PSYC 2606	3	Brain and Behaviour
PSYC 2127	3	Scientific Method and Analysis
SOCI 1016	3	Understanding Society I: Principles and Processes
SOCI 1017	3	Understanding Society II: Institutions and Issues
SOCI 2007	3	Adolescence and Society
SOCI 2406	3	Sociology of Mental Health
STAT 2126	3	Introduction to Statistics
SWRK 1006	3	Introduction to Social Welfare in the North
SWRK 1007	3	Introduction to Social Work: Anishinaabe, Structural, and Feminist Perspectives
SWRK 2106	3	Political Economy of Social Welfare
SWRK 2107	3	Human Services Organizations
SWRK 3606	3	Social Work with Victims of Abuse
VISA 3026	3	Special Topics in Studio I
VISA 3906	3	Special Topics in Art History I

Boyle questioned why six credits (VISA 3027, 3907) were not part of the proposed 2015 spring course roster as submitted by the department.

Marasco stated that the committee was of the opinion that 12 credits of VISA courses during a spring roster was too extensive. He added that last spring, six of the six VISA credits approved were cancelled due to lack of enrolment.

It was decided the department would make the request to the Curriculum Committee for consideration of six additional credits to be offered this spring 2015.

Motion carried.

14.11.04.03 Academic Planning and Priorities – hiring priorities 2015-16

Moved (Shaw/Boyle): that Senate recommend to the President the following full-time faculty hiring priorities for the 2015/16 academic year as recommended by the Academic Planning and Priorities Committee of Senate.

RATIONALE:

Program hiring requests were divided into 3 categories and the categories were ranked as follows:

1. Non-negotiable;
2. Permanent / Temporary replacements;
3. Increments to Complement

Initially, AppCom ranked those hiring requests considered as non-negotiable (by reason of being required by external bodies, for example, PEQAB or professional accreditation purposes (e.g. CASWE)). Any AppCom recommendation that does not recognize the urgency and priority of these external requirements would result in the discontinuance of program offerings.

A second category of hiring requests was considered as “replacement” positions, and these included sabbaticals, leaves of absence and retirements. In AppCom’s assessment, the University has an obligation to maintain the current quality of the programs being offered, including the maintenance of full-time staffing required to do so.

Finally, AppCom recognizes that some existing programs need additional full-time staffing support because of increased demand, or longstanding staffing shortfalls, and it has ranked the “incremental” category as third in priority. This category also considers prospective program development.

Within each of these three prioritized categories, position requests have been prioritized, based on overall university need. It is recognized by AppCom that all hires are essential to the departments and programs concerned.

Non-negotiable – 5 positions ranked equally

T/T Social Work (Timmins)
T/T Social Work (Sault Ste. Marie)
T/T or Tenured SWRK Director*
T/T Anishinaabemowin*
Geography*

These positions are not AppCom recommendations but rather required by external bodies; in other words, these positions must be posted.

*NB: Failed searches for the 14/15 academic year which will be re-initiated, and are already in the budget.

Permanent / Temporary replacements* – 7 positions ranked as follows:

Rank	Program	Request Type
1.5	COSC	T/T
1.5	PSYC	3 yr CLTA
2	CESD	2 or 3 yr CLTA
3.5	COSC	1 yr CLTA
3.5	PSYC	1 yr CLTA
6.5	JURI	3 yr CLTA
6.5	HIST	2 yr CLTA

These replacements do not fully replace the number of faculty that will be on sabbatical, leaves of absence or retiring (either partially or in full); but rather the bare minimum required to cover for these absences.

Incremental positions – 3 positions ranked as follows

MATH (3 yr CLTA)

FINA (3 yr CLTA)

ECON (2 or 3 year CLTA)

AU has a commitment to maintain the quality of the programs currently being offered. The ranking reflects the (a) necessity of replacement in consideration of 15/16 vacancies or imminent vacancies thereafter and (b) demand (e.g., % majors, SFTE, class size) and output factors (e.g., graduates).

**NB: Within the 15/16 year - due to two sequential short-term (6-month) leaves in the Wishart Library -it will be necessary to provide one faculty replacement, in the form of a 12-month CLTA Librarian. While the Committee did not rank this position above, it consensually supports this request as a high priority.*

Shaw spoke to the motion.

Rutherford stated that his department was extremely disappointed with the motion regarding hiring priorities. He added that the plans of the department were consistently aligned with the recommendations of the external review, that an aboriginal historian be hired as a tenure track position. A tenure-track position would be critical to maintaining the academic quality of the program moving forward. What's more, the department is not interested in a CLTA, rather, a tenure-track position to provide for native history.

He expressed sincere thanks for the hard work Academic Planning undertook to arrive at its recommendation, however, the department is disappointed that the history program now risks not receiving approval for a hire this year.

Rutherford added that he appreciates that the program's ask remains a high priority, and looks forward to resuming our Division's hiring procedures to restate our need to replenish our tenure-track/tenured faculty complement, especially in the area of Native/Newcomer history, which helps our program fulfil the university's mission.

He concluded by stating that a tenure track hire of a fully qualified historian in the area of native history (as per the program's and division's ask this year) is imperative, in due course, to support both the research and teaching aims of the university and the history program in the areas that intersect with the significant mission of Algoma University – to foster a cross-cultural understandings of Aboriginal communities.

Broad echoed the frustration of the APPCOM recommendations. She thanked the committee for their work, however, it was clear that the hiring priorities as submitted may affect the department's work plan with outreach and college pathways, for example.

Straka suggested a small revision to the motion, under Non-negotiable:
T/T Social Work (Timmins) be replaced with T/T Social Work to serve Timmins programming

Kadiyala expressed concern regarding the ECON ranking given the significant enrolment growth the program has had over the last year.

Reed-Elder commented that when the committee ranked the hiring priorities, the CLTAs provide temporary relief and support for some programs. There are a number of programs that are in a state of flux and we are trying to address these needs with a responsible approach.

Shaw added that if we only took objective factors into account, such as student numbers, FTE, etc. there would be many programs that would be suspended and faculty let go. We have an institutional obligation to some of

our programs, and others that are in a state of transition, and as such, the process has to include both objective and subjective perspectives.

Motion carried. (18 in favour, 6 opposed, 3 abstentions (Broad, Case, Rutherforddale))

14.11.04.04 Academic Planning – Interim status reports (CESD, ENGL, HIST, SOCI)

Moved (Boyle/Reed-Elder): that after review and consideration, the Academic Planning and Priorities Committee of Senate recommends that the 18-month Status Reports (as submitted) related to External Program Reviews, be approved by the Senate: CESD, ENGL, HIST, SOCI.

Motion carried.

14.11.05 INFORMATION ITEMS (reports of committees)

14.11.05.01 St. Thomas extension

Denomme stated that she was frustrated with the lack of feedback from the St. Thomas extension—she would like to review the status report and financial budget of the program.

Foote also expressed interest in learning more about enrollment forecasts at St. Thomas.

Marasco commented that a more extensive report was submitted to Academic Planning and Priorities for consideration.

14.11.05.01 Academic Colleague report (COU)

Brodbeck submitted a written report.

14.11.06 STANDING REPORTS

14.11.06.01 Board of Governors Representatives

There was no scheduled Board meeting since the last meeting of Senate.

14.11.06.02 Dean

The Dean submitted a written report.

14.11.06.03 VPAR

None.

14.11.06.04 President

The President submitted a written report.

14.11.07 DISCUSSION AND QUESTION PERIOD

Reed-Elder expressed concern from faculty that at board meetings, internal members are being asked to leave the room when discussing personnel issues.

Denomme stated internal board members should be treated equally and there is a level of confidentiality that is expected from all members. Faculty are feeling that they do not really belong since they are being asked to leave meetings when sensitive issues are being discussed.

Shaw suggested that the faculty begin attending board meetings to express their concerns.

Marasco suggested that this matter be referred to the Senate-Board Liaison Committee.

Broad added her concern that there appears to be a breach of process, whereas a declaration of conflict of interest could be used.

14.11.08 OTHER BUSINESS / NEW BUSINESS

None.

14.11.09 ADJOURNMENT

Moved (Bloomfield/Boyle): that Senate adjourn.

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