

**MINUTES OF SENATE
ALGOMA UNIVERSITY
Ninth Regular Meeting of 2017-2018
May 4, 2018**

Humanities Faculty

N. Boyle, B. Douville [PTF], W. Johnston, T. O'Flanagan, A. Ridout, R. Rutherford, E. Turgeon
(absent: L. Burnett, P. Nadeau)

Social Science Faculty

R. Cameron, C. Denomme, H. Hornstein, V. Jimenez-Estrada, P. Matthews, P. Ostrowski [PTF], T. Tchir,
B. Waterfall, D. Woodman
(regrets: S. Gruner, J. Hermida; absent: H. Luitel)

Science Faculty

P. Antunes, L. Bloomfield (Speaker of Senate), D. Brodbeck, Y. Feng, I. Imre, W. Osei, C. Reed-Elder, B.
Schamp, S. Xu, C. Zhang
(regrets: M. DeFazio [PTF])

Other Members

P. Danquah, T. Gallivan, D. Marasco (Secretary of Senate), D. Rogers, A. Vezina
(regrets: K. Hernden; absent: K. Armstrong, B. Asghar, M. Case, A.J. Idris, M. Nadeau, S. Roach)

Guests

K. Coates, M. Graydon, K. Kadiyala, B. Krmpotich, C. Ross, J. T. Sayers, N. Shaw

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

18.05.01 APPROVAL OF THE AGENDA

- *Moved (Brodbeck/Johnston): that the agenda for the May 4th meeting of Senate be approved.*

Motion carried.

18.05.02 APPROVAL OF THE MINUTES from the meeting of April 6, 2018

- *Moved (Jimenez-Estrada/Boyle): that Senate approve the minutes from the meeting of April 6, 2018.*

Ridout asked the minutes regarding the Student Feedback of Teaching be revised, specifically, removing 'of isolated cases' in the sentence.

Motion carried. [one abstention – W. Johnston]

18.05.03 BUSINESS ARISING (for action or information)

18.05.03.01 Academic Supports

The Speaker informed Senate that the motions made at the last meeting of Senate regarding academic support services were discussed by the Senate Executive committee.

Senate Executive has decided to defer admissions standards to the Academic Standards and Teaching & Learning Committee to review. Hopefully, ACSTAND can begin the process using evidence-based data to support their findings.

18.05.04 DECISION ITEMS (for action)

18.05.04.01 Curriculum Committee – motions

- ***Moved (Schamp/Imre): that Senate approve the following course revision as submitted by the Department of Biology:***

From:

BIOL 3626 Epidemiology

This course will focus on the design and analysis of etiologic research in epidemiology and environmental health. It will introduce the basic concepts of epidemiology and biostatistics as applied to epidemiological data. The focus will be on the application of skills to environmental health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life table which measures and describes the extent of disease problems. This course will explore, from an epidemiologic perspective, the impact of environmental problems on human health. Students may not retain credit for both BIOL 3626 and ENVS 3626. Prerequisite: ENVS 1006. (LEC 3) (3 cr)

To:

BIOL 3626 Epidemiology

This course will focus on the design and analysis of etiologic research in epidemiology and environmental health. It will introduce the basic concepts of epidemiology and biostatistics as applied to epidemiological data. The focus will be on the application of skills to environmental health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life table which measures and

describes the extent of disease problems. This course will explore, from an epidemiologic perspective, the impact of environmental problems on human health. Students may not retain credit for both BIOL 3626 and ENV5 3626. Prerequisite: BIOL 1506/1507. (LEC 3) (3 cr)

Rationale:

This change is proposed to ensure that students are exposed to the basic concepts of evolution before taking BIOL 3626 Epidemiology.

Motion carried.

- ***Moved (Imre/Schamp): that Senate approve the following program revision to the general Bachelor of Science in Biology [BSC3.BIOL] and the Honours Bachelor of Science in Biology (BSC4.BIOL) as submitted by the Department of Biology:***

From:

Years 1 and 2

- 6 credits from Group I (Humanities) and/or Group II (Social Sciences)

To:

Years 1 and 2

- 6 credits from Group I (Humanities), Group II (Social Sciences) and/or Group IV (Professional)

Rationale:

In order to expand elective course options for our students, the department is proposing to increase the groups of electives available to Biology students during the first two years of their academic program.

Motion carried.

- ***Moved (Johnston/Rutherfordale): that Senate approve the following program revisions as submitted by the Department of History and Philosophy:***

Bachelor of Arts (general/single major)

From:

Second/Third Years

- 3 credits from HIST/PHIL 2206, HIST 2996 or 3006
- HIST 2026/2027
- 6 credits in HIST, 2000 series
- 6 credits in HIST, 3000 series
- 9 additional credits in HIST 2000 and/or 3000 series

- 30 elective credits

To:

Second/Third Years

- HIST 2996
- HIST 2026/2027
- 6 credits in HIST, 2000 series
- 6 credits in HIST, 3000 series
- 9 additional credits in HIST, upper year
- 30 elective credits

Bachelor of Arts (general/combined major)

From:

Second/Third Years

- 3 credits from HIST/PHIL 2206, HIST 2996 or 3006
- HIST 2026/2027
- 6 credits in HIST, 2000 series
- 6 credits in HIST, 3000 series
- 3 additional credits in HIST 2000 and/or 3000 series

To:

Second/Third Years

- HIST 2996
- HIST 2026/2027
- 6 credits in HIST, 2000 series
- 6 credits in HIST, 3000 series
- 3 additional credits in HIST, upper year

Bachelor of Arts (honours/single major)

From:

Second Year

- 3 credits from HIST/PHIL 2206, HIST 2996 or 3006
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 3 credits in HIST, upper year
- 12 elective credits

To:

Second Year

- HIST 2996
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 3 credits in HIST, upper year

- 12 elective credits

Bachelor of Arts (honours/combined major)

From:

Second/Third Years

- 3 credits from HIST/PHIL 2206, HIST 2996 or 3006
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 9 credits in HIST, upper year

To:

Second/Third Years

- HIST 2996
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 9 credits in HIST, upper year

Bachelor of Arts (non-honours/single major)

From:

Second Year

- 3 credits from HIST/PHIL 2206, HIST 2996 or 3006
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 3 credits in HIST, upper year
- 12 elective credits

To:

Second Year

- HIST 2996
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 3 credits in HIST, upper year
- 12 elective credits

Bachelor of Arts (non-honours/combined major)

From:

Second/Third Year

- 3 credits from HIST/PHIL 2206, HIST 2996 or 3006
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 9 credits in HIST, upper year

To:

Second/Third Year

- HIST 2996
- HIST 2026/2027
- 6 credits in HIST, 3000 series
- 9 credits in HIST, upper year

Rationale:

‘removal of HIST/PHIL 2006 and HIST 3006 from the required Historical methodology requirements:

These courses are left over from Laurentian University requirements and they have not been offered by the department for many years, and are not planned to be offered. HIST 2996 Historical Practices is a better offering to fulfill this methodology component of the degree and also contains experiential learning components.

‘change the wording of the ‘additional credits in 2000 and 3000 series’ requirement to ‘additional credits in HIST, upper year’:

This change makes the wording of these additional course requirements consistent across all of the HIST degree programs; additionally, in previous years, student have had to petition to have HIST 4000 series courses qualify for this requirement. This change to more inclusive requirements mitigates that potential necessity and allows students more outright choice to complete their degree requirements.

Motion carried.

- ***Moved (Johnston/Rutherford): that Senate approve the revised requirements for the minor in History as submitted by the Department of History and Philosophy:***

From:

- HIST 1206/1207
- 6 credits from HIST 2000 series
- 6 credits from HIST 3000 series
- 6 credits HIST, upper year

To:

- HIST 1206/1207
- 18 additional credits in HIST, upper year

Rationale:

'change the upper-year requirements for the HIST minor to 18 credits HIST upper year'

The Registrar, in general, advocated for the path to complete a minor to be as straight-forward and encompassing as possible. Therefore, the HIST program has chosen to streamline its minor requirements, without lessening its overall academic rigour. This streamlining is in line with minors in other programs such as ENGL and POLI, for example.

Motion carried.

- ***Moved (Rogers/Boyle): that Senate approve the following revised courses as submitted by the Department of Modern Language:***

From:

ESPA 1005 Introductory Spanish

Intensive study of the basic elements of Spanish grammar; development of the four language skills: reading, listening-comprehension, writing and speaking. Introduction to Spanish and Latin-American culture. The language laboratory is an essential component for oral practice and pronunciation. (LEC 3, LAB 1) (6 cr)

To:

ESPA 1005 Introductory Spanish

The basic elements of Spanish grammar will be studied, with a focus on oral practice. Students will develop the four language skills: reading, listening-comprehension, writing and speaking. Students will also gain insights into Spanish and Latin-American cultures. By the end of this course, students will be working at a level comparable to A2 of the internationally used Common European Framework of Reference for Languages. (LANG 4) (6 cr)

Rationale:

(LANG 4) reflects how the course is currently taught and brings it into line with our other language courses. The change in wording of the course description better reflects how the course is taught. We do not have at present a language laboratory.

From:

ESPA 2005 Intermediate Spanish

A thorough review of the principles of grammar. Intensive practice in conversation, composition, and translation. Study of literary and cultural materials. Laboratory work concentrates on practice in pronunciation, grammar, and listening-comprehension. (LEC 3, LAB 1) (6 cr) Prerequisite: ESPA 1005 N or equivalent.

To:

ESPA 2005 Intermediate Spanish

Students will improve their oral skills through intensive practice in conversation, pronunciation, and listening-comprehension. This course will review the principles of Spanish grammar and will include

written composition exercises. Customs and cultures of the Spanish-speaking world will be discussed. By the end of this course, students will be working at a level comparable to the B1 level of the internationally used Common European Framework of Reference for Languages. *(LANG 4) (6 cr)*

Rationale:

(LANG 4) reflects how the course is currently taught and brings it into line with our other language courses. The change in wording of the course description better reflects how the course is taught. We do not have at present a language laboratory.

From:

ITAL 1005 Introductory Italian

Intensive study of the basic elements of Italian grammar; development of the four language skills: (6 cr)

To:

ITAL 1005 Introductory Italian

This is a course for beginners that emphasizes fundamental speaking, reading and writing skills. Extensive oral and written practice, and the study of vocabulary and grammar, are combined with an introduction to the culture of Italy. At the end of this course, students will be working at a level comparable to A2 of the internationally used Common European Framework of Reference for Languages. *(LANG 4) (6 cr)*

Rationale:

The original course description did not list contact hours; (LANG 4) reflects how the course is currently taught. The change in wording of the course description better reflects how the course is taught.

From:

ITAL 2005 Intermediate Italian

A thorough review of the principles of grammar. Intensive practice in conversation, composition. The tutorial hour concentrates on conversation and cultural issues. (LEC 3, TUT 1) (6 cr) Prerequisite: ITAL 1005 N or equivalent.

To:

ITAL 2005 Intermediate Italian

This course provides students with a mastery of fundamental speaking, reading and writing skills. The study of basic Italian grammar is completed. By the end of this course, students will be working at a level comparable to the B1 level of the internationally used Common European Framework of Reference for Languages. *(LANG 4) (6 cr)*

Rationale:

(LANG 4) reflects how the course is currently taught and brings it into line with our other language courses. The change in wording of the course description better reflects how the course is taught.

Motion carried.

- ***Moved (Waterfall/Matthews): that Senate approve the following new courses as submitted by the Department of Social Work:***

SWRK 4596 Integrative Field Seminar I

This field seminar course is a required course for students enrolled in their Field Practicum I & Field Practicum II, and will be taken concurrently with SWRK 4XXX Field Practicum I, & Field Practicum II. This seminar course enables students to reflexively engage with their experiences in their field practicum learning, by connecting social work theory with practice at the interpersonal, community, organizational and policy levels. The course focuses on the development of peer relationships within an overarching reflexive approach. The reflexive analysis of the course focuses on power analysis, problem identification, and problem solving using structural, feminist, anti-oppressive and Indigenous approaches and awareness of Northern, remote/rural, Anishinaabe, Franco-Ontarian contexts. Students are required to complete a series of assignments that will demonstrate their readiness for the social work profession. Restricted to students in year four of the HBSW degree program. This course is restricted to students in year four of the HBSW program. (sem 3) 3 cr

Rationale:

As per CASWE standards and requirements, we are obligated to offer SWRK Integrative Field Seminars. Students have been required to attend Integrative Field Seminar classes but have not been given credit for their work. Attendance in these Integrated Field Seminars has been mandatory, in addition to completing a total of 700 hours in field placement. This proposed change has been vetted through CASWE and has been given approval.

SWRK 4600 Field Practicum I

This course constitutes as an introduction to professional social work field practicum learning. This course requires the students to be introduced to the role of social work in an organizational setting for a total of 350 hours. It will provide students an opportunity to begin to develop their social work skills, as well as to develop their ability to link social work theory with practice at the interpersonal, community, organizational and policy levels. Students will learn to develop interpersonal professional relationships, as well as engage in an analysis of power, problem identification and problem solving, employing feminist, structural, anti-oppressive and/or Indigenous approaches within Northern, remote/rural, Indigenous, Franco-Ontarian contexts. Students will be required to write a

Reflexive Log to map their learning process. This course will be taken concurrently with SWRK 4596 Integrative Field Seminar. This course is restricted to students in year four of the HBSW degree program (sem 6) 6 cr

Rationale:

The original social work field course constituted as a 700-hour placement in one field practicum placement setting. We are now dividing the 700-hour field/experiential instruction experience into two separate 350-hours placement setting courses, thereby giving students greater learning in two placement settings. This improves upon students' success and ability to obtain gainful employment in their chosen field upon graduation from our HBSW Program. This course has been designed as an introduction to practicum/experiential learning in the social work field. Students will have an opportunity to gain entry level social work practice skills. This course will take place during the fall semester of their final year in the HBSW Program.

SWRK 4605 Field Practicum II

This course provides students with a highly foundational experiential learning opportunity to develop and expand upon basic social work skills, particularly in the form of professional relationships with individuals, families, groups, organizations, and communities. This will be a 350-hour field practicum course. Students will deepen their ability to integrate social work theory with critical practice at the interpersonal, community, organizational, and policy levels. The focus will be on interpersonal relationships, power analysis, problem identification and problem solving, using feminist, structural, anti-oppressive and Indigenous approaches and awareness of Northern, remote/rural Indigenous populations. Students will be required to write a Reflexive Log to map their learning process. This course will be taken concurrently with SWRK 4596 Integrative Field Seminar. This course is restricted to students in year four of the HBSW program. Prerequisite: SWRK 4600. (sem 6) 6 cr

Rationale:

The original social work field course constituted as a 700-hour placement in one field practicum setting. We are now dividing the 700-hour field/experiential instruction experience into two separate 350-hours placement setting courses, thereby giving students greater learning in two placement settings. This improves upon students' success and ability to obtain gainful employment in their chosen field upon graduation from our HBSW Program. This course has been designed as an advanced practicum/experiential learning opportunity in the social work field. This course will take place during the winter semester of their final year in the HBSW Program.

Motion carried.

- ***Moved (Marasco/Waterfall): that Senate approve the following course deletion as submitted by the Department of Social Work:***

SWRK 4004 Field Education

This field placement course requires the student to perform in a social work role in an organizational setting for a total of 700 hours. It will provide students with an opportunity to enhance and refine their social work skills and deepen their ability to link social work theory with practice at the interpersonal, community, organizational and policy levels. It focuses on interpersonal relationships, power analysis, problem identification and analysis and problem solving using anti-oppressive approaches and awareness of Northern, remote/rural, Anishinaabe, Franco-Ontarian contexts. Students will be required to include a reflection paper that will demonstrate the student's ability to apply theoretical concepts and critical analysis to practice. This course is restricted to students in year four of the HBSW degree program. (SEM 1, EXP 2) (12 cr)

Rationale

The offering of field education in one 700-hour block had been introduced to the HBSW offering at Algoma University as a means of simplifying field education delivery within a new program offering. Now that the HBSW Program at Algoma University is stabilized and that we have our full complement of faculty we are now in a position to make this minor program change. This said, all BSW Programs in Canada (other than Algoma University) offer two separate courses in Field Education, one at the introductory level, and the final one at an advanced level. This change meets national wide standard for BSW field education and allows students an opportunity to learn in two separate field placement settings, thus increasing chances of gaining employment after graduation.

Motion carried.

- ***Moved (Waterfall/Matthews): that Senate approve the following program revision as submitted by the Department of Social Work:***

From:

Year Four

- SWRK 4206 Northern and Rural Social Work Practice
- SWRK 4207 Mino-Wiichiitwin: Social Work Practice with Individuals, Families and Groups
- SWRK 4004 Field Education
- 3 additional SWRK electives
- 9 elective credits

To:

Year Four

- SWRK 4206 Northern and Rural Social Work Practice
- SWRK 4207 Mino-Wiichiitwin: Social Work Practice with Individuals, Families and Groups
- SWRK 4596 Integrative Field Seminar
- SWRK 4600 Field Practicum I
- SWRK 4605 Field Practicum II
- 6 additional SWRK electives
- 3 elective credits

Rationale:

The required 700 field/practicum learning in Social Work is changed from one SWRK 4004 course, (12 credits) to two separate SWRK 4600 Field Practicum I (6 credit) and SWRK 4605 Field Practicum II (6 credit). The change gives students an opportunity to have practicum learning in two separate field placement settings, thereby improving upon students' success and ability to obtain gainful employment in the field. As per CASWE standards and requirements, we are obligated to offer SWRK Field Seminars. Students have been required to attend Field Seminar classes, but have not been given credit for their work. That is, attendance in Field Seminars, (while mandatory) has been in addition to completing a total of 700 hours in field placement.

Motion carried.

18.05.04.02 Exceptional Pathway Agreement

- ***Moved (Waterfall/Matthews): that Senate approve of the exceptional pathway agreement for students from the Sault College Social Service Worker (Native Specialization) to the Algoma University Bachelor of Social Work degree program as follows (54 transfer credits):***

Upon receipt of the college diploma program from Sault College with a minimum grade of 3.00 GPA or 'B' average, students would receive the following transfer credits (54 credits) towards the Bachelor of Social Work degree program:

ANIS 9201	Anishinaabe Studies, Second-year non-equivalent
OJIB 1016	Introductory Anishinaabemowin I
SOCI 2406	Sociology of Mental Health
SWRK 1007	Introduction to Social Work: Anishinaabe, Structural and Feminist Perspectives
SWRK 2356	Basic Helping Skills in Social Work Practice: A Northern Perspective
SWRK 3026	Social Work Practice with Families
SWRK 3406	Concepts of Wellness in First Nations' Communities: An Historical Exploration

SWRK 3407	Concepts of Wellness in First Nations' Communities: The Contemporary Context
SWRK 3806	Family and Child Welfare
SWRK 3856	Crisis Intervention
SWRK 4600	Field Practicum I (6 credits)
SOSC 9100	Social Science, First-year non-equivalent (6 credits)
SOSC 9200	Social Science, Second-year non-equivalent (6 credits)
SOSC 9200	Social Science, Second-year non-equivalent (6 credits)

**all courses have a weight of three (3) credits unless otherwise noted*

The proposed articulation agreement creates a new degree completion pathway for graduates of the Social Service Worker - Native Specialization (SSW-NS) diploma program at Sault College into Algoma University's Bachelor of Social Work program. The degree completion pathway proposes the granting of 54 transfer credits upon admission to the Bachelor of Social Work (BSW) for graduates of the Social Service Worker – Native Specialization diploma program with a minimum grade of 3.00 GPA or 'B' average. The agreement will require Senate approval since it a change from the institution's current transfer credits framework, that is, 45 transfer credits for a two-year diploma with a minimum grade of 3.00 GPA or 'B' average.

Rationale:

This proposed pathway agreement provides a new degree completion arrangement for graduates of Sault College's SSW-NS diploma program seeking to continue their education at the university level to complete a BSW at Algoma University. The overall aim of the new degree completion pathway is to

- a) provide seamless access to baccalaureate degree completion for qualified college diploma graduates from the SSW-NS diploma program by recognizing the high degree of affinity between the programs
- b) to meet the continuing education needs of practicing social service workers seeking to enhance career prospects by providing access to the BSW degree in Sault Ste. Marie and
- c) to meet the needs of northern, rural, remote, and First Nation communities by graduating a higher number of social work practitioners who are prepared for social work practice that includes an emphasis on Anishinaabe approaches.

The proposed degree completion arrangement builds upon the unique features of Algoma University's BSW. The pathway highlights the strong commitment to highlighting Indigenous knowledge and approaches. Though the curriculum recognizes the dynamics and complexity on a national scale, it returns regularly to a Northern Ontario context and the experiences of members of various communities within it. The BSW program was developed in collaboration with Sault College and the creation of a more streamlined degree completion arrangement in an area of high affinity is a natural extension of this work.

In the province of Ontario, Social Service Worker programs have historically had healthy rates of transfer to university programming. A Student Mobility Report by the College University Consortium Council in 2011 included Social Service Worker graduates as one of the top ten sending programs from college to university (3.9% of all graduates from 2001-2005 combined) for a total of 6,260 students. Over the past five years, 70 graduates of Social Service Worker diploma programs have transferred to Algoma's BSW program. Of those students, 33 were from the Social Service Worker program at Sault College.

Overall, Algoma University receives the majority of its transfer students from Sault College. The BSW program received 30% of the overall transfer student population in 2016/17 (see Figure 1). It is expected that with increased credit recognition as a result of the strong alignment between the two programs, student demand will increase accordingly. Furthermore, as the need for registered social workers continues to grow in northern Ontario it is expected that more students with college diplomas will return to university to upgrade their qualifications at the baccalaureate level.

There is an additional demand for social workers with a capacity to work with Indigenous peoples as a result of changes to the Psychotherapy Act in Ontario which requires many practitioners to enhance their credentials. Algoma University serves a region where the transfer of jurisdictional control over Indigenous social services, including child welfare, is expanding and there is an increased demand for BSW graduates with the educational background included in the university's Social Work program. With a clear and accessible pathway from Sault College's SSW-NS diploma program, the Social Work program sees itself to be well situated to respond to these future needs.

Motion carried.

18.05.05 INFORMATION ITEMS (reports of committees)

18.05.05.01 Dr. Ken Coates – Canada Research Chair [Regional Innovation]

Dr. Ken Coates was invited to Algoma University to share his extensive research on post-secondary education, aboriginal history and education.

Dr. Coates provided Senate with an overview of the landscape of post-secondary education, specifically, the role and future of universities in Canada. As an advocate for Indigenous peoples, Dr. Coates added his academic insights on indigenous issues and ways to expand post-secondary education participation among Aboriginal peoples.

He also provided Senators with an insight on some of the challenges for universities and opportunities for innovation and institutional growth in an era of profound transformation in the sector.

18.05.05.02 Speaker/Deputy Speaker of Senate [2018-19]

The Speaker asked that nominations be sent to the Secretary of Senate for the June Senate meeting.

18.05.05.03 Senate membership [2018-19]

The Speaker reminded Senate that the Registrar will be circulating a template to the Faculty Chairs.

18.05.05.04 Senate Committee membership [2018-19]

The Speaker reminded Senate that the Registrar will be circulating a template to the Faculty Chairs.

18.05.05.05 Senate Committee Annual reports [2018-19]

The Speaker informed Senate that the annual committee reports for the 2017-18 Senate year are due at the June 2018 Senate meeting – please forward the reports to the Secretary of Senate.

18.05.06 STANDING REPORTS

18.05.06.01 Board of Governors Representative

No report was submitted by the Board representative to Senate as the next meeting is scheduled for the week of May 7.

18.05.06.02 Executive Lead Research

Antunes provided a written report.

18.05.06.03 Dean's Report

The Dean provided an oral report and reminded members that the deadline for faculty to submit annual reports is June 30th – reports can be forwarded directly to the Dean.

18.05.06.04 President's Report

The President provided an oral report.

18.05.07 DISCUSSION AND QUESTION PERIOD

None.

- ***Moved (Reed-Elder/Danquah): that Senate be extended for an additional 15 minutes.***

Motion carried.

18.05.08 OTHER BUSINESS/NEW BUSINESS

None.

18.05.09 ANNOUNCEMENTS

The Algoma Connects event will take place on May 10th. All participants are asked to gather at the Convergence Centre.

18.05.10 ADJOURNMENT

- ***Moved (Brodbeck/Schamp): that Senate adjourn***

Motion carried. (Senate adjourned at 3:05pm)