

Open Board of Governors

Algoma University - Board of Governors

Virtual

Nov 25, 2021 5:30 PM - Nov 25, 2021 7:00 PM EST

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MOTION: That the Board of Governors approve the Gift Donation policy.

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9. NEW BUSINESS - N/A

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The 2022 Winter Board & Senate Retreat is scheduled for the evening of Friday, January 28 and the morning of Saturday, January 29. All Board members should prioritize these sessions and RSVP via OnBoard.

10.5. Questions on Information Items

11. ADJOURNMENT

MOTION : That Board of Governors meeting be adjourned.



MEMBER'S MEETING

Algoma University - Board of Governors
November 25, 2021 at 4:30 PM EDT
Virtual

MEMBER'S MEETING AGENDA

1. CALL TO ORDER

4:30 PM

Presenter: Shelley Schell

1.1. Acknowledgement of Traditional Territories

We wish to acknowledge that we are on the traditional lands of the Anishinaabek Nation.
We also acknowledge that we are on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

2. AGENDA

4:31 PM

Presenter: Shelley Schell

MOTION: To approve the agenda as presented.

3. ITEMS FOR DECISION

4:32 PM

3.1. Election of Board Member

Presenter: Shelley Schell

Children of Shingwauk Alumni Association Representative

MOTION: To elect Irene Barbeau as Children of Shingwauk Alumni Association (CSAA) Representative to the Board of Governors from November 25, 2021 to June 30, 2024 subject to a satisfactory police vulnerable sector check.

4. ADJOURNMENT

4:35 PM

Presenter: Shelley Schell

MOTION: That Members Meeting of the Algoma University Board of Governors for November 25, 2021 stand adjourned.

OPEN AGENDA

1. MEMBER'S MEETING 5:30 PM

2. OPEN SESSION CALL TO ORDER 5:35 PM

Presenter: Shelley Schell

2.1. Acknowledgement of Traditional Territories

We wish to acknowledge that we are on the traditional lands of the Anishinaabek Nation. We also acknowledge that we are on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

2.2. Chairs Opening Remarks

2.3. Declarations of Conflicts of Interest

3. APPROVALS OF MOTIONS MADE IN CLOSED SESSION 5:40 PM

MOTION: To approve the motions that were made in the Closed Session.

4. CONSENT AGENDA 5:41 PM

Presenter: Shelley Schell

MOTION: That all items listed under the 'Consent Agenda' be approved as recommended.

4.1. OPEN Agenda for Board Meeting

4.2. OPEN Minutes for Previous Meeting

5. REPORT FROM THE PRESIDENT 5:46 PM

Presenter: Asima Vezina

[November 2021 President's Report \(FLIPBOOK VIEW\)](#)

6. PRESENTATIONS

6.1. Researcher of the Month Presentation - Dr. Andrew Judge 6:01 PM

7. BUSINESS ARISING - N/A

8. ITEMS FOR DECISION / DISCUSSION

8.1. Academic Plan 2021-2026 6:11 PM

Presenter: Donna Rogers

MOTION: That the Board approves the Academic Plan for 2021-2026 as presented.

8.2. Gift Donation Policy

6:26 PM

Presenters: Craig Fowler, Colin Wilson, Director of Strategic Advancement

MOTION: That the Board of Governors approve the Gift Donation policy.

9. NEW BUSINESS - N/A

10. INFORMATION ITEMS

10.1. Report on the Status of the Implementation Plan - Economics Department, SchoolBE

10.2. Anishinaabemowin Executive Summary Report

10.3. Internal and Unaudited Financial Statements Dashboard - September 30, 2021

10.4. Winter 2022 Board & Senate Retreat Reminder

The 2022 Winter Board & Senate Retreat is scheduled for the evening of Friday, January 28 and the morning of Saturday, January 29. All Board members should prioritize these sessions and RSVP via OnBoard.

10.5. Questions on Information Items

6:36 PM

11. ADJOURNMENT

6:41 PM

Presenter: Shelley Schell

MOTION: That Board of Governors meeting be adjourned.



Open Board of Governors Minutes

Algoma University - Board of Governors

Sep 29, 2021 at 5:30 PM EDT

@ Virtual

Attendance

Members Present (Remote):

Melanie Borowicz-Sibenik, Paul Dupuis, Rebekah Gwynn, Sonja Kosuta, Rose Linklater, Mike Moraca, Jake Pastore, Mark Pitcher, Paul Quesnele, Shelley Schell, Shannon Taylor, Mario Turco, Asima Vezina

Members Absent:

Kristen Gauthier, Elaine Pitcher, Hugh Stevenson

Guests Present (Remote):

Craig Fowler, Krista McCracken, Isabel Molina, Donna Rogers, Kramer Rousseau, Mark Wabano-McKay

1. OPEN SESSION CALL TO ORDER (Presenters: Shelley Schell)

1.1. Acknowledgement of Traditional Territories

We wish to acknowledge that we are on the traditional lands of the Anishinaabek Nation. We also acknowledge that we are on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

1.2. Chairs Opening Remarks

The Chair welcomed everyone to the first meeting of the board cycle and shared her excitement for the upcoming term. She acknowledged and recognized the significance of the National Day for Truth and Reconciliation and shared her appreciation for the work of staff to engage the wider community in meaningful learning and reflection opportunities.

1.3. Declarations of Conflicts of Interest

None declared.

2. APPROVALS OF MOTIONS MADE IN CLOSED SESSION (Presenters: Shelley Schell)

Motion:

To approve the motions that were made in the Closed Session.

Motion moved by Rose Linklater and motion seconded by Melanie Borowicz-Sibenik.
Carried.

3. CONSENT AGENDA (Presenters: Shelley Schell)

Motion:


That all items listed under the 'Consent Agenda' be approved as recommended.

Motion moved by Shannon Taylor and motion seconded by Paul Dupuis. Carried.

3.1. OPEN Agenda for Board Meeting

 Open_Board_of_Governors_Agenda - Sept 29, 2021.pdf


3.2. OPEN Minutes for Previous Meeting

 BOG_OPEN Minutes_June 17, 2021 - Special Meeting.pdf

 BOG_OPEN Minutes_June 24, 2021.pdf

3.3. OPEN Committee Minutes

3.3.1. Board Executive Committee

 BE_OPEN Minutes_June 15, 2021.pdf

3.3.2. Board Finance Committee


 Risk_Finance_OPEN Minutes_June 15, 2021.pdf

3.3.3. Nominating and Governance Committee

 NOM-GOV_OPEN Minutes_June 2, 2021.pdf

4. REPORT FROM THE PRESIDENT (Presenters: Asima Vezina)


[September 2021 President's Report \(FLIPBOOK VIEW\)](#)

 President's Report - September 2021.pdf

The President began with a moment of reflection in honour of the late Elder Shirley Jane Roach-baa, Ozawa D'bik Giiziz Ikwe, Mukwa O'Dodem. She then provided an overview of the September 2021 President's Report, outlining key milestones accomplished within the six strategic priorities and expected next steps. The Board acknowledged their appreciation and congratulations to all involved for the accomplishments and ongoing progress on various initiatives.

5. PRESENTATIONS

5.1. Research Advisory Committee: Dr. Isabel Molina (Presenters: Dr. Isabel Molina - Canada Research Chair in Plant Lipid Metabolism, Department of Biology)

 BOG REPORT_OPEN_September 29, 2021_Research Presentation-Dr. Isabel Molina.pdf


 BOG - Research Slide Deck - Dr. Isabel Molina.pdf

D. Rogers introduced Dr. I. Molina who shared a slide deck on research related to exploring the multiple facets of protective plant lipid barriers. Prior to offering their thanks for the presentation, the Board asked for further clarification about the competition related to NASA and the research methods for developing fresh food for in-flight astronauts, as well as the potential to explore the influences that seed coats could have on forest fires and the regeneration of tree species.

5.2. National Day for Truth and Reconciliation (Presenters: Krista McCracken - Interim Director, Shingwauk Residential Schools Centre)

A presentation on Algoma University's acknowledgement of, and activities related to, the September 30th National Day for Truth and Reconciliation.

[National Day for Truth and Reconciliation: Orange Shirt Day](#)

 BOG - National Day For Truth and Reconciliation

M. Wabano-McKay introduced K. McCracken who provided an overview of Algoma University's acknowledgement of, and activities related to, the September 30th National Day for Truth and Reconciliation. The Board thanked K. McCracken for the presentation and encouraged all members of the Board and the AU community to participate.

6. BUSINESS ARISING - N/A

7. ITEMS FOR DECISION / DISCUSSION

7.1. Audited Financial Statements April 30, 2021 (Presenters: Kramer Rousseau)

 BOG_OPEN_Audited Financial Statements 2020-21_Slide Deck.pdf

K. Rousseau presented a slide deck on the Audited Financial Statements for April 30, 2021.

Motion:

That the Board of Governors approves the Draft Financial Statements for the year ended April 30, 2021.

Motion moved by Mark Pitcher and motion seconded by Shannon Taylor.
Carried.

7.2. Audited Statements of the Pension Plan (Presenters: Kramer Rousseau)

 Audited Statements of Pension BOG Sept 2021.pdf

K. Rousseau presented the June 30, 2021 Audited Statements of the Pension Plan. The Board discussed the notes on the actuarial evaluation and the frequency of such evaluations.

Motion:

That the Board of Governors approves the June 30, 2021 Pension Plan Financial Statements.

Motion moved by Mario Turco and motion seconded by Jake Pastore. Carried.

8. NEW BUSINESS - N/A

9. INFORMATION ITEMS

9.1. Fall 2021 Board Retreat Reminder - October 28, 2021

The Fall 2021 Board Retreat is scheduled for Thursday, October 28. All Board members are encouraged to RSVP via OnBoard and prioritize this session that will have a focus on Enterprise Risk Management.

9.2. Questions on Information Items (Presenters: Shelley Schell)

No questions were asked on any of the information items.

10. MOVE INTO CLOSED SESSION (Presenters: Shelley Schell)

Motion:

That Board of Governors move into an additional Closed Session.

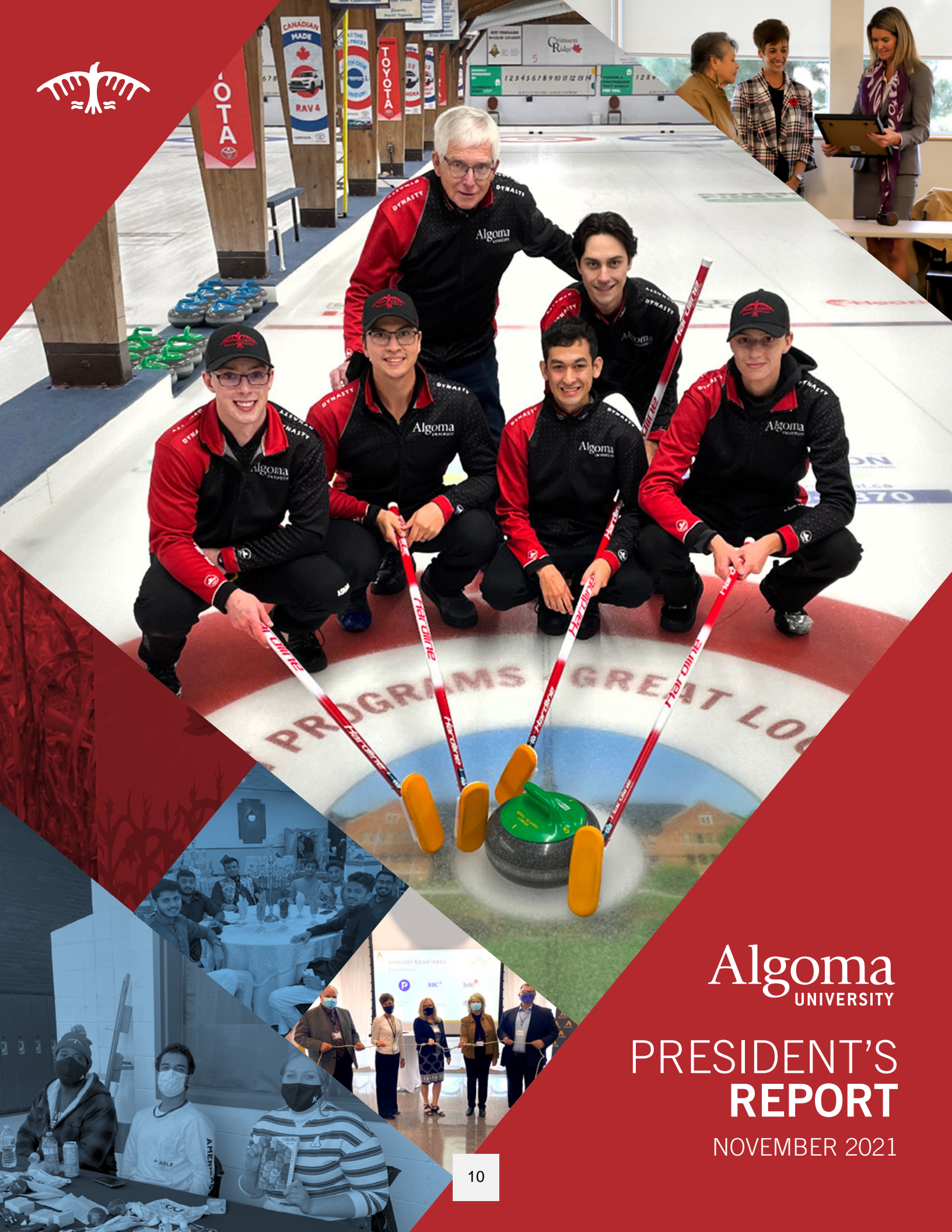
Motion moved by Melanie Borowicz-Sibenik and motion seconded by Mario Turco. Carried.

11. ADJOURNMENT (Presenters: Shelley Schell)

Motion:

That the Board of Governors meeting be adjourned.

Motion moved by Shannon Taylor and motion seconded by Melanie Borowicz-Sibenik. Carried.



Algoma
UNIVERSITY

PRESIDENT'S REPORT

NOVEMBER 2021



PRESIDENT’S MESSAGE

“If everyone is moving together, then success takes care of itself.” HENRY FORD

As we move deeper into the fall term, it is evident that the communities we serve are excited to see student life returning to each of our three campuses. This fall has been uplifting as leaders and partners engage with us on key planning considerations, articulating the importance of Algoma University as a key social, cultural and economic driver in our community.

As the impacts of COVID-19 continue to ripple through the province, many communities and organizations have grappled with immense change and disruption. The Council of Universities recently shared that the pandemic has further exposed challenges that already existed, emphasizing the need for innovative solutions driven by partnership and collaboration. As such, we understand that Algoma University will continue to play a critical role through the pandemic and beyond, providing a highly skilled workforce that supports the communities we serve with the challenges of the future (the jobs of today and tomorrow). We will also continue our focus on the strategic priority of research and innovation.

Since September, I have been able to spend time with various teams from the University on each of our campuses speaking with community leaders and politicians about partnership and collaboration. We are now engaging additional community stakeholders and business leaders in strategic dialogues intended to shape the next phases of development in these regions.

In early November, we hosted the Honourable Jill Dunlop, Minister of Colleges and Universities at our Sault Ste. Marie campus where we provided an overview of strategic initiatives, including updates on the feasibility study underway for the proposed [Ontario Mental Health and Addictions Research and Training Institute](#) (OMHARTI). This initiative has been developed in partnership with Sault College, Sault Area Hospital, Shingwauk Kinooamaage Gamig, and the Northern Ontario School of Medicine. Minister Dunlop started her visit with a traditional ceremony where there was sharing of the history of the school. She was also briefed on the important work being led by the [Children of Shingwauk Alumni Association](#) on the Shingwauk site.

Later in the month, I had an opportunity to visit the Timmins region, speaking with various stakeholder groups as part of our effort to build out a strategic action plan to expand the university’s presence in this underserved part of North-Eastern Ontario. The highlight, as always, was the time I spent with students in Social Work and Community Development including a ceremony where Thunderbird and Grandfather teachings were shared across all three campuses. Increasing access to university level studies has long been identified as a priority item for the city and Algoma is working with a range of partners to find viable solutions. We are leveraging the expertise within the region’s education, government and First Nations communities to help shape strategic planning for potential expansion. An update on recommended next steps is expected to be shared in early 2022.

Finally, I recently made a return visit to Brampton for continued dialogue with City officials, and several other partners and community leaders, intended to shape phase three of our campus expansion efforts in the city and surrounding Peel Region. At this point, the Presidents of Ryerson, Sheridan and Algoma U are in intense conversation around creating a health innovation district. Sheridan is moving forward with a Centre for Healthy Communities (nursing, personal support workers, osteopathy, kinesiology, etc), while Ryerson is moving forward with a feasibility study for a medical school. Algoma has recently introduced a psychology degree option and we are examining the possibility of bringing other undergraduate programs to this campus that would support degrees that could ladder into medical school and/or Sheridan’s specialized programs. Currently, the City is interested in Algoma’s ability to focus on health science and mental health and addictions. The VPAR and Academic Dean will be speaking to departments over the next several months to determine possibilities. There is great interest and support for Algoma University in Brampton and I look forward to sharing more in my next report.

I want to take this opportunity to thank all members of the Algoma University community, including our strategic partners, who play a key role in our success. Although the global pandemic has created many challenges, we continue to successfully and collectively navigate these uncharted waters. I am confident we remain on course for continued success in 2022.

Thank you - Chi-Miigwetch and early season’s greetings to all.

Asima Vezina, President and Vice-Chancellor

Thunderbirds protecting Thunderbirds - Thunderbirds protecting Communities!

SEVEN GRANDFATHER TEACHINGS

- LOVE AND KINDNESS
- RESPECT
- BRAVERY
- WISDOM
- HONESTY
- TRUTH
- HUMILITY



CAMPUS CULTURE - A dynamic hub for community and student life with spaces and activities that support inspired and engaged learning and a strong sense of pride. This strategic direction will be achieved in close collaboration with student leadership to ensure all decisions reflect students' needs.

2021-22 Key Metrics/Areas of Focus

- Algoma University is a dynamic hub for community and student life
- Members of the Algoma University and broader community have a strong sense of pride in their institution
- Members of the Algoma University community are engaged and inspired in their studies, work, and extracurricular activities
- Algoma University promotes a culture of internationalization

What We've Accomplished...

SSM Community Trick-or-Treat draws
1000 FOOD ITEMS & **\$1000+** IN DONATIONS
FOR STUDENT FOOD PANTRY AND COATS FOR KIDS



- Launched new [Student Assistance Program](#) (SAP) providing unlimited access to counselling, life coaching and support resources through Homewood Health™
- New wellness coordinator hired thanks to funding through Bell Let's Talk
- Varsity athletes successfully returned to regular OUA action following covid related cancellation of 2020-21 competition
- Men's curling team wins Northern Ontario Club Championship, will compete at Nationals in late-November
- Two wrestlers have earned national rankings
- Partnered with [Devant](#) to launch a customized, web-based platform to provide enhanced career development opportunities and resources for international students
- Community Trick-or-Treat event in SSM results in 1000 items and just over \$1000 raised to support the Student Food Pantry as well as donations to Coats for Kids
- Successfully hosted alumni engagement event in new Brampton campus facilities

What's Next?

- Evaluation of new counselling resources launched in November
- VPAR to attend December meeting of UArctic consortium to advance North2North student exchange while strengthening strategic research networks
- Planning underway for tri-campus research week in winter of 2022

For a full listing of common University acronyms, please click here: [AU Common Acronyms](#)

PRIORITY
#2

VIBRANT PROGRAMS - An integrated suite of academic programming that is current, relevant, attractive, and aligned with students' expectations.

2021-22 Key Metrics/Areas of Focus

- Algoma University is a leader in teaching excellence
- Algoma University characterizes and distinguishes itself through the realization of its Special Mission
- Algoma University has an integrated suite of relevant programming that is linked to the broader communities

What We've Accomplished...



- 2021-2026 Academic Plan approved by Senate
- 2021-22 enrolment on track to exceed 3000 FTE - 3 yrs ahead of initial strategic enrolment management target
- Strategic Plan finalized for School of Computer Science and Technology, similar plan for School of Life Sciences and the Environment currently under development
- Refinement of processes and faculty supports tied to Quality Assurance (QA)
- Signed [MOU with Brampton's Altitude Accelerator](#) to support experiential learning opportunities for students from the School of Business and Economics
- \$500K in Global Skills Opportunity funding to support new Global Learning Leadership Skills Development Program (GLLSDP) to expand the international experiences of Canadian students
- Senate adopts Indigenous Learning Outcomes (ILO's) as developed by the Negahneewin Research Centre at Confederation College to serve as a guide for Indigenous curriculum development
- Engagement with the President of Northern Ontario School of Medicine (NOSM) on strategic initiatives such as OMHARTI, intended to strengthen NOSM's presence in Sault Ste. Marie
- Return of [Algoma Reads](#) provides new opportunities for the English department to extend reach into the community.
- Engaged in discussions with key stakeholders regarding academic programming and identified community needs in both Brampton and Timmins

What's Next?

- Working on an addendum to MOU with Northern College to create a collaborative/dual credential program in business in the North, for the North
- Working on broad changes and further support in Quality Assurance, Faculty Relations and Academic Support on all campuses
- Working on finalizing our Institutional Quality Assurance Process to mirror the changes in the provincial Quality Assurance Framework and build in graduate programming related elements



RESEARCH AND INNOVATION - A culture of research and innovation that leverages existing strengths and produces an exceptional student experience while engaging with our campus communities and contributing to their sustainability.

2021-22 Key Metrics/Areas of Focus

- Algoma University capitalizes on scholarship, research and creative production to enhance student learning, support faculty growth, and contribute to local and regional social, cultural and economic development
- Algoma University cultivates a culture of research and innovation among all members of the university community

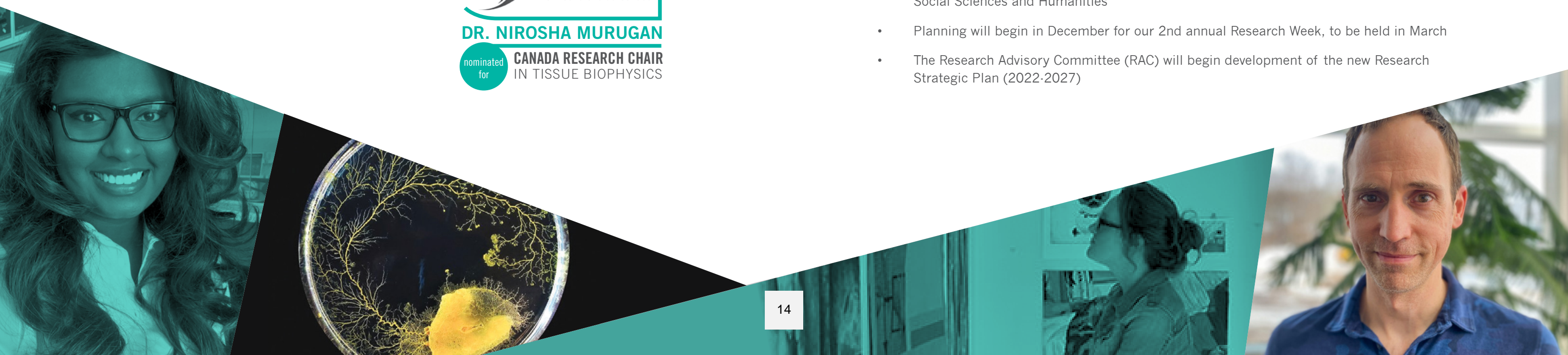
What We’ve Accomplished...



- Faculty engagement sessions underway to finalize research elements of a number of strategic projects - Ontario Mental Health and Addictions Research and Training Institute; Mukqua Waakaa’igan; Centre for Social, Cultural & Economic Innovation (OMHARTI)
- OMHARTI feasibility study underway
- Dr. Niroscha Murugan nominated for Canada Research Chair in Tissue Biophysics (Health Sciences)
- Dr. Brandon Schamp has been awarded funding from the Algoma University Research Publication Fund to support open-access publication in the scientific journal PLOS One: “Exploring the relative influence of dispersal and competition on co-occurrence and trait patterns in response to disturbance”
- Major grants: submitted 3 NSERC Discovery Grant proposals and 1 New Frontiers Research Fund-Explore proposal

What’s Next?

- Open competition for Northern Ontario Heritage Fund Corporation (NOHFC) Talent and People Program
- [SSHRC Institutional Grants](#) (SIG) application to be submitted December 1
- SIG funds help Canadian postsecondary institutions strengthen research excellence in the Social Sciences and Humanities
- Planning will begin in December for our 2nd annual Research Week, to be held in March
- The Research Advisory Committee (RAC) will begin development of the new Research Strategic Plan (2022-2027)



PRIORITY
#4

ANISHINAABE INENDAMOWIN - A recognized leader in cross-cultural sharing, healing and learning through collaborative efforts in decolonizing the university's policies, procedures, pedagogy in fulfilment of our Special Mission.

2021-22 Key Metrics/Areas of Focus

- Algoma University is recognized as a leader in Anishinaabe learning in Canada
- We are responding to the Calls to Action with strategic focus in curricula, policies, research, cross-cultural teaching and learning, community partnerships, health, land stewardship, and governance

What We've Accomplished...

CANADIAN ANTI-RACISM ACTION
PROGRAM SUPPORTS
Gabegendaadowin Training Project
WITH \$262,500

Shingwauk Residential Schools Centre &
Anishinaabe Academic Resource Centre
HONoured THE FIRST
NATIONAL DAY FOR
TRUTH & RECONCILIATION

- Shingwauk Residential Schools Centre and the Anishinaabe Academic Resource Centre honoured the first National Day for Truth and Reconciliation, virtual and in-person events were held throughout the day to mark Orange Shirt Day (Sept 30th).
- Mukqua Waakaa'igan Planning Committee continues to move forward a range of planning activities. The architectural firm of Moriyama and Tashima, in collaboration with Smoke Architecture, will design the facility from a decolonized lens.
- A series of Town Hall sessions regarding Mukqua Waakaa'igan were held with faculty
- Secured \$262,500 in funding through the [Canadian Anti-Racism Action Program to support Gabegendaadowin Training Project](#) (formerly SHIFT Training)
- Participated in a number of community engagement and relationship building sessions with leaders from a number of First Nations communities in the Algoma and Timmins regions
- Preliminary [CSAA](#) driven ground search of select section of Shingwauk site - analysis of results underway while ongoing dialogue concerning protocol creation with the impacted communities continues
- Krista McCracken honoured with Community Builder Award (Education)
- Collaborative agreement with SKG fully reviewed
- Ongoing engagement with our partners including the Ontario Native Welfare Administrators Association (ONWAA), and Oshki-Wenjack Education Institute

What's Next?

- The Reclaiming Shingwauk Hall exhibition auditorium phase is planned to open early in 2022
- The first intake of Gabegendaadowin will be offered in Mattawa in January 2022
- Student, faculty and staff engagement with architectural firm to support Mukqua Waakaa'igan design planning



PRIORITY
#5

INSTITUTIONAL EXCELLENCE - Institutional excellence is a university-wide commitment involving students, employees, communities aligned in the spirit of continuous improvement, institutional effectiveness, organizational resilience and strong leadership resulting in long term financial sustainability.

2021-22 Key Metrics/Areas of Focus

- Community: People and Culture
- Organizational Alignment
- Generation of New Revenue Streams
- Increase Brand Awareness

What We've Accomplished...

HUMAN RESOURCES MOVES TO THE
→ **DEPARTMENT OF
PEOPLE AND CULTURE**

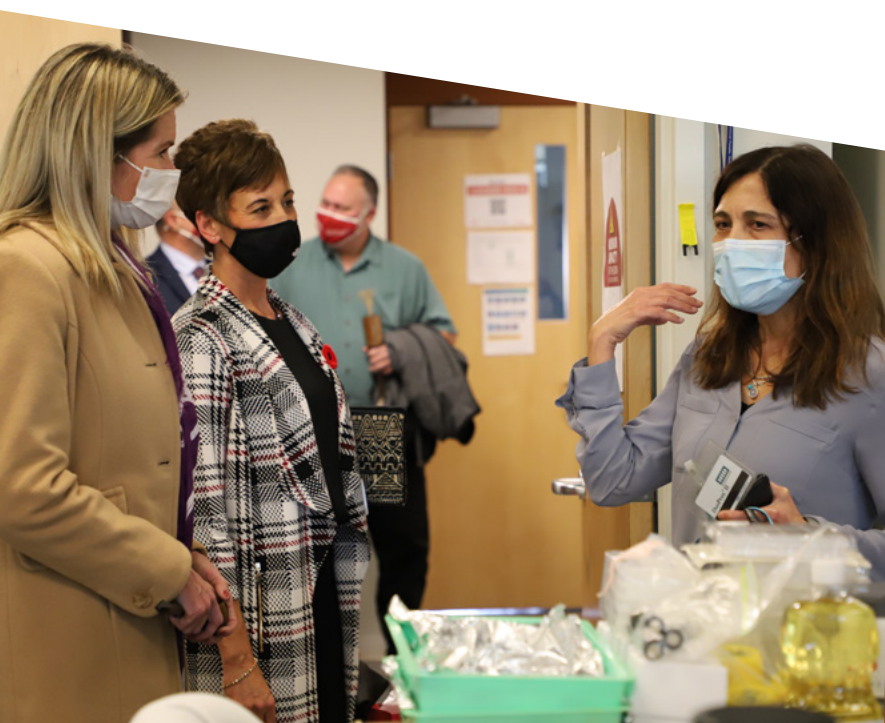
includes rebuilding and refinement
of team roles and responsibilities

 **Rolled out**
WORK FROM HOME POLICY
FOR Staff & Administration

- Facilitated Board Retreat focused on Enterprise Risk Management (October, 2021)
- Hosted series of President's Reception - Community Engagement sessions with leaders from the Brampton business community to highlight strategic developments while touring expanded campus facilities
- Hosted visit by the Hon. Jill Dunlop, Minister of Colleges and Universities to brief her on a number of key strategic initiatives
- Search process underway for both the new VP, Finance and Operations and VP, Academic and Research
- Engaged BDO in review and testing of Responsibility Centred Management (RCM) budget model
- Contract awarded for Ontario Mental Health and Addictions Research and Training Institute feasibility study
- Dr. Jody Rebek earns Community Builder Award (Environment)
- Findings of brand positioning validation survey along with initial draft creative concepts presented to Brand Architecture Project Steering Committee
- Roll-out of Work From Home Policy for Staff/Administration
- Redevelopment of Human Resources to Department of People and Culture including rebuilding and refinement of team roles and responsibilities
- Finalized new administrative pay band framework and handbook as part of talent management/retention strategy

What's Next?

- Issued RFP for new Student Information System (SIS)
- Issued RFQ for continuous improvement pilot project a transformation initiative aimed at identifying new ways to improve efficiency, reduce waste, and better serve students
- Recommended brand architecture model, brand toolkit and associated creative to be presented to Senior Executive and Board (Winter 2022)





EQUITY, DIVERSITY AND INCLUSION - EDI values are embedded across the organization to fulfil Algoma University's commitment to undoing systemic and institutional discrimination and to be publicly transparent and accountable.

2021-22 Key Metrics/Areas of Focus

- Develop an EDI institutional accountability framework
- Foster EDI in Research, Teaching and Learning
- Commit to incorporating EDI into policies, processes and procedures

What We've Accomplished...



- Develop an EDI institutional accountability framework**
 - Presentations to Algoma Leadership Team (ALT) on the [Equity Diversity and Inclusion Climate Research Study](#) and [Phase 1 report](#).
 - EDI Research Phase 2 underway: Survey administered - findings currently being compiled. Recommendations will support continued work on this strategic effort.
 - Participated in the endorsement, signing and launch of the [Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education](#)
 - Diwali celebrations held in Brampton and Sault Ste. Marie
 - Participated in National Forum on Anti-Asian Racism (Nov 9 -10)
 - Transgender Remembrance Day virtual events hosted by AUSU and Algoma U EDI Committee

Commitment to incorporating EDI into policies, processes and procedures

- Presentation to the Governance Committee on recommendations for the development of EDI language for the Board's governing documents, policies and procedures
- Washroom signage updates and educational campaign as part of ongoing effort to create a safe, inclusive environment for all
- Finalizing draft of Algoma U EDI Guiding Principles and Framework

Fostering EDI in research, teaching and learning

- Education and awareness on Queer 101 to various academic departments
- 70 students and 35 Employees enrolled in the Cultural Safety Learning Program
- Partnership with [Canadian Centre for Diversity and Inclusion](#) to provide ongoing education and awareness
- 15 members of Algoma U Community completed the Anti-Black Racism Education Awareness Dialogue

What's Next?

Develop an EDI institutional accountability framework

- Presentation of Phase 2 EDI Study Report to ALT
- EDI Climate Study Phase 3 and Phase 4: Drafting, analysis, validation and conversion to strategy
- Start to action commitments within the Scarborough Charter
- Follow up on next steps in regards to the National Forum on Anti-Asian Racism

Commitment to incorporating EDI into policies, processes and procedures

- Work with the VPFO to prioritize review of policies, processes and procedures using the new EDI Guiding Principles and Framework

Fostering EDI in research, teaching and learning

- Winter 2022 Cultural Safety Learning Program - Two sessions for students and one session for employees
- Partnership with Canadian Centre for Diversity and Inclusion to provide ongoing EDI education and awareness
- Ongoing EDI education and awareness, events and activities



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Algoma
UNIVERSITY



Research Presentation - Dr. Andrew Judge

OPEN AGENDA

Meeting Date: November 25, 2021
Action: Information

PREPARED BY:

Tiffany Gallivan, EA to the Vice-President Academic and Research
Dr. Andrew Judge, Assistant Professor, Anishinaabe Studies

PURPOSE OF REPORT

Algoma University researchers to share their research projects with the Board of Governors

RELATED DOCUMENTS

1. Research Presentation
2. Researcher of the Month - Poster

STRATEGIC PRIORITY ALIGNMENT

Strategic Priority #4: Cultivate a Culture of Research and Innovation that enhances the university's economic and community engagement and its impact

BACKGROUND

Aligns with strategic priority 4 and will provide our Board members some insight into the innovative work AU Faculty researchers are engaged in.

CURRENT STATUS

Dr. Judge is an Assistant Professor of Anishinaabe Studies. He has founded several community-led Indigenous knowledge based programs at elementary, secondary, and post-secondary levels and works tirelessly to promote Indigenous land-based sustainability practices.

FUTURE STATUS

Dr. Judge continues to work with scholars from the University of Toronto Mississauga and the Mississauga Nation to assist in establishing best practices for Community Engaged Learning at post secondary institutes.

ACTION

N/A

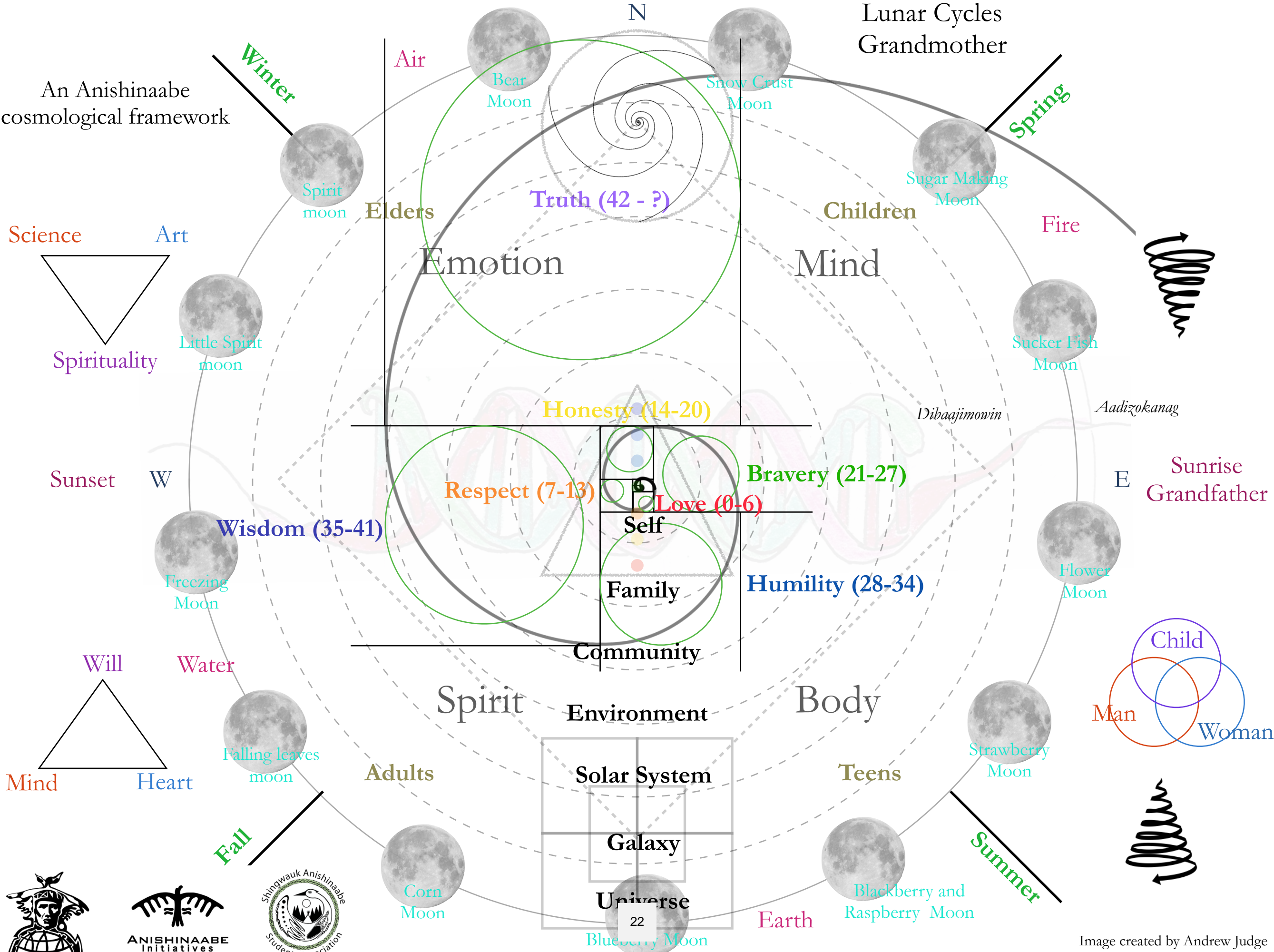
Anishinaabe Studies

Algoma University/Shingwauk Kinoomaage Gamig

Anishinaabe Research
Mkomose - Dr. Andrew Judge







Land-based learning

Planting

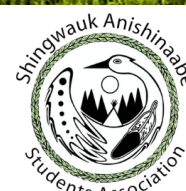
Land Restoration

Maintenance

Harvesting

Community Engagement

Seed Saving



Courses in Anishinaabe Studies

Anishinaabe
Research Methods

Anishinaabe
Peoples and Homelands I,II,III

Treaties

Government Acts
and Policies

Anishinaabe land-based
sustainability practices

Anishinaabe
Social Issues

In fall 2021 close to 60 community members
came to SKG to help resurrect the teaching
lodge, used to help inform students...

Anishinaabe
Spirituality



Guest Speakers

Star Knowledge

Ceremonies

Anishinaabe Medicine
Teachings

Gillnetting
Techniques

A Spirit's Journey

Women's and Men's
Teachings

Anishinaabe
Womans Teachings



Maple Harvest





"Anishinaabe knowledge carries with it a great responsibility. Responsibility passed on to us by our Ancestors. Responsibility passed on to them by the Great Mystery, Gizhe Manidoo. Our inherent right is to enact these responsibilities, in our human form, here upon our Mother the Earth. To follow a sacred law, original instructions, to learn from the wisdom of our heart, the fire of our being. To realize, all is connected, and all beings have a right to thrive. It is for this reason that I grow seeds, harvest medicine, and share the wisdom of the grandmothers and grandfathers with great care and consideration for all that is, all that was, and all that is to be..."

— **Andrew Judge, PhD**
(Anishinaabe Studies)

Anishinaabe Based Research

Mkomose (Dr. Andrew Judge) is Assistant Professor of Anishinaabe Studies at Algoma University and Shingwauk Kinoomaage Gamig. He has Lectured at Sir Wilfrid Laurier University, The University of Waterloo, and Coordinated Indigenous studies at Conestoga College where he established a network of Indigenous leaders to restore land. Mkomose specializes in Anishinaabe cultural knowledge, ethno-medicine, and land-based learning.

Mkomose has learned from, worked and consulted with, and served Indigenous Elders and community leaders for over a decade. He has founded several community-led Indigenous knowledge based programs at elementary, secondary, and post-secondary levels and works tirelessly to promote Indigenous land-based sustainability practices.

Mkomose has delivered over 100 invited lectures related to Indigenous knowledge, with a pointed focus on the restoration of Anishinaabe teachings, across Canada and internationally. He supports conscious awakening using Anishinaabe Cosmovision to respond to the current state of society, with the generous support of plant medicines. Mkomose is both Midewiwin and an initiated Mayan Day Keeper. He regularly participates in the ancient ceremonial practices of his Anishinaabe ancestors.

Currently, Mkomose is working with scholars from the University of Toronto Mississauga and the Mississauga Nation to assist in establishing best practices for Community Engaged Learning at post secondary institutes. He also supports the University of Waterloo School of Architecture in aiding students to better recognize the value in designing sustainable and edible habitats for the benefit of future generations. Over the past year at Algoma University and Shingwauk Mkomose has led multiple projects including a maple syrup harvest, a bean, sunflower, tobacco, and pumpkin harvest circle, and the building of a traditional teaching lodge. As the Laidlaw grant coordinator he has facilitated teachings from eleven local and international Anishinaabe community leaders in sharing their knowledge with cumulatively over 1000 students and guests.

Currently Mkomose is in the midst of preserving thousands of seeds which he will distribute to those interested.



Academic Plan 2021-2026

OPEN AGENDA

Meeting Date: November, 25, 2021
Action: Approval

PREPARED BY:

Tiffany Gallivan, EA to the Vice-President Academic and Research
Donna Rogers, Vice-President Academic and Research

PURPOSE OF REPORT

Approve the new Academic Plan 2021-2026

RELATED DOCUMENTS

1. Academic Plan 2021-2026
2. Brochure

STRATEGIC PRIORITY ALIGNMENT

Priority #2 : Vibrant Programs - An integrated suite of academic programming that is current, relevant, attractive and aligned with students' expectations.

BACKGROUND

The University's Academic Plan is updated every 5 years. As per Senate & Board of Governors By-Laws, the Academic Plan is approved by both governing bodies.

CURRENT STATUS

The Senate Academic Planning and Priorities Committee of Senate (AppCom) consulted with Faculty, Staff, Students, Alumni, Administration, and Community Partners to create the Academic Plan for 2021-2026. The Plan was approved by Senate on October 1, 2021.

FUTURE STATUS

AppCom will work with the necessary Faculties, Departments, Schools and Administration to implement and monitor the progress of this plan. Implementation outcomes will be reported to Senate annually.

ACTION

Motion to approve the Academic Plan 2021-2026.

The campuses of Algoma University are located on the traditional lands of the Anishinaabeg, the Mushkegowuk Cree and the Métis Nation, on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

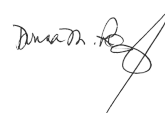
Foreword

Early in 2020, with Algoma University's 2016-21 Academic Plan ending the following year, the office of the Vice-President Academic and Research drafted a process and timeline for the development of the University's next Academic Plan. The process and original timeline were finalized at the beginning of March 2020; then the COVID-19 pandemic was declared, which as it continued meant that the original plan for consultation (surveys, world café-style in-person consultations with multiple stakeholders) had to be deferred and rethought. In our suddenly virtual world, we regrouped to carry out our planning and consultations in different ways (see below under Timeline and Consultations).

Any strategic document must be a living document, and this Academic Plan is no different. It must be assessed regularly, and the implementation of its actions measured and reported annually. In its third year, 2023-24, the Academic Planning and Priorities Committee (AppCom) will review the implementation of the Plan to that point and may choose to recommend to Senate that it be updated or adjusted.

As we emerge from the pandemic may we remember the lessons we have learned; may we keep alive the innovation, creativity and leadership it has revealed in us. May we continue to honour our commitments to our Special Mission and to equity, diversity and inclusion in all that we do in academics and research.

I am grateful to the many, many people who have contributed to the creation of this Academic Plan—to those who asked challenging questions, to those who provided suggestions and solutions, to those who noted where brevity or clarity was needed. My sincere thanks to you all.



Donna M. Rogers, Ph.D.
Vice-President Academic and Research

Framing Principles

Special Mission and Indigenization: Cross-Cultural Learning

It emerged from our consultations that understanding of and interest in our Special Mission and cross-cultural learning was uneven across the University. While some programs have responded by revising courses to include Indigenous content, others have either not known how to do this or have chosen not to. In this Plan we make an institutional commitment to the Special Mission and to decolonizing and Indigenizing our programs and curriculum.

Woven through all of our Key Directions is our commitment to the University's Special Mission ([Algoma University Act, 2008](#), Section 4):

It is the special mission of the University to,

- (a) be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and
- (b) cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.

Equity, Diversity and Inclusion

In 2020-21, Algoma University has made an institution-wide formal commitment to fostering equity, diversity and inclusion as a strategic priority in all aspects of our work, including in academics. Our EDI commitments are also woven throughout this Academic Plan in accordance with Algoma University's [EDI Charter](#).

Introduction and Context

Since Algoma University's last Academic Plan was completed in 2016, the University has changed. Change is normal for any post-secondary institution, but in the case of Algoma University, the change has been rapid and substantial—it has been transformational.

COVID-19

The original timeline for the creation of this Academic Plan was developed early in 2020, with the consultation phase to take place through the summer and fall of 2020, and an expected submission to Senate for approval in spring 2021. The COVID-19 global pandemic declared in March 2020 necessitated revised timelines, incurring a delay of several months. Nevertheless, work on the Plan progressed through the latter half of 2020 and into 2021, with approval by Senate on October 1st, 2021, and by the Board of Governors on November 25th, 2021.

Enrolment Growth

The University launched a Strategic Enrolment Management plan in 2018, which has guided recruiting and significant enrolment growth, from 1413 FTE students in 2016-17—with a decline to 1107 FTE in 2017-18—to a projection of 2360 FTE in 2021-22. Growth is being achieved through diversification of the student body, recruiting domestic students graduating from high school, college pathway students (via 2+2 and pathway agreements), and international students taking certificates and degrees, among other groups of learners. Algoma University is also placing particular attention on the recruitment of Anishinaabe students in the SEM Plan. Additional opportunities will be available through expansion of eLearning programming, offering Algoma University programs to learners beyond our three campus communities. By the final year of this Academic Plan Algoma University will have grown to a stable enrolment of 3000 FTE students.

Campus Planning and Expansion

All three of our campuses—in Sault Ste. Marie, Brampton and Timmins—are essential to that growth. A Campus Master Plan was completed in 2020 for the Sault campus, resulting in renewal of classrooms, labs and student spaces, and guiding us to cohesive and sustainable future campus expansion. The Brampton campus has seen the most significant recent growth, due to the expansion of vibrant programs such as Business Administration, Computer Science and Psychology, with more to come in the near future. The campus itself has grown in Brampton, expanding from a small suite of classrooms, offices and lounges at 24 Queen Street East to extensive facilities at 8 Queen, 24 Queen and 52 Queen.

Academic Programs and Life-Long Learning

Even more importantly, our programming has expanded since 2016. New degree programs were approved in Environmental Science and Anishinaabe Studies, along with a relevant and appealing suite of graduate certificates. The next step in our program expansion is the introduction of select Master's degrees; this is possible due to the amendment in 2021 of the [Algoma University Act, 2008](#), authorizing the University to grant undergraduate and graduate degrees, certificates and diplomas in any and all branches of learning. At the time of writing, Algoma University is also working to create life-long learning opportunities (non-credit); these include Gabegendaadowin (formerly the SHIFT training program), a Cultural Safety Learning Program and microcredentials, among other initiatives. University initiatives such as [Mukqua Waakaa'igan](#) and the proposed [Ontario Mental Health and Addictions Research and Training Institute](#) (OMHARTI) will also bring new programming and partnership opportunities for Algoma.

Quality Assurance

Algoma University's academic quality assurance is guided by our [Institutional Quality Assurance Process](#) (IQAP), overseen by the Ontario Universities Council on Quality Assurance. The IQAP ensures robust, consistent, transparent review and oversight of all academic programs, through vetting of all new program proposals and regular cyclical program reviews. Several of our academic programs are also accredited by external agencies.

Strategic Mandate Agreement, 2020-25 (SMA3)

In 2020, Algoma University signed its third five-year [Strategic Mandate Agreement](#) with the Ontario government. SMA3 has moved the University from enrolment-based funding to performance-based funding, determined by ten metrics set by the Ministry of Colleges and Universities. Certain metrics are directly aligned with Algoma University's strategic priorities, such as experiential learning, vibrant academic programming, and research; thus, they also inform the priorities set out in this Academic Plan.

Academic Plan Leadership

The creation of this Plan was led by the Senate Academic Planning and Priorities Committee (AppCom) in 2020 and 2021:

Laurie Bloomfield	Sheila Gruner
Linda Burnett	István Imre
Nairne Cameron	David Marasco
Rose Cameron	Andrea Pinheiro
Kelly De Luca	Donna Rogers
Aaron Gordon	Nicola Shaw
Michael Graydon	Asima Vezina

Tiffany Gallivan, Paulette Steeves and Julia Duncan also contributed to the development of the plan.

Timeline and Consultations

We consulted a broad range of stakeholders in 2020-21, including students, alumni, faculty, staff, administrators, Board members and community partners. Due to COVID-19 constraints, we were unable to hold any on-campus consultations; nevertheless, we adapted, as all have had to do during the pandemic, and held virtual consultations. In the fall of 2020 surveys were conducted among all stakeholder groups: students, alumni, faculty, staff, administration, and community partners. The survey results were presented to a faculty town hall, to the Anishinaabe People's Council, and to Senate. Subsequently, in February and March 2021 AppCom hosted a series of virtual meetings for all stakeholder groups to gather additional feedback on the ten relevant areas, guided by Algoma University's 2016-21 Strategic Plan and the focused strategic priorities determined by the Board of Governors and the Senate Executive Committee. These were: Special Mission, Indigenization, Innovative Programming, Research and Innovation, Teaching and Learning, eLearning, Experiential Learning, Internationalization, College Pathways, and Academic Supports.

In shaping this Plan, we have distilled those priority areas into eight key directions, all informed by our Special Mission and commitment to Indigenization, and by our commitment to equity, diversity and inclusion across the University:

1. A Multi-Campus University
2. Faculty Growth and Support
3. Innovative Programming, Interdisciplinarity, Sustainability
4. Research and Innovation
5. Teaching and Learning
6. Experiential Learning
7. Internationalization
8. Academic Supports for Student Success

Key Directions of the 2021-26 Academic Plan

Many themes that emerged from the Academic Plan consultations are interconnected; even avoiding repetition wherever possible, it is clear that none of the key directions below exist in isolation. At a high level, the eight key directions that emerged were:

Key Direction 1: A Multi-Campus University

Algoma University has three campus locations: the founding campus on the Shingwauk site in Sault Ste. Marie, the Timmins campus at the Northern College in South Porcupine, and the Brampton campus in the heart of downtown Brampton. Enrolment growth and program growth are assumed for all three campuses during the life of this plan. Each campus will have its distinct program mix, and each campus will be home to full-time and part-time faculty and students.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 1:

- 1A University governance structures (departments, faculties, schools and Senate) must reflect and serve a multi-campus university and principles of equity, diversity and inclusion.
 - i) **Action:** The Senate Executive sub-committee will complete consultations and present recommendations to Senate (2021-22).
 - ii) **Action:** Departments/programs will prepare evidence-based multi-year plans for submission to AppCom (updated annually), with rationale (for example, changes in enrolment trends, Cyclical Program Review implementation plans, new programs planned).
 - iii) **Action:** Departments, faculties/schools will provide opportunities for engagement and participation of faculty, staff and students from each campus where their program(s) are offered.
- 1B Algoma University will offer full programs and supporting electives at each campus, in accordance with student demand, program commitment and capacity, and community context.
 - i) **Action:** Per its [Terms of Reference](#), AppCom will annually assess program offerings at all campuses for quality and sustainability.
 - ii) **Action:** Per its terms of reference and in consultation with academic programs, AppCom will annually recommend elective courses to be offered at the Brampton and Timmins campuses.
- 1C Algoma University has made a commitment to at least ten net new full-time faculty positions during the life of this plan, as well as part-time contract faculty where needed. The University will strive to appoint full-time faculty where program demand, program structure and program data warrant, in accordance with faculty hiring processes and where there is budget approval.
 - i) **Action:** Per its terms of reference, AppCom will annually call for hiring requests from individual and interdisciplinary academic programs, and prioritize those requests for recommendation to Senate, taking into account institutional strategic priorities, enrolment trends and departmental plans.
 - ii) **Action:** Departments/programs will prepare evidence-based multi-year hiring plans for submission to AppCom, with rationale.

- 1D Algoma University will work to provide opportunities for students to participate in academic and/or co-curricular activities at a campus other than their home campus.
- i) **Action:** Academic units, Experiential Learning and International Affairs, Student Success, Student Life and others to bring forward cross-campus mobility and engagement initiatives during the annual budget cycle.

Key Direction 2: Faculty Growth and Support

Through the consultation process and the work of AppCom, faculty members spoke compellingly of their wish for additional support and training opportunities.

The following institutional priorities were identified for Key Direction 2:

- 2A As Algoma University grows and matures, academic structures and academic governance must support the work of our faculty members (see also 1A above).
- i) **Action:** Faculty and academic administrators will support the restructuring of academic governance, identifying and recommending resources needed for the appropriate functioning of academic units such as Faculties or Schools.
- 2B As faculty seek to strengthen program quality and innovation, Algoma University must provide appropriate training, mentoring and resources:
- i) **Action:** The University will increase support for para-academic institutional offices such as Quality Assurance, eLearning, Experiential Learning, and other areas
 - ii) **Action:** The University will create and offer a formal mentoring program for full-time faculty.
- 2C Algoma University is strongly committed to fostering diversity and inclusivity within our community and is an equal opportunity employer. In hiring, the University invites and encourages applications from all qualified candidates from equity-seeking groups, (Indigenous peoples, racialized persons, women, persons with disabilities, and LGBTQIP2SA+ persons).
- i) **Action:** All members of the Algoma University community will act upon values of equity, diversity and inclusion in hiring, welcoming and supporting a diverse faculty body.
 - ii) **Action:** Academic units will embed EDI values when requesting hiring approval for all positions.

Key Direction 3: Innovative Programming, Interdisciplinarity, Sustainability

Algoma University continues to develop and offer academic programming that is relevant to today's world, as well as non-credit options such as life-long learning and microcredentials, with eLearning and hybrid options for access and flexibility wherever possible. The consultation process confirmed strong interest in experiential learning (see Key Direction 6), Indigenization of academic programs, support for interdisciplinary/cross-disciplinary and cross-cultural programs, understanding space needs for new/growing programs, support for the Library, and support for research (see Key Direction 4).

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 3:

- 3A The University will create and deliver in-demand Master's-level programs in at least three academic disciplines.
- i) **Action:** Create and fund appropriate structures to implement and oversee policies and processes related to graduate programming and graduate students, and to support the academic units offering graduate studies.
 - ii) **Action:** AppCom will review requests for allocations of funded graduate spaces and make recommendations to the Vice-President Academic and Research, in accordance with funding levels received from the Ministry of Colleges and Universities.
- 3B Growth and sustainability: Algoma University commits to investing in programs that can demonstrate student and societal demand with long-term sustainability.
- i) **Action:** Per its terms of reference and in consultation with academic programs, AppCom will annually identify academic programming for expansion, continuation and contraction; AppCom will annually make relevant recommendations to Senate.
- 3C Strategic priorities: per the [2021-23 Strategic Plan Extension](#), Algoma University will identify and develop relevant, innovative academic programs aligned with significant institutional initiatives, including cross-cultural learning.
- i) **Action:** Interested academic units will identify and develop academic programs aligned with Mukqua Waakaa'igan.
 - ii) **Action:** Interested academic units will identify and develop academic programs aligned with the Ontario Mental Health and Addictions Research and Training Institute.
 - iii) **Action:** Interested academic units will identify and develop academic programs aligned with the Algoma University Centre for Social, Cultural and Economic Innovation.

Key Direction 4: Research and Innovation

At Algoma University, faculty are engaged in significant research activity across the institution, which informs and enhances their teaching by contributing to knowledge in their disciplines. Some students are involved in research, in both faculty-led research projects and their own. Every full-time faculty member is expected to engage in research; every academic program should build on its faculty's research activity and engage students whenever possible in the research enterprise of the University. Two of the ten metrics in our 2020-25 Strategic Mandate Agreement will be assessed on the basis of success in external research funding.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 4:

- 4A We will need a new Strategic Research Plan in 2022, as the [current plan](#) expires. We will ensure that research and innovation at Algoma University are inclusive of different knowledge bases (including Indigenous knowledge), knowledge generation and creative production.

- i) **Action:** The Research Advisory Committee will develop a new five-year (2022-27) Strategic Research Plan in 2022, for recommendation to Senate.
 - ii) **Action:** The new Strategic Research Plan will embed EDI values.
- 4B We are committed to respecting Indigenous ways of knowing, and to supporting and valuing Indigenous research methods and protocols.
 - i) **Action:** The VPAR, in consultation with the Research Advisory Committee and the broader community, will lead the development of an Algoma University Indigenous research policy.
- 4C We are committed to increasing the number, value and impact of external research grants.
 - i) **Action:** The Office of Research and Innovation, under the direction of the VPAR, will plan for annual increases in the University's research budget, to support faculty applying for and receiving Tri-Agency and other external research grant funding.
- 4D We will ensure that research facilities and initiatives are planned for long-term sustainability.
 - i) **Action:** The new Strategic Research Plan will address start-up and sustainability needs for research programs, space and equipment.

Key Direction 5: Teaching and Learning

One of the clearest directions to emerge from our consultations for this Academic Plan was the mandate to create a Teaching and Learning Centre (TLC) for Algoma University. The TLC could include support for faculty in areas such as competency/outcomes-based learning, instructional design, eLearning, teaching with technology, academic integrity, literacy and numeracy, accessibility and inclusion (Universal Design for Learning, or UDL), Indigenous pedagogies, professional development related to teaching and learning, and others.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 5:

- 5A Algoma University commits to the development of a Teaching and Learning Centre.
 - i) **Action:** During the 2021-22 academic year, the VPAR will engage a team of faculty, staff, students and administrators to create a plan and draft budget for the Algoma University TLC.
 - ii) **Action:** The development team will recommend to the VPAR an appropriate organizational structure and leadership for the TLC.
- 5B Determining the scope of the TLC.
 - i) **Action:** The development team will recommend to the VPAR the essential elements and functions of the TLC (might include such matters as: capacity building for high-impact practices, training/awareness re new and evolving trends in higher education, student success and career readiness, connection to our Special Mission, Indigenous cultures and pedagogies, internationalization of teaching and learning, networking/partnership opportunities)

Key Direction 6: Experiential learning

Experiential learning (EL) engages students in hands-on experiences that connect theory to practice and builds transferable skills highly sought after by employers. The Experiential Learning (EL) Hub at Algoma University is a central resource for students to learn about the wide range of experiential learning

opportunities available at Algoma University. The Hub also supports faculty and staff in the development, delivery, and sharing of resources for experiential learning.

Experiential learning includes a broad range of practices for *learning by doing*, from co-op placements and work-integrated learning to laboratory projects to study abroad/study away mobility opportunities. Every program at Algoma University includes some experiential learning opportunities for students, and faculty are actively developing and implementing new ones.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 6:

6A Strong engagement with the Department of Experiential Learning and International Affairs (ELIA) for faculty and students.

- i) **Action:** ELIA will engage academic programs in a review of the EL components in their programs.
- ii) **Action:** ELIA will work with Senate to update the EL inventory and course tagging.
- iii) **Action:** Academic programs will identify areas/partnerships where they wish to develop additional EL opportunities for students, in consultation with ELIA.

6B Flexible EL spaces are needed on Algoma University campuses.

- i) **Action:** ELIA will engage academic programs to identify the requirements for flexible EL spaces, consistent with the Campus Master Plan (SSM campus).

6C Funding is needed to support EL initiatives (CityStudio is cited as one example).

- i) **Action:** The Director of ELIA will budget for increased support for EL initiatives, in consultation with the Office of the VPAR and academic units.

Key Direction 7: Internationalization

The four pillars of Algoma University's [Internationalization Strategy](#) are:

- i) International Research & Innovation/Partnerships:
Position Algoma U to attract international research, scholarship and educational collaborations by showcasing our international expertise and successes. Strategically build and foster international partnerships that align with and support the University's Strategic Priorities and Special Mission
- ii) Mobility:
Increase comprehensive and multifaceted range of international mobility opportunities for students, faculty and staff to thrive in and contribute to an increasingly interdependent world
- iii) Internationalization at home/training & support:
Increase the number of Algoma University graduates, staff, and faculty who are internationally knowledgeable and culturally aware through cross-cultural learning experiences, both at an Algoma campus and abroad
- iv) International Experiential Learning & Entrepreneurship:
Develop and execute high-quality international experiential learning opportunities through innovative and interdisciplinary approaches within and outside the curriculum, and support the integration of intercultural competencies in all EL programming (tri-campus approach)

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 7:

- 7A Support for international engagement and mobility (physical and virtual).
 - i) **Action:** Academic programs will identify, as part of their multi-year planning (see 1A), potential opportunities for student and faculty mobility and/or international engagement.
 - ii) **Action:** The Department of Experiential Learning and International Affairs will identify additional opportunities for international mobility (exchange and study) for students and faculty.
 - iii) **Action:** ELIA will create additional opportunities for virtual international mobility (for example, COIL) for students and faculty.
- 7B Continued opportunities for cultural safety learning and cross-cultural training.
 - i) **Action:** ELIA will continue to work collaboratively with the Nyaagaaniid–VP Anishinaabe Initiatives, Equity and Student Success, EDI Officer and Academic Lead: EDI to support the offering of such learning and training programs to members of the Algoma University community.
- 7C Additional opportunities for international Experiential Learning.
 - i) **Action:** Academic programs will work collaboratively with ELIA to develop opportunities for international EL (such as international internships).

Note: for information about international recruiting, please consult the [Strategic Enrolment Management Plan](#).

Key Direction 8: Academic Supports for Student Success

From the consultation process, it is clear that all stakeholders recognize the critical importance of academic supports that will help students to be successful in their studies. The most frequently mentioned supports that students utilize and faculty/staff recommend to students are the Learning Centre, peer tutoring, writing and math labs, academic advising, counselling, accessibility services, library services, bursaries and scholarships. As Algoma University's enrolment grows, we must invest in and expand these supports.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 8:

- 8A There is a need for additional and/or expanded academic supports, including library services (such as research help, information literacy, Indigenous-focused resources), tutoring services, accessibility services, greater faculty engagement in academic advising, more bursaries and scholarships, career counselling, online labs and tutorials, culturally appropriate Indigenous and international student supports.
 - i) **Action:** The VPAR will work with the University Librarian to assess additional needs for student-facing library services at all campuses.
 - ii) **Action:** Student Success Central multi-year planning will support additional services in tutoring (including peer tutoring), accessibility services, counselling, and focused international student supports.

- iii) **Action:** Academic programs will ensure that their faculty members are well prepared to advise students in their programs and engaged in academic advising.
- iv) **Action:** ELIA will investigate ways to expand their career counselling services to students and graduates.
- v) **Action:** The Anishinaabe Academic Resource Centre (AARC) will support Indigenous students in culturally appropriate ways; in collaboration, AARC and the library will ensure that Indigenous-focused resources are available to the Algoma University community.

8B Additional support for the Learning Centre would benefit students in such matters as workshops on academic integrity, workshops on time management, literacy and numeracy programs.

- i) **Action:** The VPAR and the Nyaagaaniid will endeavour to identify additional support for the Learning Centre to enable it to offer more services.

8C Additional academic writing supports for students.

- i) **Action:** Academic programs, Student Success Central and the academic administration to assess whether students' needs are being met with current resources (tutoring, Writing Lab, library services), and to identify what (if any) additional supports may be needed (such as a Writing Centre).

8D Additional numeracy supports for students.

- i) **Action:** Academic programs, Student Success Central and the academic administration to assess whether students' needs are being met with current resources (tutoring, Math Lab), and to identify what (if any) additional supports may be needed.

8E Leverage existing programs, such as the [Early Feedback Policy](#) and Early Alert.

- i) **Action:** Dean(s) and academic units to ensure that all faculty are aware of these programs and how to use/follow them.



ALGOMA UNIVERSITY ACADEMIC PLAN

2021-2026





The campuses of Algoma University are located on the traditional lands of the Anishinaabeg, the Mushkegowuk Cree and the Métis Nation, on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

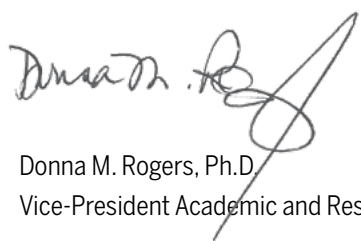
F O R E W A R D

Early in 2020, with Algoma University's 2016-21 Academic Plan ending the following year, the office of the Vice-President Academic and Research drafted a process and timeline for the development of the University's next Academic Plan. The process and original timeline were finalized at the beginning of March 2020; then the COVID-19 pandemic was declared, which as it continued meant that the original plan for consultation (surveys, world café-style in-person consultations with multiple stakeholders) had to be deferred and rethought. In our suddenly virtual world, we regrouped to carry out our planning and consultations in different ways (see below under Timeline and Consultations).

Any strategic document must be a living document, and this Academic Plan is no different. It must be assessed regularly, and the implementation of its actions measured and reported annually. In its third year, 2023-24, the Academic Planning and Priorities Committee (AppCom) will review the implementation of the Plan to that point and may choose to recommend to Senate that it be updated or adjusted.

As we emerge from the pandemic may we remember the lessons we have learned; may we keep alive the innovation, creativity and leadership it has revealed in us. May we continue to honour our commitments to our Special Mission and to equity, diversity and inclusion in all that we do in academics and research.

I am grateful to the many, many people who have contributed to the creation of this Academic Plan—to those who asked challenging questions, to those who provided suggestions and solutions, to those who noted where brevity or clarity was needed. My sincere thanks to you all.



Donna M. Rogers, Ph.D.
Vice-President Academic and Research



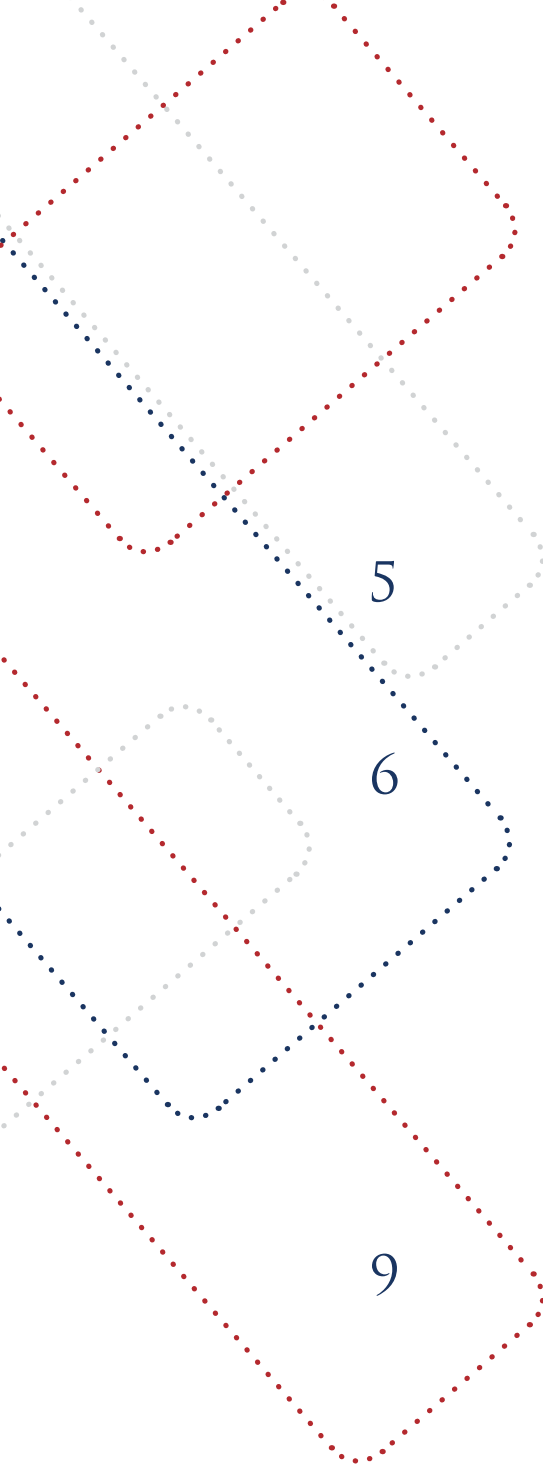


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FRAMING PRINCIPLES

Special Mission and Indigenization: Cross-Cultural Learning

It emerged from our consultations that understanding of and interest in our Special Mission and cross-cultural learning was uneven across the University. While some programs have responded by revising courses to include Indigenous content, others have either not known how to do this or have chosen not to. In this Plan we make an institutional commitment to the Special Mission and to decolonizing and Indigenizing our programs and curriculum.

Woven through all of our Key Directions is our commitment to the University's Special Mission ([Algoma University Act, 2008](#), Section 4):

It is the special mission of the University to,

- (a) be a teaching-oriented university that provides programs in liberal arts and sciences and professional programs, primarily at the undergraduate level, with a particular focus on the needs of northern Ontario; and
- (b) cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site.

Equity, Diversity and Inclusion

In 2020-21, Algoma University has made an institution-wide formal commitment to fostering equity, diversity and inclusion as a strategic priority in all aspects of our work, including in academics. Our EDI commitments are also woven throughout this Academic Plan in accordance with Algoma University's [EDI Charter](#).





INTRODUCTION AND CONTEXT

Since Algoma University's last Academic Plan was completed in 2016, the University has changed. Change is normal for any post-secondary institution, but in the case of Algoma University, the change has been rapid and substantial—it has been transformational.

COVID-19

The original timeline for the creation of this Academic Plan was developed early in 2020, with the consultation phase to take place through the summer and fall of 2020, and an expected submission to Senate for approval in spring 2021. The COVID-19 global pandemic declared in March 2020 necessitated revised timelines, incurring a delay of several months. Nevertheless, work on the Plan progressed through the latter half of 2020 and into 2021, with approval by Senate on October 1st, 2021, and by the Board of Governors on November 25th, 2021.

Enrolment Growth

The University launched a Strategic Enrolment Management plan in 2018, which has guided recruiting and significant enrolment growth, from 1413 FTE students in 2016-17—with a decline to 1107 FTE in 2017-18—to a projection of 2360 FTE in 2021-22. Growth is being achieved through diversification of the student body, recruiting domestic students graduating from high school, college pathway students (via 2+2 and pathway agreements), and international students taking certificates and degrees, among other groups of learners. Algoma University is also placing particular attention on the recruitment of Anishinaabe students in the SEM Plan. Additional opportunities will be available through expansion of eLearning programming, offering Algoma University programs to learners beyond our three campus communities. By the final year of this Academic Plan Algoma University will have grown to a stable enrolment of 3000 FTE students.



Campus Planning and Expansion

All three of our campuses—in Sault Ste. Marie, Brampton and Timmins—are essential to that growth. A Campus Master Plan was completed in 2020 for the Sault campus, resulting in renewal of classrooms, labs and student spaces, and guiding us to cohesive and sustainable future campus expansion. The Brampton campus has seen the most significant recent growth, due to the expansion of vibrant programs such as Business Administration, Computer Science and Psychology, with more to come in the near future. The campus itself has grown in Brampton, expanding from a small suite of classrooms, offices and lounges at 24 Queen Street East to extensive facilities at 8 Queen, 24 Queen and 52 Queen.



Academic Programs and Life-Long Learning

Even more importantly, our programming has expanded since 2016. New degree programs were approved in Environmental Science and Anishinaabe Studies, along with a relevant and appealing suite of graduate certificates. The next step in our program expansion is the introduction of select Master's degrees; this is possible due to the amendment in 2021 of the [Algoma University Act, 2008](#), authorizing the University to grant undergraduate and graduate degrees, certificates and diplomas in any and all branches of learning. At the time of writing, Algoma University is also working to create life-long learning opportunities (non-credit); these include Gabegendaadowin (formerly the SHIFT training program), a Cultural Safety Learning Program and microcredentials, among other initiatives. University initiatives such as [Mukqua Waakaa'igan](#) and the proposed [Ontario Mental Health and Addictions Research and Training Institute](#) (OMHARTI) will also bring new programming and partnership opportunities for Algoma.



Quality Assurance

Algoma University's academic quality assurance is guided by our [Institutional Quality Assurance Process](#) (IQAP), overseen by the Ontario Universities Council on Quality Assurance. The IQAP ensures robust, consistent, transparent review and oversight of all academic programs, through vetting of all new program proposals and regular cyclical program reviews. Several of our academic programs are also accredited by external agencies.

Strategic Mandate Agreement, 2020-25 (SMA3)

In 2020, Algoma University signed its third five-year [Strategic Mandate Agreement](#) with the Ontario government. SMA3 has moved the University from enrolment-based funding to performance-based funding, determined by ten metrics set by the Ministry of Colleges and Universities. Certain metrics are directly aligned with Algoma University's strategic priorities, such as experiential learning, vibrant academic programming, and research; thus, they also inform the priorities set out in this Academic Plan.

Academic Plan Leadership

The creation of this Plan was led by the Senate Academic Planning and Priorities Committee (AppCom) in 2020 and 2021:

Laurie Bloomfield
Linda Burnett
Nairne Cameron
Rose Cameron
Kelly De Luca

Aaron Gordon
Michael Graydon
Sheila Gruner
István Imre
David Marasco

Andrea Pinheiro
Donna Rogers
Nicola Shaw
Asima Vezina

Tiffany Gallivan, Paulette Steeves and Julia Duncan also contributed to the development of the plan.

Timeline and Consultations

We consulted a broad range of stakeholders in 2020-21, including students, alumni, faculty, staff, administrators, Board members and community partners. Due to COVID-19 constraints, we were unable to hold any on-campus consultations; nevertheless, we adapted, as all have had to do during the pandemic, and held virtual consultations. In the fall of 2020 surveys were conducted among all stakeholder groups: students, alumni, faculty, staff, administration, and community partners. The survey results were presented to a faculty town hall, to the Anishinaabe People's Council, and to Senate. Subsequently, in February and March 2021 AppCom hosted a series of virtual meetings for all stakeholder groups to gather additional feedback on the ten relevant areas, guided by Algoma University's 2016-21 Strategic Plan and the focused strategic priorities determined by the Board of Governors and the Senate Executive Committee. These were: Special Mission, Indigenization, Innovative Programming, Research and Innovation, Teaching and Learning, eLearning, Experiential Learning, Internationalization, College Pathways, and Academic Supports.

In shaping this Plan, we have distilled those priority areas into eight key directions, all informed by our Special Mission and commitment to Indigenization, and by our commitment to equity, diversity and inclusion across the University:

1. **A Multi-Campus University**
2. **Faculty Growth and Support**
3. **Innovative Programming, Interdisciplinarity, Sustainability**
4. **Research and Innovation**
5. **Teaching and Learning**
6. **Experiential Learning**
7. **Internationalization**
8. **Academic Supports for Student Success**





KEY DIRECTIONS OF THE 2021-26 ACADEMIC PLAN

Many themes that emerged from the Academic Plan consultations are interconnected; even avoiding repetition wherever possible, it is clear that none of the key directions below exist in isolation. At a high level, the eight key directions that emerged were:



KEY DIRECTION

1: A Multi-Campus University

Algoma University has three campus locations: the founding campus on the Shingwauk site in Sault Ste. Marie, the Timmins campus at Northern College in South Porcupine, and the Brampton campus in the heart of downtown Brampton.

Enrolment growth and program growth are assumed for all three campuses during the life of this plan. Each campus will have its distinct program mix, and each campus will be home to full-time and part-time faculty and students.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 1:

- 1A** University governance structures (departments, faculties, schools and Senate) must reflect and serve a multi-campus university and principles of equity, diversity and inclusion.
- i) **ACTION:** The Senate Executive sub-committee will complete consultations and present recommendations to Senate (2021-22).
 - ii) **ACTION:** Departments/programs will prepare evidence-based multi-year plans for submission to AppCom (updated annually), with rationale (for example, changes in enrolment trends, Cyclical Program Review implementation plans, new programs planned).
 - iii) **ACTION:** Departments, faculties/schools will provide opportunities for engagement and participation of faculty, staff and students from each campus where their program(s) are offered.



1B Algoma University will offer full programs and supporting electives at each campus, in accordance with student demand, program commitment and capacity, and community context.

- i) **ACTION:** Per its [Terms of Reference](#), AppCom will annually assess program offerings at all campuses for quality and sustainability.
- ii) **ACTION:** Per its terms of reference and in consultation with academic programs, AppCom will annually recommend elective courses to be offered at the Brampton and Timmins campuses.

1C Algoma University has made a commitment to at least ten net new full-time faculty positions during the life of this plan, as well as part-time contract faculty where needed. The University will strive to appoint full-time faculty where program demand, program structure and program data warrant, in accordance with faculty hiring processes and where there is budget approval.

- i) **ACTION:** Per its terms of reference, AppCom will annually call for hiring requests from individual and interdisciplinary academic programs, and prioritize those requests for recommendation to Senate, taking into account institutional strategic priorities, enrolment trends and departmental plans.
- ii) **ACTION:** Departments/programs will prepare evidence-based multi-year hiring plans for submission to AppCom, with rationale.

1D Algoma University will work to provide opportunities for students to participate in academic and/or co-curricular activities at a campus other than their home campus.

- i) **ACTION:** Academic units, Experiential Learning and International Affairs, Student Success, Student Life and others to bring forward cross-campus mobility and engagement initiatives during the annual budget cycle.





KEY DIRECTION

2: Faculty Growth and Support

Through the consultation process and the work of AppCom, faculty members spoke compellingly of their wish for additional support and training opportunities.

The following institutional priorities were identified for Key Direction 2:

- 2A** As Algoma University grows and matures, academic structures and academic governance must support the work of our faculty members (see also 1A above).
 - i) **ACTION:** Faculty and academic administrators will support the restructuring of academic governance, identifying and recommending resources needed for the appropriate functioning of academic units such as Faculties or Schools.
- 2B** As faculty seek to strengthen program quality and innovation, Algoma University must provide appropriate training, mentoring and resources:
 - i) **ACTION:** The University will increase support for para-academic institutional offices such as Quality Assurance, eLearning, Experiential Learning, and other areas.
 - ii) **ACTION:** The University will create and offer a formal mentoring program for full-time faculty.
- 2C** Algoma University is strongly committed to fostering diversity and inclusivity within our community and is an equal opportunity employer. In hiring, the University invites and encourages applications from all qualified candidates from equity-seeking groups, (Indigenous peoples, racialized persons, women, persons with disabilities, and LGBTQIP2SA+ persons).
 - i) **ACTION:** All members of the Algoma University community will act upon values of equity, diversity and inclusion in hiring, welcoming and supporting a diverse faculty body.
 - ii) **ACTION:** Academic units will embed EDI values when requesting hiring approval for all positions.

KEY DIRECTION

3: Innovative Programming, Interdisciplinarity, Sustainability

Algoma University continues to develop and offer academic programming that is relevant to today's world, as well as non-credit options such as life-long learning and microcredentials, with eLearning and hybrid options for access and flexibility wherever possible. The consultation process confirmed strong interest in experiential learning (see Key Direction 6), Indigenization of academic programs, support for interdisciplinary/cross-disciplinary and cross-cultural programs, understanding space needs for new/growing programs, support for the Library, and support for research (see Key Direction 4).

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 3:

- 3A** The University will create and deliver in-demand Master's-level programs in at least three academic disciplines.
 - i) **ACTION:** Create and fund appropriate structures to implement and oversee policies and processes related to graduate programming and graduate students, and to support the academic units offering graduate studies.
 - ii) **ACTION:** AppCom will review requests for allocations of funded graduate spaces and make recommendations to the Vice-President Academic and Research, in accordance with funding levels received from the Ministry of Colleges and Universities.
- 3B** Growth and sustainability: Algoma University commits to investing in programs that can demonstrate student and societal demand with long-term sustainability.
 - i) **ACTION:** Per its terms of reference and in consultation with academic programs, AppCom will annually identify academic programming for expansion, continuation and contraction; AppCom will annually make relevant recommendations to Senate.





3C Strategic priorities: per the [2021-23 Strategic Plan Extension](#), Algoma University will identify and develop relevant, innovative academic programs aligned with significant institutional initiatives, including cross-cultural learning.

- i) **ACTION:** Interested academic units will identify and develop academic programs aligned with Mukqua Waakaa'igan.
- ii) **ACTION:** Interested academic units will identify and develop academic programs aligned with the Ontario Mental Health and Addictions Research and Training Institute.
- iii) **ACTION:** Interested academic units will identify and develop academic programs aligned with the Algoma University Centre for Social, Cultural and Economic Innovation.

At Algoma University, faculty are engaged in significant research activity across the institution, which informs and enhances their teaching by contributing to knowledge in their disciplines. Some students are involved in research, in both faculty-led research projects and their own. Every full-time faculty member is expected to engage in research; every academic program should build on its faculty's research activity and engage students whenever possible in the research enterprise of the University. Two of the ten metrics in our 2020-25 Strategic Mandate Agreement will be assessed on the basis of success in external research funding.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 4:

- 4A** We will need a new Strategic Research Plan in 2022, as [the current plan](#) expires. We will ensure that research and innovation at Algoma University are inclusive of different knowledge bases (including Indigenous knowledge), knowledge generation and creative production.
- i) **ACTION:** The Research Advisory Committee will develop a new five-year (2022-27) Strategic Research Plan in 2022, for recommendation to Senate.
 - ii) **ACTION:** The new Strategic Research Plan will embed EDI values.
- 4B** We are committed to respecting Indigenous ways of knowing, and to supporting and valuing Indigenous research methods and protocols.
- i) **ACTION:** The VPAR, in consultation with the Research Advisory Committee and the broader community, will lead the development of an Algoma University Indigenous research policy.
- 4C** We are committed to increasing the number, value and impact of external research grants.
- i) **ACTION:** The Office of Research and Innovation, under the direction of the VPAR, will plan for annual increases in the University's research budget, to support faculty applying for and receiving Tri-Agency and other external research grant funding.
- 4D** We will ensure that research facilities and initiatives are planned for long-term sustainability.
- i) **ACTION:** The new Strategic Research Plan will address start-up and sustainability needs for research programs, space and equipment.

KEY DIRECTION

4: Research and Innovation





KEY DIRECTION

5: Teaching and Learning

One of the clearest directions to emerge from our consultations for this Academic Plan was the mandate to create a Teaching and Learning Centre (TLC) for Algoma University. The TLC could include support for faculty in areas such as competency/outcomes-based learning, instructional design, eLearning, teaching with technology, academic integrity, literacy and numeracy, accessibility and inclusion (Universal Design for Learning, or UDL), Indigenous pedagogies, professional development related to teaching and learning, and others.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 5:

- 5A** Algoma University commits to the development of a Teaching and Learning Centre.
- i) **ACTION:** During the 2021-22 academic year, the VPAR will engage a team of faculty, staff, students and administrators to create a plan and draft budget for the Algoma University TLC.
 - ii) **ACTION:** The development team will recommend to the VPAR an appropriate organizational structure and leadership for the TLC.
- 5B** Determining the scope of the TLC.
- i) **ACTION:** The development team will recommend to the VPAR the essential elements and functions of the TLC (might include such matters as: capacity building for high-impact practices, training/awareness re new and evolving trends in higher education, student success and career readiness, connection to our Special Mission, Indigenous cultures and pedagogies, internationalization of teaching and learning, networking/partnership opportunities)

Experiential learning (EL) engages students in hands-on experiences that connect theory to practice and builds transferable skills highly sought after by employers. The Experiential Learning (EL) Hub at Algoma University is a central resource for students to learn about the wide range of experiential learning opportunities available at Algoma University. The Hub also supports faculty and staff in the development, delivery, and sharing of resources for experiential learning.

Experiential learning includes a broad range of practices for learning by doing, from co-op placements and work-integrated learning to laboratory projects to study abroad/study away mobility opportunities. Every program at Algoma University includes some experiential learning opportunities for students, and faculty are actively developing and implementing new ones.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 6:

- 6A** Strong engagement with the Department of Experiential Learning and International Affairs (ELIA) for faculty and students.
 - i) **ACTION:** ELIA will engage academic programs in a review of the EL components in their programs.
 - ii) **ACTION:** ELIA will work with Senate to update the EL inventory and course tagging.
 - iii) **ACTION:** Academic programs will identify areas/partnerships where they wish to develop additional EL opportunities for students, in consultation with ELIA.
- 6B** Flexible EL spaces are needed on Algoma University campuses.
 - i) **ACTION:** ELIA will engage academic programs to identify the requirements for flexible EL spaces, consistent with the Campus Master Plan (SSM campus).
- 6C** Funding is needed to support EL initiatives (CityStudio is cited as one example).
 - i) **ACTION:** The Director of ELIA will budget for increased support for EL initiatives, in consultation with the Office of the VPAR and academic units.

KEY DIRECTION

6: Experiential Learning





KEY DIRECTION

7: Internationalization



The four pillars of Algoma University's [Internationalization Strategy](#) are:

i) International Research & Innovation/Partnerships:

Position Algoma U to attract international research, scholarship and educational collaborations by showcasing our international expertise and successes. Strategically build and foster international partnerships that align with and support the University's Strategic Priorities and Special Mission

ii) Mobility:

Increase comprehensive and multifaceted range of international mobility opportunities for students, faculty and staff to thrive in and contribute to an increasingly interdependent world

iii) Internationalization at home/training & support:

Increase the number of Algoma University graduates, staff, and faculty who are internationally knowledgeable and culturally aware through cross-cultural learning experiences, both at an Algoma campus and abroad

iv) International Experiential Learning & Entrepreneurship:

Develop and execute high-quality international experiential learning opportunities through innovative and interdisciplinary approaches within and outside the curriculum, and support the integration of intercultural competencies in all EL programming (tri-campus approach)

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 7:

7A Support for international engagement and mobility (physical and virtual).

- i) **ACTION:** Academic programs will identify, as part of their multi-year planning (see 1A), potential opportunities for student and faculty mobility and/or international engagement.
- ii) **ACTION:** The Department of Experiential Learning and International Affairs will identify additional opportunities for international mobility (exchange and study) for students and faculty.
- iii) **ACTION:** ELIA will create additional opportunities for virtual international mobility (for example, COIL) for students and faculty.

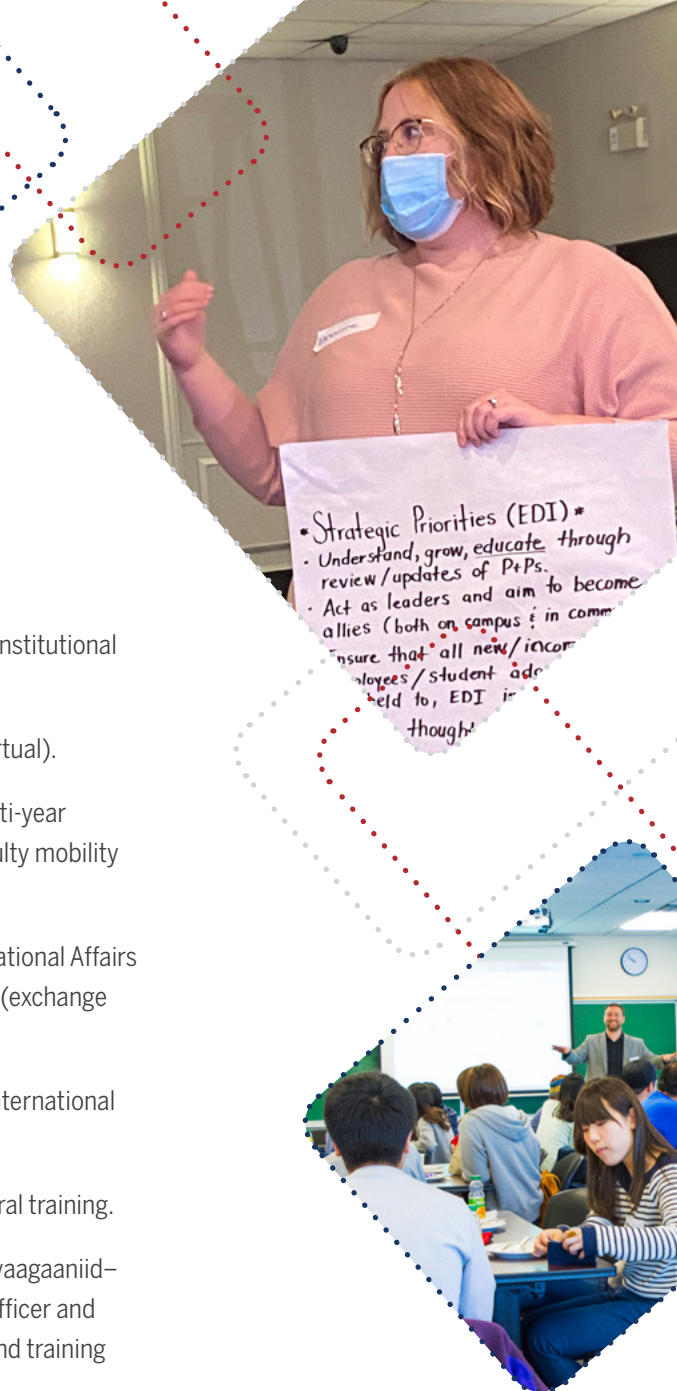
7B Continued opportunities for cultural safety learning and cross-cultural training.

- i) **ACTION:** ELIA will continue to work collaboratively with the Nyaagaaniid–VP Anishinaabe Initiatives, Equity and Student Success, EDI Officer and Academic Lead: EDI to support the offering of such learning and training programs to members of the Algoma University community.

7C Additional opportunities for international Experiential Learning.

- i) **ACTION:** Academic programs will work collaboratively with ELIA to develop opportunities for international EL (such as international internships).

Note: for information about international recruiting, please consult the [Strategic Enrolment Management Plan](#).





From the consultation process, it is clear that all stakeholders recognize the critical importance of academic supports that will help students to be successful in their studies. The most frequently mentioned supports that students utilize and faculty/staff recommend to students are the Learning Centre, peer tutoring, writing and math labs, academic advising, counselling, accessibility services, library services, bursaries and scholarships. As Algoma University's enrolment grows, we must invest in and expand these supports.

Through the consultation process and the work of AppCom, the following institutional priorities were identified for Key Direction 8:

- 8A** There is a need for additional and/or expanded academic supports, including library services (such as research help, information literacy, Indigenous-focused resources), tutoring services, accessibility services, greater faculty engagement in academic advising, more bursaries and scholarships, career counselling, online labs and tutorials, culturally appropriate Indigenous and international student supports.
- i) **ACTION:** The VPAR will work with the University Librarian to assess additional needs for student-facing library services at all campuses.
 - ii) **ACTION:** Student Success Central multi-year planning will support additional services in tutoring (including peer tutoring), accessibility services, counselling, and focused international student supports.
 - iii) **ACTION:** Academic programs will ensure that their faculty members are well prepared to advise students in their programs and engaged in academic advising.
 - iv) **ACTION:** ELIA will investigate ways to expand their career counselling services to students and graduates.
 - v) **ACTION:** The Anishinaabe Academic Resource Centre (AARC) will support Indigenous students in culturally appropriate ways; in collaboration, AARC and the library will ensure that Indigenous-focused resources are available to the Algoma University community.

KEY DIRECTION

8: Academic Supports for Student Success





8B Additional support for the Learning Centre would benefit students in such matters as workshops on academic integrity, workshops on time management, literacy and numeracy programs.

- i) **ACTION:** The VPAR and the Nyaagaaniid will endeavour to identify additional support for the Learning Centre to enable it to offer more services.



8C Additional academic writing supports for students.

- i) **ACTION:** Academic programs, Student Success Central and the academic administration to assess whether students' needs are being met with current resources (tutoring, Writing Lab, library services), and to identify what (if any) additional supports may be needed (such as a Writing Centre).

8D Additional numeracy supports for students.

- i) **ACTION:** Academic programs, Student Success Central and the academic administration to assess whether students' needs are being met with current resources (tutoring, Math Lab), and to identify what (if any) additional supports may be needed.

8E Leverage existing programs, such as the Early Feedback Policy and Early Alert.

- i) **ACTION:** Dean(s) and academic units to ensure that all faculty are aware of these programs and how to use/follow them.









Gift Donation Policy

OPEN AGENDA

Meeting Date: Nov. 25th, 2021
Action: Approval

PREPARED BY:

Craig Fowler, Vice President of Growth, Innovation and External Relations
Colin Wilson, Director Strategic Advancement

PURPOSE OF REPORT

Per Finance Committee's ("Committee") Terms of Reference, the Committee "will review and recommend to the Board general policies on financial matters."

RELATED DOCUMENTS

1. Appendix A - [Gift Donation Policy](#)

STRATEGIC PRIORITY ALIGNMENT

5C. Modernization of Systems and Processes

BACKGROUND

Algoma University ("University") holds a Charitable status with the Canada Revenue Agency, and the University from time to time receives Gift Donations offers from various members/organizations in the community. Unfortunately, the University currently does not possess a policy that outlines this process, and all decisions are presently being made by staff without oversight or policy.

CURRENT STATUS

Currently, all gift donations are directed to the Advancement office, and staff are making decisions based on discussions with the Director of Physical Plant, various academic units, and the Vice President of Growth, Innovation and External Relations. In many cases, the gifts in question are not items of value to the University, and staff do not possess a policy or procedure when dealing with these requests. The new policy will outline the approval process, the rationale for declining a donation, the appraisal/ tax receipt process, and the creation of an online donation form. The current policy was taken from numerous post-secondary institutions and was reviewed by BDO.

FUTURE STATUS

Based on the favourable discussions with the Risk and Finance Committee, the policy will go to the Board of Governors for their review and approval. Based on the approval, this policy is to serve as a set of guiding principles to ensure that members of the University community can respond in a timely and appropriate manner to gift offers, make informed decisions on the acceptance of gifts at Algoma University, and ensure such donations are accepted in accordance with Canada Revenue Agency (CRA) guidelines and requirements of the Income Tax Act.

ACTION

MOTION: That the Board of Governors approve the Gift Donation policy.

Gift Donation Policy

Category:	Administration
Number:	AD5
Responsibility:	Director of Strategic Advancement
Approval:	Board of Governors
Amendments:	To be reviewed every five years or as circumstances or legislation warrants.

PURPOSE

The purpose of this policy is to serve as a set of guiding principles to ensure that members of the University community can respond in a timely and appropriate manner to gift offers; informed decisions are made on the acceptance of gifts at Algoma University; and that such gifts are accepted in accordance with Canada Revenue Agency (CRA) guidelines and requirements of the Income Tax Act.

SCOPE

This policy is applicable to all persons, organizations and legal entities engaged in the donation and acceptance of gifts in kind at Algoma University.

DEFINITIONS

Benefactor: A person or organization that contributes financially to a charitable cause without expectation of direct return.

Contracts/Research Agreements: Restricted payments received by the University from various parties, made in accordance with the terms of contracts entered into by the university to conduct specific programs. These are not considered gifts, and therefore not subject to this

policy.

Designated gifts: Gifts, given to the University, where the donor has specified where in the University the support is to be directed or other restricting factors such as eligibility of student recipients. Gifts may be “designated”, for instance, to a particular department, program or fund. Also known as “restricted” gifts.

Endowment: A financial contribution whose capital is invested and preserved in order to create an expendable interest stream.

Expendable gifts: Gifts or grants given to the University which the donor has directed are to be immediately used in support of various programs or projects.

Gift: A voluntary transfer of cash and kind from individuals, corporations, foundations and other sources to the University for either unrestricted or restricted utilization in the operation of the University. Gifts are motivated by charitable intent and made without expectation of return. Where the donor, or persons related to the donor, receive consideration or a benefit in respect of the gift, the value of this benefit must be deducted from the fair market value of the gift when valuing the receipt, according to Canada Revenue Agency (CRA) regulations. Gifts may be monetary (cash, cheques) or non-monetary (e.g. securities, RRSP, RRIF, real property, or personal property, or estate gifts).

Gift-in-Kind: Donated tangible and intangible assets and property, other than cash, such as real estate, furniture, scientific equipment, art, books, equipment, automobiles, inventory, personal property, securities, and other physical assets or materials, which represent value to the University.

Pledges: Contributions to Algoma University which are “pledged” over a period of time (generally to a maximum of 5 years, depending on the size of the gift and the nature of the appeal).

Official Charitable Receipt: The official charitable receipt is a statement issued to donors by the University that includes the Charitable Registration Number (“business number”) and conforms to Canada Revenue Agency guidelines, such as a declaration of the value of the gift, date of the

gift and name of the donor. The Canada Revenue Agency normally accepts receipts to support the claim by donors of non-refundable donation tax credits and deductions.

Philanthropy: The effort to increase the well-being of humankind, commonly through charitable contributions and voluntarism.

Undesignated gifts: Gifts given to the University for charitable purposes, where the donor has not specified any restrictions on the use of the gift. They are also known as “unrestricted gifts.”

Gifts of Service: Gifts of provided services to the University where the person (*donated time, skills, or efforts*) provided are not property, and therefore do not qualify as gifts for the purposes of issuing official charitable receipts. That being said, the University can issue an official receipt for income tax purposes if a person provides a service, the University pays for the service, and the person then returns the payment as a gift. In such circumstances, two transactions must take place: the first being the provision of a service and the payment flowing there from, and the second being a gift.

POLICY

Principles and Responsibilities

No gift shall be accepted that negatively affects Algoma University’s academic integrity or reputation or diminishes the profile or brand of the University.

The Advancement Office, under the direction of the Vice-President of Growth, Innovation, & External Relations, has the authority and responsibility to develop operational procedures to support the acceptance of gifts to Algoma University in consultation with the Senior Executive (President and VPs).

The Advancement Office is responsible for ensuring that gifts made to Algoma University are accepted and receipted in accordance with Canada Revenue Agency guidelines, requirements of the Income Tax Act, and procedures established at Algoma University.

The University does not offer legal, accounting, tax or financial advice to donors with respect to gifts to the University.

Algoma University will reserve the option to seek the advice of legal counsel in matters relating to the acceptance of gifts, as appropriate, and all transactions governed by contracts or legal documents; and all transactions with potential conflicts of interest.

Certain forms of gifts or donated properties (e.g. books, artwork, jewellery, equipment, software, real estate, and other assets) may be subject to review by Algoma University Staff prior to acceptance.

Algoma University is not responsible for the cost of appraisals and related expenses for donated property.

Appraisal and Tax Receipt

The Advancement Office may choose to communicate with the donor, and may also initiate a review of the appropriateness of the offer, to ensure the gift is aligned with the mission of the University. Depending on the nature of the gift, the Advancement Office may consult with faculties or services; for example, a gift of books intended for the permanent collection of the library is subject to the approval of the University Librarian.

The final decision regarding acceptance of a gift rests with the Senior Executive.

The appraiser must be independent, that is, he or she must not be associated with either the donor or the University.

Gifts of \$1,000 or Less

If the gift has a value of \$1,000 or less, Canada Revenue Agency will consider a valuation done by a staff member of the University, providing that he or she is knowledgeable in the field and is qualified to appraise the object at its fair market value.

Gifts Greater Than \$1,000

A recognized appraiser performs the evaluation.

The recognized appraiser must not be a staff member of the Algoma University.

If necessary, the University may obtain other appraisals at the University's discretion.

In very exceptional circumstances, if it is difficult to find a competent appraiser or if it would involve unwarranted expense, Canada Revenue Agency will consider a valuation done by a qualified University employee, even if the object's value exceeds \$1,000.

PROCEDURES

The [Algoma University Donor Form](#) is to be filled out prior to donation consideration.

Approval

The Vice-President of Growth, Innovation, & External Relations is responsible for ensuring that the acceptance of gifts is consistent with this policy of the University.

Consultation with the Senior Executive shall take place before accepting any gift where consistency with this policy is in question. A recommendation may be made to seek the approval of the Board of Governors chair should such circumstances be unresolved or consistency with this policy remain in question.

Indigenous cultural materials will be reviewed by a committee involving Elders/knowledge keepers, prior to acceptance.

Declining a Donation

At times, Algoma University may choose to decline a donation. The following conditions justify such an action, although other situations may also occur:

- The donation (e.g. questionable holdings within donated securities) negatively affects or could be perceived as negatively affecting Algoma University's academic integrity or reputation, or diminishes the profile or brand of the University.
- The University is unable to honour the proposed terms of the donation.
- An appropriate fair market value cannot be determined or will result in unnecessary or unmanageable expenses to the University.

- There are unusual features to the donation that are contrary to the mission, vision and values of the University and/or the strategic and academic priorities of the University.
- The donation exposes the University to legal risk or liability.
- The donation could financially or morally jeopardize the donor and/or the University.
- There are physical or environmental hazards to the University in accepting the offered donation.
- The donation could jeopardize the University's charitable status.
- The gift is reasonably suspected of having originated from illegal activities.
- The donation or donation terms are illegal or contrary to public policy.
- There is a question as to whether the donor has sufficient title to the assets or is mentally competent to legally transfer the funds as a gift to the University.
- Any materials the University does not have the capacity to store or preserve based on industry standards.

Returning a Gift

In most instances, a registered charity cannot return a gift.

Should it become known that (a) an individual donor or organization has been convicted of an indictable offence, or (b) an individual donor has been removed for misconduct by a properly constituted legal authority from any official register or roll of members of the profession to which s/he belongs; or (c) if at the sole discretion of the University, a gift negatively affects Algoma University's academic integrity or reputation, or diminishes the profile or brand of the University, then the University may consult with legal counsel on the course of action to take in respect to returning the gift.

The ultimate authority to return a gift resides with the Senior Executive in consultation with the Chair or the Board of Governors. Circumstances pertaining to the return of a gift shall be reviewed on a case by case basis. The resulting course of actions shall not be considered a precedent-setting.



Report of the Economics Department of the SchoolBE on the status of the Implementation Plan

OPEN AGENDA

Meeting Date: November 25, 2021
Action: Information

PREPARED BY:

Dr. Istvan Imre, Acting Academic Dean
Professor Pelham Matthews, Chair of School of Business and Economics

PURPOSE OF REPORT

To provide a summary status report on the progress of the ECON Implementation Plan

RELATED DOCUMENTS

1. ECON 18 Months Status Report

STRATEGIC PRIORITY ALIGNMENT

Priority 2: Vibrant Programs - An integrated suite of academic programming that is current, relevant, attractive, and aligned with students' expectations.

Sub-priority 2A: Algoma University is a leader in teaching excellence

Sub-priority 2B: Algoma University has an integrated suite of relevant programming that is linked to the broader communities

BACKGROUND

This report is presented for information only, under the reporting requirements of the Algoma University Institutional Quality Assurance Process (article 3.6.11).

CURRENT STATUS

With the submission of this report and its approval by the Algoma University Senate on October 1, 2021, the Cyclical Program Review process started in 2015 is complete and all requirements under the Algoma University Institutional Quality Assurance Process have been met.

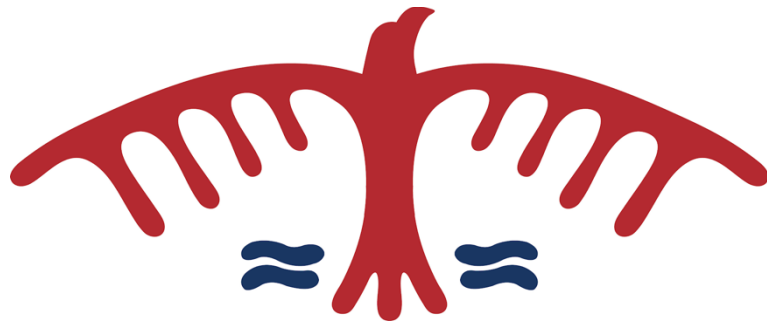
The program has started its next cyclical program review process on September 1, 2021. The Self-Study Committee composition has been submitted to the Designate of the CAO and the Committee shall meet with the Designate of the CAO before December 1, 2021.

FUTURE STATUS

It is expected that the measures taken by the School as a result of the cyclical program review shall result in better academic outcomes for the students taking the program.

ACTION

None.



To: Vice President Academic and Research
From: Chair of School of Business and Economics
Date: May 5, 2021
Re: Report of the Economics Department on the status of the Implementation Plan
Due: April 30, 2021 (due 18 months after the Senate approval of the Final Assessment Report)

Approved by the Algoma University Senate on October 1, 2021.

Dear VPAR,

I am writing to inform you that we have collaboratively prepared our report on the status of the Implementation Plan. As suggested, we have addressed each recommendation or suggestion individually. All responses have been considered and approved by all members of the department.

Thank you for the opportunity to consider the recommendations arising from the Final Assessment Report and work on satisfying them. Please do not hesitate to contact me if you have any questions.

Pelham

Pelham Matthews
Associate Professor
Chair,
School of Business and Economics

Article 3.6.11 IQAP (pp. 48-49):

“The Department prepares a report of the status of the Implementation Plan 18 months following Senate approval of the Final Assessment Report (FAR). The CAO monitors the completion of the status report. The Department submits the status report to the CAO who submits it to AppComm for review. In consultation with QualCom, AppCom may request

additional information or action from the Department. When AppCom is satisfied with the 18-Month Status Report, AppCom forwards a recommendation to Senate for approval of the report. The Office of the CAO forwards the Senate-approved status report to the Board of Governors for information. The Office of the CAO posts the approved 18-month status report on the web and forwards it to the Quality Council.”

18-month Status Report

Recommendation	Proposed Follow Up	Responsible for Leading Follow-Up	Timeline for Addressing Recommendation	Response
Develop clear and distinct learning outcomes and assessment for the BA3 and BA4	A review and revision of all program learning outcomes will be undertaken	Faculty within the School of Business and Economics are continuing this process, over the course of this academic year	September 2019	<p>1. Program Learning Outcomes have been finalized (please see below). The major modification approval process, as aligned with the Algoma University IQAP, will be undertaken during the Fall 2021 semester.</p> <p>1. Basic differences between BA3 ECON and BA4 FNEC are as follows:</p> <p>Graduates in BA3ECON program directly contribute to the labour market with their skill and expertise they obtained from the program. BA4 FNEC graduates either directly enter the job market or go on to graduate schools. The 4th year BA4 FNEC program is the continuation of the BA3 ECON program. BA4 FNEC allows students to take more higher-level specialized courses from both the Finance and Economics areas. The upper level extra 10 courses in the BA4 FNEC prepare students for graduate school.</p> <p><u>Learning outcomes:</u></p> <p>Note, the common learning outcomes of both BA3 ECON and BA4 FNEC are, as follows (the different Learning outcomes are listed later.)</p>

				1. Depth and breadth of knowledge
				<p>Graduates reliably demonstrated a general knowledge and understanding of key economic concepts, methodologies, theoretical approaches, and assumptions to:</p> <p>A. Define and explain various economic and financial terms, concepts, and principles.</p> <p>B. Recognize economic and financial terms, concepts, or principles that best fit given information.</p> <p>C. Apply economic and financial concepts needed to define or solve a particular problem whether the concepts are explicitly mentioned or implicitly inferred from the given context.</p> <p>D. Distinguish between correct and incorrect application of economic concepts that are explicitly given or implicitly inferred from the given context.</p> <p>E. Determine the adequacy with which conclusions are supported by data or analysis involving assumptions either explicitly stated or implicitly inferred from the given context.</p> <p>2. Knowledge of methodologies</p> <p>Graduates reliably demonstrated an understanding of methods of enquiry into economics that enables</p>

				<p>them to:</p> <p>A. Evaluate the appropriateness of different approaches to solving problems using theoretical and empirical methods.</p> <p>B. Defend or refute economic policies adopted by various levels of government.</p> <p>C. Understand the role of government and government regulations.</p> <p>D. Identify the appropriate conditions for the market economy to function well.</p> <p>E. Understand how individuals and businesses make crucial decisions under different market conditions to maximize their welfare.</p> <p>F. Understand different goals and objectives of business.</p> <p>G. Understand how big businesses compete under different market structures in the global economy.</p> <p>H. Understand the role of economic policies in related disciplines like political science and sociology.</p> <p>I. Understand the role of the Bank of Canada (Central Bank) and its monetary policy.</p> <p>3. Application of knowledge</p> <p>Graduates reliably demonstrated their ability to review, present, and interpret quantitative and</p>
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				<p>qualitative information to:</p> <p>A. Develop lines of argument.</p> <p>B. Make sound judgments in accordance with economic theories, concepts and methodologies.</p> <p>C. Develop and estimate economic models, formulate and test economic hypotheses, and perform basic forecasting.</p> <p>D. Evaluate the appropriateness of different approaches to solving problems related to economics.</p> <p>E. Write business plans and economic and financial reports.</p> <p>F. Make use of scholarly reviews and primary sources.</p> <p>G. Collect and interpret economic and financial information.</p> <p>4. Communication skills</p> <p>A. Graduates reliably demonstrated their ability to communicate accurately and reliably, orally and in writing to a wide range of audiences including government, business, media and general public.</p> <p>B. Use qualitative and quantitative skills to effectively communicate orally and in written form.</p>
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				<p>5. Awareness of limits of knowledge</p> <p>A. Graduates reliably demonstrated an understanding of the limits to their own knowledge of economics and finance and how this might influence their analyses and interpretations.</p> <p>B. Understand the availability and limitations of economic and financial data.</p> <p>6. Autonomy and professional capacity</p> <p>Graduates reliably demonstrated their qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>A. The exercise of personal responsibility and decision-making.</p> <p>B. Demonstrate expertise in a scholarly discipline and understand that discipline in relation to other disciplines in the global economy.</p> <p>C. Productive contributions to the local, regional, national, and international community.</p> <p>D. The ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study.</p>
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				<p>E. Understanding of ethics, respect for other cultures, and awareness of global issues. F. Behavior consistent with academic integrity and social responsibility.</p> <p>BA in Economics (3-year) will, in addition, have the ability to:</p> <ul style="list-style-type: none"> a. Perform economics and business-related jobs independently as well as collectively in group environments. b. Interpret operational viability and financial sustainability of businesses and suggest alternative strategies, if necessary. <p>BA in Finance and Economics (4-year) will, in addition, have the ability to:</p> <ul style="list-style-type: none"> a. Explain the methods of financial management of financial intermediaries and the capital market. b. Make project selection decisions for businesses under a global competitive environment. c. Demonstrate expertise to measure and explain the effectiveness of fiscal and monetary policy. d. Collect and analyse real world data, estimate economic and business models, and interpret the results.
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				<p>e. Perform quantitative research on economics, business, and social sciences topics.</p> <p>f. Demonstrate expertise and skills necessary for employment including the exercise of initiative, personal responsibility, and self-directed learning.</p> <p>These outcomes are consistent with the mission and vision of the university, as Algoma University is a teaching-oriented university with a focus on undergraduate degrees, and the Economics Department has a diverse culture of students.</p> <p>2. BA4 FNEC is a more research and experiential learning-oriented program. While BA4 FNEC prepares students for graduate school, BA3 ECON prepares them for an immediate job market entry. The Finance and Economics flyer explains the difference between these two degrees clearly.</p> <p>3. The School of Business and Economics undertook a major revision of the BA4 FNEC program which was approved by the Senate. In our revised FNEC program, we introduced ECON3807 Introduction to Econometrics and ECON4086 Research Projects/Internship (a capstone course) as recommended by the external program reviewers. To integrate business with finance and economics programs, we developed ECON3296 Managerial Economics, ADMN4936 Research Methods I, and ECON4086 for both business and economics students, and cross-listed ECON2126 with ADMN2506</p>
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Enhance experiential learning by engaging students in projects with local organizations	Determine which courses projects would fit and work to implement	Faculty within the School of Business and Economics are continuing this process, over the course of this next academic year	September 2019	<p>We have been implementing experiential learning by engaging students in projects with local organizations from Fall 2018. We introduced an internship/research project course (ECON 4086) and students work in public and private organizations as interns.</p> <p>For example,</p> <ul style="list-style-type: none"> (1) The City of SSM proposed that we work on a city project and our student (a student in ECON2107 and ECON3107) under the supervision of a faculty member contributed to that project. (2) Our BA4 FNEC students have worked for Algoma Workforce Investment Corporation (AWIC), and Community Development Corporation (CDC) as interns in Winter 2020 and 2021, respectively. (3) Three students presented their research at the 52nd Annual Conference of the Canadian Economics Association from Thursday, May 31, 2018 - Sunday, June 3, 2018 in Montréal, Québec. They received Canadian Economics Association's travel grants for their presentation. (4) Association's travel grants for their presentation. (5) One student presented her research at the 53rd Annual Conference of the Canadian Economics Association from May 31 - June 2, 2019, Banff, Alberta. She received Canadian Economics Association's travel grants for her presentation.
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				<p>(6) We have trained and sent our team from Algoma University to participate in the Bank of Canada's Governor's Challenge competition. A team of 5 student members participated in 2019-20 and 2020-21 where 24 Canadian universities participated in the competition.</p> <p>(7) We have been offering the following experiential learning courses on a regular basis: ECON2066, ECON2086, ECON2107, ECON3016, ECON3017, ECON3076, ECON3077, ECON3107, ECON3446, ECON4447, and ECON3807. Students collect real world data and use them to conduct empirical research on contemporary issues such as the impact of COVID 19 on Canadian households, businesses, and macroeconomy in general.</p> <p>(8) Our faculty members regularly organize sessions under the name of the "Northern Ontario Economics Association" (NOEA)/Algoma University in the Canadian Economics Association's annual conferences.</p> <p>(9) Our faculty members also organize sessions in other international conferences such as Atlantic Economic Association, USA; Southern Economic Association, USA.</p>
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If resources permit, offer capstone course	COMPLETED. New program revisions have been vetted by Curcom and requested edits underway	Faculty within the School of Business and Economics	Approval expected Nov. 2018. New course will be rostered for Sept. 2019	Although we are constrained by resources, we have been offering the capstone course since Fall 2019. However, this is impacting our ability to offer other regular courses.
If resources permit, offer ECON 2085, ECON 2065, or similar course each year	COMPLETED. Both courses have been revised, from 6 credits to 3 credits	Faculty within the School of Business and Economics	Approval expected Nov. 2018. New course will be rostered for Sept. 2019	In the past, ECON2065 and ECON2085 were 6 credit courses. Based on a demand from other disciplines, we revised these courses from 6 to 3 credits. We also changed the course codes to ECON2066 and ECON2086, respectively. Although there is a demand for ECON2066 and ECON2086 courses from economics, business, CESD and other disciplines, we are unable to offer these courses every year due to lack of faculty complement.
Provide Economics with the hires required to offer quality programs	To be considered annually by AppCom in its hiring priorities exercise	School and Faculty in consultation with AppCom, Administration - as resources permit	No fixed timeline	Our student numbers have gone up. For example, in the past we used to offer 6 sections of ECON1006 and ECON1007 courses. However, presently we offer approximately 16-18 sections of these courses every year. Historically, the Finance and Economics wing of the School of Business & Economics used to have 4 faculty members. Currently, we have only two and a half faculty members who are offering economics courses. Aligned with the external review report, we strongly recommend at least a full-time faculty hire at SSM and another one at Brampton starting from the academic year 2021-2022.

Establish a regionally-focused research fund and explore greater involvement with NORDIK	With the newly revised program revisions, this has not been further discussed. In addition, the recently established School of Business and Economics will have to consider this	Faculty within the School of Business and Economics	No fixed timeline	<p>We have been collaborating with NORDIK since 2017. Our faculty members also received internal and external research grants to conduct regionally focused research. For example,</p> <p>(i) One of our faculty members is a Research Associate in NORDIK Institute, who contributes in the planning and growth strategy of NORDIK on a regular basis;</p> <p>(ii) In collaboration with NORDIK, one of our faculty members received an SSHRC Institutional Grant.</p> <p>(iii) One of our faculty members published a review article in the Sault Online daily newspaper and in NORDIK's publication on Rural and Northern Immigration Pilot (RNIP) program.</p> <p>(iv) In collaboration with NORDIK INSTITUTE, one of our faculty members submitted one research proposal to NOHFC.</p> <p>(v) In collaboration with NORDIK Institute, one of our faculty members submitted two SSHRC Partnership Engage grant applications.</p> <p>(vi) In collaboration with NORDIK, one of our faculty members applied for an OHCRIF grant.</p> <p>(vii) Currently, one of our faculty members is collaborating with NORDIK Institute on two research projects.</p>
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Executive Summary and Implementation Plan - Cyclical Program review for the Anishinaabemowin Program

OPEN AGENDA

Meeting Date: November 25, 2021
Action: Information

PREPARED BY:

Dr. Istvan Imre, Acting Academic Dean

PURPOSE OF REPORT

To provide an executive summary of the outcome of the Anishinaabemowin cyclical program review

RELATED DOCUMENTS

1. Anishinaabemowin Executive Summary

STRATEGIC PRIORITY ALIGNMENT

Priority 2: Vibrant Programs - An integrated suite of academic programming that is current, relevant, attractive, and aligned with students' expectations.

Sub-priority 2A: Algoma University is a leader in teaching excellence

Sub-priority 2B: Algoma University has an integrated suite of relevant programming that is linked to the broader communities

BACKGROUND

This report is presented for information only, under the reporting requirements of the Algoma University Institutional Quality Assurance Process (article 3.6.11).

CURRENT STATUS

With the submission of this executive summary and associated implementation plan for the Anishinaabemowin program the Cyclical Program Review process started in 2018 is complete and the next 18 months will be spent by faculty in the program to address the recommendations listed in the attached document.

FUTURE STATUS

The program is expected to submit the 18 Month Status Report to provide an update on the status of the Implementation Plan 18 months after the approval of the Final Assessment Report on September 10, 2021 by the Algoma University Senate.

ACTION

None.

Office of the Vice President
Academic and Research
Algoma University
1520 Queen St. East
Sault Ste. Marie
ON P6A 2G4



EXECUTIVE SUMMARY & IMPLEMENTATION PLAN

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Anishinaabemowin	September 10, 2021	Acting Academic Dean

A. Summary of review process and listing of programs under review

Self-study review timeline	Date
1. Self-study received by the CAO	August 07, 2019
2. Site visit conducted	June 16, 2020
3. Reviewers' report received	August 12, 2020
4. Department's response received	December 18, 2020
5. CAO's response received	January 25, 2021
6. Report on Program Quality approved by the Quality Assurance Committee	February 11, 2021
7. Final Assessment Report approved by	September 10, 2021

The members of the Review Committee were:

- Dorothy Thunder (Faculty of Native Studies, University of Alberta)
- Dr. Shirley Williams (Professor Emeritus, Trent University)

The academic programs offered by the Department which were examined as part of the review included:

- Bachelor of Arts (General) Single Major in Anishinaabemowin
- Bachelor of Arts (General) Combined Major in Anishinaabemowin
- Minor in Anishinaabemowin.

This review was launched under the terms and conditions of the IQAP approved by Senate on November 1, 2013 and ratified by the Quality Council on December 13, 2013. Steps following the submission of the departmental response followed the terms and conditions of the IQAP approved by Senate on September 8, 2017 and re-ratified by Quality Council on April 20, 2018.

B. Implementation Plan

Below are the recommendations from the Review that require further actions, together with the specific unit or position responsible for executing it, action timelines and required resources.

Recommendation	Responsible for Leading Follow-Up	Timeline for Addressing Recommendation	Required Resources
Work collaboratively with the Anishinaabe enrollment specialist and SKG to increase enrollment in the program (recommendations 3, 7, 9, 35, 40, RPQ)	Departmental Chair	Immediate/ Ongoing	Work with Anishinaabe recruitment officer to develop plans, outreach to First Nations education managers and directors
Work closely with the Office of the Registrar and relevant institutions to create and support pathways and articulation agreements with relevant post-secondary institutions, both independently and in collaboration with SKG (recommendation 3, RPQ)	Department Chair	Can begin spring/summer 2021	

Work with the Nyaagaaniid to increase community immersion/engagement of the program and take advantage of available opportunities, like the future elders program (recommendations 5, 23, 24, 32, 38, 40, 42, 44, 46, RPQ)	Departmental Chair	Can begin 2021, aim to have programs in place 2022	Funding for honorariums/ contracts for elders. Time to establish strong relationships/ overcome reluctance
Develop/acquire/utilize smart technologies to facilitate distance-education teaching and learning (recommendations 37, 38, 41, RPQ)	Departmental Chair	Beginning spring/summer 2021	Clear communications, faculty time
Explore non-degree learning opportunities (like continuing education summer courses, microcredentials) (recommendation 17, RPQ)	Departmental Chair	Will explore possibilities Spring/ Summer 2021	
Explore FT faculty research opportunities into the development of more general criteria for Indigenous language learning (recommendation 19, RPQ)	Departmental Chair	Will begin summer 2021, in progress	
Continue efforts to create a deeper sense of belonging for students with AID and SKG (recommendation 36, RPQ)	Departmental Chair	Ongoing	Time and funding
Explore with the Registrar's Office and the Alumni Office ways to track students who transfer out of the program or graduate (recommendation 16, RPQ)	Departmental Chair	Can begin in 2021	Time, will ask for past data and contact info from the Reg Office and Alumni Office. Simultaneously we will begin setting up database and a form to collect student contact info, often this is more effective when managed within the program

Consider including language lab segments via normal curriculum processes (recommendation 14, RPQ)	Departmental Chair	Will ask Registrar about the process and timeline to revise program	Time for program revision. Many of the soon to be developed online language learning tools can help to support
Explore creating/finding more opportunities for students and faculty to attend language conferences and Anishinaabe ceremonies (recommendations 22, 38, RPQ)	Departmental Chair	Planning for attending 2022 conferences, or begin planning for hosting language conferences as soon as possible	Honorariums for guest speakers
Encourage the program to continue to work with other programs to create more interdisciplinary connections, and also to liaise with the Nyaagaaniid and the Anishinaabe Initiatives Division (recommendation 25, RPQ)	Departmental Chair	Summer-fall 2021	Programs that are willing to collaborate, for instance could develop Anishinaabe business/ economics courses, and others similar in many programs.
Work with the Library to identify the desired resources and assist the Library with a budget rationale for any new resources requested (recommendation 39, RPQ)	Departmental Chair	Can begin over summer 2021	Library funding
Explore collaborations with other academic units and the Nyaagaaniid to include Anishinaabe cultural elements into courses (recommendation 13 on page RPQ)	Departmental Chair	Similar to above the conversations will begin Summer 2021 about potential collaborations	Time for faculty to work on the collaborations and development of materials and content with other faculty
Explore the addition of a 4th year when enrollment in the 3 year program could sustain it (recommendations 20, 43, 47, RPQ)	Departmental Chair	Will begin conversations with administration/ Dean/ SKG about steps forward in Summer 2021	We all agree that this should be the top priority, to work towards moving forward

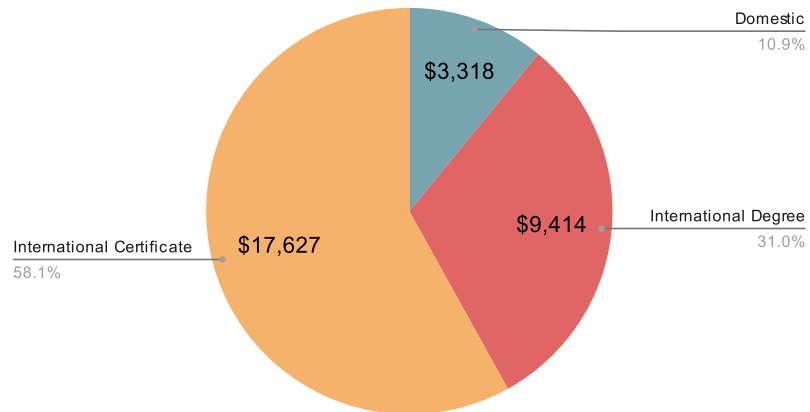
Algoma University Finance Dashboard - September 2021

We wish to acknowledge that the campuses of Algoma University are located on the traditional lands of the Anishinaabek, the Mississaugas of the Credit, and the Mushkegowuk Cree, as well as hereditary lands of the Métis Nation. We also acknowledge that the Sault Ste. Marie campus is located on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn.

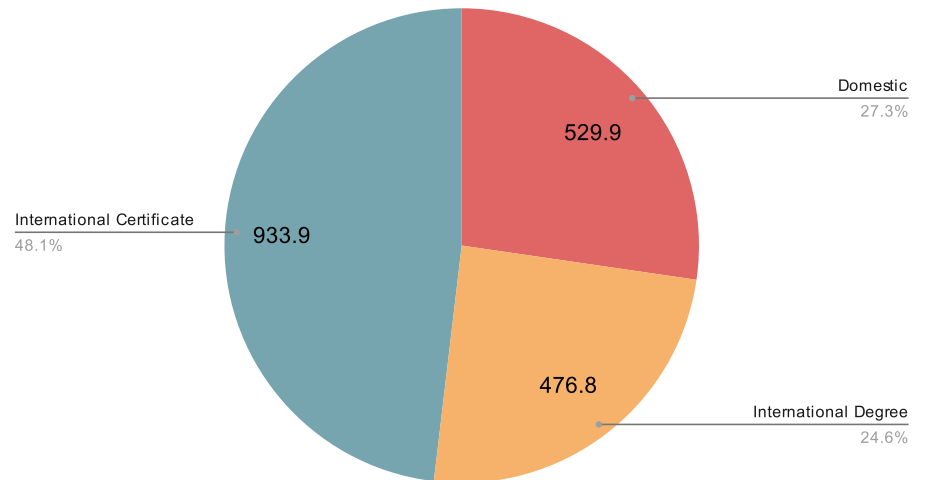
Enrolment - Full Time Equivalent	Actual	Budget	Prior Year
Spring	679.1	385.0	290.5
Fall	1,261.5	960.0	731.7
Winter	N/A	1,015.0	848.0
Total	1,940.6	2,360.0	1,870.2

FTE Breakdown - <u>Spring and Fall</u>	Actual	Budget	Prior Year
Domestic	529.9	535.0	477.8
International Degree	476.8	360.0	313.9
International Certificate	933.9	450.0	223.8
	1,940.6	1,345.0	1,015.5

Tuition revenue breakdown (thousands)



Enrolment Breakdown - Spring and Fall Terms



	Actual	Budget	Prior Year
International Deposit conversion rate	29%	50%	23%

Number of Courses	Actual	Budget	Prior Year
Spring	153	108	101
Fall	387	271	224
Winter	N/A	286	266
	540	665	591

	Actual	Budget	Prior Year
Net Surplus (deficit)	16,648,191	5,536,714	5,487,228

	Actual	Budget	Prior Year
Average class size	36	35	31