

## **Open Board of Governors**

Algoma University - Board of Governors

Virtual

Mar 31, 2022 5:30 PM - 7:00 PM EDT

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### **1. CALL TO ORDER**

#### **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**

#### **1.3. Declarations of Conflicts of Interest**

### **2. APPROVALS OF MOTIONS MADE IN CLOSED SESSION**

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

### **3. CONSENT AGENDA**

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

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<b>7.2. Election of Committee Members</b>	
MOTION : To elect members to the following Board of Governors committees from March 31, 2022 - June 30, 2022: Risk and Finance Committee: Cecilia Bruno Anishinaabe People's Council: Irene Barbeau Board Executive Committee: Mark Pitcher	
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<b>9.2. Questions on Information Items</b>	
<b>10. ADJOURNMENT</b>	
MOTION : That Board of Governors meeting be adjourned.	

## Agenda

### 1. CALL TO ORDER

5:30 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.

#### 1.2. Chairs Opening Remarks

#### 1.3. Declarations of Conflicts of Interest

### 2. APPROVALS OF MOTIONS MADE IN CLOSED SESSION

5:35 PM

Presenter: Shelley Schell

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

### 3. CONSENT AGENDA

5:36 PM

Presenter: Shelley Schell

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

#### 3.1. OPEN Agenda for Board Meeting

#### 3.2. OPEN Minutes for Previous Meeting

### 4. REPORT FROM THE PRESIDENT

5:38 PM

### 5. PRESENTATIONS

#### 5.1. Researcher of the Month - Robin Isard, Assistant Librarian

5:53 PM

Presenter: Robin Isard, Assistant Librarian

#### 5.2. Economic Impact Study Report - Sault Ste. Marie

6:03 PM

Presenters: Ashley Foster, Manager of Strategic Initiatives, Anna Brown, Vice President of Education Consulting, Emsi, Stephen Pool, Economic Analyst, Emsi

#### 5.3. Algoma University EDI Climate Study

6:18 PM

Presenter: Jane Omollo - Equity, Diversity, and Inclusion Manager

### 6. BUSINESS ARISING - N/A

### 7. ITEMS FOR DECISION / DISCUSSION

#### 7.1. Election of Committee Chair

6:33 PM

Presenter: Elaine Pitcher

**MOTION:** To elect Mark Pitcher as the Chair of the Risk and Finance Committee for the period of March 31, 2022 to June 30, 2022.

**7.2. Election of Committee Members**

**6:35 PM**

Presenter: Elaine Pitcher

**MOTION:** To elect members to the following Board of Governors committees from March 31, 2022 - June 30, 2022:

- Risk and Finance Committee: Cecilia Bruno
- Anishinaabe People's Council: Irene Barbeau
- Board Executive Committee: Mark Pitcher

**8. NEW BUSINESS**

**8.1. I-EDI Training and Development for Board Members**

**6:38 PM**

Presenter: Elaine Pitcher

**9. INFORMATION ITEMS**

**9.1. Executive Summary and Implementation Plan - Biology Program**

**9.2. Questions on Information Items**

**6:46 PM**

**10. ADJOURNMENT**

**6:49 PM**

Presenter: Shelley Schell

**MOTION:** That Board of Governors meeting be adjourned.

## Attendance

### Members Present (Remote):

Irene Barbeau, Melanie Borowicz-Sibenik, Cecilia Bruno, Paul Dupuis, Rebekah Gwynn, Sonja Kosuta, Rose Linklater, Mike Moraca, Jake Pastore, Elaine Pitcher, Mark Pitcher, Shannon Taylor, Mario Turco, Asima Vezina

### Members Absent:

Cheyenne Herder, Shelley Schell, Hugh Stevenson

### Guests Present (Remote):

Shannon Brooks, Casey Burgess, Craig Fowler, Karen Hudson, Brianne Pringle, Paul Quesnele, Donna Rogers, Kramer Rousseau, Mary Wabano-McKay

## 1. CALL TO ORDER

### 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

M. Moraca fulfilled the duties as Chair given that S. Schell sent her regrets.

#### 1.2.1. Welcome to New Members

- Irene Barbeau - Children of Shingwauk Alumni Association Representative
- Cheyenne Herder - Shingwauk Anishinaabe Students' Association Representative
- Cecilia Bruno - Order in Council (member appointed by the Lieutenant Governor in Council)

New members, I. Barbeau and C. Bruno, introduced themselves to the Board.

### 1.3. Declarations of Conflicts of Interest

None declared.

## 2. APPROVALS OF MOTIONS MADE IN CLOSED SESSION

### Motion:

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

Motion moved by Elaine Pitcher and motion seconded by Mark Pitcher. Carried.

### 3. CONSENT AGENDA

**Motion:**

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

Motion moved by Jake Pastore and motion seconded by Shannon Taylor. Carried.

#### 3.1. OPEN Agenda for Board Meeting

 [Open Board of Governors Agenda - Jan 27, 2022.pdf](#)

#### 3.2. OPEN Minutes for Previous Meeting

 [Open Board of Governors Minutes - Nov 25, 2021.pdf](#)

 [Member's Meeting Minutes - Nov 25, 2021.pdf](#)

### 4. REPORT FROM THE PRESIDENT


[Simple Booklet Online Version Link](#)

 [President's Report - January 2022.pdf](#)

The President provided an overview of the January 2022 edition of the President's Report, focusing on progress made with respect to the six strategic priority areas of the university. Additionally, she also highlighted the initiation of the strategic planning process for the next few years, the progress of the Mukwa Waakaa'igan design components, the diligent work of the CSAA in conducting the Site Search, a framework for continuing education that is in development, and the continual work on the feasibility study for a mental health and addictions research and training institute. The Board expressed their thanks to the various teams for the efforts of the university in achieving record enrolment as well as the extensive progress made in the strategic priority areas that are having impacts on the communities in which Algoma University is located.

### 5. PRESENTATIONS

#### 5.1. Researcher of the Month: Dr. Casey Burgess

 [BOG REPORT OPEN January 27, 2022 Research Presentation-Dr. Casey Burgess combined.pdf](#)

Dr. Donna Rogers introduced Dr. Burgess and provided a brief overview of her research as well as providing detail on the upcoming Research Week. Dr. Burgess provided a brief explanation of her dissertation research related to self-

regulation and how educator understanding of self-regulation impacts the learning environments they create for their students. The Board expressed their appreciation for the presentation and asked a number of questions including the potential to isolate variables and the potential for incorporation of cross-cultural practices in approaches to stress reduction.

6. BUSINESS ARISING - N/A

7. ITEMS FOR DECISION / DISCUSSION

7.1. Sexual Violence Policy

**MOTION:** That the board approves the proposed changes to the amended policy.

 [BOG REPORT OPEN 01.27.22 Sexual Violence Policy.pdf](#)

B. Pringle, Director of People & Culture, and K. Hudson, Director of Student Success & Wellbeing, shared in their presentation that given the amendments to the requirements for post-secondary institutions related to sexual violence policies, a small number of revisions were required for the existing policy. The President acknowledged the tremendous leadership and effort that the two directors have shown in helping to ensure ongoing safety for the students.

**Motion:**

That the board approves the proposed changes to the amended policy.

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

7.2. Budget Planning and Principles Review (Presenters: Kramer Rousseau)

 [Budget Principles \(BOG\).pdf](#)

K. Rousseau provided an overview of the budget planning and principles for the fiscal 2022-23 budget as per the report. He advised that pandemic budget scenarios would be included in the presentation of the budget. Some of the principles highlighted were that the budget would implement a zero based approach, there would be a focus on efficiency and effectiveness, and a responsibility centred management (RCM) budget model. The Board discussed how the RCM model would be rolled out and it was confirmed that it would be aligned to a new three dean structure and simplified as an RCM-lite model to begin with while the various information systems are getting upgraded to allow for a wider implementation.

The President took an opportunity to express her confidence and appreciation for the newest member of the Senior Executive Team, S. Brooks, Vice-President, Finance and Operations. S. Brooks briefly outlined her initial first impressions of the university and outlined the tremendous efforts of the various teams. She expressed how happy she was to be part of the university community and how wonderful her first experiences have been.

8. NEW BUSINESS - N/A

9. INFORMATION ITEMS

9.1. NORDIK Institute Annual Research Report 2020/21

 [21.11.26 – NORDIK Annual Report \(2021\).pdf](#)

9.2. Questions on Information Items

The Secretary to the Board gave a reminder on the Board-Senate Retreat focused on approaches to strategic planning. Additionally, the Board discussed the economic, cultural, social, and research impact that Algoma University is having in the three communities and the importance of communicating this impact publicly, perhaps through the development of a Corporate Social Responsibility report.

10. ADJOURNMENT

**Motion:**

That Board of Governors meeting be adjourned.

Motion moved by Elaine Pitcher and motion seconded by Mario Turco. Carried.

# PRESIDENT'S REPORT





# PRESIDENT’S MESSAGE

*“Spring - a lovely reminder of how beautiful change can truly be.”* ANONYMOUS

As Spring approaches, may we find new energy in the changing of the seasons. As the days become longer and the weather begins to warm, I am reminded that Spring is a time of life and renewal. We have planted many seeds over the past few years; these seeds and root systems will help to shape an exciting landscape as together we dream and create Algoma University’s future. I am excited to see plans moving forward this Spring to develop the University’s next strategic plan.

Supported by our tremendous enrolment growth over the past four years, we will be bringing forward a 2022-23 budget that will see a significant investment in student supports, new programming, new faculty hires, and strategic partnerships. Additional capital investments such as [Mukwa Waakaa’igan](#), and our new Student Information System (SIS) will further support this growth and continue to drive our university forward. The budget exercise will be the first to adopt a Responsibility Center Management (RCM) approach. Thanks to the faculty, staff and student leaders whose valuable input helps to shape the development of this budget.

One new seed that has been planted is the creation of a continuing education centre (still to be named). This latest project is being developed through the leadership of Dan Weeks (Special Projects, President’s Office) and Sumbul Syed, our new Director of Continuing Education, who will be sharing updates on these exciting initiatives in the weeks and months ahead.

This month we also look forward to sharing the results of Phase II of our EDI Climate Study, an important part of our ongoing efforts to further advance this key strategic priority area. Since our last Board meeting we have facilitated a range of events to recognize Black History Month, International Women’s Week and, more recently, the International Day for the Elimination of Racial Discrimination. These efforts are just one small example of the important role Algoma University plays in educating our internal and external communities on both the amazing accomplishments as well as the systemic barriers faced by marginalized groups, as we strive to create a more just society.

I would like to commend the Children of Shingwauk Alumni Association (CSAA) for their ongoing work in supporting the ground search of the Shingwauk Site. This is a very complex and sensitive task given the number of communities involved and the many cultural and spiritual elements associated with potential findings. Watch for an anticipated announcement in the coming weeks that will help further support the tremendous work being done by the CSAA. Algoma University will continue to support the CSAA as best possible throughout this endeavor.

As we continue to increase the number of on-campus and in-person events in Brampton, Sault Ste. Marie and Timmins I would like to extend a hearty Chi-Miigwetch to everyone for their efforts and support of public health protocols over the past two years. I know the renewed energy that is brought on by this activity further builds on the excitement we feel as we move into Spring.

Finally, the cover of this month’s President’s Report features an image of a sunflower that emerged from one tiny seed planted as part of a project led by Dr. Andrew Judge on our Sault Ste. Marie campus last spring. As some may know, the sunflower is the national flower of Ukraine and while we have shared messages of support for the Ukrainian people, we are currently examining additional ways to help those impacted by this unnecessary conflict. I hope this image plants a seed within members of the Algoma University community to support peace and those impacted in the region and other areas of the world impacted by conflict.

Best wishes to all for peace, good health, happiness and prosperity as we continue to move forward together.

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

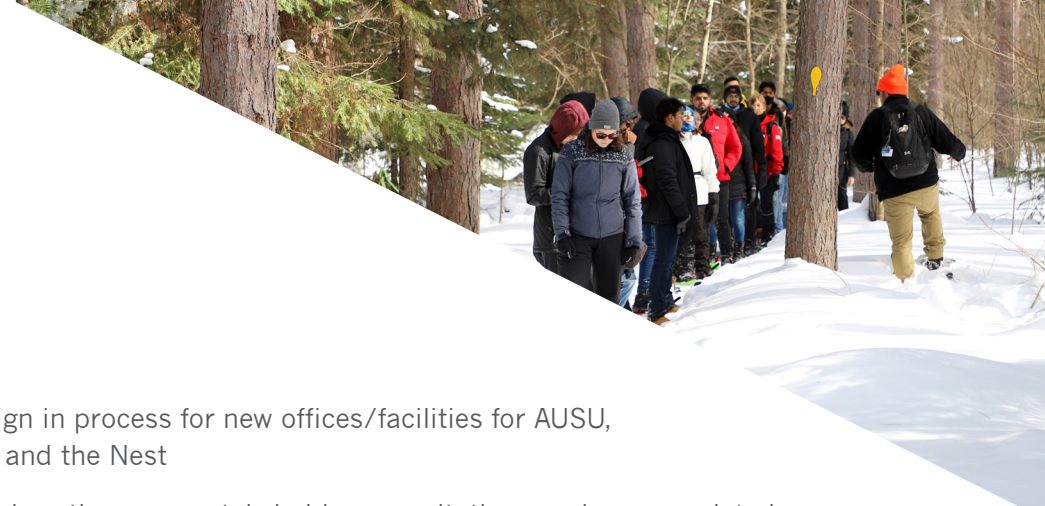
### What We've Accomplished...



- Detailed engineering design in process for new offices/facilities for AUSU, Recruitment Department and the Nest
- SchoolBE expansion/collaboration space stakeholder consultation sessions completed, planning of conceptual spaces underway
- MOU signed to support [exchange agreements](#) with Belgian universities
- Received \$7,200 in funding from the Government of Canada's Innovative Work-Integrated Learning Initiative (iWIL) and Co-operative Education and Work-Integrated Learning (CEWIL) Canada's Innovation Hub (iHUB) to enrich the work-integrated learning experience for four students in Visual Arts courses. The project involves working with CityStudio and the City of Sault Ste. Marie on the design and installation of public artworks in downtown Sault Ste. Marie to enhance public safety.
- Dr. Jody Rebek awarded a grant from Global Affairs Canada's Faculty Mobility for Partnership Building Program to enhance work with the University of Colima in Mexico
- Return of in-person varsity competition at our SSM campus supports [15th Annual Shoot for the Cure](#) - fundraising efforts ranked 7th in the country
- Annual student awards and donor recognition videos released (March)
- Virtual Career Fair for International Students (February)
- March Student Leadership Retreat a success
- Annual Ski, Smores and more event "sells out" – 75 students and 10 staff participate in new version of the event at Hiawatha Highlands
- "Meet, Greet & Treats" and "Tubing and Hot Chocolate" events provide opportunities for Brampton students to connect
- Holi Festival events a success in both SSM and Brampton

### What's Next?

- Thunderbird Athletics annual varsity awards banquet
- Spring term orientation for incoming students
- Appointment of a Collaborative Online International Learning (COIL) Fellow to support virtual teaching and learning strategies promoting global citizenship and intercultural development for students and faculty
- Preparing for the resumption of student mobility for the 2022/23 academic year



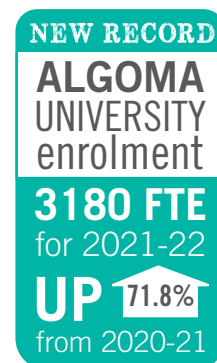


**VIBRANT PROGRAMS** - An integrated suite of academic programming that is current, relevant, attractive, and aligned with students' expectations.

### 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...



- Final enrolment of 3180 FTE for 2021-22 academic year, a 71.8% increase from the previous academic year, established a new record for the University
- Record enrolment of 1313 FTE at Algoma's growing campus in Brampton, an increase of 142% compared to 2020-21
- New [partnership developed with EduGlobal](#) to support international student academic success through International Undergraduate Pathways Program (iUPP) and the English for Academic Purposes Program (EAPP)
- Social Innovation Lab (SIL) examining institutional readiness (current programming, gap analysis, identified barriers) for establishing high-level academic programming elements for Mukwa Waakaa'igan
- Receipt of consultant's report to advance development of select master's degrees (infrastructure and staffing needs, policy development, etc.)
- Anishinaabe Academic Resource Centre (AARC) planning internal and external engagement sessions utilizing the ash basket as a framework for Indigenization

### What's Next?

- Finalizing a Memorandum of Agreement with Northern College to offer dual credential programming in business in Timmins
- New programming options, including eSports specialization in the BBA and associated certificate as well as cooperative education enriched degrees in Computer Science, being brought to April 2022 Senate for considered approval
- Development of eSports asynchronous online courses – in strong support of the specialization and certificate in eSports (School of Business and Economics)
- New partnership agreement with Oshki-Pimache-O-Win: The Wenjack Education Institute under development
- Implementation of Teaching and Learning Centre related recommendations and planning, with the goal of launching a virtual Teaching and Learning Centre in summer 2022

PRIORITY  
#3

**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...

SUCCESSFULLY HOSTED | **5<sup>th</sup> BIENNIAL**  
ANISHINAABE INENDAMOWIN RESEARCH SYMPOSIUM  
"Biskaakonjigedaa Dibaajimohiing"  
(Igniting our Sacred Fire through Storytelling)



NEW  
VICE-PRESIDENT  
Academic and Research  
Dr. Michele Piercey-Normore

**\$65,000** in funding for two  
research projects  
FROM oncat

**HUBBUB#1**

VIRTUAL PROJECT SHOWCASE

CREATING A MORE LIVEABLE, SUSTAINABLE, AND JOYFUL SAULT STE. MARIE

ALGOMA UNIVERSITY'S  
2ND ANNUAL  
**RESEARCH WEEK**  
BE INSPIRED. GET CONNECTED. INNOVATE TOGETHER.

- Exploring the creation of a Research Chair for Mukwa Waakaa'igan
- Successful hosting of Fifth Biennial Anishinaabe Inendamowin Research Symposium focussed on the theme of "Biskaakonjigedaa Dibaajimohiing" (Igniting our Sacred Fire through Storytelling)
- Dr. Michele Piercey-Normore appointed to fill Vice-President, Academic and Research vacancy resulting from the upcoming retirement of Dr. Donna Rogers
- [2<sup>nd</sup> Annual Research Awareness Week](#) (March 7-11) helped raise profile of the amazing work being done in the areas of Community Based Research, Indigenous Research and Student-Led Research
- Office of the Registrar at Algoma University has secured \$65,000 in funding for two research projects from the Ontario Council on Articulation and Transfer

### What's Next?

- The Research Advisory Committee is working on revising the Strategic Research Plan 2022-2027
- Announcements for funding applications as follows:
  - New Frontiers Research Fund - March 31, 2022
  - Ministry of Colleges and Universities – Early Researcher Award Round 16 – March 2022
  - Canada Research Chair nomination in Health Sciences – April 2022
  - Discovery Grants – April 2022
- City Studio HubBub#1 will highlight innovative projects aimed at creating a more liveable, sustainable, and joyful Sault Ste. Marie (April 8, 2022)



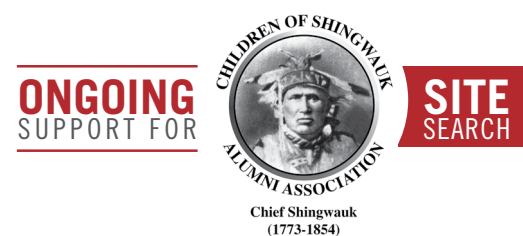
PRIORITY  
#4

**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...



- Contract established with [Moriyama and Teshima Architects](#) for the design of Mukwa Waakaa'igan
- Successful facilitation of initial offering of new [Gabegendaadowin](#) Training program in Mattawa
- Ongoing dialogue with the Federal and Provincial Governments regarding multi-year support for the CSAA driven search of the Shingwauk site and related activity
- Supported CSAA in site search protocol development
- Announcement of New Elder in Residence, Barbara L. Nolan
- Continued engagement with key partners including SKG, ONWAA, NALMA and exploration of new partnerships with Oshki-Pimache-O-Win and Indigenous Clean Energy
- The Indigenous Research Symposium, this year's theme was Biskaakonenjigidaa Debajimohing Igniting our Sacred Fire through Storytelling included speakers, Dr. Andrew Judge, Dr. Roger Boyer II, and Issac Murdoch. The next Anishinaabe Inendamowin Research Symposium will be in 2024
- Building a Fire For Future Generations: Indigenous Quality Assurance in Higher Education, Anishinabe Academic Resource Centre Guest Speaker Series welcomed Dr. Lana Ray

## What's Next?

- Gathering at the Rapids Pow Wow scheduled for June 4<sup>th</sup>-June 5<sup>th</sup>, 2022
- Official launch and rollout of the Gabegendaadowin Training Program (Spring 2022)
- Undertaking First Nations, Indigenous and stakeholder consultations to help guide the development of a strategic plan for Mukwa Waakaa'igan, the Anishinaabe Academic Resource Center and the Shingwauk Residential Schools Center (June, July, August 2022)
- Launch of the Shingwauk Residential Schools Centre digital education project aimed at teaching high school students about Residential Schools, colonialism, and reconciliation
- In collaboration with partners, develop a recruitment and retention strategy aimed at recruiting and building supports that create ongoing success for First Nations and Indigenous students



### Gabegendaadowin: Mattawa Training

Session 1: March 21<sup>st</sup> and 22<sup>nd</sup>, 2022  
Session 2: March 23<sup>rd</sup> and 24<sup>th</sup>, 2022



Gabegendaadowin is an experiential two-day, evidence-based training program geared towards public, social service, and government agencies and Indigenous communities. It is designed to bridge the cultural knowledge gap between these groups.

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

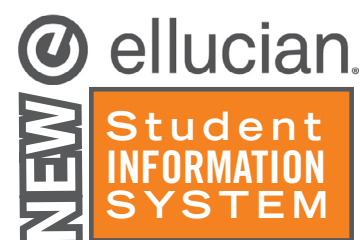
- Community: People and Culture
- Organizational Alignment
- Generation of New Revenue Streams
- Increase Brand Awareness

### What We've Accomplished...



**NEW LEAD**  
Professional and Continuing  
Education (PACE) portfolio

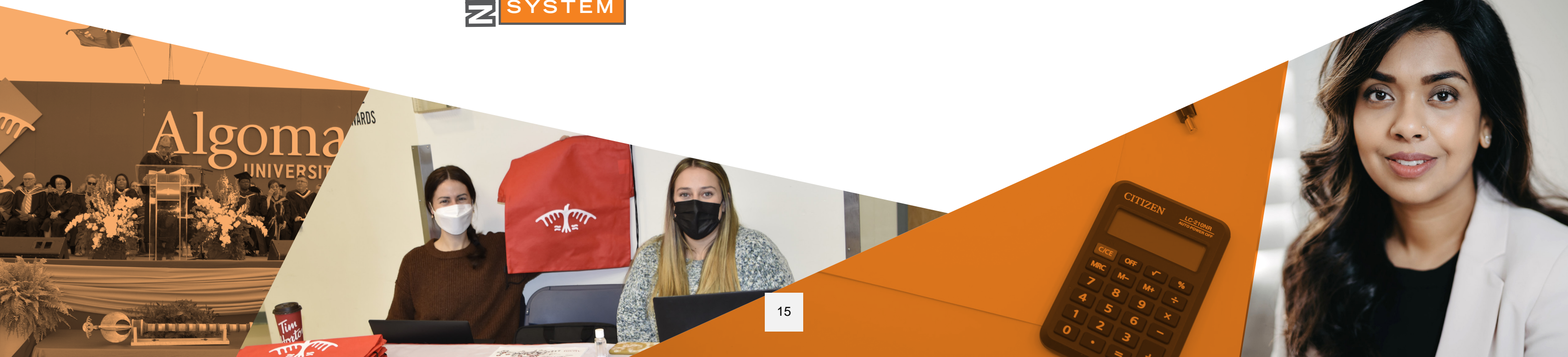
Sumbul Syed



- Appointment of Sumbul Syed to lead the new Professional and Continuing Education (PACE) portfolio
- Consultant to work in collaboration with the Department of People and Culture to build out a comprehensive "People Strategy" that ties into the values of the University
- New Enterprise Risk Management (ERM) software procured to improve analysis and efficiency of reporting
- New Student Information System (SIS) contract awarded to Ellucian, implementation planning currently underway
- Initial budget planning consultations complete, review and analysis by Senior Executive underway
- Brand architecture guidelines finalized for presentation to Sr. Executive and Board

### What's Next?

- Finalization of Responsibility Centred Management (RCM) budget model for 2022-23 operating budget
- Implementation of new brand architecture guidelines and related promotional campaigns – internal launch (Spring 2022), external launch (late-Summer 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

- EDI Climate Study, presentation of Phase II Report results to ALT and Board of Governors (March)
- Approval of I-EDI Guidelines for Policy Development – awaiting final SE approval
- I-EDI Ad Hoc Committee to review Senate By-Laws approved (February), membership currently being finalized
- Social Innovation Lab – launch in March 2022

## Foster EDI in Research, Teaching and Learning

- Winter 2022 Cultural Safety Training Program in progress. All three cohorts – two sessions for students and one session for employees are full!
- [Black History Month](#) celebration events were a success
- Winter CCDI 2022 Conference – 11 leaders from across the institution participated
- Presentation to Board of Governors on EDI resources on training, education and awareness for Board members
- Other successful EDI events included:
  - [International Women's Week](#) – celebration and recognition of accomplishments
  - International Day for the Elimination of Racial Discrimination featuring Sounds of Asia event
  - International Transgender Day of Visibility
- Faculty of Cross Cultural Studies – brought back to Senate for further discussion and approval on March 4

## Commitment to incorporating EDI into policies, processes and procedures

- Work with the VPFO to prioritize review of policies, processes and procedures using new EDI Guiding Principles and Framework once approved by SE
- Change of Name Policy work in progress

## What's Next?

- Development of I-EDI hiring policy and process for targeted and cluster hires (toolkit development in process)
- Finalization of IEDI Ad Hoc Committee members to begin development of IEDI framework to present to the Senate in September and then continue to phase II of Senate By-Law Revisions
- EDI Climate Study Phase 3 and Phase 4: Drafting, analysis, validation and conversion to strategy
- Amendment to the RFP contract to extend HESA's contract to include a comprehensive review on embedding EDI in prioritized AU policies and processes
- Establishing KPIs across the institution based on I-EDI search sessions
- Anishinaabe Research Centre (ARC)
- Continued collaboration on Mukwa Waakaa'igan initiative
- Preparation for June 2022 Train the Trainer Cultural Safety Learning Programs session by the University of Fraser Valley
- Ongoing EDI education and awareness, events and activities





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**Algoma**  
**UNIVERSITY**



## Research Presentation - Dr. Robin Isard

### OPEN AGENDA

Meeting Date: March 31, 2022

Action: Information

### PREPARED BY:

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

Robin Isard, Assistant Librarian

### 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
3. Written Report

### 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

Robin Isard is an Assistant Librarian of the Wishart Library. He works primarily with open source technologies to investigate the development of distributed knowledge systems and the application of library and archival standards of metadata to scholarly research materials.

### FUTURE STATUS

Robin is currently developing a JAM stack (JavaScript, APIs, Markup) app to allow small archives to catalogue their collections using linked data.

### ACTION

N/A

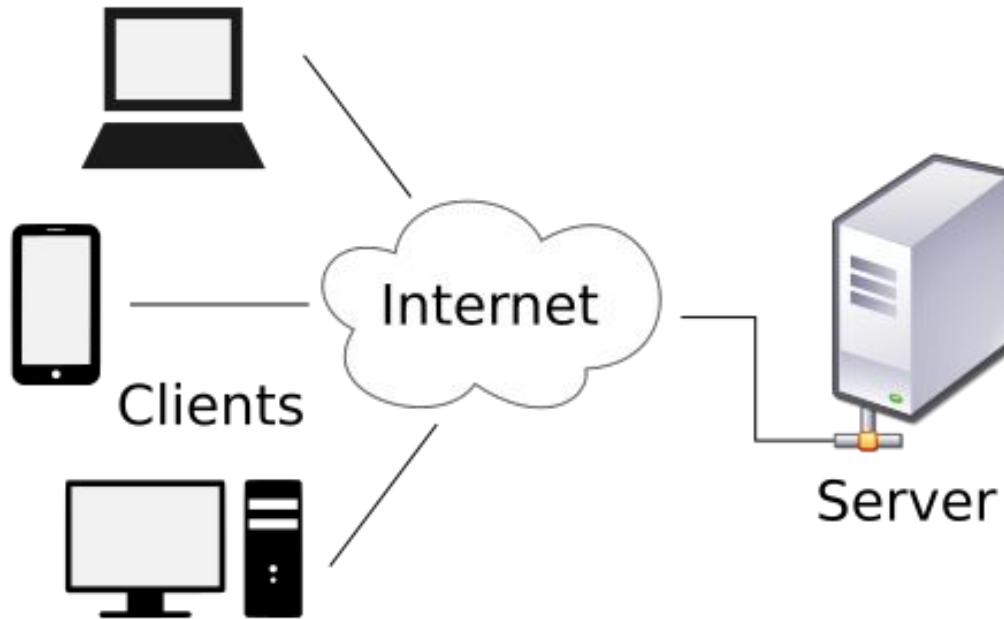
# Toward a database-less archive

An approach to empower small archives by giving them direct control over their data

# The Problem



# Data management used to be straightforward



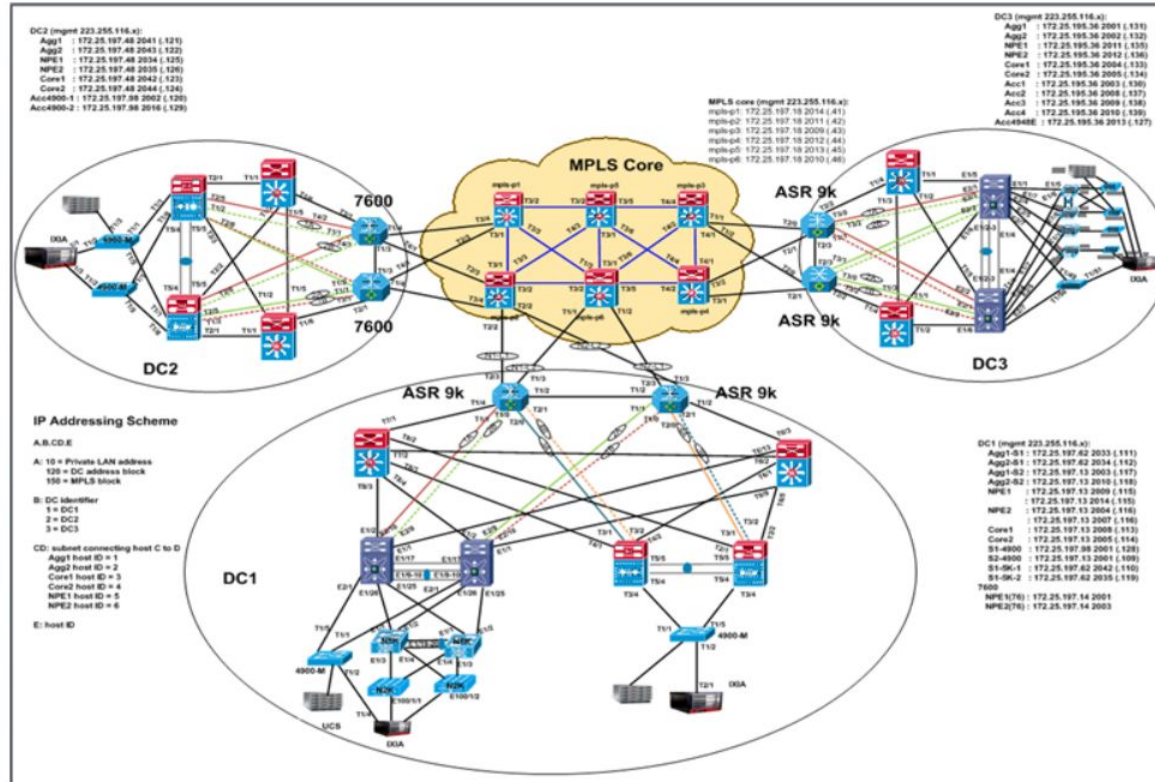
# But there are problems with traditional databases

- Processing and memory limits around large data sets
- Backup issues - takes a very long time to backup and restore big data sets
- Complexity means:
  - Server farms
  - Clustering
  - Database mirroring



Figure 4-2

# VPLS-based Data Center Interconnection - Lab Topology



This is a real network design

# The Cloud is born

- Small organizations don't have the resources to manage data centers
- Contract out data management
- Dangers
  - Organizational data is now being controlled by a third party
  - Subject to service Terms of Service
  - Smaller vendors or Non-profit third parties can go out of business
- Yahoo! Photos
- Google Books



# A potential Solution



# Structured and Linked data

Structured data moves the metadata of a web object from an outside management tool like a database, and embeds it directly in the object.

Linked data:

“The Semantic Web isn't just about putting data on the web. It is about making links, so that a person or machine can explore the web of data. With linked data, when you have some of it, you can find other, related, data.”

–Tim Berners-Lee



ID	first_name	last_name	cell	city	year_of_birth	location_x	location_y
1	'Mary'	'Jones'	'516-555-2048'	'Long Island'	1986	'-73.9876'	'40.7574'

ID	user_id	profession
10	1	'Developer'
11	1	'Engineer'

ID	user_id	name	version
20	1	'MyApp'	1.0.4
21	1	'DocFinder'	2.5.7

ID	user_id	make	year
30	1	'Bentley'	1973
31	1	'Rolls Royce'	1965

```
{
  first_name: "Mary",
  last_name: "Jones",
  cell: "516-555-2048",
  city: "Long Island",
  year_of_birth: 1986,
  location: {
    type: "Point",
    coordinates: [-73.9876, 40.7574]
  },
  profession: ["Developer", "Engineer"],
  apps: [
    { name: "MyApp",
      version: 1.0.4 },
    { name: "DocFinder",
      version: 2.5.7 }
  ],
  cars: [
    { make: "Bentley",
      year: 1973 },
    { make: "Rolls Royce",
      year: 1965 }
  ]
}
```

example



Customer	Item	Time
0001	1A	20:34
0001	1A	21:15
0003	2A	21:16
0002	1A	21:16
0002	5C	

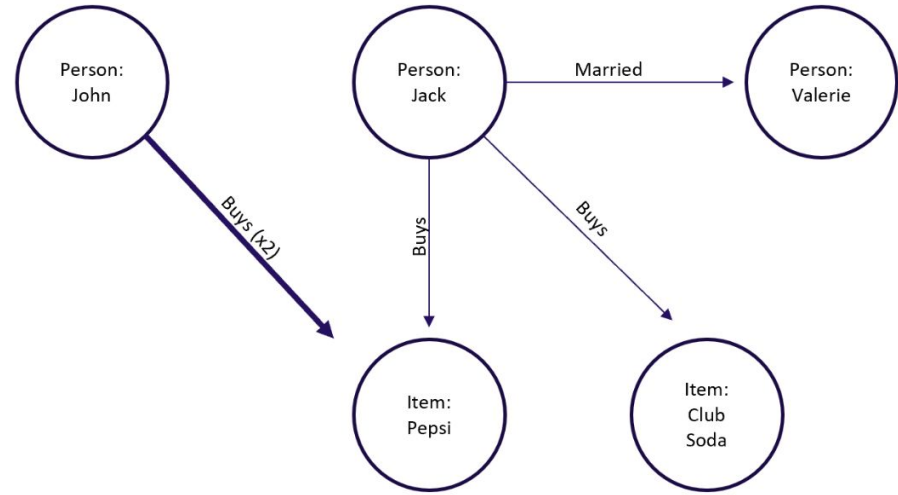
  

Description	SKU
Pepsi	1A
Club Soda	2A
.	.
.	.
Diet Coke	5C

Name	CustID
John	0001
Jack	0002
Ted	0003
Ken	0004
Valerie	0005

Traditional database store data to efficiently store facts, but relationships must be rebuilt with JOINS and other inexact techniques.



Graph databases store both facts and the relationships between the facts, making certain types of analysis more intuitive.

Linked data can be interpreted as a graph





*"As more archival and cultural materials are digitized and put online, it raises the questions of ownership and access, particularly for smaller communities. The traditional use of databases to host online materials implies a vendor responsible for maintaining, scaling and securing a database server. Not only do these hosting costs provide a serious barrier to smaller organizations and communities, it also subjects our cultural information to third party vendor Terms of Use, which can change at any time.*

*As part of Algoma University's special mission is to focus on the needs of Northern Communities, it has helped inspire my own research in the development of distributed knowledge systems which could help free smaller cultural institutions from expensive, one-sided vendor relationships and maintain a higher level of control over their own artifacts. "*

— Robin Isard (Library)

## Knowledge Systems Research

Robin started his library career working at the Washington DC public library as Head of Intranet Development. Following that, he lived for many years overseas, primarily in West Africa building IT infrastructure in The Republic of the Gambia, Sierra Leone, Guinea Bissau and Guinea Conakry. He also worked in Ethiopia and Uganda on telehealth projects for The Hospital for Sick Children in Toronto, Canada.

Currently, Robin is the systems librarian at Algoma University where he works primarily with open source technologies to investigate the development of distributed knowledge systems and the application of library and archival standards of metadata to scholarly research materials. The latter is exemplified by his work on the SSHRC funded George Whalley project with Dr. Michael DiSanto.

Before working on the George Whalley project, Robin was a contributor and project manager for Project Conifer, one of the largest implementations of open source software in the academic world.

Robin is currently developing a JAM stack (JavaScript, APIs, Markup) app to allow small archives to catalogue their collections using linked data.

He's a contributor to Opensource.com.

**Research Subject and Overview:**

To research and create a prototype of a “database-less archive,” or more specifically, an archive that is built with 100% linked data.

Archival data is very complex. Most archival objects have so much related metadata that managing the relations in a traditional database can be overly complex. For example, a single letter has its own metadata: author, date created, location it was created etc. However those data points lead to other objects and with their own metadata. The hypothetical letter would likely be part of a set — letters are usually replied to. Maintaining these metadata relations are very important. The letter and its reply should be linked together so that a researcher can follow the entire line of correspondence. Without proper relations, a gap can appear in a scholar’s research. For example, If one letter was written in Toronto, and the reply comes from Vancouver, a search in a typical database on “Toronto” will only return the original letter. This is a simple example, but with more complex objects, the web of metadata relating them is significant enough to prevent all possible relations from being maintained in a traditional relational database.

I am looking at using structured data to overcome these problems. As structured data embeds its metadata in the object itself, it could be a reasonable alternative to manage archival data.

**Background / Work Completed to Date**

Since 2011, I have been working with the SSHRC-funded George Whalley project. During my last sabbatical, I developed a prototype of an interactive digital edition for scholars working with archival materials based on linked data.

The resulting interface was debuted at the Centennial Conference in Honour of the Birth of George Whalley. Following this, the interface was released to academic reviewers who were given access to the interface. Their feedback was incorporated into the tool and I moved on to enhance it.

**Next Steps**

I plan to proceed with the development of the tool via the next steps:

1. Develop a new version of the tool using modern JavaScript libraries and app frameworks such Vue.js and Bootstrap.js. This would create a more robust version of the tool, one built on top of a framework that is supported by a very large community of developers, as well as provide built-in tools to support accessibility features in the app.
2. Use Electron.js to create a standalone desktop version of the software.
3. Test it rigorously against archival data stored in the Algoma University Archive.
4. Share it with the library and archival community at large via conferences etc.



## Algoma University Campus Sault Ste. Marie Economic Impact Study

### CONFIDENTIAL REPORT

Meeting Date: March 31, 2022  
Action: Information

### PREPARED BY:

C. Fowler, Vice President of Growth, Innovation & External Relations  
C. Wilson, Director of Strategic Advancement  
A. Foster, Manager of Strategic Initiatives

### PURPOSE OF REPORT

To inform the Board of Governors around the development and completion of the Economic Impact Report.

### RELATED DOCUMENTS

1. Economic Impact Report
2. Economic Impact Report Executive Summary
3. Emsi Presentation

### STRATEGIC PRIORITY ALIGNMENT

5. Institutional Excellence: facilitate the ongoing improvement of the University by focusing on problem solving, teamwork, and leadership.

### BACKGROUND

Beginning in the summer of 2021, Algoma University engaged an external consulting firm to determine the University's contribution to the local economy. This study, conducted by Emsi, measures the economic impacts created by Algoma University on the business community and the benefits the University generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The Report contains two components: the Economic Impact Analysis and the Investment Analysis.

The Economic Impact Analysis:

The total impact created by Algoma University in 2020-2021 was \$99 million, or 1,204 jobs supported.

- |                                 |                  |
|---------------------------------|------------------|
| 1. Operations Spending Impact   | \$32.2 million   |
| 2. Research Spending Impact     | \$469 thousand   |
| 3. Construction Spending Impact | \$1.0 million    |
| 4. Visitor Spending Impact      | \$394.5 thousand |
| 5. Student Spending Impact      | \$1.1 million    |
| 6. Alumni Impact                | \$63.8 million   |

The Investment Analysis: Algoma University is a strong investment for all three major stakeholder groups—students, taxpayers, and society. Students receive an excellent return for their investments in an Algoma University education. At the same time, taxpayers' investment in Algoma University returns more to government budgets than it costs and creates a wide range of social benefits throughout Ontario.

### Student perspective

Students paid a total of \$25 million to cover the cost of tuition and fees and books and supplies at Algoma University in FY 2020-21. They also forewent \$17.4 million in earnings they would have generated had they been working instead of learning. In return for the monies invested in AU, students receive a present value of \$64.2 million in



increased earnings over their working lives. This translates to a return of \$1.50 in higher future earnings for every dollar students pay for their education at AU. The corresponding average annual internal rate of return is 10.0%.

Taxpayer perspective

## **Taxpayer perspective**

Provincial taxpayers in Ontario paid \$19 million to support the operations of Algoma University in FY 2020-21. The net present value of the added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses amounts to \$43.8 million in benefits to taxpayers. Savings to the public sector add another \$919.8 thousand in benefits due to reduced demand for government-funded social services in Ontario.

Dividing the benefits to provincial taxpayers by the amount they paid to support Algoma University yields a 2.4 benefit-cost ratio, i.e., every dollar in cost returns \$2.40 in benefits. In other words, taxpayers fully recover the cost of the original investment and receive a return of \$1.40 in addition to every dollar they paid. The average annual internal rate of return for taxpayers is 10.8%.

## **Social perspective**

Society in the Province of Ontario will receive a present value of \$273.5 Million in added provincial income throughout the students' working lives. Society will also benefit from 2.2 Million in present value social savings related to reduced crime, lower employment, increased health and well-being across the province.

For every dollar that society invested in Algoma University in FY 2021-21, society as a whole will receive a cumulative value of \$4.80 in benefits for as long as Au's FY 2020- 2021 student population remains active in the provincial workforce.

---

## **CURRENT STATUS**

The reports have been completed, and Emsi staff will present the study results to the Board of Governors on March 31, 2022.

---

## **FUTURE STATUS**

The reports will be used to inform all internal and external stakeholders. In addition, this data will support ongoing external communications and support many of the funding applications currently underway.

---

## **ACTION**

None



# The economic value of Algoma University

ANALYSIS OF THE ECONOMIC IMPACT  
AND RETURN ON INVESTMENT OF EDUCATION

# Emsi Burning Glass & Higher Education Institutions

20+ years working with higher education institutions

2,200+ economic impact studies completed

30+ systems have received economic impact studies from Emsi Burning Glass



## What is an **ECONOMIC IMPACT ANALYSIS?**

Measures how an event or institution affects the local economy

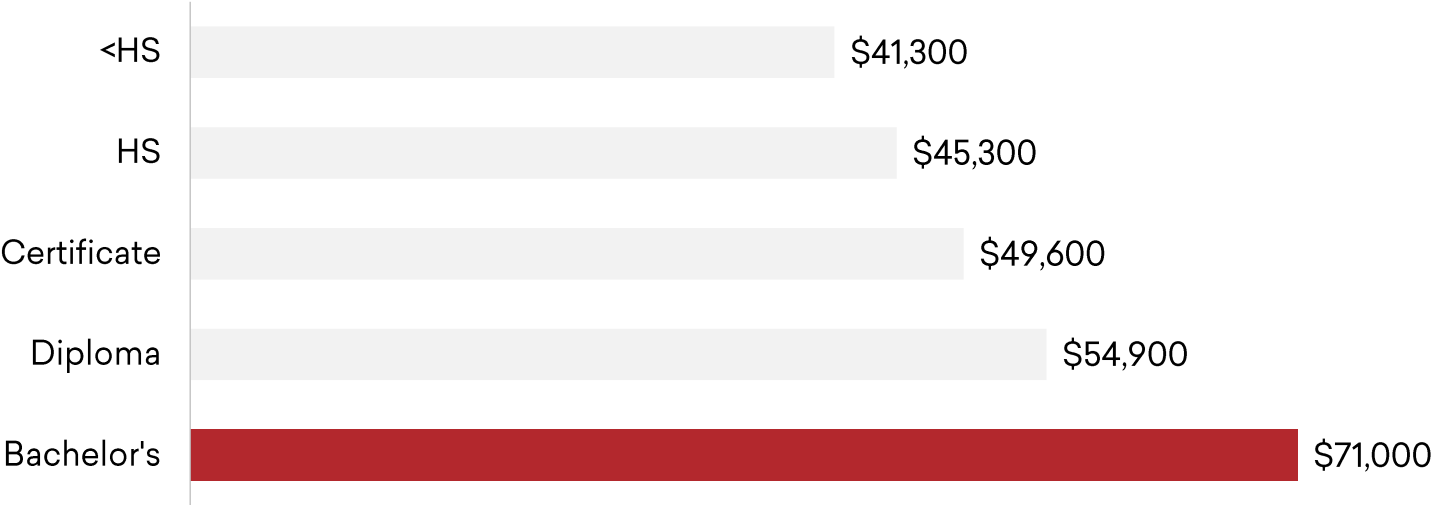


## What is an **INVESTMENT ANALYSIS?**

A comparison of the costs and benefits to determine the return on investment

# About Sault Ste. Marie

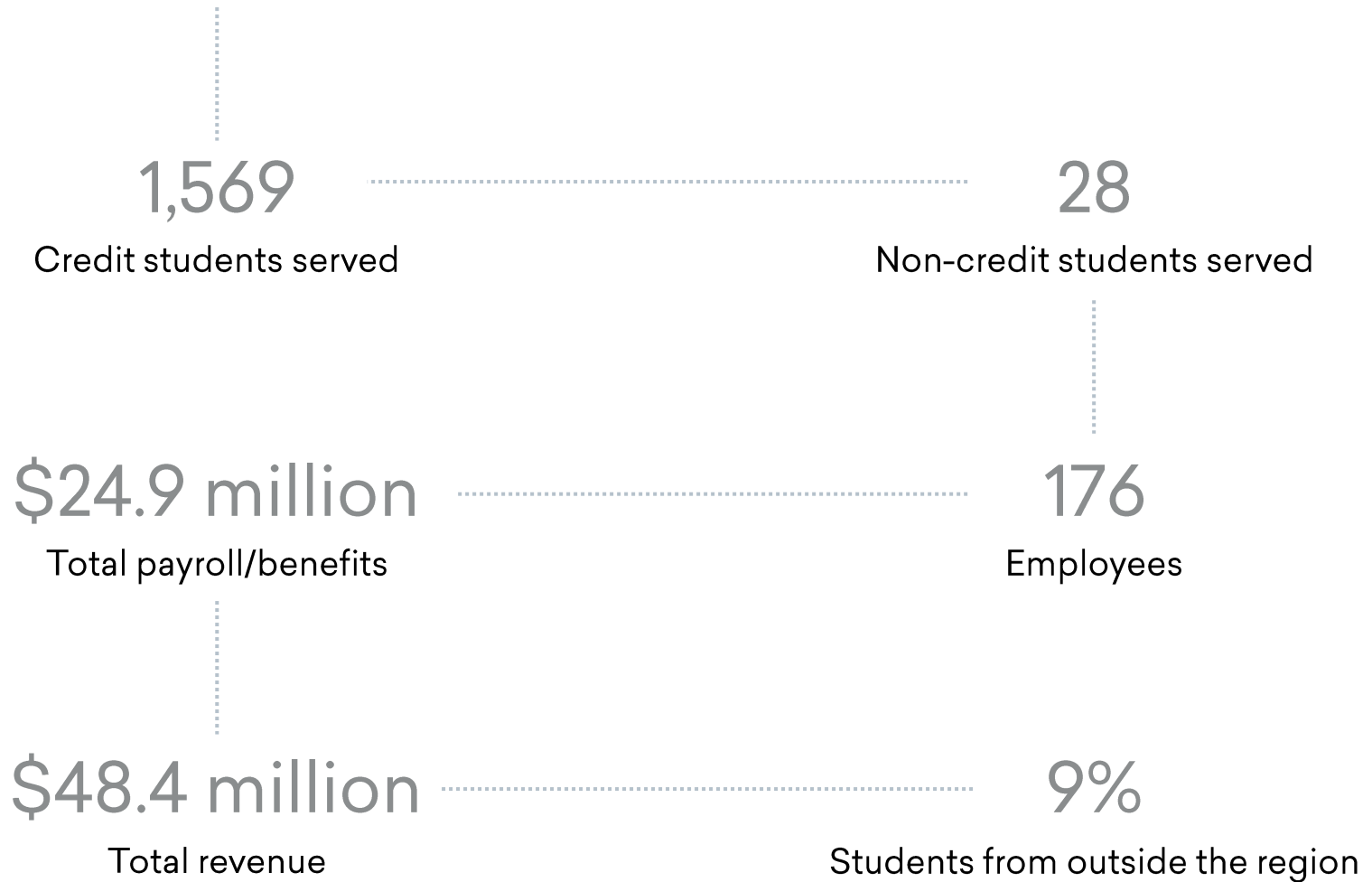
AVERAGE EARNINGS BY EDUCATION LEVEL



\$2.9 billion  
Total Gross Regional  
Product (GRP)

33,888  
Total Jobs

# AU in FY 2020-21



# Overview of results



**\$99 million**

Total income added to the region

**3.4%**

Of region's GRP

**1,204**

Total jobs supported in the region



**1.5**

Benefit-cost ratio for students

**2.4**

Benefit-cost ratio for taxpayers

**4.8**

Benefit-cost ratio for society



# ECONOMIC IMPACT ANALYSIS



## Operations Spending Impact

*University payroll and  
other spending + ripple effects*

**\$32.2 million**

Added regional income

OR

**300**

Jobs supported in the region



## Research Spending Impact

*Research payroll and other  
research spending + ripple effects*

**\$469 thousand**

Added regional income

OR

**4**

Jobs supported in the region



# ECONOMIC IMPACT ANALYSIS



## Construction Spending Impact

*University construction  
expenditures + ripple effects*

**\$1 million**

Added regional income

OR

**10**

Jobs supported in the region



## Visitor Spending Impact

*Out-of-region visitor  
spending + ripple effects*

**\$394.5 thousand**

Added regional income

OR

**13**

Jobs supported in the region



# ECONOMIC IMPACT ANALYSIS



## Student Spending Impact

*Relocated/retained student spending + ripple effects*

**\$1.1 million**

Added regional income

OR

**24**

Jobs supported in the region



## Alumni Impact

*Higher alumni earnings and increased business profit + ripple effects*

**\$63.8 million**

Added regional income

OR

**852**

Jobs supported in the region



# ECONOMIC IMPACT ANALYSIS

## Total Impact

**\$99 million**

Total income added  
in the region

OR

**3.4%**

Of region's GRP

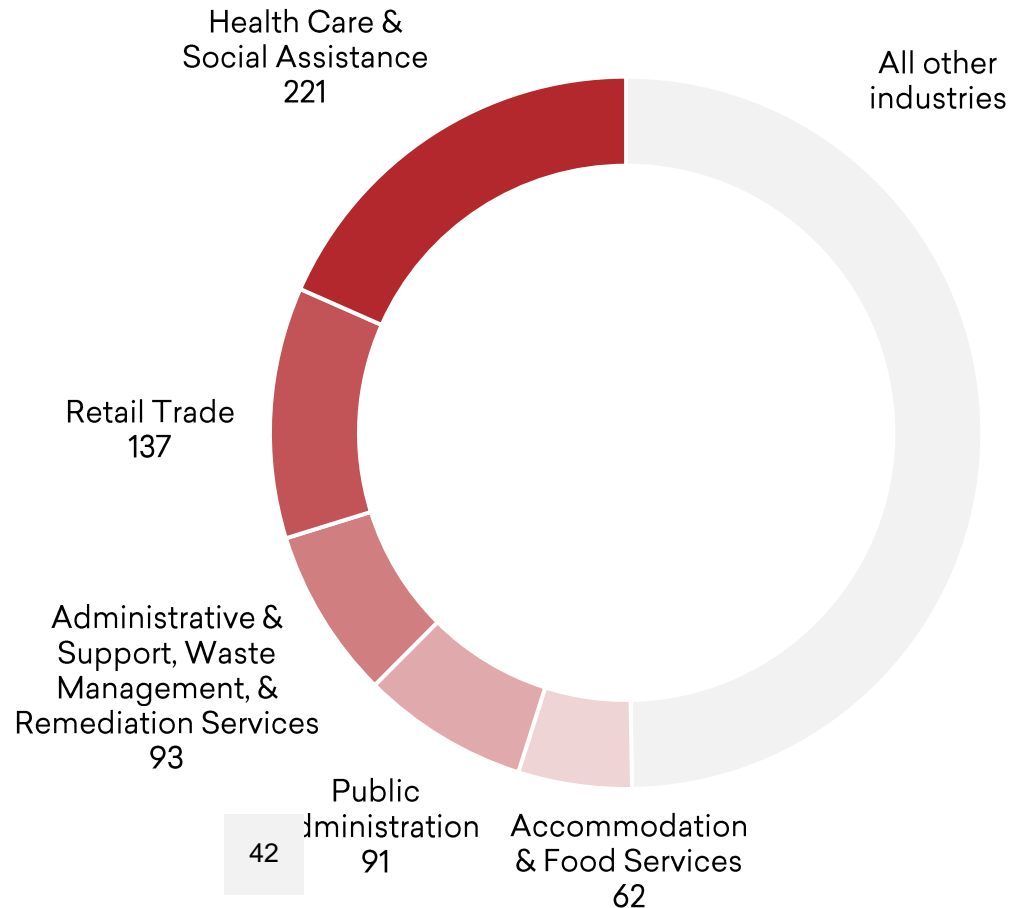
**1,204**

Total jobs supported  
in the region

OR

**1** out of **28** jobs in the  
region

### Top industry impacts (jobs supported)





# INVESTMENT ANALYSIS



## Student Perspective

**\$64.2 million**

*Benefit: Higher future earnings*

**\$42.4 million**

*Cost: Tuition, supplies, opportunity cost*

**1.5**

Benefit/cost ratio

**10.0%**

Rate of return



## Taxpayer Perspective

**\$44.7 million**

*Benefit: Future tax revenue,  
government savings*

**\$19 million**

*Cost: Provincial and local funding*

**2.4**

Benefit/cost ratio

**10.8%**

Rate of return



## Social Perspective

**\$275.7 million**

*Benefit: Future earnings,  
tax revenue, private savings*

**\$57.6 million**

*Cost: All university and student costs*

**4.8**

Benefit/cost ratio

**n/a\***

Rate of return

The results of this study  
were prepared by



For a copy of the report, please contact AU.



# The Economic Value of Algoma University



**A**LGOMA UNIVERSITY (AU) creates value in many ways. The University plays a key role in helping students increase their employability and achieve their individual potential. It facilitates new research developments and draws visitors and students to the region, generating new dollars and opportunities for Sault Ste. Marie. AU provides students with the education, training, and skills they need to have fulfilling and prosperous careers. Furthermore, AU is a place for students to meet new people, increase their self-confidence, and promote their overall health and well-being.

AU influences both the lives of its students and the regional economy. The University supports a variety of industries in Sault Ste. Marie, serves regional businesses, and benefits the provincial government through increased tax revenues and public sector savings. The benefits created by AU even extend to society as a whole in Ontario, which benefits from an expanded economy and improved quality of life.

This study measures the economic impacts created by AU on the business community and the benefits the University generates in return for the investments made by its key stakeholder groups—students, taxpayers, and society. The following two analyses are presented:



### Economic impact analysis



### Investment analysis

All results reflect employee, student, and financial data, provided by the University, for fiscal year (FY) 2020-21. Impacts on the Sault Ste. Marie economy are reported under the economic impact analysis and are measured in terms of added income. The returns on investment to students, taxpayers, and society in Ontario are reported under the investment analysis.

AU influences both the **lives of its students** and the **regional economy**.



# ECONOMIC IMPACT ANALYSIS



AU promotes economic growth in Sault Ste. Marie through its direct expenditures and the resulting expenditures of visitors, students, and regional businesses. The University serves as an employer and buyer of goods and services for its day-to-day and research operations. The University's reputation and activities attract visitors and students from outside Sault Ste. Marie, whose expenditures benefit regional vendors. In addition, AU is a primary source of postsecondary education to Sault Ste. Marie residents and a supplier of trained workers to regional industries, enhancing overall productivity in the regional workforce.

## Operations spending impact



AU adds economic value to Sault Ste. Marie as an employer of regional residents and a large-scale buyer of goods and services. In FY 2020-21, the University employed faculty and staff equivalent to 176 full-time employees (excluding research employees), 94% of whom lived in Sault Ste. Marie. Total payroll at AU was \$24.5 million (excluding payroll from research employees), much of which was spent in the region for groceries, mortgage and rent payments, dining out, and other household expenses. In addition, the University spent \$13.7 million on day-to-day expenses related to facilities, supplies, and professional services (excluding research expenditures).

AU's day-to-day operations spending added \$32.2 million in income to the region during the analysis year. This figure represents the University's payroll, the multiplier effects generated by the in-region spending of the University and its employees, and a downward adjustment to account for funding that the University received from regional sources. The \$32.2 million in added income is equivalent to supporting 300 jobs in the region.

## Research spending impact



Research activities impact the economy by employing people and requiring the purchase of equipment and other supplies and services. In FY 2020-21, AU spent \$350 thousand on payroll to support research activities. This, along with \$58.6 thousand in other research spending, created a net total of \$469 thousand in added income for the regional economy. This added income is equivalent to supporting four jobs.

AU's research activities create an economic impact beyond spending. There are impacts created through the entrepreneurial and innovative activities stemming from the University's research. From exploring geology and geography

### IMPACTS CREATED BY AU IN FY 2020-21



Operations spending impact  
**\$32.2 million**



Research spending impact  
**\$469 thousand**



Construction spending impact  
**\$1.0 million**



Visitor spending impact  
**\$394.5 thousand**



Student spending impact  
**\$1.1 million**



Alumni impact  
**\$63.8 million**



**TOTAL IMPACT**  
**\$99 million**

OR

Jobs supported  
**1,204**

and improving current technologies to expanding understanding of plant and soil ecology, AU research faculty are driving progress and innovations that have tremendous value in the regional economy. However, the full scope of these factors is difficult to quantify. Some of this impact may be captured in the alumni impact. The broader spillover effects, however, remain as additional value created beyond this analysis.

## Construction spending impact



AU spends millions on construction each year to maintain its facilities, create additional capacities, and meet its growing educational demands. While the amount varies from year to year, this spending generates a short-term infusion of spending and jobs in the regional economy. The quick infusion of income and jobs that occurred in the regional economy as a result of this construction spending is considered short-term due to the one-time nature of such projects. Nonetheless, the University's construction spending had a substantial impact on the regional economy in FY 2020-21, equal to \$1 million in added income and equivalent to supporting 10 jobs.

## Visitor spending impact



Thousands of visitors from outside the region were attracted to AU during the analysis year to attend commencement, sports events, and other activities sponsored by the University. While in the region, visitors spent money for lodging, food, transportation, and other personal expenses. The off-campus expenditures of the University's out-of-region visitors generated a net impact of \$394.5 thousand in added income for the regional economy in FY 2020-21. This \$394.5 thousand in added income is equivalent to supporting 13 jobs.

## Student spending impact



Around 56% of students attending AU originated from outside the region in FY 2020-21, and some of these students relocated to Sault Ste. Marie to attend AU. These students may not have come to the region if the University did not exist. In addition, some in-region students,

## Impact of international students

International students are an important part of the AU community. In FY 2020-21, AU served 482 international students, all of whom relocated to Sault Ste. Marie. These students brought new money to the regional economy through their spending on housing, food, and other living expenses. International student spending in FY 2020-21 generated **\$370.5 thousand** in added income for the regional economy.

It is estimated that 20% of international students remain in the region after finishing their time at AU. Today, thousands of these students are employed in Sault Ste. Marie, receiving higher earnings and increasing the productivity of the businesses that employ them. In FY 2020-21, these active alumni generated **\$4.9 million** in added income for the economy.

referred to as retained students, would have left Sault Ste. Marie if not for the existence of AU. While attending the University, these relocated and retained students spent money on groceries, accommodation, transportation, and other household expenses. This spending generated \$1.1 million in added income for the regional economy in FY 2020-21, which supported 24 jobs in Sault Ste. Marie.

### Alumni impact



The education and training AU provides for regional residents has the greatest impact. Since its establishment, students have studied at AU and entered the regional workforce with greater knowledge and new skills. Today, thousands of former AU students are employed in Sault Ste. Marie. As a result of their AU educations, the students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2020-21, AU alumni generated \$63.8 million in added income for the regional economy, which is equivalent to supporting 852 jobs.

### Total impact

AU added \$99 million in income to the Sault Ste. Marie economy during the analysis year, equal to the sum of the operations, research, and construction spending impacts; the visitor and student spending impacts; and the alumni impact. For context, the \$99 million impact was equal to approximately 3.4% of the total gross regional product (GRP) of Sault Ste. Marie. This contribution that the University provided on its own is larger than the entire Wholesale Trade industry in the region.

AU's total impact can also be expressed in terms of jobs supported. The \$99 million impact supported 1,204 regional jobs, using the jobs-to-sales ratios specific to each industry in the region. This means that one out of every 28 jobs in Sault Ste. Marie is supported by the activities of AU and its students. In addition, the \$99 million, or 1,204 supported jobs, stemmed from different industry sectors. Among non-education industry sectors, AU's activity and alumni in the Health Care & Social Assistance industry sector supported 221 jobs in FY 2020-21. These are impacts that would not have been generated without the University's presence in Sault Ste. Marie.

#### TOP INDUSTRY IMPACTS (JOBS SUPPORTED)



221

Health Care & Social Assistance



137

Retail Trade



93

Administration & Support, Waste Management, & Remediation Services



91

Public Administration



62

Accommodation & Food Services

**One out of every  
28 jobs** in Sault Ste.  
Marie is supported  
by the activities of AU  
and its students.



An investment analysis evaluates the costs associated with a proposed venture against its expected benefits. If the benefits outweigh the costs, then the investment is financially worthwhile. The analysis presented here considers AU as an investment from the perspectives of students, taxpayers, and society in Ontario.

## Student perspective



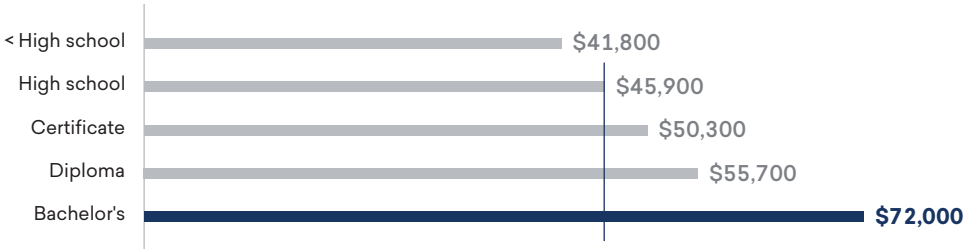
In FY 2020-21, AU served 1,569 credit and 28 non-credit students. In order to attend the University, the students paid for tuition, fees, books, and supplies. Additionally, students gave up money they would have otherwise earned had they been working instead of attending university. The total investment made by AU's students in FY 2020-21 amounted to a present value of \$42.4 million, equal to \$25 million in out-of-pocket expenses and \$17.4 million in forgone time and money.

In return for their investment, AU's students will receive a stream of higher future earnings that will continue to grow throughout their working lives. For example, the average AU bachelor's degree graduate from FY 2020-21 will see an increase in earnings of \$26,100 each year compared to a person with a high school diploma or equivalent working in Ontario. Over a working lifetime, the benefits of the bachelor's degree over a high school diploma will amount to an undiscounted value of \$2.8 million in higher earnings per graduate. Altogether, AU's FY 2020-21 students will receive \$64.2 million in higher future earnings over their working lives, as a result of their education and training at AU.

The students' benefit-cost ratio is 1.5. In other words, for every dollar students invest in AU, in the form of out-of-pocket expenses and forgone time and money, they will receive a cumulative value of \$1.50 in higher future earnings. Annually, the students' investment in AU has an average annual internal rate of return of 10.0%.



The average bachelor's degree graduate from AU will see an increase in earnings of **\$26,100** each year compared to a person with a high school diploma or equivalent working in Ontario.



Source: Derived from data supplied by Statistics Canada and the Emsi Burning Glass CRIO model.

## Taxpayer perspective



AU generates more in tax revenue than it takes. These benefits to taxpayers consist primarily of taxes that the provincial government will collect from the added revenue created in the province. As AU students earn more, they will make higher tax payments throughout their working lives. Students' employers will also make higher tax payments as they increase their output and purchases of goods and services. By the end of the FY 2020-21 students' working lives, the provincial government will have collected a present value of \$43.8 million in added tax revenue.

Benefits to taxpayers also consist of savings generated by the improved lifestyles of AU students and the corresponding reduced government services. Education is statistically correlated with a variety of lifestyle changes. Students' AU educations will generate savings in three main categories: 1) healthcare, 2) crime, and 3) income assistance. Improved health will lower students' demand for health care services. In addition, students will be less likely to interact with the criminal justice system, resulting in a reduced demand for law enforcement and reduced victim costs. AU students will be more employable, so their reduced demand for income assistance such as welfare and unemployment benefits will benefit taxpayers. For a list of study references, contact the University for a copy of the main report. Altogether, the present value of the benefits associated with an AU education will generate \$919.8 thousand in savings to provincial taxpayers.

Total taxpayer benefits amount to \$44.7 million, the present value sum of the added taxes and public sector savings. Taxpayer costs are \$19 million, equal to the amount of provincial government funding AU received in FY 2020-21. These benefits and costs yield a benefit-cost ratio of 2.4. This means that for every dollar of public money invested in AU in FY 2020-21, taxpayers will receive a cumulative value of \$2.40 over the course of the students' working lives. The average annual internal rate of return for taxpayers is 10.8%, which compares favorably to other long-term investments in the public and private sectors.

For every dollar of public money invested in AU, taxpayers will receive a cumulative value of **\$2.40** over the course of the students' working lives.

## Social perspective



Society as a whole in Ontario benefits from the presence of AU in two major ways. Primarily, society benefits from an increased economic base in the province. This is attributed to higher student earnings and increased business output, which raise economic prosperity in Ontario.

Benefits to society also consist of the savings generated by the improved lifestyles of AU students. As discussed in the previous section, education is statistically correlated with a variety of lifestyle changes that generate social savings. Note that these costs are avoided by the consumers but are distinct from the costs avoided by the taxpayers outlined above. Healthcare savings include avoided

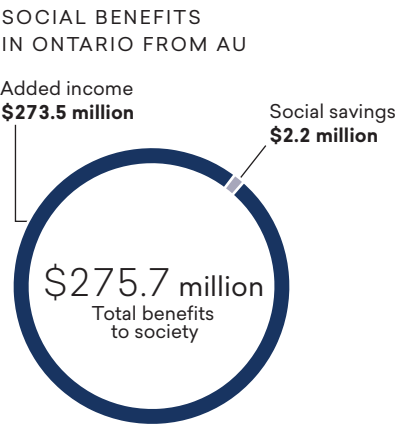
medical costs associated with smoking, alcohol dependence, obesity, and mental illness. Crime savings include reduced criminal justice system expenditures, lower victim costs, and increased productivity of individuals who are working rather than spending time in custody. Income assistance savings include the reduced demand for employment insurance benefits and employment-related social assistance. For a list of study references, contact the University for a copy of the main report.

Altogether, the social benefits of AU equal a present value of \$275.7 million. These benefits include \$273.5 million in added income through students' increased lifetime earnings and increased business output, as well as \$2.2 million in social savings related to health, crime, and income assistance in Ontario. People in Ontario invested a present value total of \$57.6 million in AU in FY 2020-21. These costs include all University and student costs.

The benefit-cost ratio for society is 4.8, equal to the \$275.7 million in benefits divided by the \$57.6 million in costs. In other words, for every dollar invested in AU, people in Ontario will receive a cumulative value of \$4.80 in benefits. The benefits of this investment will occur for as long as AU's FY 2020-21 students remain employed in the provincial workforce.

### Summary of investment analysis results

The results of the analysis demonstrate that AU is a strong investment for all three major stakeholder groups—students, taxpayers, and society. As shown, students receive a great return for their investments in an AU education. At the same time, taxpayers' investment in AU returns more to government budgets than it costs and creates a wide range of social benefits throughout Ontario.



Source: Emsi Burning Glass impact model.

STUDENT PERSPECTIVE		TAXPAYER PERSPECTIVE		SOCIAL PERSPECTIVE	
Present value benefits <b>\$64.2 million</b>		Present value benefits <b>\$44.7 million</b>		Present value benefits <b>\$275.7 million</b>	
Present value costs <b>\$42.4 million</b>		Present value costs <b>\$19.0 million</b>		Present value costs <b>\$57.6 million</b>	
Net present value <b>\$21.8 million</b>		Net present value <b>\$25.7 million</b>		Net present value <b>\$218.1 million</b>	
Benefit-cost ratio <b>1.5</b>	Rate of return <b>10.0%</b>	Benefit-cost ratio <b>2.4</b>	Rate of return <b>10.8%</b>	Benefit-cost ratio <b>4.8</b>	Rate of return <b>n/a*</b>

\* The rate of return is not reported for the social perspective because the beneficiaries of the investment are not necessarily the same as the original investors.

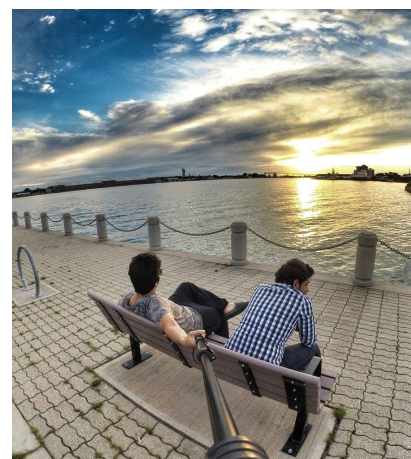
# CONCLUSION

The results of this study demonstrate that AU creates value from multiple perspectives. The University benefits regional businesses by increasing consumer spending in the region and supplying a steady flow of qualified, trained workers to the workforce. AU enriches the lives of students by raising their lifetime earnings and helping them achieve their individual potential. The University benefits provincial taxpayers through increased tax receipts and a reduced demand for government-supported social services. Finally, AU benefits society as a whole in Ontario by creating a more prosperous economy and generating a variety of savings through the improved lifestyles of students.

## About the study

Data and assumptions used in the study are based on several sources, including the FY 2020-21 academic and financial reports from AU, industry and employment data from Statistics Canada, outputs of Emsi Burning Glass's Canadian Regional Input-Output model, and a variety of studies and surveys relating education to social behaviour. The study applies a conservative methodology and follows standard practice using only the most recognized indicators of investment effectiveness and economic impact. For a full description of the data and approach used in the study, please contact AU for a copy of the main report.

The results of this study demonstrate that AU creates value from **multiple perspectives**.



Emsi Burning Glass provides colleges and universities with labour market data that help create better outcomes for students, businesses, and communities. Our data, which cover more than 99% of the U.S. workforce, are compiled from a wide variety of government sources, job postings, and online profiles and résumés. Hundreds of institutions use Emsi Burning Glass to align programs with regional needs, drive enrollment, connect students with in-demand careers, track their alumni's employment outcomes, and demonstrate their institution's economic impact on their region. Visit [economicmodeling.com/higher-education](https://economicmodeling.com/higher-education) to learn more or connect with us.



## Algoma University EDI Climate Study July 2021-Present

### OPEN AGENDA

Meeting Date: March 31, 2022  
Action: EDI Climate Study Updates

### PREPARED BY:

Jane Omollo, EDI Manager and Dr. Vivian Jimenez-Estrada,  
Associate Professor (Sociology) and EDI Academic Lead

### PURPOSE OF REPORT

To provide high level updates on the EDI Climate study

### RELATED DOCUMENTS

1. [Algoma University \(AU\) 2021-2023 Strategic Plan Extension](#)
2. [AU EDI Climate Study Phase 1 Report](#)

### STRATEGIC PRIORITY ALIGNMENT

Objective # 6: Equity, Diversity and Inclusion: Establish Baseline Data to inform the development of AU's Institutional accountability framework

### BACKGROUND

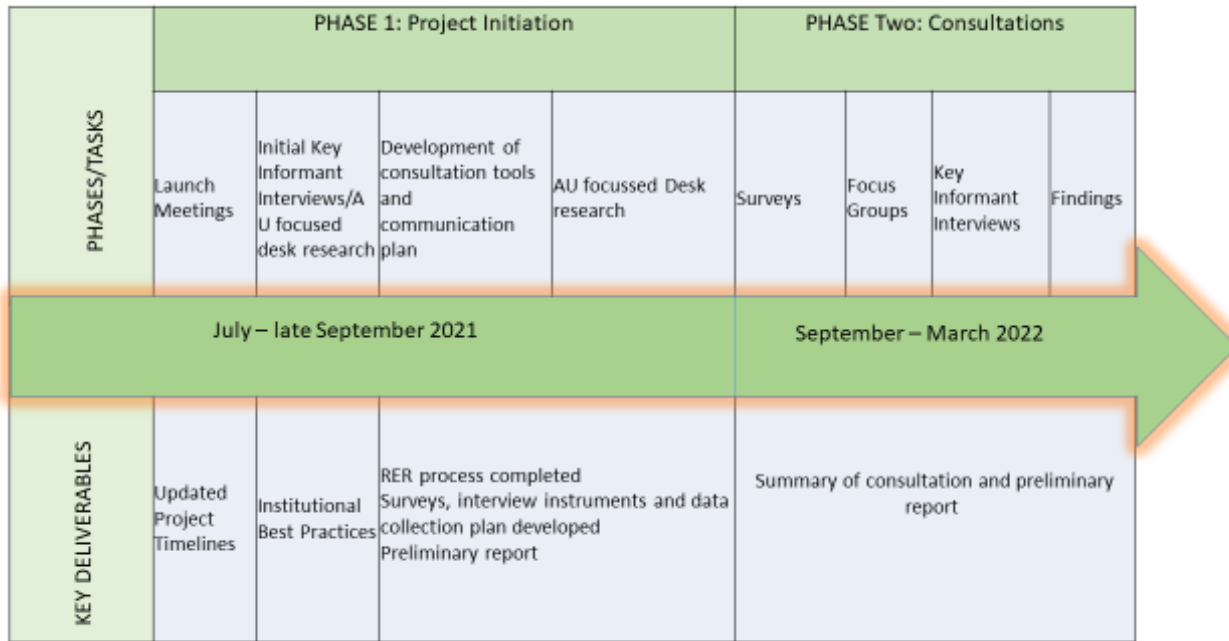
As an institution moving towards healing, reconciliation and creating safety, Algoma University has developed a more robust EDI portfolio initially spearheaded by the President's Office. This builds on external commitments such as the [New Principles on Indigenous Education](#), leading to AU's response to the TRC's Calls to Action in 2015 and aligned with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). AU's response and commitment to this important work is as outlined in [Honouring Our Commitment](#).

The endorsement of other important commitments to EDI such as [Equity, Diversity and Inclusion Dimensions Charter](#) and [Universities Canada's Principles on Equity, Diversity and Inclusion](#) and the 2021 [Scarborough Charter](#) on Anti-Black Racism and Black Inclusion in Canadian Higher Education have provided important foundation for our EDI commitment as outlined in the University's [2021 - 2023 Strategic Plan Extension](#) and the [2021-2026 Academic Plan](#) and in accordance to the University's [EDI Charter](#).

To deliver on all these commitments, AU commissioned Higher Education Strategy Associates (HESA) in late June, 2021 to conduct a comprehensive EDI Climate Study that includes an environmental scan, employment systems review and a comparative review to provide an evidence based approach to this important work. Together these commitments ensure 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.



## CURRENT STATUS: EDI STUDY TIMELINE



## FUTURE STATUS: Phase Three and Phase Four



# Algoma University EDI Climate Study Presentation

Jane Omollo, EDI Manager and Dr. Vivian Jimenez-Estrada, Associate Professor (Sociology) and EDI Academic Lead

# Algoma University's EDI Climate Study Overview

- Background Information: Why an EDI Study?
- [Summary of Phase 1](#)
- Summary of Phase 2
- Next Steps: Phase 3 and 4
- Q&A



# Why an AU EDI Study?

## Background to the study: AU external commitments:

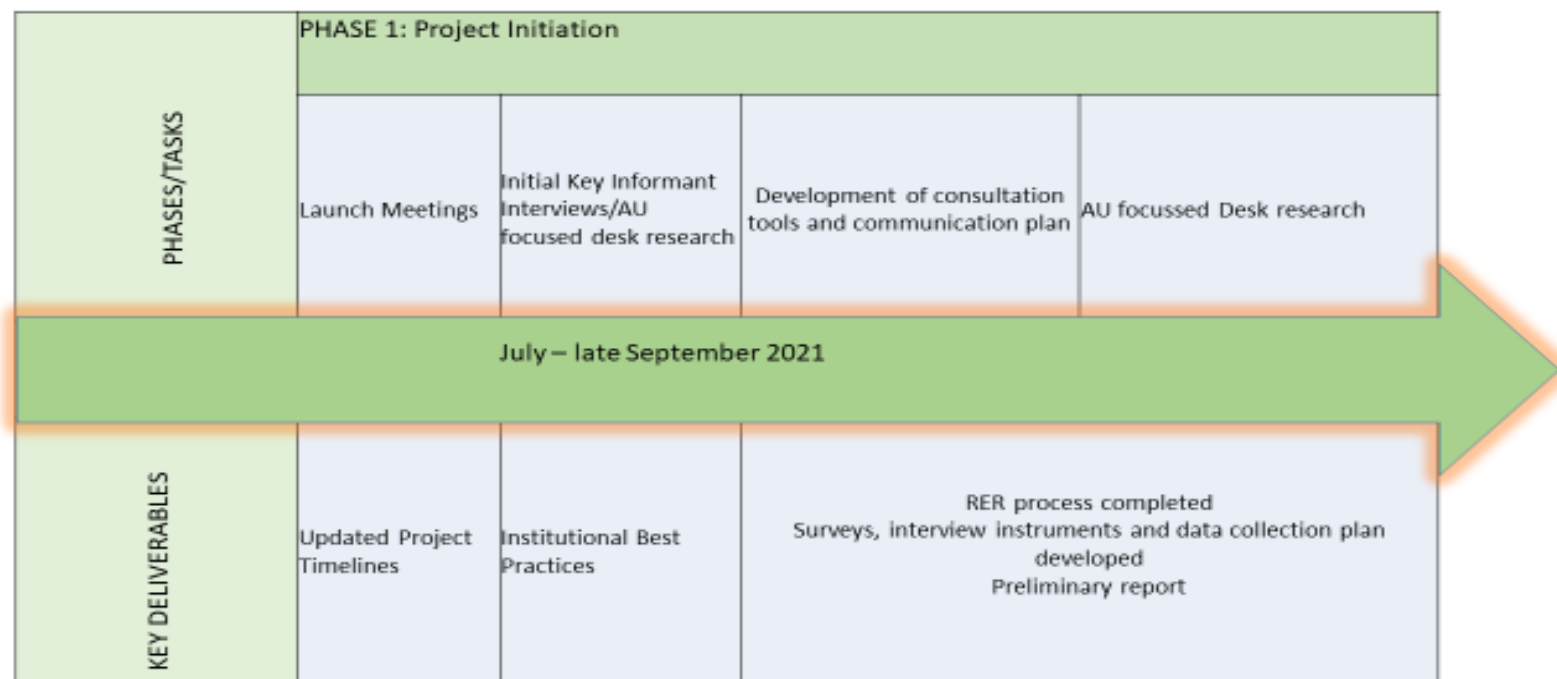
- 2015 [New Principles on Indigenous Education](#), leading to [AU's response to the TRC's Calls to Action](#), and more recently [Honouring Our Commitments](#).
- 2017 [Seven Inclusive Excellence Principles](#) followed by an [Action Plan](#) to advance EDI on campuses and in society. To show its commitment, AU endorsed the [Equity, Diversity and Inclusion Dimensions Charter](#).
- AU's [2021 - 2023 Strategic Plan Extension](#) and [2021-2026 Academic Plan](#)
- 2021 [Scarborough Charter](#) on Anti-Black Racism and Black Inclusion in Canadian Higher Education.

Engagement of Higher Education Strategy Associates (HESA) and what the study hopes to accomplish:

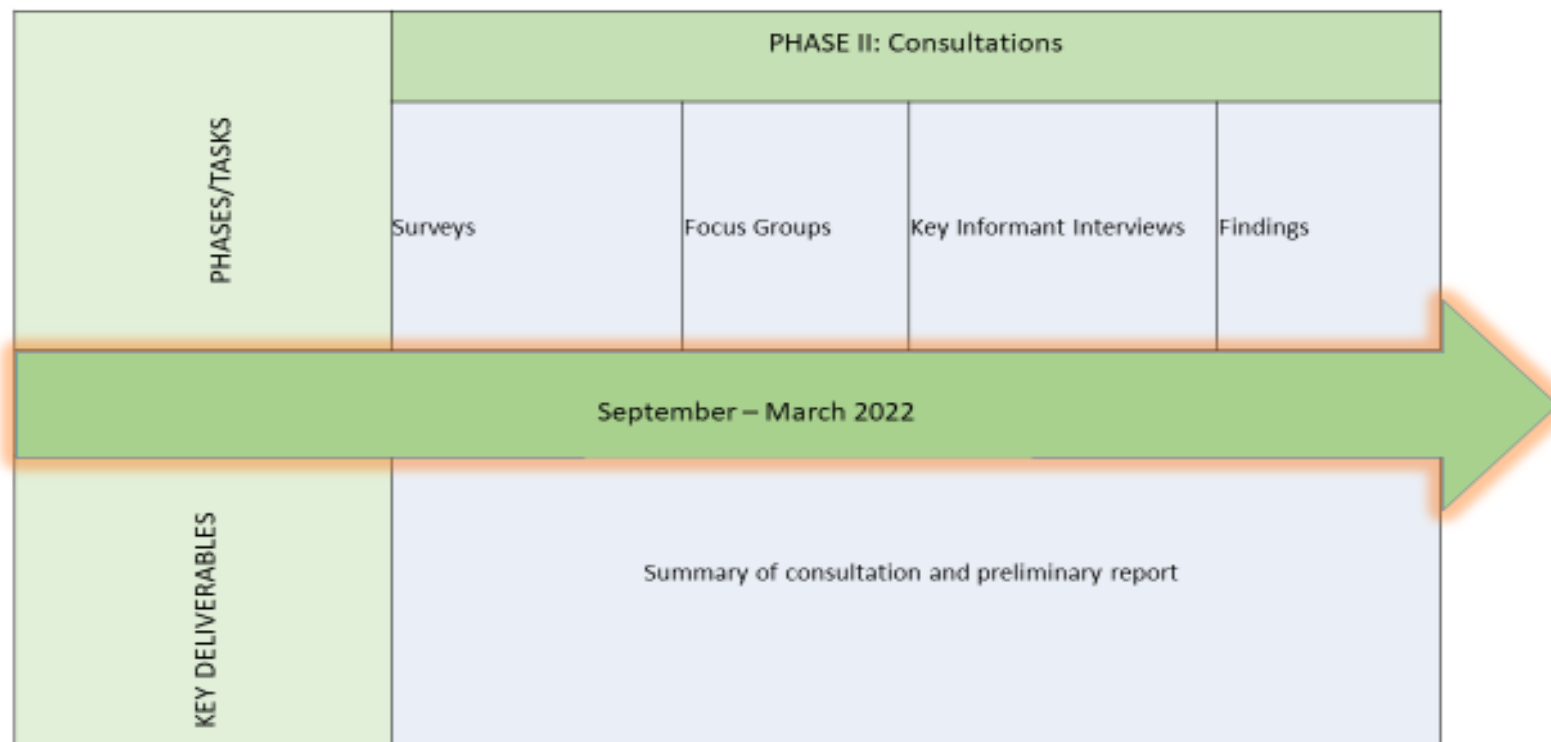
- Uncover any systemic barriers experienced by equity-deserving groups;
- Understand Algoma's aspirations for EDI;
- Understand how the University is performing relative to those aspirations;
- Identify solutions to improve Algoma University's EDI performance.



# Phase 1: Project Initiation



# Phase 2: Consultations



# Research Summary Results of Phase Two

## What we are doing well

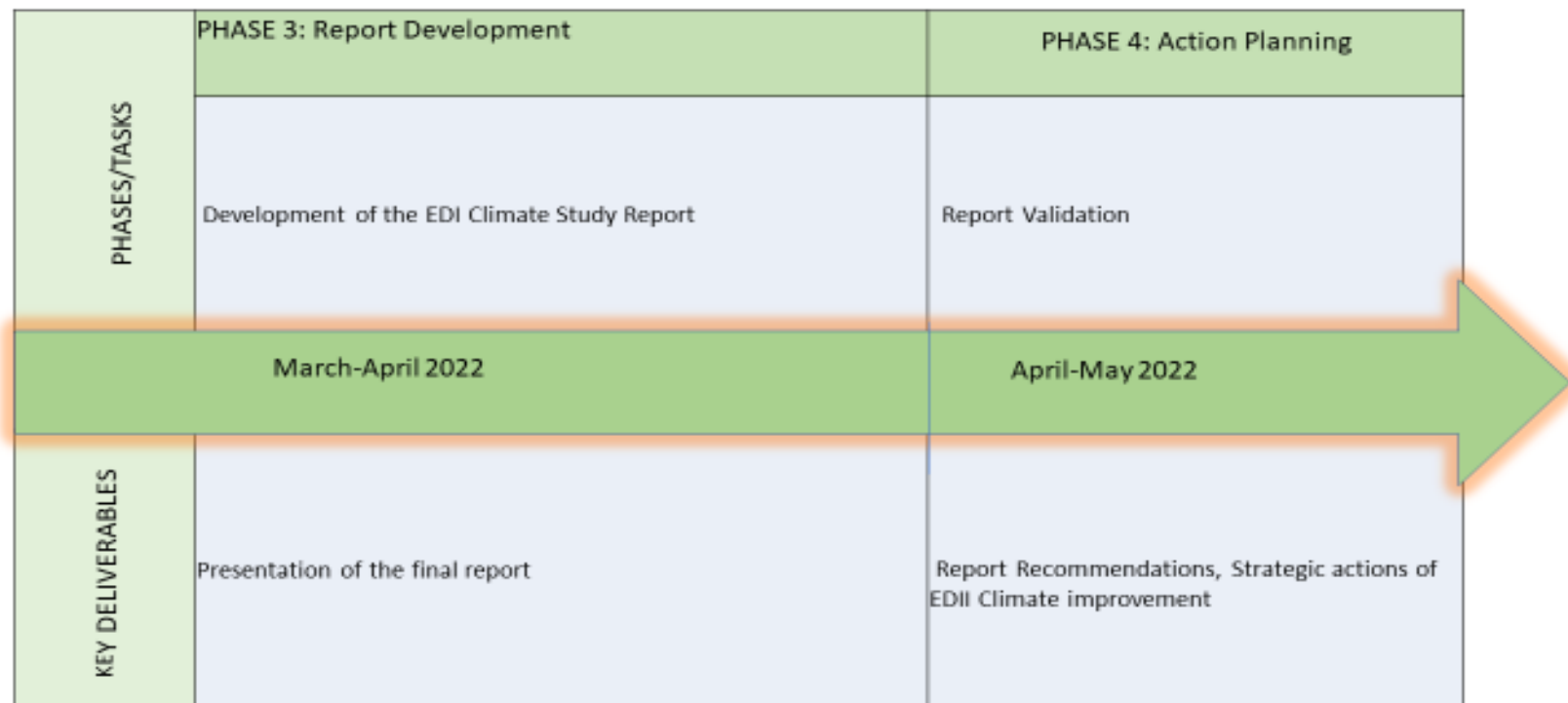
- There is excitement about Algoma's EDI efforts, but these are still seen as being at an early stage
- There is a strong sense of what EDI means at the Algoma
- Algoma has made considerable progress towards Indigenisation
- Many staff express interest in more and higher quality EDI training

## What we need to improve on

- Progress still needs to be made to secure community buy-in for progress on EDI
- Those leading EDI work carry a heavy burden and may be at risk of burnout
- Staff desire more training related to EDI
- More needs to be done in terms of Indigenisation



# Phase Three and Phase Four







## I-EDI Training for the Board of Governors

### OPEN AGENDA

Meeting Date: March 31, 2022  
Action: Discussion / Information

### PREPARED BY:

Elaine Pitcher, Chair of the Governance Committee

### PURPOSE OF REPORT

To provide an overview of the available training options for members of the Board of Governors in relation to equity, diversity and inclusion.

### RELATED DOCUMENTS

1. [Canadian Centre for Diversity and Inclusion](#)
  - a. [CCDI 2022 Webinar Schedule](#)
2. [Harvard's Implicit Association Test\(s\)](#)
3. [Algoma University's EDI Webpage](#)

### STRATEGIC PRIORITY ALIGNMENT

6 - Equity, Diversity and Inclusion - EDI values are embedded across the organization to fulfill Algoma University's commitment to undoing systemic and institutional discrimination and to be publicly transparent and accountable.

### BACKGROUND

The Governance Committee has been reviewing options for the Board to consider in the advancement of Algoma University's commitments to indigenization, equity, diversity and inclusion. The EDI Committee has provided two presentations to the Governance Committee with respect to incorporating I-EDI into the Board's governing documents as well as options for EDI related training and development for members.

### CURRENT STATUS

Upon reflection of the options presented by Algoma University's EDI Committee, the Governance Committee recommends the following:

#### Harvard Implicit Association Test

The [Implicit Association Test \(IAT\)](#) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that respondents have an implicit attitude that they did not know about. The Governance Committee requests that all members of the Board complete the available Harvard Implicit Association Test(s) prior to the April 28, 2022 Board meeting. The [About the IAT](#) page outlines the process for completing the various tests. Further, there is an [FAQ](#) page for your perusal.

#### Centre for Diversity and Inclusion

As an [Employer Partner](#) with the [Canadian Centre for Diversity and Inclusion](#), all Board members (as well as students and staff) can benefit from CCDI's EDI webinars and resources. This is part of AU's ongoing commitments to advance the conversation on promising practices, education and awareness of equity, diversity, and inclusion. The Governance Committee would like all Board members to create an account and sign up for webinars that will work with their schedules. To do this, Board members must register with their Algoma University email addresses in order to access ongoing webinars as well as past webinar sessions. Under "Please select the type of registration that is most appropriate for you" select "Employer Partner" (which will enable you to access the webinars and resources for free). If members experience difficulty accessing their AU email accounts, please reach out to the Secretary to the Board at [paul.quesnele@algonau.ca](mailto:paul.quesnele@algonau.ca).



The [CCDI 2022 Webinar Schedule](#) outlines a vast variety of virtual webinars available to all Board members (along with descriptions of each). Some of the options available in the next few months include:

- Apr 12 - Neurodiversity: Strategies for creating a neurodiverse organization
- Apr 21 - Advancing inclusive recruitment, hiring and retention
- May 10 - Keeping the conversation going: Anti-Asian racism in Canada
- May 19 - A current portrait of Canada's diverse LGBTQ2S+ communities
- Jun 7 - Moving towards building a Reconciliation action plan: Indigenous inclusion with employers
- Jun 16 - Creating a psychologically safe space for the LGBTQ2S+ community – Fireside chat

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## FUTURE STATUS

The Governance Committee will continue to review options for Board member training and development in the areas of indigenization, equity, diversity and inclusion.

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## ACTION

N/A



## Executive Summary and Implementation Plan - Biology Program

### OPEN AGENDA

Meeting Date: March 31, 2022

Action: Information

### PREPARED BY:

Dr. István Imre, Acting Academic Dean

### PURPOSE OF REPORT

To provide a summary status report on the end result of the Biology Cyclical Program Review Process

### RELATED DOCUMENTS

1. Executive Summary and Implementation Plan - Biology

### 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 summary and the approval of the associated Final Assessment Report by the Algoma University Senate on January 14, 2022, the Cyclical Program Review process started in 2019 is nearly complete. The final step is the submission of the 18 Month Status Report by the program 18 months after the above Senate approval date.

### FUTURE STATUS

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

### 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
Biology	January 14, 2022	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	October 1, 2020
2. Site visit conducted	March 16, 2020
3. Reviewers' report received	April 22, 2021
4. Department's response received	May 30, 2021
5. CAO's response received	July 7, 2021
6. Report on Program Quality approved by the Quality Assurance Committee	September 16, 2021
7. Final Assessment Report approved by	January 14, 2022

**The members of the Review Committee were:**

- Dr. Heather Hunt (Professor, Department of Biological Sciences, University of New Brunswick)
- Dr. Matthew Smith (Professor, Department of Biology, Wilfrid Laurier University)

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

- Bachelor of Science (Honours) Biology
- Bachelor of Science (General) in Biology
- Honours Diploma in Biology
- Specialization in Health Sciences
- Minor in Biology
- Certificate in Health Sciences
- Graduate Certificate in Health Sciences

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.

Nr.	Recommendation	Responsible for Leading Follow-Up	Timeline for Addressing Recommendation	Required Resources
1.	Work with the VP Nyaagaaniid, Student Success & Anishnaabe Initiatives, and other support staff on campus and in the	All FT and PT Faculty, Department Chair	Ongoing and continuing (increase year-on-year in individual courses; develop	Office of the VP Nyaagaaniid, Student Success & Anishinaabe Initiatives

	community, to thoughtfully and effectively incorporate Indigenous knowledge and ways of knowing into the curriculum where it makes Sense.		a new course within 2 years with consultation)	
2.	Increase frequency and breadth of offerings of courses as enrollment grows to maintain small class sizes, increase flexibility in start time in the program, and provide more choice for students at the 2nd to 4th year levels. Increased breadth of electives should be considered in all areas taught by the department (biology, chemistry, and biochemistry courses).	Department Chair	Ongoing and continuing (popular courses offered more often to increase with student numbers - current roster includes more electives and new special topics; continue to expand)	
3.	Consider establishing more college pathways into the program, if appropriate partner programs can be identified, as a way to increase enrollment and raise the profile of Algoma Biology even further	Department Chair and FT faculty, Registrar	Ongoing and continuing (as identified)	Time to devote to curriculum mapping
4.	Continue to seek funding to support research opportunities for Indigenous students, identified as a planned enhancement in the self study	Department Chair and FT faculty, Head of SLSE	Ongoing and continuing; Currently support as many NSERC USRA as have expressed interest; continue to encourage Indigenous students to apply	
5.	The department should continue to monitor student success in the program and to survey graduates with the goal of assessing whether curriculum changes that were implemented following	Department Chair, Registrar, Alumni Office	Ongoing (surveys completed for self-study will be updated every 3-4 years)	Data (e.g., from self-study surveys, Alumni Office)

	the previous review are having their intended effect			
6.	In consultation with the Registrar, monitor student retention and graduation rates closely over the coming years to assess whether changes to admission requirements and the curriculum are having a positive impact.	Department Chair, Registrar	Ongoing (but also continue to add supports for retention while monitoring data)	Data (from Registrar)
7.	Revisit admission requirements for domestic students in consultation with the Registrar in the future once more data are available to accurately assess the most recent changes	Department Chair, Registrar	Ongoing (if change warranted based on data, we will increase admission requirements)	Data (from Registrar)