



Senate Meeting

Algoma University - Senate

Hybrid Meeting: CC201 (SSM), B-301 SCIE Centre (Brampton) & Zoom

2025-01-10 13:00 - 15:00 EST

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5. BUSINESS ARISING (for action or information)

5.1. Election of Senate Member to Serve on the Board of Governors

NOTE: a call for nominations will be made from the floor at the meeting. Interested individuals are encouraged to review the eligibility requirements set out in the Board of Governors By-law No. 2. Moved [/]: that the Algoma University Senate elect _____ to the Board of Governors for a term of office that shall not be more than three (3) years.

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No Committee report submitted.

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The Committee has not met since the last Senate meeting.

7.7.5. Curriculum Committee

No Committee report submitted.

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7.7.7. Quality Assurance Committee

No Committee report submitted.

7.7.8. Research Advisory Committee

No Committee report submitted.

7.7.9. Senate Governance Committee

The Chair noted that there were no significant updates to report to the Senate.

7.7.10. Teaching Learning and Technical Support Services

The Committee has not met since the last Senate meeting.

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11. IN CAMERA SESSION

When the Senate declares a meeting or part of a meeting in camera, reasons for so declaring will be clearly stated by the Speaker of the Senate prior to moving in camera. Where the Senate has resolved to move in camera, the room shall be cleared except for all members of the Senate and individuals requested by the Speaker to stay for purposes of assisting the Senate with its deliberations. Only members entitled to be present in camera meetings may be informed of the proceedings that transpire. Accordingly, items of business dealt with by the Senate in camera shall appear as appendices to the record and shall be recorded in a spate of minutes, available only to members of the Senate. If any motions are passed in camera, upon returning to the open meeting, the Speaker will ask Senators for a motion to record the approval of those in camera motions in a manner that does not release confidential information. Moved [/]: that the Senate move in camera. Moved [/]: to record the approval of any motions made in camera in a manner that does not release confidential information.

12. ANNOUNCEMENTS

13. ADJOURNMENT

Moved [/]: to adjourn the Senate meeting.

MINUTES

ATTENDANCE

Faculty of Humanities and Social Science: Dr. L. Burnett, Prof. J.P. Chalykoff, Dr. K. DeLuca, Dr. A. Ridout, Dr. D. Nyaga, Dr. T. Tchir, Dr. D. Woodman
[absent/regrets: Prof. S. Lepage [PTF], Dr. E. Turgeon]

Faculty of the School of Business and Economics: Dr. A. Gordon, Prof. P. Matthews, Prof. B. Schuler-Chin
[absent/regrets: Prof. C. Denomme, Dr. R. Xu]

Faculty of Cross-Cultural Studies: Dr. N. Cameron, Dr. V. Jiménez-Estrada, Dr. S. Meades (Deputy Speaker)
[absent/regrets: Dr. P. Steeves]

Faculty of Science: Prof. S. Bhadra [PTF], Dr. T. Bruni, Dr. P. Dupuis, Dr. B. Schamp, Dr. D. Keough, Dr. N. Shaw (Speaker), Dr. C. Zhang, Dr. M. Yavuz-Muren
[absent/regrets: None]

Faculty of Computer Science and Technology: Dr. Y. Feng, Dr. Z. Rahman, Dr. G. Townsend
[absent/regrets: Dr. M. Nasir]

Other Members: Dr. L. Bloomfield, L. Brechin, Dr. S. Kosuta, R. Mwaura, L. Neebar, M. Paul, Dr. D. Rogers, T. Spurway, Dr. A. Vezina, Vidhi, Dr. W. Wei, Dr. S. Xu
[absent/regrets: T. Kakapshe, E. Nahwegezhic, M. Wabano-McKay]

Guests: M. Allard, M. El Kahlout, M. Turco, Dr. L. Wyper

Secretariat: S. Giuliani, S. Kelly, N. Ladouceur, P. Quesnele (Secretary)

1. CALL TO ORDER

The meeting was called to order at 1:03 pm.

Dr. S. Meades provided a land acknowledgement.

The Senate observed a minute of silence to commemorate the lives of the 14 women that were lost on Dec 6, 1989 at the École Polytechnique in Montreal as a result of gender based violence.

1.1. Declarations of Conflict of Interest

- None declared.

2. APPROVAL OF THE AGENDA

Moved [Dr. L. Bloomfield / Dr. P. Dupuis]: that the agenda for the December 6, 2024 meeting of the Senate be approved with amendments.

Carried.

Discussion:

- It was noted to Senators that the presentation slated under item 4.1 Ontario Mental Health and Addictions Research and Training Institute, would be postponed to a future meeting.
- A moment of remembrance for the Honourable Murray Sinclair and Justice Ray Stortini was added under Other Business.

3. APPROVAL OF THE MINUTES

Moved [Dr. B. Schamp / Dr. L. Bloomfield]: that the Algoma University Senate approve the minutes from the Senate meeting on November 1, 2024.

Carried with three abstentions.

Discussion:

- None.

4. PRESENTATIONS

4.1. Ontario Mental Health and Addictions Research and Training Institute

This presentation was postponed to a future meeting.

5. BUSINESS ARISING (for action or information)

5.1. Election of Senate Member to Serve on the Board of Governors

A call for nominations was made at the meeting. No nominations came forward.

Discussion:

- None.

6. DECISION ITEMS (for action)

6.1. Senate Board Liaison Committee

6.1.1. Board-Senate Liaison Terms of Reference Revision

Moved [Dr. D. Rogers / Dr. Meades]: that the Algoma University Senate, on the recommendation of the Board-Senate Liaison Committee, approve the revised Terms of Reference for the Board-Senate Liaison Committee.

Carried.

Discussion:

- None.

6.2. Curriculum Committee Recommendations

6.2.1. 2025-2026 Program Rosters

Moved [Dr. P. Dupuis / Dr. S. Meades]: that the Algoma University Senate approve the 2025-26 course rosters with amendments for Biology; Chemistry; Environmental Science; Computer Science (undergraduate and graduate); Finance, Economics and Decision Science; Geography, Geology and Land Stewardship; Political Science; Law and Justice; Psychology; Aviation; E-Sports; Modern Languages; CESD; Visual Arts; English; Philosophy; History; BBA; Music; Social Work; and Sociology as recommended by the Curriculum Committee of Senate.

Carried.

Discussion:

- The Chair of the Curriculum Committee proposed the following amendments which had been reviewed and recommended by the Curriculum Committee prior to the Senate meeting:
 - To change the delivery mode of MUSC 1801 from “on campus” to “hybrid”
 - To remove the three year rolling roster from Geography, Geology and Land Stewardship: Remove rolling roster and replace it with the version provided at CURCOM.
 - To strike the rolling roster as presented for the Department of Geography, Geology & Land Stewardship and replace it with the 2025/26 roster provided by the Department.

Moved [Dr. S. Meades / Dr. D. Rogers]: to that the Algoma University Senate approve the proposed amendments to the main motion.

Carried.

- A Senator noted inconsistency in the presented rosters noting that a common roster template was previously implemented and inquired about why some programs indicated the course delivery modes while others did not. A Senator expressed that in the Faculty of Computer Science and Technology, the number of students is too high to make course delivery determinations at this point and that they needed to work with the Registrar's Office to do so based on available space. The Chair of the Curriculum Committee also indicated that blank columns were interpreted as a 'no'.
- A Senator inquired about the order in which the rosters were presented to which it was noted that the order was based on when the rosters were submitted.
- The Chair of the Curriculum Committee thanked those involved in the rostering process noting the intention to return to a consistent schedule with departments beginning work on their rosters in September to have them submitted on time for the November Curriculum Committee meeting and the December Senate meeting.

6.2.2. Psychology Minor Modification

Moved [Dr. B. Schamp / Dr. L. Bloomfield]: that the Algoma University Senate approve the minor modifications to the Psychology program, which includes the addition of two new elective courses, as recommended by the Curriculum Committee.

Carried with four objections and two abstentions.

Discussion:

- Senators raised concerns about potential overlaps with the Health and Aging course proposed with current course offerings from Sociology and Social Work. Senators discussed ownership of courses and the need for

departments to collaborate and consult when there may be overlapping course content while also allowing for program and disciplinary autonomy. Senators further noted concerns that overlapping courses may cause unintentional competition between programs. When asked about what processes are in place to mitigate overlap, the Chair of the Curriculum Committee noted that they are usually identified by the Committee. It was suggested that department chairs are notified in the case of potential overlap.

- Senators discussed the need to enhance and introduce processes and policies related to interdisciplinary matters which include examining practices for cross-listing courses. The VPAR and the University Registrar confirmed their commitment examining and supporting these issues to support the interdisciplinary work of the University.

6.3. Quality Assurance Committee

6.3.1. Master of Computer Science - Minor Modification

Moved [Dr. L. Bloomfield / Dr. P. Dupuis]: that the Algoma University Senate approve the Program Revision, Minor Modification to the Master of Computer Science program as recommended by the Quality Assurance Committee.
Carried.

Discussion:

- None.

6.4. Adjunct Professor of Biology Nomination: Dr. Arshad Rafiq

Moved [Dr. B. Schamp / Dr. L. Bloomfield]: That the Algoma University Senate approve that Dr. Arshad Rafiq be appointed as an Adjunct Professor in the Department of Biology for a period of three years.
Carried.

Discussion:

- None.

7. INFORMATION ITEMS

7.1. Office of Academic Integrity Overview [January]

Discussion:

- None.

7.2. LEAP & PACE Programs [February]

Discussion:

- A member from the Faculty of Business and Economics recommended that the cycling of courses be shortened to eight weeks to align with the high school schedule.

7.3. Senate Committee Membership Update

Discussion:

- None.

7.4. Office of the Auditor General of Ontario (OAGO) Follow-Up on the 2022 Performance Audit: Financial Management in Ontario Universities

Discussion:

- None.

7.5. Reports of the Standing Committees

7.5.1. Academic Planning and Priorities Committee

No Committee report submitted.

Discussion:

- The Chair of the committee provided a verbal update noting that the committee is working on an implementation review of the 2021-2026 Academic Plan which will be brought to the Senate with proposed updates. The Committee recently received a letter from the President pertaining to program review and noted that the Committee will be turning its attention to such.

7.5.2. Academic Regulations and Petitions Committee

No Committee report submitted.

Discussion:

- The Chair of the Committee provided a verbal update noting that the committee would be meeting over the coming weeks to review petitions.

7.5.3. Appeals and Academic Standards Committee

No Committee report submitted.

Discussion:

- The Chair of the committee provided a verbal update noting that members have continued to meet to adjudicate appeals. The Senate was further informed that a call was sent out to Faculty Chairs for nominations for alternate members from each faculty. It was further noted that the Committee has been working with the Academic Integrity Office to update the Disciplinary Regulations on Academic Integrity Policy.

7.5.4. Board-Senate Liaison Committee

Committee report submitted.

Discussion:

- None.

7.5.5. Curriculum Committee

No Committee report submitted.

Discussion:

- The Chair of the committee provided a verbal update noting that the committee was mainly focused on reviewing course rosters and that other items were being reviewed to ensure readiness to be brought forward to the Senate. The Chair noted the need for more engagement with the

faculties to identify issues with proposals in advance of decisions being brought to the Committee and the Senate.

7.5.6. I-EDI Committee

No Committee report submitted. The Committee met on November 22, 2024, and as such would submit a report for the January Senate meeting.

Discussion:

- None

7.5.7. Quality Assurance Committee

Committee report submitted.

Discussion:

- None

7.5.8. Research Advisory Committee

No Committee report submitted.

Discussion:

- None

7.5.9. Senate Governance Committee

Committee Report submitted.

Discussion:

- The Chair of the Committee expressed that they felt that the Committee was not properly constituted with regards to the Secretariat Office noting that they felt that an individual member should be nominated and approved by the Senate as a non-voting resource member rather than listing the Office in the terms. The University Secretary raised a point of order noting that the committee was properly constituted as the Terms of Reference indicate the Secretariat Office as non-voting members/resource members and that this structure allows the Office to allocate resources based on needs.
- The Chair of the Committee suggested reviewing the language in the Terms of Reference to provide clarity and bringing a motion in the future.

7.5.10. Teaching & Learning and Technical Support Services

No Committee report submitted.

Discussion:

- The Chair of the committee provided a verbal update noting that the committee met on November 4th, but had to adjourn its December 3rd meeting due to a lack of quorum. The Committee reviewed a set of provisional guidelines on the use of generative AI in teaching and learning which the Committee intended to bring to the Senate once the guidelines for students are ready. It was noted that the Committee was about to start consultation with faculties on the student guidelines.

8. STANDING REPORTS

8.1. Decanal Reports

- The Dean of the Faculty of Business and Economics, the Dean of the Faculty of Computer Science and Technology and the Dean of the Faculty of Science presented their reports.
- In the absence of a Dean, the Vice-President Academic and Research invited the Chair of the Faculty of Humanities and Social Sciences in attendance to provide a verbal update from their faculty. The Faculty Chair thanked the VPAR, but declined the offer, indicating that, if asked in advance, she could provide a report for the next Senate meeting.

Discussion:

- None.

8.2. Vice-President Academic and Research Report

In addition to her report, the VPAR shared information about the Ontario Research Fund, noting that the Ontario government announced \$92 millions for research projects, of which two were awarded to Dr. Bill Dew and Dr. Isabel Molina.

The VPAR thanked her colleagues for the care and dedication they showed their students.

The VPAR informed the Senate that the Academic Planning and Priorities Committee would be discussing the letter from the President at their next meeting and answered questions from Senators.

Discussion:

- In answer to a question about course/program codes on the chart attached to the President's letter, the VPAR noted that the data was provided by the Institutional Research Office and the Academic Planning and Priorities Committee (APPCOM) would be looking closely at the data. She encouraged all Senators to communicate with individuals from their faculties who serve on APPCOM to share their ideas to generate engagement and commit to a process that is as open and transparent as possible.
- A Senator noted concerns surrounding how program profits are calculated, citing ENGL 1801 as an example noting that the given cost is for 4.5 credits, while the revenue is for 3 credits. It was further indicated that the course is mainly taken by international students and the department is charged a portion of the international recruitment fees even though the course is an antirequisite and students taking the course are not counted in the English program numbers. The VPAR asked this individual to forward this information to the Academic Planning and Priorities Committee.
- The President indicated that she was not able to send the letter until the embargo from the Auditor General's (AG) report was lifted. She indicated that the

recommendation to review such stemmed from the Laurentian University financial crisis and the AG's finding that attention needed to be paid to understand the plans of lower enrolment programs. The President noted that the Auditor General wants to ensure the University has a strategy and a plan in place to ensure both the sustainability and understanding of the investment in these programs. It was further noted that the University is undergoing an efficiency audit which has been funded by the provincial government with the focus on improving efficiency, accountability, and sustainability across the post-secondary sector, as outlined in their response to the Blue Ribbon Panel report and that the administration of these processes could help identify a potential changes to the tuition framework and funding.

- The President reiterated the support for liberal arts programs at Algoma University and her request for faculty to come together to make recommendations to the Senate through the Academic Planning and Priorities Committee. She suggested a multi-disciplinary task force to look at what the Humanities could look like in the future, noting that this exercise could bring certainty on the future of programs at Algoma University. The President noted the pressure points such as the Auditor General's Report and the provincial government's focus on STEM programs and asked faculty members to think about how humanities programs can complement each other noting that there are great initiatives around the world where humanities programs are flourishing.
- A Senator inquired about the definition of 'small' programs and about investments that were supposed to be made to which the President indicated that having a long-term strategy for smaller programs will allow the university to consider making investments. The President reiterated the good financial health of the institution and the importance of this conversation for the next two years, noting that the Senate should receive regular updates.
- A Senator asked if the focus of the efficiency audit was solely on programs to which the President responded that the government had identified specific areas. She indicated that the university was preparing for the efficiency audit and these conversations would take place in January and that a communication would be sent out in the coming week, noting that the auditors would come to the Senate. The President further noted that the Ontario government is looking for specific deliverables attached to their funding. The VPAR noted that these were being discussed at the Council of Ontario Universities to support advocacy work done by the Council.
- The impact of the audit on the university's strategic priorities such as EDI was raised and a Senator inquired about the kind of conversation that would be needed to protect smaller programs and the university's strategic priorities.

8.3. President and Vice-Chancellor Report

The President provided an update on the advocacy work done, noting the request to take into consideration all three intakes in the calculation of the PAL allocation to avoid being penalized. She noted that the spring offers this year could suffer because the University has not yet received its allocation. It was expressed that administration is working to mitigate the risk associated with the tuition and corridor freezes across Ontario, noting that the University is currently in a controlled hiring state, but hopes to have answers in the coming weeks.

Discussion:

- None.

9. DISCUSSION AND QUESTION PERIOD

9.1. Discussion: Application of Establishment of University Policies and Procedures Policy to Senate Policies

Discussion:

- A Senator expressed their view that the Senate should have its own process for reviewing and developing policies and that the Algoma University Act conveys that the Senate is a self governing body. The Senator further expressed concern surrounding language relevant to disciplinary action should policies not be followed as they felt that the policy stipulated that the Policy Office had disciplinary authority.
- A Senator stated that the Policy Office is a good idea, but requested that reference to it be removed from the policy as a whole as they felt that having this in place reduced the Senate's autonomy in its policy setting practices. A Senator noted that the Establishment of University Policies and Procedures Policy (Policy on Policies) stipulated that the Senate approves policies. It was further expressed that Senate policies should not be developed in silos and that there needs to be processes in place to ensure conversation between policies and decision making bodies.
- The Secretary reiterated that the Senate is the approving body as stipulated in section 4.5 of the Establishment of University Policies and Procedures Policy and clarified that the Policy Office does not have a disciplinary role. He further noted that there are currently no guidelines for how the Senate is to create policies.
- Dr. G. Townsend verbally submitted revisions to the Senate By-laws noting that the intention of such was to preserve the Senate's governance autonomy and reaffirm that the Senate is responsible for its own policies. Prof. P. Matthews noted that he would second the proposed revisions. The Speaker of Senate advised that changes to the by-laws require a notice of motion and that this would be treated as such.

Moved [/]: That in order to preserve Senate's governance autonomy, the following language should be inserted into the preamble of the Senate By-laws:

"No policies, procedures, or practices external to the Algoma University Senate, except those legislated or mandated by the provincial or federal governments, shall supersede the right of the Senate to self-govern. Self-governance means the right of the Senate and

its committees to set their own policies, practices, and procedures unencumbered by directives, policies, practices, or procedures external to the Algoma University Senate."

- The Secretary raised a point of order to note that the Algoma University Act supersedes any policies and, as such, proposed revisions may be a moot point as the Policy on Policies is specific to policies, not the By-laws.
- A Senator noted that many Senate policies are outdated, not clearly written, and lack research and expressed that the Policy Office was established to help address these issues and ensure policies are reviewed on a regular basis.
- In answer to a request for guidance on their work from the Chair of the Governance Committee, the Speaker asked the Governance Committee to continue their policy work recognizing that it will have to abide by the decision of the Senate on the use of the Policy on Policies.

10. OTHER BUSINESS / NEW BUSINESS

Discussion:

- The Vice-President Academic and Research acknowledged the passing of Justice Ray Stortini and Justice Murray Sinclair, recognizing their significant contribution to Algoma University and the region.

11. ANNOUNCEMENTS

- None.

12. IN CAMERA SESSION

Moved [Dr. D. Rogers / Dr. G. Townsend]: that the Senate move in camera.
Carried.

Moved [Dr. B. Schamp / Dr. A. Ridout]: to record the approval of any motions made in camera in a manner that does not release confidential information.
Carried.

13. ADJOURNMENT

Moved [Dr. B. Schamp / Dr. T. Bruni]: to adjourn the Senate meeting at 2:52 pm.
Carried.



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Dr. Nicola Shaw
Speaker of the Senate
Algoma University
1520 Queen Street East
Sault Ste. Marie, ON P6A 2G4

December 20, 2024

Dear Dr. Shaw,

As you may have seen in the university wide communications distributed from the Business Transformation Office, Algoma University has recently been awarded \$2.2 million (in late October and mid Nov 2024) as funding through Ontario's Efficiency and Accountability Fund (EAF) and Post-Secondary Efficiency Fund (PSEF). This funding reflects the Ontario Government's current mandate to universities to focus on improving efficiency, accountability, and sustainability across the post-secondary sector, as outlined in their response to the Blue Ribbon Panel report. This work is required by the Ontario university sector before tuition and corridor increases will be considered. Algoma has engaged KPMG, one of the Ministry's approved firms, to complete this review.

As a part of the scope of this review, the Ministry has required all institutions with a Senate to review the role the Senate plays in decision making, and how they are supported with data and information to make effective decisions.

For the Senate portion of the review, KPMG's approach will include observing Senate and Committee meetings (in full), conducting individual meetings with members of Senate, reviewing minutes, papers and Terms of Reference for Senate and Senate Committees. KPMG will also be performing benchmarking against other institutions to inform their recommendations. We will work through the University Secretariat to obtain the necessary documentation and logistical details for meeting attendance.

In regard to timelines, preliminary reporting on the various in scope areas will be conducted in January 2025, with a fulsome, detailed report issued in March 2025. This report will include an implementation plan and financial summary to support the recommendations raised.

Should you have any questions, please do not hesitate to reach out directly to myself or the Algoma University Secretariat.

Yours very truly,

A handwritten signature in blue ink, appearing to read 'Libby Duckworth', with a stylized flourish at the end.

Libby Duckworth, Partner
(647) 777-5175 | educkworth@kpmg.ca



Academic Integrity Office

Fostering Academic Excellence Through Integrity

January 10, 2025

Strategic Goals of the AIO

Mission

Fostering a **strong culture of academic integrity** in teaching and learning through collaboration with students, staff, administrators, and faculty on policies, practices, and expectations related to academic integrity

Vision

Become a **leading HE institution** in Ontario (and Canada) by setting high standards of academic integrity in teaching and learning

Strategic Goals

- Forge **collaborative partnerships**, both internally and externally, to foster a climate of integrity in education
- Support the **integration of academic integrity** into core academic practices
- Provide ongoing **training and resources** to the university community

Completed Projects



Policy Audits



Policies, Procedures and Guidelines

Policy Title:

Academic Integrity Policy

Approved by:

Senate

Date of Most Recent Approval:

October 18, 2023, eff. January 1, 2024

Supersedes/Amends Policy Dated:

- May 17, 2023, eff. July 1, 2023
- May 18, 2022, eff. July 1, 2022
- July 1, 2020
- May 16, 2018
- February 10, 2016
- March 13, 2002

Date(s) of Original Approval:



ACADEMIC INTEGRITY POLICY

Approving Authority: Academic Coordinating Committee

Policy Lead: Vice President, Academic Administration

Administrative Contact: Manager, Academic Integrity Office

Effective Date: 09/05/2007

Revision Date: 08/01/2024

POLICY STATEMENT:

Academic integrity means the degree to which the outcomes of learning and work have authenticity and align with formal goals and objectives established. It includes acting fairly and honestly when engaging in academic activities in limited to course work, work-integrated learning, academic documents, and members of the Conestoga community are responsible and accountable for academic integrity.

Academic Integrity Violations (AIVs) in any form undermine the quality and value of Conestoga credentials and are a serious matter.

Conestoga College is committed to a learning-based approach to academic integrity that includes communication, education, and support for all members of the community.

SCOPE:

This policy applies to all members of the Conestoga Community.

Toronto Metropolitan University

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Policy 60: Academic Integrity

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9. Progressive Discipline

10. Representation, Support, and Witnesses at Discussions and Hearings

11. Appeals and Penalty Hearings

Policy Number:

Approval Date:

Implementation Date:

Revision Dates:

Next Policy Review Date:

Responsible Office:

Contact Office:



DISCIPLINARY REGULATIONS ON ACADEMIC INTEGRITY

Category: Students •

Number: ST-06-02

Responsible Officer: Academic Dean of the relevant Faculty

Responsible Office: Office of the Academic Dean of the relevant Faculty

Approval Date: Algoma University Senate, November 2020

Last Updated: June 2, 2023

Next Review Date: June 2025

Review Period: Every two years, or as determined by the Chair in consultation with the committee

PURPOSE

The purpose of this policy is to preserve the credibility of conferred certificates, diplomas or degrees by ensuring that the grade reports demonstrate the true competence of training of students and to educate all Students and Faculty of their obligations to maintaining the fiduciary interests of the University.

SCOPE

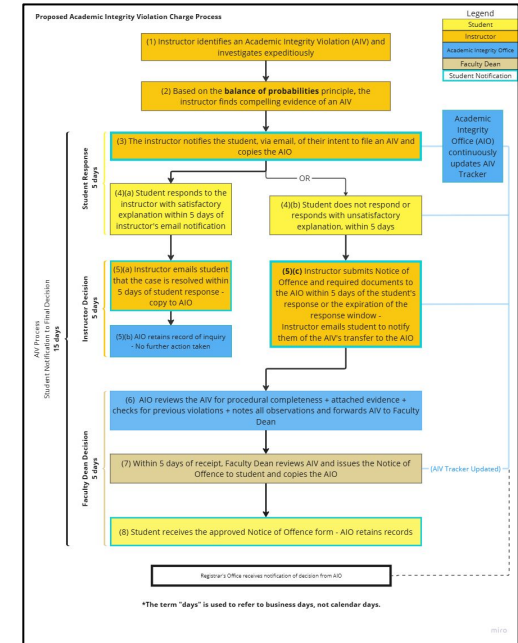
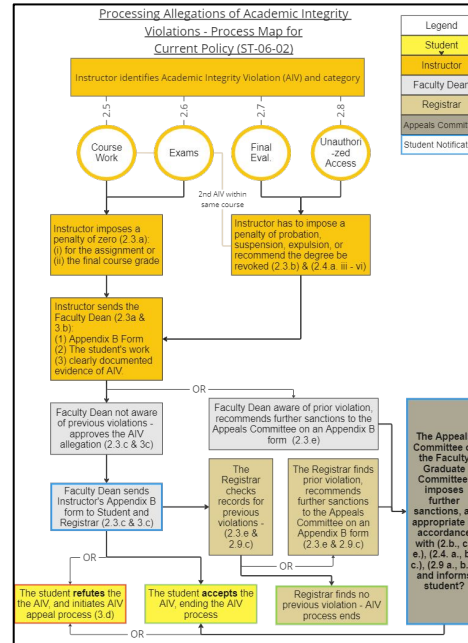
This policy applies to all registered Students of Algoma University.



Algoma
UNIVERSITY

Process Mapping

- Comprehensive mapping of existing workflows
- Identification of inefficiencies and opportunities for improvement
- Evaluation of peer institutions as benchmarks
- Developing a more transparent and efficient system



Student Engagement

Student Integrity-Building Workshops

- **6** bi-weekly workshops conducted
- **350+** students in attendance
- Increase in AI mini-course completions by **131%**
(increased from 800 to 1847 between Sep 24 and Jan 25)
- Excellent student feedback

Student Drop-in Hours

- **8** hours a week spread across 2 days
- Virtual and In-person appointments

Student Ambassador Program

- **14** student ambassadors
- Increased **engagement** in AI events and workshops



Student Engagement

Remedial Measure Pilot Project

- 34 students across 2 programs (CESD + English)
- Opportunity for students to learn, reflect and resubmit
- Reduction in AIV violations via early intervention

Student Events

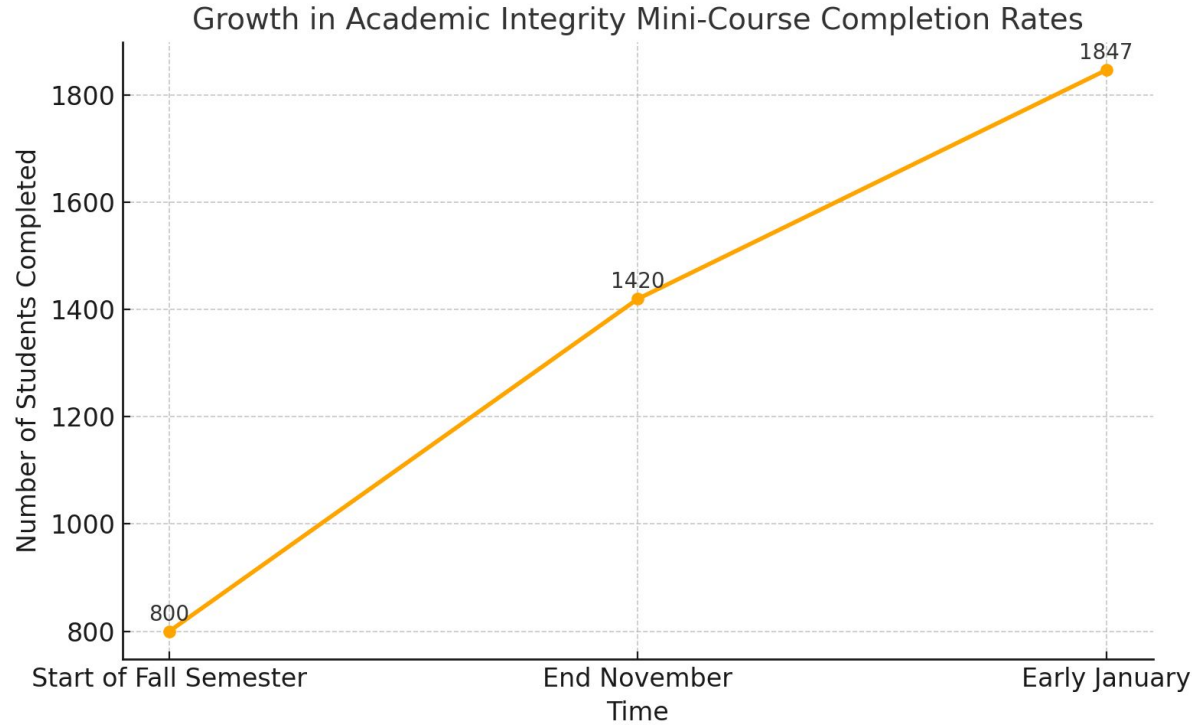
- Reached **270+** Students in orientation sessions
- **150** in-person interactions at Resource Fairs
- AUSU orientation session

External Engagements

- ICAI (International Council for Academic Integrity)
- AICO (Academic Integrity Council of Ontario)



Academic Integrity Mini-Course Completion Rates



131% increase in AI
module completions

Future Plans

A large, dark red, stylized bird logo is centered in the background. The bird has its wings spread wide, with the wingtips curving downwards. Its tail is also spread, and it has a long, pointed beak. The entire logo is rendered in a solid dark red color.

Short Term Plans

Objective 1: Policy implementation

Action Items:

- Policy awareness and implementation
- Stakeholder engagement

Objective 2: Student engagement initiatives and activities

Action Items:

- Integrity-building workshops
- Drop-in hours
- Orientation sessions
- Expansion of remedial pilot project

Objective 3: Faculty Support and Engagement

Action Items:

- 1:1 appointments
- Faculty training
- Awareness workshops
- Webinars (guest speakers)

Objective 4: AI Violations and Academic Standards & Appeals Committee Support

Action Items:

- AIV processing
- Record-keeping (tracker management)
- ASAC support

Medium Term Plans

Objective 1: Student education and awareness

Action Items:

- Increased mini-course completions
- Awareness workshops
- 1:1 support
- Communication strategy
- In-class presentations

Objective 2: Stakeholder engagement

Action Items:

- Host AI events for stakeholders
- Research and reporting
- Policy consultations and revisions

Objective 3: Outreach and expansion

Action Items:

- Community events and town halls
- Partnerships and collaborations via ICAI and AICO platforms
- Collaborative projects with other AIOs

Objective 4: Develop instructor resources

Action Items:

- Develop and offer resources
- Webpage
- Shared drives

Long Term Plans

Objective 1: Strengthening partnerships and cultural integration

Action Items:

- Collaborative relationships with internal/external stakeholders
- Embed AIO practices within academic fabric

Objective 2: Benchmarking and accreditation

Action Items:

- Benchmark policies and practices against global standards
- Establish AU as an AI leader through awards, certifications or partnerships

Objective 3: Technological integration

Action Items:

- Adopt advanced tools (AI-based plagiarism detectors) to prevent misconduct
- Develop Academic Integrity app for easy student-faculty access to resources

Objective 4: Sustainability and scaling

Action Items:

- Develop a mentorship program to train student ambassadors
- Offer integrity-based leadership training for faculty and administrators



Chi-Miigwetch
Thank you
Merci

Senate Executive Committee Recommendation: Senate Membership

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ Expedited

PREPARED BY:

☒ Approval

☐ Discussion

☐ Information

Committee Name: Senate Executive

Committee Chair: Dr. Nikki Shaw, Speaker of Senate

Other Contributor(s): Nadya Ladouceur, Governance Lead

1.0 MOTION / DISCUSSION

Moved [/]: that the Algoma University Senate approve the changes to the Senate membership slate as recommended by the Senate Executive Committee.

2.0 EXECUTIVE SUMMARY

The Senate membership slate has been updated to reflect the appointment of Dr. Paulette Steeves as Faculty Chair of the Faculty of Cross-Cultural Studies from January 1, 2025 to June 30, 2025.

4.0 ATTACHMENTS

1. Revised Senate Slate - 2024-25

Revised Senate Slate 2024-2025

Senate Membership Term: July 1, 2024 - June 30, 2025

Highlighted in orange: nominations submitted for approval

Highlighted in yellow: nominations to be determined

Faculty of Business and Economics:

Faculty Chair: Pelham Matthews

Department Chair, Applied Business and Executive Education: Dr. Cathy Denomme

Department Chair, Business Administration: Dr. Aaron Gordon

Department Chair, Finance, Economics and Decision Sciences: Dr. Robert Xu / Dr. Hari Luitel

Part-Time Teaching Staff: Belinda Schuler-Chin

Faculty of Cross-Cultural Studies:

Faculty Chair: Dr. Paulette Steeves

Department Chair, Sociology: Dr. Vivian Jiménez-Estrada

Department Chair, Geography, Geology and Land Stewardship: Dr. Nairne Cameron

Department Chair, Community Economic and Social Development: Dr. Sean Meades

Part-Time Teaching Staff: TBD

Faculty of Humanities and Social Sciences:

Faculty Chair: Dr. Linda Burnett

Department Chair, English and History: Dr. Alice Ridout

Department Chair, Law and Politics: Dr. Trevor Tchir

Department Chair, Modern Languages: Dr. John-Paul Chalykoff

Department Chair, Music and Visual Arts: Dr. Ed Turgeon

Director, School of Social Work: This position will be filled by a faculty-at-large member due to the current vacancy.

Faculty Member-at-Large: Dr. Deb Woodman

Faculty Member-at-Large: Dr. Dionisio Nyaga

Faculty Member-at-Large: Dr. Kelly DeLuca

Faculty Member-at-Large (seat being filled as a result of vacancy in Director of Social work position): Dr. Nathan Murray

Part-Time Teaching Staff: Sabrina Lepage

Faculty of Science:

Faculty Chair: Dr. Paul Dupuis

Department Chair, Biol/Envs: Dr. Brandon Champ

Department Chair, Psychology: Dr. Dwayne Keough

Faculty Member-at-Large: Dr. Teryn Bruni

Faculty Member-at-Large: Dr. Nikki Shaw

Faculty Member-at-Large: Dr. Chunhua Zhang

Faculty Member-at-Large: Dr. Melis Yavuz-Muren

Last update: December 16, 2024

Part-Time Teaching Staff: TBD

Faculty of Computer Science and Technology

Faculty Chair: Dr. George Townsend

Department Chair, Computer Science and Mathematics: Dr. George Townsend

Department Chair, Information Technology and Professional Studies: Dr. Yi Feng

Faculty Member-at-Large: Dr. Mahreen Nasir

Faculty Member-at-Large: Dr. Zamilur Rahman

Part-Time Teaching Staff: Subhendu Bhadra

Non-Teaching Staff Members:

Anishinaabe Peoples Council (APC): Thomas Kakapshe

Board of Governors Member: Dr. Sonja Kosuta

Non-teaching staff member: Liam Brechin

Students [4]: Elizabeth Nahwegezhic

Minion Paul

Ryan Mwaura

Vidhi

Members by Virtue of Office:

President and Vice-Chancellor: Dr. Asima Vezina

Vice-President Academic and Research: Dr. Donna Rogers (Interim)

Deans from each of the Faculties [4]: Dr. Laurie Bloomfield (Acting)

Dr. William Wei

Dr. Simon Xu

TBD

University Registrar: Lorretta Neebar

University Librarian: Tracy Spurway

President of Shingwauk Kinoomaage Gamig [SKG], or designate: Mary Wabano-McKay

Senate Executive Committee Recommendation: Senate Committee Membership

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ Expedited

PREPARED BY:

☒ Approval

☐ Discussion

☐ Information

Committee Name: Senate Executive

Committee Chair: Dr. Nikki Shaw, Speaker of Senate

Other Contributor(s): Nadya Ladouceur, Governance Lead

1.0 MOTION / DISCUSSION

Moved [/]: that the Algoma University Senate approve the changes to the Senate Committee membership slate as recommended by the Senate Executive Committee.

2.0 EXECUTIVE SUMMARY

The Senate Committee membership slate has been updated to reflect the following appointments:

1. Dr. Paulette Steeves, Faculty Chair of the Faculty of Cross-Cultural Studies serving on the Academic Planning & Priorities Committee and the Senate Executive Committee from January 1, 2025 to June 30, 2025.
2. Dr. Edward Turgeon, Faculty-at-Large member of the Faculty of Humanities and Social Sciences serving on the Appeals and Academic Standards Committee from January 1, 2025 to June 30, 2025.

4.0 ATTACHMENTS

1. Revised Senate Committee Slate 2024-2025

Revised Senate Committee Slate 2024-2025

Senate Committee Membership Term: July 1, 2024 - June 30, 2025

Highlighted in orange: nominations submitted after December 6, 2024

Highlighted in yellow: no candidate or awaiting nomination

Senate Executive Committee

Professor Pelham Matthews [Chair, Faculty of Business & Economics (FoBE)]

Dr. Paulette Steeves [Chair, Faculty of Cross Cultural Studies (FCCS)]

Dr. Linda Burnett [Chair, Humanities & Social Sciences (FHSS)]

Dr. George Townsend [Chair, Faculty of Science (FCST)]

Dr. Paul Dupuis [Chair, Faculty of Science (FoS)]

Dr. Donna Rogers [Interim VPAR]

Lorretta Neebar [University Registrar]

Dr. Nikki Shaw [Speaker of Senate]

Dr. Sean Meades [Deputy Speaker of Senate]

Academic Planning and Priorities

Professor Pelham Matthews [Chair, (FoBE)]

Dr. Paulette Steeves [Chair, FCCS]

Dr. Linda Burnett [Chair, FHSS]

Dr. George Townsend [Chair, FCST]

Dr. Paul Dupuis [Chair, FoS]

Dr. Donna Rogers [Interim VPAR]

Lorretta Neebar [University Registrar]

TBD [Dean - FHSS/FCCS]

Dr. Laurie Bloomfield [Dean - FoS]

Dr. William Wei [Dean - FoBE]

Dr. Simon Xu [Dean - FCST]

Cheryl Toulouse [Student]

Curriculum Committee

Dr. Jo-Ann Ryan [FoBE]

Dr. Sean Meades [FCCS]

Dr. Warren Johnston [FHSS]

Dr. Chantal Lemieux [FoS]

Dr. Ajmery Sultana [FCST]

Dr. William Wei [Dean]

Lorretta Neebar [Registrar]

Tracy Spurway [Librarian]

Wayne Thompson [Student]

Academic Standards and Appeals

Dr. Hari Luitel [FoBE]

Last update: December 16, 2024

TBD [FoBE Alternate]

Dr. Michael Graydon [FCCS]

Isaac Darko [FCCS Alternate]

Dr. Edward Turgeon [FHSS]

TBD [FHSS Alternate]

Dr. Christine Madliger [FoS]

TBD [FoS Alternate]

Dr. Rashid Khokhar [FCST]

Dr. Ping Luo [FCST Alternate]

Dr. Laurie Bloomfield [Dean]

Lorretta Neebar [Registrar]

Abdul Hayyi [1 Student]

Nidhi Patel [Student Alternate]

Minion Paul [Student Alternate]

Academic Regulations and Petitions

Dr. Jo-Anne Ryan [FoBE]

Dr. Isaac Darko (F24) / Sean Meades (W25) [FCCS]

Dr. Tony Robinson-Smith [FHSS]

Dr. Dave Brodbeck [FoS]

Dr. George Townsend [FCST]

Lorretta Neebar [Registrar]

Shelley Mitchell [Assistant Registrar, Admissions]

Anvi Thakkar [Student]

Teaching & Learning and Technical Support Services

Dr. Jody Rebek [FoBE]

Dr. Ushnish Sengupta [FCCS]

Dr. Nathan Murray [FHSS]

Jodi Webber [FoS]

Dr. Miguel Garcia-Ruiz [FCST]

Tracy Spurway [Librarian]

TBD [Dean]

John Peters [Director of Innovation and Technology]

Dawn White [Director of Experiential Learning/International Affairs]

Dr. Saud Taj [Director of Teaching and Learning Centre]

Anvi Thakkar [Student - AUSU]

Elizabeth Nahwegezhic [Student - SASA]

Quality Assurance

Dr. Aaron Gordon [FoBE] TBC

Dr. Vivian Jimenez-Estrada [FCCS]

Dr. Ed Turgeon [FHSS]

Dr. Paul Dupuis [FoS]

Last update: December 16, 2024

Dr. Faria Khandaker [FCST]
Dr. Laurie Bloomfield [Dean]
Dr. Donna Rogers [Interim VPAR]
Brittany Paat [Academic Support Officer]
Lorretta Neebar [Registrar]
Nidhi Patel [Student]

Research Advisory Committee

Dr. Donna Rogers [VPAR]

TBD [Dean]

Tracy Spurway [Librarian]

[One representative from each faculty who has active research programs]

Dr. Omar Abou-Kasm [FoBE]

Laura Wyper [FCCS]

Dr. Monika Thakur [FHSS]

Brandon Schamp [FoS]

Dr. Miguel Garcia-Ruiz [FCST]

[One representative from any of the Faculties with a good understanding of Indigenous cultures and education]

TBD

[One representative from any of the Faculties with a good understanding of Equity, Diversity and Inclusion]

Dr. Melis Yavuz-Muren [FoS]

Senate-Board Liaison

Dr. Nikki Shaw [Speaker of Senate]

Dr. Alice Ridout [Senator-at-large from the FT teaching staff not currently serving on the Board]

Dr. Paulette Steeves [Senator-at-large from the FT teaching staff not currently serving on the Board]

Senate I-EDI Committee

Dr. Donna Rogers [Interim VPAR]

Patty Chabbert [Acting Vice-President Nyaagaanid]

Dr. Paulette Steeves [FCCS]

Dr. Isaac Darko [FCCS]

Dr. Walter Chan [FHSS]

TBD [FHSS]

TBD [FBE]

TBD [FBE]

Dr. Monica Ghabrial [FoS]

TBD [FoS]

Randy Lin [FCST]

Dr. Syed Muhammad Danish [FCST]

Shelby Bennett [Student SASA]

Last update: December 16, 2024

Abdul Hayyi [Student AUSU]
Krista McCracken [Non-Teaching Employees Member]
TBD [Part-Time Teaching Staff Member]
TBD [Graduate Student - Biology]
TBD [Graduate Student - Computer Science]

Senate Governance Committee

Dr. Nikki Shaw [Speaker of Senate]
Dr. Asima Vezina [President & Vice-Chancellor]
Dr. Donna Rogers [Interim VPAR]
Dr. William Wei [Dean]
Dr. Nairne Cameron [Senator from FCCS]
Dr. Alice Ridout [Senator from FHSS]
Dr. Teryn Bruni [Senator from FoS]
Dr. Pelham Matthews [Senator from FBE]
Dr. Zamilur Rahman [Senator from FCST]
Minion Paul [Student Senator]

Motion from the Floor: Senate By-law Revision

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ Expedited

SUBMITTED BY:

☒ Approval

☐ Discussion

☐ Information

Name: Paul Quesnele, Secretary and Senate and University Secretary

1.0 MOTION / DISCUSSION

The following was provided by Dr. George Townsend during the Senate meeting on December 6, 2024:

Moved [/]: That in order to preserve Senate's governance autonomy, the following language should be inserted into the preamble of the Senate By-laws:

"No policies, procedures, or practices external to the Algoma University Senate, except those legislated or mandated by the provincial or federal governments, shall supersede the right of the Senate to self-govern. Self-governance means the right of the Senate and its committees to set their own policies, practices, and procedures unencumbered by directives, policies, practices, or procedures external to the Algoma University Senate."

2.0 EXECUTIVE SUMMARY

During the Senate meeting on December 6, 2024, Dr. George Townsend provided a verbal motion from the floor for revisions to the Senate By-laws. He then sent it via email to the Speaker and Secretary. During the meeting, the Speaker of Senate advised that amendments to the By-laws would require a notice of motion and that this motion from the floor would be treated as such.

3.0 ANALYSIS

- No written rationale was provided for this motion from the floor.
- No sector-based research was provided with respect to the suggested revision to the by-laws.
- Neither the Senate Governance Committee nor the Secretariat Office were involved with this item.

4.0 ATTACHMENTS

1. Senate By-Laws - Tracked Changes
2. Senate By-Laws - Clean

Algoma University Senate By-laws [10 JAN 2024 01-NOV-2024]

Preamble

No policies, procedures, or practices external to the Algoma University Senate, except those legislated or mandated by the provincial or federal governments, shall supersede the right of the Senate to self-govern. Self-governance means the right of the Senate and its committees to set their own policies, practices, and procedures unencumbered by directives, policies, practices, or procedures external to the Algoma University Senate.

1. Chapter 1 – Powers of Senate

1.1 Duties and Powers of the Senate

The work of the University Senate will be informed and guided by the Algoma University's Special Mission and its Equity, Diversity and Inclusion Charter.

The Senate of Algoma University, established in 2008 by the Legislature of the Province of Ontario by virtue of the The Algoma University Act, 2008, C-13, has the duties, subject to the approval of the board with respect to the expenditure of funds, the power to determine and regulate the educational policy of the University and, without limiting the generality of the foregoing, has the power,

- a. To make recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, faculties, divisions and departments;
- b. To advise the President of the University on the staffing needs of the academic departments;
- c. To appoint the faculty deans and the divisional or departmental Chairs as may be required from time to time;
- d. To determine the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas, and certificates of the University;
- e. To conduct examinations, appoint examiners, and decide all matters relating thereto;
- f. To hear and determine appeals from the decisions of the faculty councils on examinations and on applications for admission;
- g. To award fellowships, scholarships, bursaries, medals, prizes, and other marks of academic achievements;
- h. To authorize the Chancellor, the vice-chancellor or such other person as may be determined by the Senate, to confer degrees, honorary degrees, diplomas, and certificates on behalf of the University in accordance with section 6 of the Algoma University Act;
- i. To create councils and committees to exercise its powers;
- j. To make by-laws for the conduct of its affairs, including by-laws respecting the conduct of the election of its members;

2. Chapter 2 – Definitions

2.1 General Definitions

In these By-laws:

- a. “The Algoma University Act, 2008” means The Algoma University Act, 2008, S.O. 2008, C-13 introduced in the Legislature of the Province of Ontario as Bill 80 titled “An Act to establish Algoma University and to dissolve Algoma University College”;
- b. “University” means Algoma University;
- c. “Board” means the Board of Governors of Algoma University;
- d. “Senate” means the Senate of Algoma University;
- e. “Department” means a department of an academic Faculty of the University recognized by the Senate and representing one or more cognate disciplines of knowledge taught at the University;
- f. “School” means a school of the University recognized by the Senate and representing a coherent group of cognate programs;
- g. “Faculty” means an academic Faculty of the University recognized by the Senate and representing a coherent group of cognate departments and schools;
- h. “Senator” means a voting member of the Senate;
- i. “President” means the President of Algoma University;
- j. “VPAR” means the Vice President, Academic and Research of the University
- k. “Dean” means the Dean of an Academic Faculty of the University;
- l. “Chair” means a presiding officer, for example Chair of Senate, committee Chair, Faculty Chair, department Chair;
- m. “Speaker” means the Speaker of Senate, a senator elected by Senate to conduct the meetings of Senate;
- n. “Deputy Speaker” means the Deputy Speaker of Senate, a senator elected by Senate to fulfill the responsibilities of the Speaker, whenever the Speaker is unable or unavailable to conduct the meets of Senate;
- o. “Secretary” means the Secretary of Senate, who shall be the University Secretary or designate, is responsible for preparing and distributing Senate agenda and minutes and for maintaining the official records of Senate in the manner described in these By- laws;
- p. “University Librarian” means the academic administrator of the library of the University;
- q. “Teaching Staff” means professors, associate professors, assistant professors, lecturers, associates, instructors, tutors and all others employed to do the work of teaching or giving instruction and includes persons employed to do research at the University;
 - i. “Full-Time Teaching Staff” means the full-time faculty and full-time librarians (“Teaching Staff”) covered under the Full-Time Faculty Collective Agreement;
 - ii. “Part-Time Teaching Staff” means the members of the Teaching staff who are engaged on sessional contracts covered under the Part-Time Faculty Collective Agreement;

- r. "Student" means a full-time or part-time student of the University in good academic standing, as determined by the University;
- s. "AUSU Executive" means the elected student members of the Algoma University Students Union Executive;
- t. "SASA Executive" means the elected student members of the Shingwauk Anishinaabe Students Association Executive;
- u. "Alumni Board" means the Board of Directors of the Algoma University Alumni Council;
- v. "APC" means the Anishinaabe Peoples Council of the University;
- w. "Quorum" means the minimum number of voting members in attendance in order for a meeting to commence or continue;
- x. "Day" means operating business day;
- y. Where the singular is used, it shall be considered that plural has also been used if the context so requires;
- z. Where the plural is used, it shall be considered that singular has also been used if the context so requires.

2.2 Definitions Related to Senate Committees and Subcommittees

- a. In defining the membership of Senate committees or subcommittees in these By- Laws; "Teaching staff senator" means a member of the Full-Time Teaching Staff who is a voting member of the Senate.
- b. "Teaching staff non-senator" means a member of the Full-Time Teaching Staff who is not a voting member of the Senate;
- c. "Student senator" means a student who is a voting member of Senate;
- d. "Representative" means a representative (student, staff, Board, Alumni Advisory Board, etc.) who may or may not also be a voting member of the Senate.

2.3 Senate Year

The Senate year shall commence on July 1st of any given year and end on June 30th of the following year.

2.4 Objects

The objects of Algoma University are the pursuit of learning through scholarship, teaching and research, within a spirit of free enquiry and expression.

2.5 Special Mission

It is the special mission of Algoma University to:

- a. Be a teaching-oriented university that provides programs in liberal arts and science 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 and its geographic site.

3. Chapter 3 – Senate Membership and Terms of Office

3.1 General Membership Provisions

- a. The voting membership of Senate shall include, in numbers as specified below:
 - i. Senators by virtue of their office;
 - ii. Student senators;
 - iii. Teaching staff senators; and
 - iv. Non-teaching staff senators
- b. As stipulated in The Algoma University Act, 2008, S.O. 2008, C-13, the number of teaching staff senators at any given year shall be at least twice the total number of all other members of the senate.
- c. In order that the membership of the Senate is as broadly representative of the University's academic community as possible, the various constituencies shall be expected to consider, and strive to reflect, gender balance and the diversity of academic and cultural traditions when choosing or selecting their Senate representatives.
- d. Membership in the Senate cannot be delegated, except according to specific provisions in these by-laws.
- e. *Effective July 1, 2023, the number of teaching staff from each of the four Faculties will be calculated based on the number of active full-time teaching staff as of January 1 of the current Senate year for the subsequent Senate year beginning July 1st. The percentage will include FT faculty that are Contract Limited Term Appointments [CLTA] but exclude those that are on sabbatical during the reporting period.*

3.2 Senators by Virtue of Office

- a. The following persons who are members by virtue of their office:
 - i. The President and Vice-Chancellor of the University;
 - ii. The Vice-President, Academic and Research;
 - iii. The Dean of the Faculty of Humanities and Social Science, and the Faculty of Cross-Cultural Studies;
 - iv. The Dean of the Faculty of Science;
 - v. The Dean of the Faculty of the School of Business and Economics;
 - vi. The Dean of the Faculty of Computer Science and Technology
 - vii. The University Registrar;
 - viii. The University Librarian;
 - ix. The President of Shingwauk Kinooamaage Gamig, or their designate;
 - x. The Chairs of each of the five [5] Faculties, who are members of the Full-time Teaching Staff; and
 - xi. The Chairs of each of the fourteen [16] academic departments, who are members of the Full-time Teaching Staff

3.3 Student Senators

- a. The following shall be voting members of the Senate:
 - i. Three [3] students, elected from among AUSU members; and
 - ii. One [1] student elected from among SASA members.

3.4 Teaching staff senators

- a. The following shall be voting members of Senate:
 - i. Such number of persons on the Teaching Staff, elected by the Teaching staff, represented by the Teaching Staff union, from among themselves, as set out in Senate by-laws, which number shall be in at least twice the total number of all other voting members of the Senate in all other categories
 - ii. There shall be one (1) Full-Time Teaching Staff senator, represented by the Teaching Staff union from each Department of the University recognized by the Senate of the University, who shall be the Department Chair or Director or their designate.
 - iii. Each Faculty shall have one (1) Part-Time Teaching Staff elected from and by the Part-Time Teaching Staff represented by the Teaching Staff union.
 - iv. As of July 1, 2024, the Faculties, Departments, and Schools recognized by the Senate of the University are:
 - 1. Faculty of Cross-Cultural Studies
 - a. Department of Community, Economic and Social Development
 - b. Department of Geography, Geology and Land Stewardship
 - c. Department of Sociology
 - 2. Faculty of Humanities and Social Sciences
 - a. Department of English and History
 - b. Department of Law and Politics
 - c. Department of Modern Languages
 - d. Department of Music and Visual Art
 - e. School of Social Work
 - 3. Faculty of Business and Economics
 - a. Department of Applied Business and Executive Education
 - b. Department of Business Administration
 - c. Department of Finance, Economics and Decision Sciences
 - 4. Faculty of Science
 - a. Department of Biology
 - b. Department of Psychology
 - 5. Faculty of Computer Science and Technology
 - a. Department of Computer Science and Mathematics
 - b. Department of Information Technology and Professional Studies

3.5 Non-Teaching staff senators

- a. The following shall be voting members of Senate
 - i. One person, other than the President and Vice-Chancellor of the University, appointed by the Board from among the Board members
 - ii. One person from the Anishinaabe Peoples Council ["APC"], appointed by the APC from among their members.
 - iii. One member of the Algoma University Support Staff ["AUSS"], or in lieu an alternate, elected by the members of AUSS;

3.6 Terms of Office

- a. Senators by virtue of office shall serve for as long as they remain in office.
 - i. Serving as Faculty Chair shall not count against an individual's eligibility to serve as Teaching Staff Senators. I.e., terms served as Faculty Chairs do not count as Teaching staff senator terms as specified 3.6 [iv] or in Sections 20 and 22 of The Algoma University Act, 2008, S.O. 2008, C-13.
 - ii. For student senators, the normal term of office shall be one [1] year renewable for one consecutive term of one [1] year.
 - iii. For other non-Teaching Staff senators, the term of office shall be at the discretion of the respective constituencies, but shall not exceed a term of three [3] years, renewable for one consecutive term of three [3] years.
 - iv. For Teaching Staff Senators the normal term of office shall be three (3) years, renewable for one consecutive term of three (3) years.
 - v. For Part-Time Teaching Staff Senators, the normal term of office shall be one [1] year, renewable for one consecutive term of one [1] year.

Loss of Eligibility to Serve as Senators

- vi. If, during his or her term of office, a member of Senate elected or appointed under Chapter 2 ceases to be eligible for election or appointment to the Senate by virtue of a change in position or employment, he or she thereby ceases to be a member of Senate.

Exceptions, Student Graduation

- vii. If a student member of the Senate graduates during her or her term of office, they may continue to sit as a member of the Senate until the next anniversary of the day of his or her re-election.

Renewal

- viii. A member of the Senate is eligible for re-election or reappointment.

Limitation

- ix. A person elected or appointed to the Senate may not be a member for more than two consecutive terms, but is eligible for reappointment or re-election after one year's absence from Senate.

Filling Vacancies

- x. A vacancy on the Senate occurs if,
 - a. A member resigns or ceases to be eligible for appointment or election to the Senate before the end of his or her term;
 - b. A member is incapable to continue to act as a member and the Senate by resolution declares the membership to be vacated; or
 - c. A member is absent from three meetings of the Senate with appropriate reasons.
- xi. If a vacancy occurs in the Senate, prior to the three (3) months before the completion of the term, the Senate shall fill the vacancy according to the procedures provided in the By-laws of the Senate. (i.e. through a request to the Senate Executive for appointment of Senate through the respective Faculty);
 - a. Determine, in accordance with its By-laws, whether or not to fill the vacancy; and
 - b. If the vacancy is to be filled, fill the vacancy within the time period, and according to the procedures, provided in the By-laws of the Senate.

Attendance

- xii. Within the Senate membership year (July 1-June 30), if a member of the Senate, who has not been granted a leave of absence, fails to attend three [3] regular meetings of the Senate, the Senate may by resolution declare such membership vacant. Members of the Senate have an obligation to represent their constituents by attending meetings of the Senate; therefore, regular attendance is a requirement.
 - a. The Secretary of Senate shall remind Senators of the attendance requirement prior to the beginning of the regular meetings of the Senate year (typically early September);
 - b. The responsibility of informing the Senator will be that of the Secretary of Senate.

Note: Senators who find they have an occasional scheduling conflict with Senate meetings such as teaching/laboratory or any other University-related commitment should appeal to the Secretary of Senate for attendance relief from the Senate. Such absences should be communicated in advance to the Secretary of Senate.

3.7 Leaves of Absence

- a. Teaching Staff members who are on authorized leaves of any kind shall not be obligated to serve on the Senate while on leave.
- b. Rejoining the Senate after a leave of one or more years shall make the member re-eligible to serve a first Senate term.

Senate Composition [effective July 1, 2024]:

49 Total Members:

1. Faculty Chairs [5]
2. Department Chairs [16]
3. Full-time faculty members [at-large] [6]
4. Part-time teaching staff [5]
5. Non-teaching staff members [7]
6. Members by virtue of office [9]

4. Chapter 4 – Officers of Senate and Duties

Officers of Senate shall be composed of the following:

- 4.1 The Speaker and Deputy Speaker;
- 4.2 The Secretary of Senate, who shall be the University Secretary or designate (non-voting member);
- 4.3 The Speaker shall be responsible for conducting all meetings of the Senate in accordance with the By-laws of the Senate. The Speaker shall ensure that all meetings follow the basic rules of Robert's Rules of Order. In the absence of the Speaker, the Deputy Speaker shall conduct the meeting.
- 4.4 The Secretary or, in the absence of the Secretary, the Secretary's designate, shall be responsible for recording the minutes of each meeting of the Senate, and for such other duties as are stated in the By-laws.

5. Chapter 5 – Elections and Term of Office

- 5.1 Elections and appointments to the Senate and its committees shall be made on or before the June Senate meeting of each year. The Speaker and Deputy Speaker shall be elected annually at June's Senate meeting from among the academic staff members of Senate;
- 5.2 Where a vacancy occurs due to resignation or other reason, the appropriate Faculty may conduct an election to fill the vacancy for the period until
- 5.3 Notwithstanding Ch. 5.1 and 5.2, Part-Time Teaching Staff representatives to the Senate shall be elected on or before the June Senate meeting of each year to serve a one-year term during the next Senate year.
- 5.4 Student members on committees of the Senate shall be nominated by student senators meeting in caucus.
- 5.5 There shall be Senate Representation to the Board, elected by the Senate from academic staff, in such numbers as prescribed by the By-laws of the Board. The representatives shall endeavor at all times to inform the Board of the majority opinion of the Senate in any board decisions pertaining to Senate matters. The representative shall be responsible for ensuring that Senate is informed full of:
 - a. The outcome of all Senate recommendations conveyed to the Board; and
 - b. Any other Board matters which affect Senate, subject to the Board's rules of confidentiality

The representatives shall have such other responsibilities as may be suggested to them from time to time by the Senate. The term of office shall be three years, once renewable.

6. Chapter 6 – Meetings

- 6.1 The Senate year is defined as beginning July 1.
- 6.2 Unless decided otherwise by the Senate or by the Senate Executive Committee, meetings of the Senate shall be held on the first Friday of each month except in January and September when it shall be held on the second Friday depending on the calendar year. No regular meetings shall be held in July and August. Notice of the dates of these meetings shall be given to Senators through electronic communication and shall be included in the academic calendar, where they are available to the public.
- 6.3 The Senate may hold in camera meetings when items of a personal and confidential nature are being discussed.
- 6.4 Unless otherwise decided by the Senate or Senate Executive Committee, regular meetings of the Senate shall begin at 1:00pm, and if, after the lapse of a quarter of an hour, there is not a quorum present, the regular meeting shall be deemed lost. Meetings of the Senate shall terminate at 3:00pm unless extended by a motion to continue. Such a motion requires a two-thirds majority.
- 6.5 All meetings of the Senate shall be conducted according to Robert's Rules of Order, unless otherwise determined by the Senate by two-thirds majority.
- 6.6 At the discretion of the Senate Executive Committee, a regular meeting of the Algoma University Senate may be canceled if:
- a. The volume of business submitted for inclusion in the agenda is insufficient to warrant holding a meeting; and
 - b. There is no urgent or time-sensitive business requiring the disposition prior to the next regular meeting of the Senate

Special Meetings

- 6.7 A special meeting of the Senate, on the request in writing of not fewer than five [5] members, three [3] of whom must be Teaching Staff, shall be called by the Speaker, or Deputy Speaker, in the Speaker's absence, with forty-eight [48] hours notice [excluding statutory holidays and weekends] to be given to each member of Senate. Such a meeting shall consider only business which is specified in the notice of meeting, except that new business may be introduced by the unanimous consent of the members present.

Quorum

- 6.8 The quorum of the Senate shall be fifty (50) percent plus one of voting members of Senate, except at the May and June meetings and at any special meetings which may be called in July and August when quorum shall be one- third plus one.
- 6.9 To be valid and effective, all motions must be adopted at a meeting of the Senate by a simple majority of the members present unless otherwise specified in the By-laws.
- 6.10 The Secretary shall provide each member of the Senate with an agenda not fewer than seventy-two (72) hours prior to each meeting.
- 6.11 The agenda for each regular meeting shall be prepared by the Senate Executive Committee. Senators requesting that business be considered by the Senate shall submit all items and supporting documentation proposed for the inclusion in the agenda to the Secretary of Senate, fifteen (15) calendar days prior to the regularly scheduled meeting of Senate (by noon two Thursdays prior to

the Senate meeting).

6.12 Proceedings of all meetings of the Senate shall be recorded. A copy of the minutes of every meeting of the Senate shall be circulated with the agenda of the next meeting. At this meeting, the minutes shall be adopted after the correction and amendment, if necessary.

6.13 No motion introducing matters other than that listed in the agenda shall be taken into consideration at any regular meeting of the Senate except when accepted for consideration by a two-thirds majority of the members present.

Preserving Order

6.14 The Speaker of Senate:

- a. Maintains a neutral position during the Senate proceedings;
- b. Preserves order and decorum at all meetings of Senate;
- c. Ensures that Senators are given time to respond to the questions;
- d. May occasionally invite non-Senators to respond to the question or contribute to the debate.

Every member may respond a second time on the same question unless other members who have not already spoken wish to do so.

Any person who, in the opinion of the Speaker, engages in conduct unbecoming a member of the Senate shall withdraw from the meeting at the request of the Speaker. In the event that such a person refuses to withdraw, the Speaker may declare a short recess, or adjourn the Senate, and may declare that the continuation of such recessed or adjourned meeting be open only to members and official observers.

Voting

6.15 No member of the Senate may appoint or send a proxy to act or vote in the Senate.

Electronic Voting

6.16 In exceptional circumstances where time is of the essence and there is no reasonable possibility of convening a meeting, electronic voting is permissible. The use of electronic voting is to be determined by the Senate Executive Committee, or when this is not possible, the Speaker of Senate.

In circumstances where electronic voting is necessary, the wording of the motion and any background material shall be circulated to the Senate prior to the date scheduled for the vote. Normally, a period of no less than two working days will be provided for Senators to electronically post comments and/or questions about the motion, with this electronic discussion accessible to all Senators.

Immediately following this period, Senators will be asked to vote on the motion and their votes must be recorded with the Secretary of Senate on or before a specific date and time. Voting will be on the motion as presented. The result of the electronic vote shall be transmitted to the Senate and the number of votes shall be reported in the minutes. Senators may request that their own vote be reported in the minutes.

Note that in cases where secret ballots are necessary, the Senate Executive will consult with the Information Technology department to ensure the anonymity of the responses.

Meeting in Camera

When the Senate declares a meeting or part of a meeting in camera, reasons for so declaring will be clearly stated by the Speaker of the Senate prior to moving in camera. Where the Senate has

resolved to move in camera, the room shall be cleared except for all members of the Senate and individuals requested by the Speaker to stay for purposes of assisting the Senate with its deliberations.

Only members entitled to be present in camera meetings may be informed of the proceedings that transpire. Accordingly, items of business dealt with by the Senate in camera shall appear as appendices to the record and shall be recorded in a spate of minutes, available only to members of the Senate.

If any motions are passed in camera, upon returning to the open meeting, the Speaker will ask Senators for a motion to record the approval of those in camera motions in a manner that does not release confidential information.

7. Chapter 7 – Amendment of By-laws

7.1 By-laws of the Senate shall be adopted or amended by a two-thirds majority vote of all voting members at a regular meeting of Senate upon notice of motion duly made at a regular meeting of Senate.

8. Chapter 8 – Committees of Senate

8.1 There shall be the following standing committees of Senate:

- a. Academic Planning and Priorities Committee;
- b. Academic Regulations and Petitions Committee;
- c. Appeals and Academic Standards Committee;
- d. Board – Senate Liaison Committee;
- e. Curriculum Committee;
- f. Decanal Review/Search Committee;
- g. Senate Governance Committee
- h. I-EDI Committee
- i. Quality Assurance Committee;
- j. Research Advisory Committee;
- k. Senate Executive Committee;
- l. Teaching & Learning and Technical Support Committee;

8.2 The quorum for each committee shall be one-half of the voting membership of that committee.

8.3 The President and Vice-Chancellor and Vice-President, Academic and Research shall be ex-officio members of every committee of the Senate, unless otherwise stated in the By-laws.

8.4 Vacancies occurring in any committee of the Senate shall be those of the Senate.

8.5 The procedures of all committees of the Senate shall be those of the Senate except for 6.10 and 6.11. At their first meeting of the Senate year while reviewing their terms of reference, each committee of the Senate shall determine deadlines for the submission of items and supporting documentation for inclusion in their agendas, the specific support role they require from the Secretariat, and who will prepare their agendas and minutes. Unless decided otherwise by the committee, agendas shall be shared seventy-two (72) hours prior to each meeting.

8.6 Senate committees shall have the power to appoint advisors or consultants or to request their

assistance, except that such persons shall not be members nor have any of the privileges of members.

8.7 Committees shall report in all instances directly to the Senate except that they may report to other Senate committees at their request. In this latter case, the report must be conveyed to the Senate as well.

8.8 All Senate committees shall serve for a one-year term commencing July 1, with the exception of Ad Hoc and Special Committees (eg. Decanal Review/Search Committee), the Quality Assurance Committee, and the Research Advisory Committee whose terms shall be set by the Senate in such Committee's Terms of Reference.

8.9 The Senate may, from time to time, strike ad hoc committees to deal with matters not appropriately or adequately served by the standing committees.

9. Chapter 9 – Chairs of Senate Committees

9.1 When membership to the Senate Committee has been identified and approved, the committee member whose last name is first in alphabetical order shall be responsible for scheduling the first meeting of the committee in the new Senate year. The first order of business for Senate Committees is to elect a Chair.

In all cases, the Committee Chair must be a member of the Senate.

The Committee Chair is responsible:

- a. To ensure that the mandate of the committee is followed and that the business conducted in an orderly and productive manner through regular meetings;
- b. To report the business of the committee to Senate, for example, a report at Senate containing recommendations in the form of a motion;
- c. To provide the committee's annual report, typically, at the June meeting of the Senate.

* revised October 4, 2024

'As per the motion that was approved by the University Senate [03-May-24], the Senate has extended the sunset clause (until June 30, 2025) on proportional representation of the Algoma University Senate.

Algoma University Senate By-laws [10 JAN 2024]

Preamble

No policies, procedures, or practices external to the Algoma University Senate, except those legislated or mandated by the provincial or federal governments, shall supersede the right of the Senate to self-govern. Self-governance means the right of the Senate and its committees to set their own policies, practices, and procedures unencumbered by directives, policies, practices, or procedures external to the Algoma University Senate.

1. Chapter 1 – Powers of Senate

1.1 Duties and Powers of the Senate

The work of the University Senate will be informed and guided by the Algoma University's Special Mission and its Equity, Diversity and Inclusion Charter.

The Senate of Algoma University, established in 2008 by the Legislature of the Province of Ontario by virtue of the The Algoma University Act, 2008, C-13, has the duties, subject to the approval of the board with respect to the expenditure of funds, the power to determine and regulate the educational policy of the University and, without limiting the generality of the foregoing, has the power,

- a. To make recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, faculties, divisions and departments;
- b. To advise the President of the University on the staffing needs of the academic departments;
- c. To appoint the faculty deans and the divisional or departmental Chairs as may be required from time to time;
- d. To determine the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas, and certificates of the University;
- e. To conduct examinations, appoint examiners, and decide all matters relating thereto;
- f. To hear and determine appeals from the decisions of the faculty councils on examinations and on applications for admission;
- g. To award fellowships, scholarships, bursaries, medals, prizes, and other marks of academic achievements;
- h. To authorize the Chancellor, the vice-chancellor or such other person as may be determined by the Senate, to confer degrees, honorary degrees, diplomas, and certificates on behalf of the University in accordance with section 6 of the Algoma University Act;
- i. To create councils and committees to exercise its powers;
- j. To make by-laws for the conduct of its affairs, including by-laws respecting the conduct of the election of its members;

2. Chapter 2 – Definitions

2.1 General Definitions

In these By-laws:

- a. “The Algoma University Act, 2008” means The Algoma University Act, 2008, S.O. 2008, C-13 introduced in the Legislature of the Province of Ontario as Bill 80 titled “An Act to establish Algoma University and to dissolve Algoma University College”;
- b. “University” means Algoma University;
- c. “Board” means the Board of Governors of Algoma University;
- d. “Senate” means the Senate of Algoma University;
- e. “Department” means a department of an academic Faculty of the University recognized by the Senate and representing one or more cognate disciplines of knowledge taught at the University;
- f. “School” means a school of the University recognized by the Senate and representing a coherent group of cognate programs;
- g. “Faculty” means an academic Faculty of the University recognized by the Senate and representing a coherent group of cognate departments and schools;
- h. “Senator” means a voting member of the Senate;
- i. “President” means the President of Algoma University;
- j. “VPAR” means the Vice President, Academic and Research of the University
- k. “Dean” means the Dean of an Academic Faculty of the University;
- l. “Chair” means a presiding officer, for example Chair of Senate, committee Chair, Faculty Chair, department Chair;
- m. “Speaker” means the Speaker of Senate, a senator elected by Senate to conduct the meetings of Senate;
- n. “Deputy Speaker” means the Deputy Speaker of Senate, a senator elected by Senate to fulfill the responsibilities of the Speaker, whenever the Speaker is unable or unavailable to conduct the meets of Senate;
- o. “Secretary” means the Secretary of Senate, who shall be the University Secretary or designate, is responsible for preparing and distributing Senate agenda and minutes and for maintaining the official records of Senate in the manner described in these By- laws;
- p. “University Librarian” means the academic administrator of the library of the University;
- q. “Teaching Staff” means professors, associate professors, assistant professors, lecturers, associates, instructors, tutors and all others employed to do the work of teaching or giving instruction and includes persons employed to do research at the University;
 - i. “Full-Time Teaching Staff” means the full-time faculty and full-time librarians (“Teaching Staff”) covered under the Full-Time Faculty Collective Agreement;
 - ii. “Part-Time Teaching Staff” means the members of the Teaching staff who are engaged on sessional contracts covered under the Part-Time Faculty Collective Agreement;

- r. "Student" means a full-time or part-time student of the University in good academic standing, as determined by the University;
- s. "AUSU Executive" means the elected student members of the Algoma University Students Union Executive;
- t. "SASA Executive" means the elected student members of the Shingwauk Anishinaabe Students Association Executive;
- u. "Alumni Board" means the Board of Directors of the Algoma University Alumni Council;
- v. "APC" means the Anishinaabe Peoples Council of the University;
- w. "Quorum" means the minimum number of voting members in attendance in order for a meeting to commence or continue;
- x. "Day" means operating business day;
- y. Where the singular is used, it shall be considered that plural has also been used if the context so requires;
- z. Where the plural is used, it shall be considered that singular has also been used if the context so requires.

2.2 Definitions Related to Senate Committees and Subcommittees

- a. In defining the membership of Senate committees or subcommittees in these By- Laws; "Teaching staff senator" means a member of the Full-Time Teaching Staff who is a voting member of the Senate.
- b. "Teaching staff non-senator" means a member of the Full-Time Teaching Staff who is not a voting member of the Senate;
- c. "Student senator" means a student who is a voting member of Senate;
- d. "Representative" means a representative (student, staff, Board, Alumni Advisory Board, etc.) who may or may not also be a voting member of the Senate.

2.3 Senate Year

The Senate year shall commence on July 1st of any given year and end on June 30th of the following year.

2.4 Objects

The objects of Algoma University are the pursuit of learning through scholarship, teaching and research, within a spirit of free enquiry and expression.

2.5 Special Mission

It is the special mission of Algoma University to:

- a. Be a teaching-oriented university that provides programs in liberal arts and science 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 and its geographic site.

3. Chapter 3 – Senate Membership and Terms of Office

3.1 General Membership Provisions

- a. The voting membership of Senate shall include, in numbers as specified below:
 - i. Senators by virtue of their office;
 - ii. Student senators;
 - iii. Teaching staff senators; and
 - iv. Non-teaching staff senators
- b. As stipulated in The Algoma University Act, 2008, S.O. 2008, C-13, the number of teaching staff senators at any given year shall be at least twice the total number of all other members of the senate.
- c. In order that the membership of the Senate is as broadly representative of the University's academic community as possible, the various constituencies shall be expected to consider, and strive to reflect, gender balance and the diversity of academic and cultural traditions when choosing or selecting their Senate representatives.
- d. Membership in the Senate cannot be delegated, except according to specific provisions in these by-laws.
- e. *Effective July 1, 2023, the number of teaching staff from each of the four Faculties will be calculated based on the number of active full-time teaching staff as of January 1 of the current Senate year for the subsequent Senate year beginning July 1st. The percentage will include FT faculty that are Contract Limited Term Appointments [CLTA] but exclude those that are on sabbatical during the reporting period.*

3.2 Senators by Virtue of Office

- a. The following persons who are members by virtue of their office:
 - i. The President and Vice-Chancellor of the University;
 - ii. The Vice-President, Academic and Research;
 - iii. The Dean of the Faculty of Humanities and Social Science, and the Faculty of Cross-Cultural Studies;
 - iv. The Dean of the Faculty of Science;
 - v. The Dean of the Faculty of the School of Business and Economics;
 - vi. The Dean of the Faculty of Computer Science and Technology
 - vii. The University Registrar;
 - viii. The University Librarian;
 - ix. The President of Shingwauk Kinooamaage Gamig, or their designate;
 - x. The Chairs of each of the five [5] Faculties, who are members of the Full-time Teaching Staff; and
 - xi. The Chairs of each of the fourteen [16] academic departments, who are members of the Full-time Teaching Staff

3.3 Student Senators

- a. The following shall be voting members of the Senate:
 - i. Three [3] students, elected from among AUSU members; and
 - ii. One [1] student elected from among SASA members.

3.4 Teaching staff senators

- a. The following shall be voting members of Senate:
 - i. Such number of persons on the Teaching Staff, elected by the Teaching staff, represented by the Teaching Staff union, from among themselves, as set out in Senate by-laws, which number shall be in at least twice the total number of all other voting members of the Senate in all other categories
 - ii. There shall be one (1) Full-Time Teaching Staff senator, represented by the Teaching Staff union from each Department of the University recognized by the Senate of the University, who shall be the Department Chair or Director or their designate.
 - iii. Each Faculty shall have one (1) Part-Time Teaching Staff elected from and by the Part-Time Teaching Staff represented by the Teaching Staff union.
 - iv. As of July 1, 2024, the Faculties, Departments, and Schools recognized by the Senate of the University are:
 - 1. Faculty of Cross-Cultural Studies
 - a. Department of Community, Economic and Social Development
 - b. Department of Geography, Geology and Land Stewardship
 - c. Department of Sociology
 - 2. Faculty of Humanities and Social Sciences
 - a. Department of English and History
 - b. Department of Law and Politics
 - c. Department of Modern Languages
 - d. Department of Music and Visual Art
 - e. School of Social Work
 - 3. Faculty of Business and Economics
 - a. Department of Applied Business and Executive Education
 - b. Department of Business Administration
 - c. Department of Finance, Economics and Decision Sciences
 - 4. Faculty of Science
 - a. Department of Biology
 - b. Department of Psychology
 - 5. Faculty of Computer Science and Technology
 - a. Department of Computer Science and Mathematics
 - b. Department of Information Technology and Professional Studies

3.5 Non-Teaching staff senators

- a. The following shall be voting members of Senate
 - i. One person, other than the President and Vice-Chancellor of the University, appointed by the Board from among the Board members
 - ii. One person from the Anishinaabe Peoples Council ["APC"], appointed by the APC from among their members.
 - iii. One member of the Algoma University Support Staff ["AUSS"], or in lieu an alternate, elected by the members of AUSS;

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 - v. For Part-Time Teaching Staff Senators, the normal term of office shall be one [1] year, renewable for one consecutive term of one [1] year.

Loss of Eligibility to Serve as Senators

- vi. If, during his or her term of office, a member of Senate elected or appointed under Chapter 2 ceases to be eligible for election or appointment to the Senate by virtue of a change in position or employment, he or she thereby ceases to be a member of Senate.

Exceptions, Student Graduation

- vii. If a student member of the Senate graduates during her or her term of office, they may continue to sit as a member of the Senate until the next anniversary of the day of his or her re-election.

Renewal

- viii. A member of the Senate is eligible for re-election or reappointment.

Limitation

- ix. A person elected or appointed to the Senate may not be a member for more than two consecutive terms, but is eligible for reappointment or re-election after one year's absence from Senate.

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- x. A vacancy on the Senate occurs if,
 - a. A member resigns or ceases to be eligible for appointment or election to the Senate before the end of his or her term;
 - b. A member is incapable to continue to act as a member and the Senate by resolution declares the membership to be vacated; or
 - c. A member is absent from three meetings of the Senate with appropriate reasons.
- xi. If a vacancy occurs in the Senate, prior to the three (3) months before the completion of the term, the Senate shall fill the vacancy according to the procedures provided in the By-laws of the Senate. (i.e. through a request to the Senate Executive for appointment of Senate through the respective Faculty);
 - a. Determine, in accordance with its By-laws, whether or not to fill the vacancy; and
 - b. If the vacancy is to be filled, fill the vacancy within the time period, and according to the procedures, provided in the By-laws of the Senate.

Attendance

- xii. Within the Senate membership year (July 1-June 30), if a member of the Senate, who has not been granted a leave of absence, fails to attend three [3] regular meetings of the Senate, the Senate may by resolution declare such membership vacant. Members of the Senate have an obligation to represent their constituents by attending meetings of the Senate; therefore, regular attendance is a requirement.
 - a. The Secretary of Senate shall remind Senators of the attendance requirement prior to the beginning of the regular meetings of the Senate year (typically early September);
 - b. The responsibility of informing the Senator will be that of the Secretary of Senate.

Note: Senators who find they have an occasional scheduling conflict with Senate meetings such as teaching/laboratory or any other University-related commitment should appeal to the Secretary of Senate for attendance relief from the Senate. Such absences should be communicated in advance to the Secretary of Senate.

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- 4.3 The Speaker shall be responsible for conducting all meetings of the Senate in accordance with the By-laws of the Senate. The Speaker shall ensure that all meetings follow the basic rules of Robert's Rules of Order. In the absence of the Speaker, the Deputy Speaker shall conduct the meeting.
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5. Chapter 5 – Elections and Term of Office

- 5.1 Elections and appointments to the Senate and its committees shall be made on or before the June Senate meeting of each year. The Speaker and Deputy Speaker shall be elected annually at June's Senate meeting from among the academic staff members of Senate;
- 5.2 Where a vacancy occurs due to resignation or other reason, the appropriate Faculty may conduct an election to fill the vacancy for the period until
- 5.3 Notwithstanding Ch. 5.1 and 5.2, Part-Time Teaching Staff representatives to the Senate shall be elected on or before the June Senate meeting of each year to serve a one-year term during the next Senate year.
- 5.4 Student members on committees of the Senate shall be nominated by student senators meeting in caucus.
- 5.5 There shall be Senate Representation to the Board, elected by the Senate from academic staff, in such numbers as prescribed by the By-laws of the Board. The representatives shall endeavor at all times to inform the Board of the majority opinion of the Senate in any board decisions pertaining to Senate matters. The representative shall be responsible for ensuring that Senate is informed full of:
 - a. The outcome of all Senate recommendations conveyed to the Board; and
 - b. Any other Board matters which affect Senate, subject to the Board's rules of confidentiality

The representatives shall have such other responsibilities as may be suggested to them from time to time by the Senate. The term of office shall be three years, once renewable.

6. Chapter 6 – Meetings

- 6.1 The Senate year is defined as beginning July 1.
- 6.2 Unless decided otherwise by the Senate or by the Senate Executive Committee, meetings of the Senate shall be held on the first Friday of each month except in January and September when it shall be held on the second Friday depending on the calendar year. No regular meetings shall be held in July and August. Notice of the dates of these meetings shall be given to Senators through electronic communication and shall be included in the academic calendar, where they are available to the public.
- 6.3 The Senate may hold in camera meetings when items of a personal and confidential nature are being discussed.
- 6.4 Unless otherwise decided by the Senate or Senate Executive Committee, regular meetings of the Senate shall begin at 1:00pm, and if, after the lapse of a quarter of an hour, there is not a quorum present, the regular meeting shall be deemed lost. Meetings of the Senate shall terminate at 3:00pm unless extended by a motion to continue. Such a motion requires a two-thirds majority.
- 6.5 All meetings of the Senate shall be conducted according to Robert's Rules of Order, unless otherwise determined by the Senate by two-thirds majority.
- 6.6 At the discretion of the Senate Executive Committee, a regular meeting of the Algoma University Senate may be canceled if:
- a. The volume of business submitted for inclusion in the agenda is insufficient to warrant holding a meeting; and
 - b. There is no urgent or time-sensitive business requiring the disposition prior to the next regular meeting of the Senate

Special Meetings

- 6.7 A special meeting of the Senate, on the request in writing of not fewer than five [5] members, three [3] of whom must be Teaching Staff, shall be called by the Speaker, or Deputy Speaker, in the Speaker's absence, with forty-eight [48] hours notice [excluding statutory holidays and weekends] to be given to each member of Senate. Such a meeting shall consider only business which is specified in the notice of meeting, except that new business may be introduced by the unanimous consent of the members present.

Quorum

- 6.8 The quorum of the Senate shall be fifty (50) percent plus one of voting members of Senate, except at the May and June meetings and at any special meetings which may be called in July and August when quorum shall be one- third plus one.
- 6.9 To be valid and effective, all motions must be adopted at a meeting of the Senate by a simple majority of the members present unless otherwise specified in the By-laws.
- 6.10 The Secretary shall provide each member of the Senate with an agenda not fewer than seventy-two (72) hours prior to each meeting.
- 6.11 The agenda for each regular meeting shall be prepared by the Senate Executive Committee. Senators requesting that business be considered by the Senate shall submit all items and supporting documentation proposed for the inclusion in the agenda to the Secretary of Senate, fifteen (15) calendar days prior to the regularly scheduled meeting of Senate (by noon two Thursdays prior to

the Senate meeting).

6.12 Proceedings of all meetings of the Senate shall be recorded. A copy of the minutes of every meeting of the Senate shall be circulated with the agenda of the next meeting. At this meeting, the minutes shall be adopted after the correction and amendment, if necessary.

6.13 No motion introducing matters other than that listed in the agenda shall be taken into consideration at any regular meeting of the Senate except when accepted for consideration by a two-thirds majority of the members present.

Preserving Order

6.14 The Speaker of Senate:

- a. Maintains a neutral position during the Senate proceedings;
- b. Preserves order and decorum at all meetings of Senate;
- c. Ensures that Senators are given time to respond to the questions;
- d. May occasionally invite non-Senators to respond to the question or contribute to the debate.

Every member may respond a second time on the same question unless other members who have not already spoken wish to do so.

Any person who, in the opinion of the Speaker, engages in conduct unbecoming a member of the Senate shall withdraw from the meeting at the request of the Speaker. In the event that such a person refuses to withdraw, the Speaker may declare a short recess, or adjourn the Senate, and may declare that the continuation of such recessed or adjourned meeting be open only to members and official observers.

Voting

6.15 No member of the Senate may appoint or send a proxy to act or vote in the Senate.

Electronic Voting

6.16 In exceptional circumstances where time is of the essence and there is no reasonable possibility of convening a meeting, electronic voting is permissible. The use of electronic voting is to be determined by the Senate Executive Committee, or when this is not possible, the Speaker of Senate.

In circumstances where electronic voting is necessary, the wording of the motion and any background material shall be circulated to the Senate prior to the date scheduled for the vote. Normally, a period of no less than two working days will be provided for Senators to electronically post comments and/or questions about the motion, with this electronic discussion accessible to all Senators.

Immediately following this period, Senators will be asked to vote on the motion and their votes must be recorded with the Secretary of Senate on or before a specific date and time. Voting will be on the motion as presented. The result of the electronic vote shall be transmitted to the Senate and the number of votes shall be reported in the minutes. Senators may request that their own vote be reported in the minutes.

Note that in cases where secret ballots are necessary, the Senate Executive will consult with the Information Technology department to ensure the anonymity of the responses.

Meeting *in Camera*

When the Senate declares a meeting or part of a meeting in camera, reasons for so declaring will be clearly stated by the Speaker of the Senate prior to moving in camera. Where the Senate has

resolved to move in camera, the room shall be cleared except for all members of the Senate and individuals requested by the Speaker to stay for purposes of assisting the Senate with its deliberations.

Only members entitled to be present in camera meetings may be informed of the proceedings that transpire. Accordingly, items of business dealt with by the Senate in camera shall appear as appendices to the record and shall be recorded in a spate of minutes, available only to members of the Senate.

If any motions are passed in camera, upon returning to the open meeting, the Speaker will ask Senators for a motion to record the approval of those in camera motions in a manner that does not release confidential information.

7. Chapter 7 – Amendment of By-laws

7.1 By-laws of the Senate shall be adopted or amended by a two-thirds majority vote of all voting members at a regular meeting of Senate upon notice of motion duly made at a regular meeting of Senate.

8. Chapter 8 – Committees of Senate

8.1 There shall be the following standing committees of Senate:

- a. Academic Planning and Priorities Committee;
- b. Academic Regulations and Petitions Committee;
- c. Appeals and Academic Standards Committee;
- d. Board – Senate Liaison Committee;
- e. Curriculum Committee;
- f. Decanal Review/Search Committee;
- g. Senate Governance Committee
- h. I-EDI Committee
- i. Quality Assurance Committee;
- j. Research Advisory Committee;
- k. Senate Executive Committee;
- l. Teaching & Learning and Technical Support Committee;

8.2 The quorum for each committee shall be one-half of the voting membership of that committee.

8.3 The President and Vice-Chancellor and Vice-President, Academic and Research shall be ex-officio members of every committee of the Senate, unless otherwise stated in the By-laws.

8.4 Vacancies occurring in any committee of the Senate shall be those of the Senate.

8.5 The procedures of all committees of the Senate shall be those of the Senate except for 6.10 and 6.11. At their first meeting of the Senate year while reviewing their terms of reference, each committee of the Senate shall determine deadlines for the submission of items and supporting documentation for inclusion in their agendas, the specific support role they require from the Secretariat, and who will prepare their agendas and minutes. Unless decided otherwise by the committee, agendas shall be shared seventy-two (72) hours prior to each meeting.

8.6 Senate committees shall have the power to appoint advisors or consultants or to request their

assistance, except that such persons shall not be members nor have any of the privileges of members.

8.7 Committees shall report in all instances directly to the Senate except that they may report to other Senate committees at their request. In this latter case, the report must be conveyed to the Senate as well.

8.8 All Senate committees shall serve for a one-year term commencing July 1, with the exception of Ad Hoc and Special Committees (eg. Decanal Review/Search Committee), the Quality Assurance Committee, and the Research Advisory Committee whose terms shall be set by the Senate in such Committee's Terms of Reference.

8.9 The Senate may, from time to time, strike ad hoc committees to deal with matters not appropriately or adequately served by the standing committees.

9. Chapter 9 – Chairs of Senate Committees

9.1 When membership to the Senate Committee has been identified and approved, the committee member whose last name is first in alphabetical order shall be responsible for scheduling the first meeting of the committee in the new Senate year. The first order of business for Senate Committees is to elect a Chair.

In all cases, the Committee Chair must be a member of the Senate.

The Committee Chair is responsible:

- a. To ensure that the mandate of the committee is followed and that the business conducted in an orderly and productive manner through regular meetings;
- b. To report the business of the committee to Senate, for example, a report at Senate containing recommendations in the form of a motion;
- c. To provide the committee's annual report, typically, at the June meeting of the Senate.

* revised October 4, 2024

'As per the motion that was approved by the University Senate [03-May-24], the Senate has extended the sunset clause (until June 30, 2025) on proportional representation of the Algoma University Senate.

Appeals and Academic Standards Committee Recommendation: Committee Composition

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ *Expedited*

PREPARED BY:

☒ Approval

☐ Discussion

☐ Information

Committee Name: Academic Standards and Appeals

Committee Chair: Laurie Bloomfield, Acting Dean of Science

Other Contributor(s):

Rashid Hussain Khokhar, Assistant Professor, Faculty of Computer Science and Technology

Christine Madliger, Assistant Professor, Faculty of Science

Lorretta Neebar, University Registrar

Hari Luitel, Associate Professor, Faculty of Business & Economics

Michael Graydon, Associate Professor, Department of Sociology

Bruce Douville, Assistant Professor (CLTA), English & History Department

Abdul Hayyi, Student

Minion Paul, Student

Nidhi Patel, Student

1.0 MOTION / DISCUSSION

Moved [/]: that the Algoma University Senate approve the addition of the Manager, Academic Integrity Office to the composition of the Senate Appeals and Academic Standards Committee as a non-voting member.

Considerations for Senators:

- This membership update is similar to that previously approved by the Senate whereby the Director of the Centre for Teaching and Learning was added to the Senate Teaching, Learning and Technical Support Committee to serve as a resource and as a representative of that Centre.

2.0 EXECUTIVE SUMMARY

The Academic Integrity Office will be responsible for the following, and therefore regular committee meeting attendance will facilitate communication:

- a. Design and implement academic integrity training programs for the university community.
- b. Develop resources to assist faculty/instructors in educating students about academic integrity principles and course-specific expectations.
- c. Take appropriate steps to support the timely and efficient processing of AIVs by reviewing submissions for procedural completeness, maintaining records, and tracking timelines.
- d. Verify that all evidence and documentation are provided before forwarding AIV cases to Faculty Deans for further action.

- e. Provide procedural support to ensure fairness during AIV appeals by coordinating responses from instructors, gathering necessary documentation, and submitting comprehensive case files to the AASC.
 - f. Maintain centralized and secure records of all AIV filings, decisions, and penalties to ensure consistency and facilitate efficient appeals processing.
 - g. Track repeat violations and provide Faculty Deans and the Academic Appeals and Standards Committee with relevant historical data to inform sanction decisions.
 - h. Monitor the implementation of academic integrity policies and suggest updates to improve clarity, fairness, and procedural efficiency.
 - i. Propose guidelines for consistent sanctioning practices and collaborate with the Faculty Deans and Faculty/Instructors on their adoption and enforcement.
-

3.0 ANALYSIS

This recommendation takes into account the job description of the Manager of the AI Office and existing practices at Algoma University, Conestoga College, Toronto Metropolitan University (TMU), and McMaster University.

4.0 ATTACHMENTS

None.

Appeals and Academic Standards Recommendation: Disciplinary Regulations on Academic Integrity Policy Revisions

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ *Expedited*

PREPARED BY:

☒ Approval

☐ Discussion

☐ Information

Committee Name: Academic Standards and Appeals

Committee Chair: Laurie Bloomfield, Acting Dean of Science

Other Contributor(s):

Rashid Hussain Khokhar, Assistant Professor, Faculty of Computer Science and Technology

Christine Madliger, Assistant Professor, Faculty of Science

Lorretta Neebar, University Registrar

Hari Luitel, Associate Professor, Faculty of Business & Economics

Michael Graydon, Associate Professor, Department of Sociology

Bruce Douville, Assistant Professor (CLTA), English & History Department

Abdul Hayyi, Student

Minion Paul, Student

Nidhi Patel, Student

1.0 MOTION / DISCUSSION

Moved [/]: that the Algoma University Senate approve the revisions to the Disciplinary Regulations on Academic Integrity as submitted by the Senate Appeals and Academic Standards Committee.

Considerations for Senators:

- The changes to the Policy include more definitions and clarity on the process for both faculty (submissions) and students (appeals).

2.0 EXECUTIVE SUMMARY

In consultation with the Academic Integrity Office (AIO), the Senate Academic Standards and Appeals Committee has recommended the attached updates to the Disciplinary Regulations on Academic Integrity Policy for consideration at Senate. A summary of the changes are listed below:

- An instructor identifies an AIV, notifies the student via email of the allegation, provides the evidence, and invites the student for a discussion/explanation;
- The student has 5 business days to respond and discuss with the instructor;
- If no satisfactory explanation or response is provided, the instructor submits a Notice of Offense;
- The Academic Dean shares the formal Notice of Offense with the student and the AI Office for their records;
- A student may appeal within 5 business days of receiving the Notice of Offense by providing a written

Academic Standards and Appeals: Policy Revisions

- statement and any evidence that they want to have considered;
- f. The AI Office receives the submissions and updates the AIV and Appeals Tracker.
-

3.0 ANALYSIS

The role of the Academic Integrity Office (AIO) will be to monitor incoming submissions by faculty members and students and to maintain records, including, but not limited to, the total number of offenses to date for each student. These minor modifications to the process are based on a review of practices at Sault College, Conestoga College, Toronto Metropolitan University (TMU), and McMaster University.

4.0 ATTACHMENTS

1. Disciplinary Regulations on Academic Integrity (Tracked Changes)
2. Disciplinary Regulations on Academic Integrity (Clean)
3. Flow Chart/Summary Detailing Processes for AIV Submissions and Appeals

DISCIPLINARY REGULATIONS ON ACADEMIC INTEGRITY

Category: Students
Number: ST-06-03
Responsible Officer: Academic Dean of the relevant Faculty
Responsible Office: Office of the Academic Dean of the relevant Faculty
Approver: Algoma University Senate
Approval Date: Algoma University Senate, pending
Last Updated: June 2, 2023
Next Review Date:
Review Period: Every two years, or as determined by the Chair in consultation with the committee

Commented [1]: @laurie.bloomfield@algonau.ca We could add a line for Policy Owner: Algoma University Senate. What do you think?

Commented [2]: yes it's a Senate Cmt so Senate owns

PURPOSE

The purpose of this policy is to preserve the credibility of conferred certificates, diplomas or degrees by ensuring that the grade reports demonstrate the true competence of training of students and to educate all Students and Faculty of their obligations to maintaining the fiduciary interests of the University.

SCOPE

This policy applies to all registered Students of Algoma University.

POLICY

1. INTRODUCTION

Algoma University is a community that values and promotes respect, integrity, inclusion,

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diversity and accountability among all members of the university. These values can only be achieved in an environment that supports its members and matters of concern are dealt with in a manner that is fair, inclusive, open and effective. {

2. Key Principles

Core Values: Academic Integrity is a code of conduct that is committed to six core values, as described by the International Council of Academic Integrity: honesty, trust, fairness, respect, responsibility, and courage. These principles align with the Teachings of the Seven Grandfathers of the Anishinaabe people, including honesty, wisdom, respect, bravery, truth, humility and love. These are not simply abstract principles, but fundamental values to inform ethical, honest and responsible decision-making and behaviour in approaching all academic work. They also provide the university with directions on translating these principles into action, including abiding by the responsibilities, duties and guidelines described in this policy.

Commitment: Algoma University strives to provide students with a learning environment where criteria for academic success are transparent. Expectations and assessments should be clearly communicated, and interactions with Faculty/**Instructors** **Members** should be reasonably fair and equitable. Algoma University acknowledges and supports the rights that all Students may freely seek and receive clarification and feedback from Faculty/**Instructors** **Members** in a respectful and timely manner. This procedure exists to support students in the high-quality learning environment that Algoma University works to sustain and to maintain the academic integrity of all activities at this university. All steps of this process shall be kept confidential among the parties who participate in it. Any personal information disclosed by any of the parties, including the Student, shall be considered as private and confidential. Should any information be shared with an outside party, it would only be done so with the express written consent of the affected parties.

3. STUDENT CODE OF CONDUCT (ACADEMIC, UNDERGRADUATE AND GRADUATE STUDENTS)

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. Regulations and procedures stipulated in the Algoma University Student Code of Conduct apply. [See below for summaries of definitions, penalties, procedures, and policies.](#) }

4. Key Definitions

Commented [3]: Inserted section heading for clarity of content. I have not changed the content of the paragraphs - just the heading.

Commented [4]: inserted for clarity around content

Commented [5]: inserted for clarity of content

Commented [6]: edited for consistency with definitions

Commented [7]: edited for consistency with definitions

Commented [8]: Deleted on account of new formatting.

Commented [9]: The definitions will be arranged alphabetically, once the document has been reviewed.

Commented [10]: I will organize the content in this section alphabetically after we finalize the edits.

Commented [11]: The explicit and clear categorization brings clarity to the policy, making it more accessible to faculty members and students.

Commented [12]: The numbering of sub-categories brings greater clarity and ease of reference when filing AIV charges and appeals.

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4.1 The Appeals and Academic Standards Committee (AASC)

A Committee of the Algoma University Senate charged with considering undergraduate and graduate student appeals and the related policies and procedures. When the term "Committee" is mentioned hereafter, it refers to the AASC.

Commented [13]: Added acronym for easy subsequent reference.

4.2 Academic Integrity Violation (AIV)

Refers to action or behaviour by a student that breaches the standards set out in section 6 of this policy

4.3 Academic Integrity Violation (AIV) Appeal

Refers to the formal process through which a student disputes a determination of an AIV and/or the associated sanctions. The appeal process is set out in Section 9 of this policy.

4.4 Balance of Probabilities

The standard of proof used to determine whether a student has committed an Academic Integrity Violation. This standard requires that, based on the available evidence, it is more likely than not that the alleged misconduct occurred. It is less stringent than the "beyond a reasonable doubt" standard applied in judicial settings.

Commented [14]: included in definitions as this is a key component of determining AIVs.

4.5 Faculty/Instructor

Any and all instructors delivering instruction in academic programs and academic credit courses, including labs, to Algoma University students. Any and all instructors delivering instruction whether it be credit, non-credit, professional and personal interest courses, seminars, tutorials etc. to Algoma University Students.

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4.6 Student

Student refers to any student currently registered at Algoma University; and former students registered at the time of the incident, which is giving rise to the complaint.

4.7 Faculty Deans

Senior members of the University's administration, who are selected by the Senate and provide oversight of the academic programming, promotes faculty, provides leadership in education, leadership to faculty within a given Faculty and leadership in the University Community.

4.8 Office of the Faculty Dean

Refers to those administrative members who support the mandates of the Faculty Dean.

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4.9 Academic Integrity Office (AIO)

The Academic Integrity Office supports the procedural compliance, transparency, and efficiency in handling Academic Integrity Violations (AIVs) and AIV appeals. It serves as a central resource for students, faculty/instructors, staff, and the Academic Standards and Appeals Committee (ASAC) by maintaining records, facilitating evidence gathering, and providing procedural guidance throughout the AIV filing and appeals processes. The AIO also supports educational initiatives to promote academic integrity at Algoma University.

Commented [15]: Added to include the definition of the role of the AIO.

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Violations of academic integrity: Please refer to the Appendix A for examples:

Plagiarism: Essentially, plagiarism involves submitting or presenting work in a course as one's own when in fact it is not. More specifically, plagiarism is defined by Algoma University as the presentation of work as one's own which originates from some other unacknowledged source.

Cheating: Intentional improper or unauthorized behaviours by Students that result in an academic outcome that the Student or other Students who are the subject of these behaviours did not earn by approved academic means.

Falsification and Misrepresentation: Falsification and misrepresentation can occur when data or information is purposefully presented incorrectly or improperly.

Improper Access and Improper Dissemination: These occur when academic materials are accessed or shared in an unauthorized manner.

Improper Research Practices: When conducting research, students shall uphold principles of honesty, transparency, independence, and responsibility. Practices that purposefully violate these principles in the conduct of research constitute improper research practices.

Obstruction and Interference: Students limit the academic opportunities of peer Students by improperly preventing their progress or their access to educational resources.

Assisting Behaviors of Academic Integrity Violation: Are behaviours that intentionally facilitate academic misconduct.

Other: Any other academic misconduct not listed above may be considered a violation of academic integrity.

Commented [16]: Definitions of AIVs should be in a separate section of their own. AIV's form a critical part of this policy and must be clearly visible and demarcated for the sake of clarity for all stakeholders. Please see section 6 of this policy for definitions of AIVs. This content has been moved to section 6 - the category of "Other" has been deleted since it is too broad and enables the policy to be used arbitrarily by faculty members.

Commented [17]: Suggest replacing with the term "credential" for clarity since the definition includes the same term.

4.10 Credential Degree

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A certificate, diploma, degree or other attestation of academic accomplishment.

4.11 Expulsion

Refers to

- Removal of the student from the university; the cancellation of all registrations and activities from the date set by the Committee;
- The denial of an official transcript while the investigation is ongoing
- The cancellation of academic assessments previously completed for courses which have not yet been completed;
- The cancellation of enrolment in courses and activities which have not yet been completed; and
- The denial of any degree

Commented [18]: for clarity and consistency with style of other definitions.

4.12 Ethical Probation

Ethical Probation is a status imposed on a student following their first confirmed Academic Integrity Violation (AIV). Once placed on Ethical Probation, the student will remain on probation for the entirety of their academic program. During this period, any additional AIVs will result in progressively heightened penalties, including suspension or expulsion.

Commented [19]: Differentiates this category of probation from those that have to do with maintaining good academic standing.

Students on Ethical Probation are subject to the Three-Violations Policy outlined in Section 4.13, which mandates expulsion upon confirmation of a third academic integrity violation. This policy ensures consistent accountability while allowing students opportunities for remediation.

Commented [20]: While Ethical Probation is not entered in the student records, as are academic probations, the Faculty Dean's Notice of Offence form should include updated language alerting student to their ethical probation and the Three Violations Rule.

Refers to a minimum of one semester and a maximum to the completion of the program during which a student who has been found to have committed an act of academic integrity violation is subject to a further and greater penalty if they are found to have committed another act of academic integrity violation;

Commented [21]: clarified probation and related it to the three-violations rule.

4.13 Three-Violations Policy

Students who commit three confirmed Academic Integrity Violations during their academic program will be subject to expulsion from Algoma University.

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Exception: In cases where the severity of violations warrants, the Academic Appeals and Standards Committee retains the discretion to impose expulsion prior to the third violation.

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Commented [22]: New definition clarifies progression of AIV penalties.

Ethical Probation: Any student found responsible for an academic integrity violation shall be put on Ethical Probation for the rest of their academic program at Algoma University. Should a further violation of the academic integrity code occur during the period of ethical probation, the Committee is encouraged to consider elevated sanctions. Ethical Probation is not recorded on the student's transcript, but will be stored within the Registrar's Office.

Commented [23]: This section is already outlined under section 4.11.

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Instructor: the person or persons given responsibility by the University for the conduct of a course with regard to offences under sections 2.5 to 2.8 of this regulation;

Commented [24]: delete to maintain consistency of definitions. all instructors are captured under the term "Faculty Member".

4.14 Repeal of a Degree or Degrees

The revocation of the degree by Senate upon recommendation by the Algoma University Senate Appeals & Academic Standards Committee;

4.15 Semester

The period of an academic session from September to December, January to April, or May to August;

4.16 Suspension

Refers to:

- The interruption of the enrolment or of the right to enrol for a minimum of one semester and a maximum of three semesters;
- The cancellation of all registrations and activities from the date set by the Committee;
- The denial of a transcript while the investigation is ongoing
- The cancellation of academic assessments previously completed for courses which have not yet been completed;
- The cancellation of enrolment in courses and activities which have not yet been completed; and
- The denial of any degree.

4.17 Work: any activity, assignment, dissertation, document, essay, performance, presentation, project, rendition, thesis or any other work accomplished, performed, prepared or submitted by a student for evaluation. [

4.18 Academic Probation: a minimum of one semester and a maximum to the completion of the program during which a student who has been found to have committed an act of academic integrity violation is subject to a further and greater penalty if they are found to have committed another act of academic integrity violation;]

4.20 Contract Cheating

Contract cheating is a serious academic integrity violation where students outsource their academic work to third parties and submit it as their own.]

Commented [25]: @laurie.bloomfield@algomau.ca - added definition as per comment in 7.2(b)

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Commented [26]: Retained from current policy - see page 4 of current policy

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5.2 Roles and Responsibilities

5.1 Faculty/Instructors and Research Supervisors

To ensure that academic integrity is promoted and upheld, instructors and research supervisors should follow the guidelines below:

- a. ~~Educate students about the principles of academic integrity and provide them with the necessary resources and support to achieve it.~~ Faculty/Instructors are the primary authority on course-specific questions related to academic integrity and must provide guidance to students on how the policy applies within the context of their course at the start of the semester.
- b. Introduce students to the principles of academic integrity and direct them to resources, such as the Academic Integrity mini-course and other academic support services, to help prevent incidents of academic misconduct.
- c. Identify, investigate and report any academic integrity violations in accordance with the policy.
- d. Faculty/Instructors must notify the student by writing to their registered Algoma University email account, outlining the details of the suspected AIV, presenting clear and specific evidence, and explaining how the violation was determined. In the same email, faculty/instructors must also invite the student(s) to a meeting to discuss the charge and provide the student with five (5) business days to respond before formally filing the charge. The Faculty/Instructor must append the exchange of emails and notes of discussions to the Notice of Offence Form when submitting an AIV.
 - a. ~~Special Provision:~~ In rare instances where a large number of students in a single course are charged with Academic Integrity Violations (AIVs), and it is practically impossible for the Faculty/Instructor to meet with each student individually, the Faculty/Instructor may instead invite students to respond to the concerns via email. In such cases, the Faculty/Instructor must adhere to all requirements outlined in (d) above, except for the individual meeting, which is replaced by the opportunity for the student to provide a written response via email.
- b.e. ~~Include specific expectations regarding academic integrity in course syllabi and explain them at the beginning of the semester to ensure that students understand them clearly.~~
- f. ~~Identify, investigate and report any academic integrity violations in accordance with the policy.~~
- e. ~~Faculty members must notify the student by writing to their registered Algoma University email account, outlining the details of the suspected AIV, presenting clear and specific evidence, and explaining how the violation was determined. In the same email, faculty~~

Commented [27]: The definition of roles and responsibilities requires a new section to increase clarity and accessibility for all stakeholders.

Commented [28]: Consistency with definition.

Commented [29]: Consider deleting since this aligns with AIO's role and replacing with language to emphasize course-based responsibility.

Commented [30]: @laurie.bloomfield@algomau.ca - Special provision to allow for exception to individually meeting the student.
Assigned to laurie.bloomfield@algomau.ca

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Commented [31]: included - as instructed by Laurie

Commented [32]: included to clarify role expectations

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members must also invite the student to a meeting to discuss the charge and provide the student with five (5) working days to respond before formally filing the charge.

Commented [33]: promoted to section "d."

By adhering to these guidelines, instructors and research supervisors can help students understand the importance of academic integrity and maintain a high standard of academic excellence.

5.2 Students

To promote academic integrity and ensure that students understand the expectations of their instructors, the following guidelines should be observed:

- a. Students are expected to adhere to the Student Code of Conduct and the Disciplinary Regulations on Academic Integrity.
- a.b. ~~Sto~~ successfully complete the Academic Integrity Fundamentals Moodle course to understand what constitutes an academic integrity violation and reach out to the Academic Integrity office for any clarification regarding general principles of academic integrity
- b.c. During the first two weeks of a semester, students must~~may~~ clarify any expectations outlined in course syllabi with their instructors to ensure a mutual understanding of academic integrity requirements.
- d. Upholding the principles of academic integrity is the responsibility of every Student. To achieve this, Students should work diligently, with the guidance and support of their Instructors/Supervisors, to produce and present original work.
- e. When meeting with Faculty/Instructors or responding via email to an AIV charge, students must focus on providing a clear and convincing explanation to demonstrate that they did not commit the alleged offense. The student's response must directly address the concerns raised by the Faculty/Instructor.
- e.f. Students must adhere to the code of conduct in all interactions with faculty/instructors.

Commented [34]: including this policy for greater clarity.

Commented [35]: Moodle will be replaced with brightspace

Commented [36]: emphasis added

Commented [37]: @laurie.bloomfield@algomau.ca - added to clarify student role in responding to faculty concerns and the need to follow code of conduct.

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By following these guidelines, Students can demonstrate their commitment to academic integrity and achieve their educational goals.

5.3 The Academic Appeals and Standards Committee (AASC)

The committee has the following responsibilities in relation to academic integrity: review appeals of Notices of offence of Academic Integrity and make a final decision on each case; and report the outcome of their decision to the relevant Faculty Dean, Student, Faculty Dean, copying the

Commented [38]: As per the new proposal, the AASC will directly inform the student of the outcome. This change achieves efficiency in terms of reducing the time taken to complete the appeal process.

Commented [39]: To ensure that the AIO receives updates of AIV cases.

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Academic Integrity Office and ensure that all duties are carried out in a fair, equitable, and timely manner.

5.4 The Academic Integrity Office

- a. Design and implement academic integrity training programs for the university community students.
- b. Develop resources to assist faculty/instructors in educating students about academic integrity principles and course-specific expectations.
- c. Take appropriate steps to support the timely and efficient processing of AIVs by reviewing submissions for procedural completeness, maintaining records, and tracking timelines.
- d. Verify that all evidence and documentation are provided before forwarding AIV cases to Faculty Deans for further action.
- e. Provide procedural support to ensure fairness during AIV appeals by coordinating responses from instructors, gathering necessary documentation, and submitting comprehensive case files to the AASC.
- f. Maintain centralized and secure records of all AIV filings, decisions, and penalties to ensure consistency and facilitate efficient appeals processing.
- g. Track repeat violations and provide Faculty Deans and the Academic Appeals and Standards Committee with relevant historical data to inform sanction decisions.
- h. Monitor the implementation of academic integrity policies and suggest updates to improve clarity, fairness, and procedural efficiency.
- i. Propose guidelines for consistent sanctioning practices and collaborate with the Faculty Deans and Faculty/Instructors on their adoption and enforcement.

Commented [40]: edited to capture faculty and staff

6. Types of Academic Integrity Violations

6.1 Plagiarism: Essentially, plagiarism involves submitting or presenting work in a course as one's own when in fact it is not. More specifically, plagiarism is defined by Algoma University as the presentation of work as one's own which originates from some other unacknowledged source.

6.2 Cheating: Intentional improper or unauthorized behaviours by Students that result in an academic outcome that the Student or other Students who are the subject of these behaviours did not earn by approved academic means.

Commented [41]: Separate section included here for clarity and accessibility of all stakeholders

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6.3 Falsification and Misrepresentation: Falsification and misrepresentation can occur when data or information is purposefully presented incorrectly or improperly.

6.4 Improper Access and Improper Dissemination: These occur when academic materials are accessed or shared in an unauthorized manner.

6.5 Improper Research Practices: When conducting research, students shall uphold principles of honesty, transparency, independence, and responsibility. Practices that purposefully violate these principles in the conduct of research constitute improper research practices.

6.5 Obstruction and Interference: Students limit the academic opportunities of peer Students by improperly preventing their progress or their access to educational resources.

6.6 Assisting Behaviors of Academic Integrity Violation: Are behaviours that intentionally facilitate academic misconduct.

7 Determining Sanctions and Penalties

2.3 Determination of an academic integrity violation – By Professor

Academic Integrity Violations (AIVs) are subject to a range of sanctions determined by the severity of the violation and the student's history of misconduct. Sanctions are normally applied progressively to uphold fairness, accountability, and the integrity of academic standards. However, some exceptions apply as outlined under the Three-Violations Rume in section 4.13.

Students are automatically under ethical probation (see 4.12) following the first confirmed academic integrity violation, which remains in effect until the end of their enrolment as a student.

7.1 Sanctions and Penalties

a. A grade of “0” for the specific assignment, test, or exam in question.

A faculty member must assign a grade of zero to any assessment in which a student has committed an academic integrity violation, provided the assessment is worth less than 25% of the overall course grade.

b. A grade of “0” for the entire course.

A faculty member must assign a grade of zero for the entire course if a student commits an academic integrity violation on an assessment that is worth 25% or more of the overall course grade.

Commented [42]: what is the student's "responsibility"?

Commented [43]: I would like to discuss the possibility of deleting this AIV category since it pertains to research work and is covered under "Misconduct" in the Policy on Integrity in Research and Scholarship (https://drive.google.com/file/d/1vx3d8t_KkK2OSLFSSEi_6GVGxXkGG1ai/view)

Commented [44]: All points within this section remain unchanged from the current policy except for "Other", which has been deleted to enhance clarity, transparency and to prevent the arbitrary application of this policy. The current policy includes the following as an AIV category: "Other: Any other academic misconduct not listed above may be considered a violation of academic integrity."

Commented [45]: Title of section changed for clarity of content.

Commented [46]: This section sets out the list of penalties that can be applied to students found to committed AIVs.

Commented [47]: The current policy allows the instructor to assign a grade of zero for the course if students commit an AIV during a final exam. This aspect has not been included in the proposed policy. This is to ensure that students have a learning opportunity of it is their first AIV. - Please review.

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c. Suspension

The Academic Integrity Office must recommend the suspension of a student upon confirmation of a second academic integrity violation. The relevant Faculty Dean will recommend to the Registrar's office the suspension of the student for a period ranging between, a minimum of one semester to a maximum of three semesters, based on the overall severity of the violations.

Commented [48]: This progressive but harsh penalty is being recommended to deter repeat offenders.

d. Expulsion

The Academic Integrity Office must recommend the expulsion of a student upon confirmation of a third academic integrity violation. The relevant Faculty Dean will review the recommendation and initiate the process to permanently expel the student from Algoma University.

Commented [49]: Aligns with the Three-Violations Rule.

e. Revocation of Credential

The Faculty Dean must recommend the revocation of a credential to the Academic Appeals and Standards Committee if it is determined that academic dishonesty played a significant role in the attainment of the credential.

7.2 Penalties by Violation History

Algoma University takes academic integrity seriously and sets out the following conditions under which penalties must be applied progressively, except as set out in section 4.13:

a. First Violation

Penalties typically include grade penalties for the assessment in question or course and the placement of the student on Ethical Probation.

b. Second Violation

The penalty will be a suspension lasting one to three semesters, with the duration determined by the severity of the violation. For instance, contract cheating may result in a longer suspension than plagiarism or cheating during an exam.

c. Third Violation:

Penalty will be expulsion from the university, in accordance with the Three-Violations Policy.

7.3. Additional Provisions

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a. Retroactive Penalties

Suspensions may be applied retroactively to the date of the infraction. Degree revocation is applied only when the violation directly contributed to obtaining the degree.

b. Readmission

Readmission after expulsion is at the discretion of the Algoma University Senate Committee on Academic Regulations and Petitions.

{

a. Upon determining that a student has committed an academic integrity violation, the professor:

- i. May assign a grade of "0" for the work in question;
- ii. May assign a grade of "0" for the course;
- iii. Shall inform the relevant Faculty Dean on the prescribed form set out as "Appendix B" to this regulation

b. If, in addition to the penalties set out in the above paragraph section 2.3 (a), the professor seeks to have imposed further penalties as set out in section 2.4 (a) iii to vi of this regulation, the professor shall make a recommendation for the application of further sanctions of academic integrity violations to the relevant Faculty Dean on the prescribed form set out as "Appendix B" to this regulation.

c. The relevant Faculty Dean shall forward the prescribed form to the student and the AU Registrar.

d. The AU Senate Appeals & Academic Standards Committee may impose a combination of penalties for any single determination of academic integrity violation.

e. Where it is alleged that a student has committed an offence set out in sections 2.9 of this regulation, the relevant Faculty Dean, or the AU Registrar, shall make a recommendation for the application of a sanction of academic integrity violation to the Chair of the AU Senate Appeals & Academic Standards Committee on the prescribed form set out as "Appendix BA" to this regulation. The Chair shall send a copy to the student. The AU Senate Appeals & Academic Standards Committee shall not impose a penalty which is more severe than the one recommended by the relevant Faculty Dean or the AU Registrar.

2.4 Sanctions – Committee

a. For the purposes of this regulation, the following sanctions, in order of severity from least to greatest, shall apply when it has been determined by the Committee that the student is found to have committed an act of academic integrity violation:

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- i. A grade of "0" for the work in question;
 - ii. A grade of "0" for the course;
 - iii. Probation;
 - iv. Suspension;
 - v. Expulsion; and
 - vi. Recommend Senate that the degree be revoked.
- b. The Senate Appeals & Academic Standards Committee may impose a combination of penalties for any single determination of academic integrity violation.
 - c. Suspension may be retroactive to the date of the infraction, may be immediate from the date of the decision, or may take effect at the end of the session from which the final decision is rendered. Repeal of the degree shall only be allowed when the act of academic integrity violations allowed the student to obtain the degree.
 - d. Readmission after suspension shall be according to normal procedures to complete studies or to obtain the degree which may have been withheld during this period.
 - e. Readmission after expulsion shall be subject to the absolute discretion of the Algoma University Senate Committee on Academic Regulations and Petitions, and, if granted, shall be subject to a period of probation as the Senate Committee on Academic Regulations and Petitions may determine in its absolute discretion.
 - f. The mention of academic integrity violations shall be removed from the file of the student when the first of either of the following occurs:
 - i. The student successfully completes all the requirements for graduation; or
 - ii. A period of five years has elapsed since the determination of academic integrity violations.

2.5 Course Work Sanctions – Examples of Infractions

- a. A student shall not:
 - i. Falsify a work submitted for evaluation;
 - ii. Use in whole or in part the work or significant passages drawn from the work of another person, in a work submitted to evaluation, without having expressly identified these as quotations;
 - iii. Submit the same work or several similar documents to two or more professors responsible for a university activity for evaluation, without their knowledge of it;
 - iv. Submit for evaluation a work which contains data that the student has falsified;
 - v. Modify, without approval of the professor, a work already submitted for evaluation, in order to make corrections or additions; or
 - vi. Submit, without the approval of the professor, projects, essays, dissertations or theses for evaluation which have essentially been previously submitted for evaluation to the university or to another post-secondary institution with the

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- intention of obtaining a different degree on the strength of the same work.
- vii. Collaborate with other students, without the explicit permission of the professor.

2.5.1 Course Work Infractions: Sanctions

- a. A student who is found to have committed any of the acts of academic integrity violation in subparagraphs section 2.5 (a) i to vii shall be:
 - i. Assigned a grade of "0" for the work in question;
 - ii. Subject to the grade of "0" in the course;
 - iii. Subject to probation;
 - iv. Subject to suspension;
 - v. Subject to expulsion; and
 - vi. Recommend to the Senate that the degree be revoked.

2.6 Exam Infractions

- a. During the evaluation or exam period, a student shall not:
 - i. Obtain, whether individually or collectively, any kind of unauthorized help;
 - ii. Use, view or refer to the copy of another student, even if its contents are proven to be erroneous or useless; or
 - iii. Have or use any unauthorized document or apparatus.

2.6.1 Exam Infractions: Sanctions

- a. A student who is found to have committed any of the acts of academic integrity violation in paragraphs section 2.6 (a) i to iii shall be:
 - i. Assigned a grade of "0" for the work in question;
 - ii. Subject to the grade of "0" in the course;
 - iii. Subject to probation;
 - iv. Subject to suspension;
 - v. Subject to expulsion; and
 - vi. Recommend to Senate that the degree be revoked.

2.7 Final Evaluation Infractions & Sanctions

- a. Where the work in question constitutes the method of final evaluation in the course, the student who is found to have committed any of the acts of academic integrity violation in paragraphs 5 (a) or 6 (a) shall be:
 - i. Subject to probation;
 - ii. Subject to suspension
 - iii. Subject to expulsion; and
 - iv. Recommend to Senate that the degree be revoked.

2.8 Unauthorized access/distribution Infractions

- a. A student shall not obtain or accept from any source whatsoever, or distribute, the questions

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or answers to a test, an exam, laboratory experiments, or thesis examination questions without previous authorization from the professor.

2.8.1 Unauthorized access/distribution Infractions and Sanctions

- a. A student who is found to have committed any of the above acts of academic integrity violation in section 2.8 a. shall be:
- i. ~~Suspended;~~
 - ii. ~~Subject to expulsion; and~~
 - iii. ~~Recommend to the Senate that the degree be revoked.~~

2.9 Second offence penalty:

- a. On finding that a student has committed a second act of academic integrity violation, the AU Senate Appeals & Academic Standards Committee (or the Faculty Graduate Committee in the case of graduate students) may impose a penalty that is more severe than the one recommended by the Professor.
- b. A student who is found to have committed a second act of an academic integrity violation shall be subject to further penalties: suspension, expulsion and repeal of their degree.
- c. When the AU Registrar receives the prescribed form set out as "Appendix B" to this regulation and the AU Registrar is in possession of a previous form with regard to the same student, the AU Registrar may initiate a recommendation for further and more severe penalties to section 2.9 a. and b. by using the prescribed form set out as "Appendix B" to this regulation.]

8 Process for Filing AIV Charges

The following process for filing AIV charges ensures fairness, transparency, and efficiency, with the entire process being completed within 15-20 business days from the date the student first receives communication the notice from the faculty member regarding an AIV.]

8.1 Faculty/Instructor Identifies a Suspected AIV:

The faculty/instructor-member identifies a potential Academic Integrity Violation (AIV), such as, but not limited to, plagiarism, cheating, misuse of artificial intelligence, or identical responses, as outlined in Section 6. If a teaching assistant, invigilator, or staff member suspects an AIV, they must report their findings immediately to the relevant faculty/instructor-member.

8.2 Faculty/Instructor Investigates and Determines an AIV Finding:

The course Faculty/Instructor is responsible for investigating the suspected Academic Integrity Violation (AIV). Although specific investigative tasks may be delegated, the instructor retains full

Commented [50]: This section has been deleted but the details therein have been captured in section 7.1 to 7.3. Sections 7.1 to 7.3 have been updated to reflect the proposed changes.

Commented [51]: The new AIV Process is outlined here onwards.

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responsibility for the investigation and its outcome. The instructor evaluates the evidence using the balance of probabilities, a standard that requires reasonable certainty rather than proof beyond a reasonable doubt. The evidence should indicate that an innocent explanation for the suspected misconduct is unlikely. [\(Once the faculty/instructor has established that there are grounds for filing an AIV based on the balance of probabilities principle, they should proceed to step 8.3.\)](#)

Commented [52]: Sentence added to clarify basis for moving forward with student notification.

8.3 Notifying Student and Invitation for Discussion

The instructor must email the student at their registered Algoma University email address to inform them of the suspected Academic Integrity Violation (AIV), with a copy sent to the Academic Integrity Office (AIO@algonau.ca). The email to the student (copy to AIO) must include:

1. A description of the alleged violation - An explanation of how the student's actions constitute an Academic Integrity Violation in terms of the offences outlined in Section 6 of this policy. (Each charge of an AIV must be tied to one of the offences outlined in section 6.)
2. Clear evidence supporting the allegation.
3. An invitation for the student [to a meeting within five \(5\) business days. \(Refer to the special provision outlined in Section 5.1\(d\) for exceptions that may apply to student meetings.\)](#)

Commented [53]: most faculty will not meet with the students... especially in those instances where there are, say, 100 students with AIVs

This [communication meeting](#) provides the student with an opportunity to explain why they believe they have not committed an AIV. This step ensures transparency, fairness, and procedural integrity in addressing the [AIVsmatter](#).

Commented [54]: Yes - the intention here was to make sure that instructors feel and are accountable for the AIVs they file, while also providing the student an opportunity to respond to the charges. I would like to suggest a provision to allow for group meetings (with the students express content around privacy issues). Please let me know what you think.

8.4 Student Meeting or Response

The student must respond to the faculty/instructor within five (5) business days of receiving the email outlined in Step 3. The student is encouraged to meet with the Faculty Member to discuss the AIV charge and refute it, if applicable. It is the student's responsibility to reply promptly, within the five (5) business days, either accepting or declining the meeting. [\(The student, if unwilling to meet with the faculty/instructor, may choose to decline the meeting request and respond to the charge via email.\)](#)

Commented [55]: Added to take into account @laurie.bloomfield@algonau.ca comment regarding impracticality of student meetings in high-volume filings.

8.5 Faculty Member Reviews Student Response and Determines Outcome

The Faculty Member must review the student's response within five (5) business days of their [scheduled meeting or the student's response](#) and decide whether to proceed with filing a [formal Notice of Offence regarding the](#) Academic Integrity Violation (AIV).

Commented [56]: Added to ensure students have the choice to decline the meeting since some may prefer to counter the allegations through a written response rather than verbally at a meeting.

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- a. If the student provides a satisfactory response and the Faculty Member decides not to file an AIV, they must inform the student via email and copy the Academic Integrity Office at AIO@algomau.ca.
- b. If the student fails to respond to the email, declines or does not attend the scheduled meeting, or provides responses that do not adequately address the Faculty Member's concerns, the Faculty Member must proceed to file a formal Notice of Offence Form.

8.6 Filing the Notice of Offence Form

Following Step 8.5, the Faculty Member must complete [the electronic a](#) Notice of Offence Form (see [Employee PortalAppendix B](#)) and submit it along with all relevant evidence within five (5) business days of the scheduled student meeting. ~~(The Faculty Member must also copy the Academic Integrity Office (AIO) by sending the same information to AIO@algomau.ca.)~~

When submitting the Notice of Offence Form, the Faculty Member must include the following:

1. A description of the alleged violation.
2. Clear evidence supporting the allegation.
3. An explanation of how the student's actions breached the Academic Integrity Policy, as outlined in Section 6 of this policy.
4. A detailed outline of interactions with the student, including dates and records of communication [and/or](#) meetings.

8.7 Academic Integrity Office (AIO) Reviews the Notice of Offence Submission

The AIO has a procedural and advisory role within the AIV process.

- a. The Academic Integrity Office (AIO) reviews the Faculty Member's submission to ensure procedural completeness and confirm that all required evidence is included.
- b. The AIO checks the AIV database to determine whether the student has any prior Notice of Offence.
- c. The AIO records relevant observations, including recommending a higher penalty if warranted in accordance with Section 7 of this policy. The [AIO forwards the Notice of Offence and all submitted supporting documents](#). ~~AIV charge is then forwarded~~ to the relevant Faculty Dean for further action.

8.8 Faculty Dean Issues Notice of Offence

Within five (5) business days of receiving the Notice of Offence Form from the Academic Integrity Office (AIO), the Faculty Dean must review the file provided by the AIO and issue a

Commented [57]: This step will not be necessary if the university implements the new Google Sheet they have been testing for the Notice of Offence. Please pass on to Laurie. If we leave this sentence and require faculty to use the Google Sheet for filing AIVs, they will have to duplicate their work to no avail. Thanks

Commented [58]: If there is a google form used, then it can be automated to send it to the AIO, rather than have the faculty member copy them. I suspect some AIV allegations would be missed by the AIO without an automated step here.

Commented [59]: yes, we are hoping that Google Sheets can be used to report AIVs and track appeals through to the end.

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finalized Notice of Offence. This notice confirms the Academic Integrity Violation (AIV) and specifies the penalty to be imposed, as outlined in Section 7 of this policy.

The Faculty Dean must email the student to notify them of the confirmed AIV and the corresponding penalty with a copy to the AIO [at AIO@algomau.ca].

If a student receives a second or third AIV violation, the relevant Faculty Dean must notify the Registrar to initiate the suspension or expulsion, as applicable, in accordance with the Three-Violations Policy outlined in this document.

8.9 Academic Integrity Office Notifies Registrar's Office

The Academic Integrity Office sends notification of all confirmed AIV to the Registrar's Office.

9 Initiating an Appeal of a Notice of Offence of an Academic Integrity Violation

Students are permitted to bring one person who may act in a supportive or advisory capacity during an appeal. Student Union representatives or the AUSU Ombudsperson may act in this role. No Algoma University employees (including staff, faculty or administrators), except Student employees, may act in this capacity. Additional supportive roles for the student can be included in the process or meetings, such as an Elder (for Indigenous students), Accessibility Officer, and translator (for international students).

Table 1. An overview of the academic integrity procedure for undergraduate/graduate students. Please refer to corresponding stages for further instructions.

Is the appeal under consideration relevant to a Notice of Offence of one or more academic integrity violations? If yes, move to Stage 1.	Informal Resolution	Formal Resolution
	Stage One	Stage Two
	<u>A student may initiate an appeal of a Notice of Offence of an Academic Integrity Violation at any time within fifteen (15) days after the release of the official Notice of Offence Form. The student and the faculty member should meet to review the Notice of Offence form.</u>	<u>If the student and the faculty member cannot come to a satisfactory solution, the student may submit a formal appeal to the Appeals and Academic Standards Committee within ten (10) days of the meeting between the student and the faculty member. The committee will consider evidence from both sides and may ask for additional materials. The committee will arrive at a final decision.</u>

Commented [60]: Can be deleted if AIV Google Sheet is up and running by revised policy implementation date.

Commented [61]: Added to ensure clear direction to initiate suspension or expulsion.

Commented [62]: deleted since there is no informal appeal in the proposed process.

Commented [63]: deleted since there is no informal appeal in the proposed process.

Commented [64]: deleted since there is no informal appeal in the proposed process.

Commented [65]: deleted since there is no informal appeal in the proposed process.

Commented [66]: deleted since there is no informal appeal in the proposed process.

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		and report it to the Faculty Dean. The Faculty Dean will implement the decision.
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Commented [67]: deleted since there is no informal appeal in the proposed process.

9.1 ~~A~~Resolution Procedures

Strict adherence to the following stages is mandatory.

3.2.1 Informal Resolution

Stage One

A student who wishes to appeal a Notice of offence of an Academic Integrity must first contact the faculty member teaching the course in question. The student and the faculty member should meet to review the Notice of Offence form.

It is recommended that both the student and the faculty member keep records of the informal contacts made.

If such a meeting is not feasible, or is unacceptable to either party, the student may proceed directly to stage two.

Commented [68]: deleted since irrelevant to new procedure

3.2.2 Formal Resolution

~~If the student and the faculty member cannot come to a satisfactory solution, the~~ student may submit a formal appeal to the ~~Appeals and Academic~~ Appeals and Standards Committee within five (5) ~~ten~~ business days of ~~receiving the final Notice of Offence from the Faculty Dean, as outlined in Section 8.8 above, the meeting between the student and the faculty member.~~

Commented [69]: irrelevant to new process.

A formal appeal comprises a written statement by the student detailing the grounds for the appeal and what would constitute a satisfactory outcome from their point of view, and any supporting documentation or evidence that the student wishes to be considered. In the case of an appeal of ~~an AIV-grade~~ on an assignment, essay, or test that has been returned to the student, the student must provide the original work in question.

Commented [70]: Clarifying that this is the AIV policy to avoid confusion with the Grade Appeals.

(Stage 1)

9.1 Student Prepares Appeal Documents

The student must prepare an appeal letter outlining the reasons for disputing the AIV decision received from the Faculty Dean. The letter should focus on the facts of the case and provide supporting evidence, avoiding purely emotional or sentimental appeals.

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The student must ensure that their appeal focuses on demonstrating to the Academic Appeals and Standards Committee (AASC) why they did not commit the Academic Integrity Violation (AIV) as charged by their course instructor (Faculty/Instructor). The AASC must evaluate the appeal based solely on the evidence provided by the student to counter the AIV charge, requiring clear and convincing proof. Students should note that the AASC cannot approve an appeal based on compassionate or non-academic grounds.

Commented [71]: New language clarifies the limits of the AASC and informs the student of the framework within which they must formulate their appeal. This is aimed at reducing the number of frivolous appeals - which can be dismissed with little deliberation based on this section of the policy.

9.2 Student Submits the Appeal Documents to Academic Integrity Office

The student must submit their Appeal Letter and relevant documents to the Academic Integrity Office (AIO) within five (5) business days of receiving the Notice of Offence from the Faculty Dean.

Late submissions will not be accepted.

Commented [72]: Is there a possibility to consider extensions for students with disabilities or other emergencies? I know it can and will be exploited, but it may be worth exploring if there any mechanism to accommodate genuine concerns. I will talk to Student Success and provide an update here - SW.

(Stage 2)

9.3 Academic Integrity Office Reviews Appeal and Requests Faculty Member Response

The AIO reviews the appeal for procedural completeness and ensures that the student has included all necessary documentation.

The AIO notifies the relevant Faculty/Instructor of the appeal and forwards the student's appeal letter and documentary evidence to them.

9.4 Faculty/Instructor Submits Written Response

The Faculty/Instructor must provide a written response to the AIO regarding the student's appeal within five (5) business days of the AIO's request.

The response should address the points raised by the student and include any relevant additional evidence supporting the original AIV decision, if available.

9.5 The Academic Integrity Office Notes Observations and Forwards Case to the Academic Appeals and Standards Committee (AASC)

The AIO records observations on the appeal, including procedural compliance and notes on the evidence provided. The completed case file, including the student's appeal, the instructor's response, and the AIO's observations, is submitted to the Appeals Committee.

The AIO will ensure that the Student and Faculty/Instructor have copies of these procedures and submissions to the AASC. Both the student and the faculty member shall be made aware of the members of the Committee, and shall be given the

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opportunity to identify any real or perceived conflict of interest or bias on the part of any Committee member.

The AIO must forward the appeal case to the AASC within five (5) business days of receiving the Faculty/Instructor's response or the date on which that window lapses.

(Stage 3)

9.6 Appeals Committee Reviews Case

The Committee reviews the case, taking into account the student's appeal, the instructor's response, and the AIO's observations.

If required, the Appeals Committee may request additional clarifications or evidence.

Commented [73]: Moved from section 9.6 to increase efficiency of appeal process. Ideally, when the case comes to Committee, there should be nothing left to do but deliberate and decide, calling for more evidence only if required.

3.2.3 APPEALS COMMITTEE PROCEDURES

The Committee has the right to do whatever is reasonable and fair, including interpreting and applying this policy. The appeals process is a formal, internal mechanism that relies on the cooperation of all parties concerned. It is not a judicial process.

A Committee member who has a conflict of interest with, or bias for or against either the student or the faculty member in an appeal shall identify such conflict at the first reasonable opportunity and shall remove themselves from further proceedings connected with the appeal. Both the student and the faculty member shall be made aware of the members of the Committee, and shall be given the opportunity to identify any real or perceived conflict of interest or bias on the part of any Committee member.

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In response to a formal appeal forwarded through the AIO to the Chair of the Appeals & Academic Standards Committee by the student, the Committee will meet and:

Commented [74]: Moving to AIO responsibility to cut down on procedural delays that can occur at the Committee stage.

1. will ensure that stages one and two have been completed; if it has not, the appeal will be suspended until stage one has been completed, unless it cannot be completed due to the unwillingness of the faculty member to meet with the student

Commented [75]: Already completed by AIO in Stage 2

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~~2. will ensure that both parties have a copy of these procedures]~~

Commented [76]: Transferred to AIO -see 9.5 above

1. will examine the formal statement of the student and satisfy itself ~~that it falls within the guidelines and timeframe as indicated above and~~ that it is not frivolous

~~. will provide the faculty member with a copy of the written appeal statement of the student]~~

Commented [77]: AIO completed step in 9.3 above

~~. will invite the faculty member to submit a written response to the student's appeal statement, and any additional documentation or evidence that the faculty member wishes to be considered]~~

Commented [78]: AIO completes in 9.3 above

2. May request that the faculty ~~/instructor member and/or student~~ provide further documentation, materials, or information relevant to the appeal

Commented [79]: for consistency with definitions

Commented [80]: Added for procedural fairness.

3. If deemed necessary, may hold a meeting with the Student and the Faculty ~~/Instructor Member~~. A student is allowed to bring one representative to this meeting ~~as defined above,~~ as an observer. ~~The Committee will:~~

Commented [81]: edited since the language now appears immediately below this sentence.

Should the Committee decide that a meeting is necessary, students are permitted to bring one person who may act in a supportive or advisory capacity during an appeal. Student Union representatives or the AUSU Ombudsperson may act in this role. No Algoma University employees (including staff, faculty or administrators), except Student employees, may act in this capacity. Additional supportive roles for the student can be included in the process or meetings, such as an Elder (for Indigenous students), Accessibility Officer, and translator (for international students)

Commented [82]: Should we say specifically that a family member is not allowed? I ask as with international students, I have seen parents playing a heightened role?

- a. ~~provide the Student with a copy of the Faculty Member's written response before this meeting takes place]~~

Commented [83]: AIO Completes this step as per Section 9.5 above.

- b.a. ~~4. Allow the Student and Faculty Member to address each other's arguments~~

- c.b. ~~5. Deliberate after this meeting is over]~~ and reach a final decision based on fair evidentiary grounds.

Commented [84]: Deleting since a meeting between the AASC, student and instructor is optional - to be called only at the discretion of the AASC.

6. Will arrive at a final decision (with a detailed explanation for it) and report it to the Faculty Dean. ~~The Faculty Dean will share the decision (with explanation) with the Student and the Faculty/Instructor member within three (3) business days of receiving it, implement the decision, and may report to the Senate concerning the case, keeping the names of the parties involved confidential.~~

Commented [85]: see step 9.7 below

7. May make general recommendations to the relevant Faculty Dean regarding observed practices intended to prevent future appeals.

8. After completing an appeal, the records will be kept for as long as is required by the Senate.

9. The decision of the Appeals & Academic Standards Committee is final and binding.

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(Stage 4)

9.7 Notification of Final Decision

The Appeals Committee notifies the relevant Faculty Dean of its final decision as soon as possible, within five (5) business days of arriving at the final decision.

The relevant Faculty Dean must implement the decision of the Academic Appeals and Standards Committee (AASC) and notify, via email, both the student and the instructor within three (3) business days. The Faculty Dean must include the detailed explanation of the Committee regarding the decision in their email to the relevant student and Faculty/Instructor.

Commented [86]: Edited, taking into account the concerns raised by @donna.rogers@algomau.ca and @laurie.bloomfield@algomau.ca regarding burden on the AASC and clarity of process.

9.8 Record-Keeping by AIO

The Appeals Committee forwards all related documents to the AIO, which securely retains the records for future reference.

The AIO closes the case, notifies the Registrar's Office and ensures procedural transparency by maintaining a detailed archive of the appeal.

Algoma University Senate, revised

Acknowledgement

Algoma University would like to acknowledge Conestoga College, Toronto Metropolitan University, and McMaster University Mohawk College, OntarioTech University and Laurentian University whose academic integrity policies and procedures offered guidance for the development and revision of this policy and procedure.

Commented [87]: updated

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Appendix A: Examples for the defined terms at the beginning of this policy

Plagiarism: In examinations, term papers and other graded assignments, verbatim or almost verbatim presentation of someone else's work without attribution constitutes plagiarism. This is deemed to include the presentation of someone else's argument in the student's own words as if it were their own, without acknowledgement. Providing accurate citations and references is essential to acknowledge the contributions of other authors to your work and to avoid plagiarism. It is thus critical that you provide accurate citations and complete references. It is against academic integrity to intentionally manipulate citations or references in your work. Improper citation and references include (however are not limited to) falsifying information, citing nonexistent sources, misquoting, and misrepresenting the work of others.

Cheating: Cheating on tests or examinations includes, but not limited to, dishonest or attempted dishonest conduct such as speaking to other students or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner; referring to any textbook, notebook, electronics (such as laptops, smartphones and smart watches) or memoranda while being excused to leave the room temporarily (e.g. to use the bathroom), during a test or exam; or leaving answer papers exposed to view of other students. Other common forms of cheating include (however are not limited to) purchasing essays; use the written work of fellow students; unauthorized collaboration; submitting work generated with artificial intelligence tools (e.g., ChatGPT, Quillbot, Bard, DeepL); submitting the same essay in multiple courses without permission of instructors; borrowing of answers in take-home examinations; and submitting group efforts as individual work, also come under the designation "cheating".

Falsification and Misrepresentation: Examples include (however are not limited to): Intentional falsification or invention of experimental data or citations; having someone impersonate oneself in an examination; and providing false information to avoid attending class, meeting assignment deadlines, taking tests or examinations and/or completing assignments.

Improper Access and Improper Dissemination: Improper access and dissemination can take various forms, such as retrieving an exam through unauthorized means (such as computer hacking) or distributing course materials without the express consent of the instructor. However, these are not the only examples and there may be other actions that fall under this category.

Improper Research Practices: Improper conduct of research include, but is not limited to, failing to adhere to university policies or relevant regulatory requirements (such as health and safety regulations, regulations for the protection of researchers, human participants, or animal test subjects), manipulating experimental results, and falsifying research data.

Obstruction and Interference: Obstruction and interference include (however are not limited to)

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disrupting examinations; threatening others; altering the work of others (e.g., deleting data/files, interfering with experimental data); removing or destroying library materials; and overloading an online course management system to prevent the completion of an assignment or test.

Assisting Behaviors of Academic Integrity Violation: Failure to take reasonable measures to avoid academic work from being copied or used by others, as well as sharing or selling academic work for the purpose of it being submitted by another student for grading, are both examples of intentional facilitation of academic misconduct.

Examples of infractions - The following are meant to serve as examples and not an exhaustive list

- Falsify a work submitted for evaluation;
- Use in whole or in part the work or significant passages drawn from the work of another person, in a work submitted to evaluation, without having expressly identified these as quotations;
- Submit the same work or several similar documents to two or more professors responsible for a university activity for evaluation, without their knowledge of it;
- Submit for evaluation a work which contains data that the student has falsified;
- Modify, without approval of the professor, a work already submitted for evaluation, in order to make corrections or additions; or
- Submit, without the approval of the professor, projects, essays, dissertations or theses for evaluation which have essentially been previously submitted for evaluation to the university or to another post-secondary institution with the intention of obtaining a different degree on the strength of the same work.
- Collaborate with other students, without the explicit permission of the professor.
- Obtain, whether individually or collectively, any kind of unauthorized help;
- Use, view or refer to the copy of another student, even if its contents are proven to be erroneous or useless; or
- Have or use any unauthorized document or apparatus.]]

Commented [88]: Included examples from Section 2.5, as suggested by @laurie.bloomfield@algomau.ca

Commented [89]: This section has been deleted but the details therein have been captured in section 7.1 to 7.3. Sections 7.1 to 7.3 have been updated to reflect the proposed changes.

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Appendix B: Notice of offence Form

<https://employees.algomau.ca/services/wsDocuments/4361>

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DISCIPLINARY REGULATIONS ON ACADEMIC INTEGRITY

Category:	Students
Number:	ST-06-03
Responsible Officer:	Academic Dean of the relevant Faculty
Responsible Office:	Office of the Academic Dean of the relevant Faculty
Approver:	Algoma University Senate
Approval Date:	Pending
Last Updated:	June 2, 2023
Next Review Date:	
Review Period:	Every two years, or as determined by the Chair in consultation with the committee

PURPOSE

The purpose of this policy is to preserve the credibility of conferred certificates, diplomas or degrees by ensuring that the grade reports demonstrate the true competence of training of students and to educate all Students and Faculty of their obligations to maintaining the fiduciary interests of the University.

SCOPE

This policy applies to all registered Students of Algoma University.

POLICY

1. INTRODUCTION

Algoma University is a community that values and promotes respect, integrity, inclusion, diversity and accountability among all members of the university. These values can only be achieved in an environment that supports its members and matters of concern are dealt with in a manner that is fair, inclusive, open and effective.

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2. Key Principles

Core Values: Academic Integrity is a code of conduct that is committed to six core values, as described by the International Council of Academic Integrity: honesty, trust, fairness, respect, responsibility, and courage. These principles align with the Teachings of the Seven Grandfathers of the Anishinaabe people, including honesty, wisdom, respect, bravery, truth, humility and love. These are not simply abstract principles, but fundamental values to inform ethical, honest and responsible decision-making and behaviour in approaching all academic work. They also provide the university with directions on translating these principles into action, including abiding by the responsibilities, duties and guidelines described in this policy.

Commitment: Algoma University strives to provide students with a learning environment where criteria for academic success are transparent. Expectations and assessments should be clearly communicated, and interactions with Faculty/Instructors should be reasonably fair and equitable. Algoma University acknowledges and supports the rights that all Students may freely seek and receive clarification and feedback from Faculty/Instructors in a respectful and timely manner. This procedure exists to support students in the high-quality learning environment that Algoma University works to sustain and to maintain the academic integrity of all activities at this university. All steps of this process shall be kept confidential among the parties who participate in it. Any personal information disclosed by any of the parties, including the Student, shall be considered as private and confidential. Should any information be shared with an outside party, it would only be done so with the express written consent of the affected parties.

3. STUDENT CODE OF CONDUCT (ACADEMIC, UNDERGRADUATE AND GRADUATE STUDENTS)

The University takes a most serious view of offences against academic honesty such as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. Regulations and procedures stipulated in the Algoma University Student Code of Conduct apply.

4. Key Definitions

4.1 The Appeals and Academic Standards Committee (AASC)

A Committee of the Algoma University Senate charged with considering undergraduate and graduate student appeals and the related policies and procedures. When the term "Committee" is mentioned hereafter, it refers to the AASC.

4.2 Academic Integrity Violation (AIV)

Refers to action or behaviour by a student that breaches the standards set out in section 6 of this policy

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4.3 Academic Integrity Violation (AIV) Appeal

Refers to the formal process through which a student disputes a determination of an AIV and/or the associated sanctions. The appeal process is set out in Section 9 of this policy.

4.4 Balance of Probabilities

The standard of proof used to determine whether a student has committed an Academic Integrity Violation. This standard requires that, based on the available evidence, it is more likely than not that the alleged misconduct occurred. It is less stringent than the "beyond a reasonable doubt" standard applied in judicial settings.

4.5 Faculty/Instructor

Any and all instructors delivering instruction in academic programs and academic credit courses, including labs, to Algoma University students.

4.6 Student

Student refers to any student currently registered at Algoma University; and former students registered at the time of the incident, which is giving rise to the complaint.

4.7 Faculty Deans

Senior members of the University's administration, who are selected by the Senate and provide oversight of the academic programming, promotes faculty, provides leadership in education, leadership to faculty within a given Faculty and leadership in the University Community.

4.8 Office of the Faculty Dean

Refers to those administrative members who support the mandates of the Faculty Dean.

4.9 Academic Integrity Office (AIO)

The Academic Integrity Office supports the procedural compliance, transparency, and efficiency in handling Academic Integrity Violations (AIVs) and AIV appeals. It serves as a central resource for students, faculty/instructors, staff, and the Academic Standards and Appeals Committee (ASAC) by maintaining records, facilitating evidence gathering, and providing procedural guidance throughout the AIV filing and appeals processes. The AIO also supports educational initiatives to promote academic integrity at Algoma University.

4.10 Credential

A certificate, diploma, degree or other attestation of academic accomplishment.

4.11 Expulsion

Refers to

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- Removal of the student from the university; the cancellation of all registrations and activities from the date set by the Committee;
- The denial of an official transcript while the investigation is ongoing
- The cancellation of academic assessments previously completed for courses which have not yet been completed;
- The cancellation of enrolment in courses and activities which have not yet been completed; and
- The denial of any degree

4.12 Ethical Probation

Ethical Probation is a status imposed on a student following their first confirmed Academic Integrity Violation (AIV). Once placed on Ethical Probation, the student will remain on probation for the entirety of their academic program. During this period, any additional AIVs will result in progressively heightened penalties, including suspension or expulsion.

Students on Ethical Probation are subject to the Three-Violations Policy outlined in Section 4.13, which mandates expulsion upon confirmation of a third academic integrity violation. This policy ensures consistent accountability while allowing students opportunities for remediation.

4.13 Three-Violations Policy

Students who commit three confirmed Academic Integrity Violations during their academic program will be subject to expulsion from Algoma University.

Exception: In cases where the severity of violations warrants, the Academic Appeals and Standards Committee retains the discretion to impose expulsion prior to the third violation.

4.14 Repeal of a Degree or Degrees

The revocation of the degree by Senate upon recommendation by the Algoma University Senate Appeals & Academic Standards Committee;

4.15 Semester

The period of an academic session from September to December, January to April, or May to August;

4.16 Suspension

Refers to:

- The interruption of the enrolment or of the right to enrol for a minimum of one semester and a maximum of three semesters;

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- The cancellation of all registrations and activities from the date set by the Committee;
- The denial of a transcript while the investigation is ongoing
- The cancellation of academic assessments previously completed for courses which have not yet been completed;
- The cancellation of enrolment in courses and activities which have not yet been completed; and
- The denial of any degree.

4.17 Work: any activity, assignment, dissertation, document, essay, performance, presentation, project, rendition, thesis or any other work accomplished, performed, prepared or submitted by a student for evaluation.

4.18 Academic Probation: a minimum of one semester and a maximum to the completion of the program during which a student who has been found to have committed an act of academic integrity violation is subject to a further and greater penalty if they are found to have committed another act of academic integrity violation;

4.20 Contract Cheating

Contract cheating is a serious academic integrity violation where students outsource their academic work to third parties and submit it as their own.

5 Roles and Responsibilities

5.1 Faculty/Instructors and Research Supervisors

To ensure that academic integrity is promoted and upheld, instructors and research supervisors should follow the guidelines below:

- Faculty/Instructors are the primary authority on course-specific questions related to academic integrity and must provide guidance to students on how the policy applies within the context of their course at the start of the semester.
- Introduce students to the principles of academic integrity and direct them to resources, such as the Academic Integrity mini-course and other academic support services, to help prevent incidents of academic misconduct.
- Identify, investigate and report any academic integrity violations in accordance with the policy.
- Faculty/Instructors must notify the student by writing to their registered Algoma University

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email account, outlining the details of the suspected AIV, presenting clear and specific evidence, and explaining how the violation was determined. In the same email, faculty/instructors must also invite the student(s) to a meeting to discuss the charge and provide the student with five (5) business days to respond before formally filing the charge. The Faculty/Instructor must append the exchange of emails and notes of discussions to the Notice of Offence Form when submitting an AIV.

Special Provision: In rare instances where a large number of students in a single course are charged with Academic Integrity Violations (AIVs), and it is practically impossible for the Faculty/Instructor to meet with each student individually, the Faculty/Instructor may instead invite students to respond to the concerns via email. In such cases, the Faculty/Instructor must adhere to all requirements outlined in (d) above, except for the individual meeting, which is replaced by the opportunity for the student to provide a written response via email.

By adhering to these guidelines, instructors and research supervisors can help students understand the importance of academic integrity and maintain a high standard of academic excellence.

5.2 Students

To promote academic integrity and ensure that students understand the expectations of their instructors, the following guidelines should be observed:

- a. Students are expected to adhere to the Student Code of Conduct and the Disciplinary Regulations on Academic Integrity.
- b. Successfully complete the Academic Integrity Fundamentals course to understand what constitutes an academic integrity violation and reach out to the Academic Integrity office for any clarification regarding general principles of academic integrity
- c. During the first two weeks of a semester, students must clarify any expectations outlined in course syllabi with their instructors to ensure a mutual understanding of academic integrity requirements.
- d. Upholding the principles of academic integrity is the responsibility of every Student. To achieve this, Students should work diligently, with the guidance and support of their Instructors/Supervisors, to produce and present original work.
- e. When meeting with Faculty/Instructors or responding via email to an AIV charge, students must focus on providing a clear and convincing explanation to demonstrate that they did not commit the alleged offense. The student's response must directly address the concerns raised by the Faculty/Instructor.

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- f. Students must adhere to the code of conduct in all interactions with faculty/instructors.

By following these guidelines, Students can demonstrate their commitment to academic integrity and achieve their educational goals.

5.3 The Academic Appeals and Standards Committee (AASC)

The committee has the following responsibilities in relation to academic integrity: review appeals of Notices of offence of Academic Integrity and make a final decision on each case; and report the outcome of their decision to the relevant Faculty Dean.

5.4 The Academic Integrity Office

- a. Design and implement academic integrity training programs for the university community.
- b. Develop resources to assist faculty/instructors in educating students about academic integrity principles and course-specific expectations.
- c. Take appropriate steps to support the timely and efficient processing of AIVs by reviewing submissions for procedural completeness, maintaining records, and tracking timelines.
- d. Verify that all evidence and documentation are provided before forwarding AIV cases to Faculty Deans for further action.
- e. Provide procedural support to ensure fairness during AIV appeals by coordinating responses from instructors, gathering necessary documentation, and submitting comprehensive case files to the AASC.
- f. Maintain centralized and secure records of all AIV filings, decisions, and penalties to ensure consistency and facilitate efficient appeals processing.
- g. Track repeat violations and provide Faculty Deans and the Academic Appeals and Standards Committee with relevant historical data to inform sanction decisions.
- h. Monitor the implementation of academic integrity policies and suggest updates to improve clarity, fairness, and procedural efficiency.
- i. Propose guidelines for consistent sanctioning practices and collaborate with the Faculty Deans and Faculty/Instructors on their adoption and enforcement.

6. Types of Academic Integrity Violations

6.1 Plagiarism: Essentially, plagiarism involves submitting or presenting work in a course as one's own when in fact it is not. More specifically, plagiarism is defined by Algoma University as the presentation of work as one's own which originates from some other unacknowledged source.

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6.2 Cheating: Intentional improper or unauthorized behaviours by Students that result in an academic outcome that the Student or other Students who are the subject of these behaviours did not earn by approved academic means.

6.3 Falsification and Misrepresentation: Falsification and misrepresentation can occur when data or information is purposefully presented incorrectly or improperly.

6.4 Improper Access and Improper Dissemination: These occur when academic materials are accessed or shared in an unauthorized manner.

6.5 Obstruction and Interference: Students limit the academic opportunities of peer Students by improperly preventing their progress or their access to educational resources.

6.6 Assisting Behaviors of Academic Integrity Violation: Are behaviours that intentionally facilitate academic misconduct.

7 Determining Sanctions and Penalties

Academic Integrity Violations (AIVs) are subject to a range of sanctions determined by the severity of the violation and the student's history of misconduct. Sanctions are normally applied progressively to uphold fairness, accountability, and the integrity of academic standards. However, some exceptions apply as outlined under the Three-Violations Rule in section 4.13.

Students are automatically under ethical probation (see 4.12) following the first confirmed academic integrity violation, which remains in effect until the end of their enrolment as a student.

7.1 Sanctions and Penalties

a. A grade of “0” for the specific assignment, test, or exam in question.

A faculty member must assign a grade of zero to any assessment in which a student has committed an academic integrity violation, provided the assessment is worth less than 25% of the overall course grade.

b. A grade of “0” for the entire course.

A faculty member must assign a grade of zero for the entire course if a student commits an academic integrity violation on an assessment that is worth 25% or more of the overall course grade.

c. Suspension

The Academic Integrity Office must recommend the suspension of a student upon confirmation of a second academic integrity violation. The relevant Faculty Dean will

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recommend to the Registrar's office the suspension of the student for a period ranging between, a minimum of one semester to a maximum of three semesters, based on the overall severity of the violations.

d. Expulsion

The Academic Integrity Office must recommend the expulsion of a student upon confirmation of a third academic integrity violation. The relevant Faculty Dean will review the recommendation and initiate the process to permanently expel the student from Algoma University.

e. Revocation of Credential

The Faculty Dean must recommend the revocation of a credential to the Academic Appeals and Standards Committee if it is determined that academic dishonesty played a significant role in the attainment of the credential.

7.2 Penalties by Violation History

Algoma University takes academic integrity seriously and sets out the following conditions under which penalties must be applied progressively, except as set out in section 4.13:

a. First Violation

Penalties typically include grade penalties for the assessment in question or course and the placement of the student on Ethical Probation.

b. Second Violation

The penalty will be a suspension lasting one to three semesters, with the duration determined by the severity of the violation. For instance, contract cheating may result in a longer suspension than plagiarism or cheating during an exam.

c. Third Violation:

Penalty will be expulsion from the university, in accordance with the Three-Violations Policy.

7.3. Additional Provisions

a. Retroactive Penalties

Suspensions may be applied retroactively to the date of the infraction. Degree revocation is applied only when the violation directly contributed to obtaining the degree.

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b. Readmission

Readmission after expulsion is at the discretion of the Algoma University Senate Committee on Academic Regulations and Petitions.

8 Process for Filing AIV Charges

The following process for filing AIV charges ensures fairness, transparency, and efficiency, with the entire process being completed within 15-20 business days from the date the student first receives communication from the faculty member regarding an AIV.

8.1 Faculty/Instructor Identifies a Suspected AIV:

The faculty/instructor identifies a potential Academic Integrity Violation (AIV), such as, but not limited to, plagiarism, cheating, misuse of artificial intelligence, or identical responses, as outlined in Section 6. If a teaching assistant, invigilator, or staff member suspects an AIV, they must report their findings immediately to the relevant faculty/instructor.

8.2 Faculty/Instructor Investigates and Determines an AIV Finding:

The course Faculty/Instructor is responsible for investigating the suspected Academic Integrity Violation (AIV). Although specific investigative tasks may be delegated, the instructor retains full responsibility for the investigation and its outcome. The instructor evaluates the evidence using the balance of probabilities, a standard that requires reasonable certainty rather than proof beyond a reasonable doubt. The evidence should indicate that an innocent explanation for the suspected misconduct is unlikely. Once the faculty/instructor has established that there are grounds for filing an AIV based on the balance of probabilities principle, they should proceed to step 8.3.

8.3 Notifying Student and Invitation for Discussion

The instructor must email the student at their registered Algoma University email address to inform them of the suspected Academic Integrity Violation (AIV), with a copy sent to the Academic Integrity Office (AIO@algonau.ca). The email to the student (copy to AIO) must include:

1. A description of the alleged violation - An explanation of how the student's actions constitute an Academic Integrity Violation in terms of the offences outlined in Section 6 of this policy. (Each charge of an AIV must be tied to one of the offences outlined in section 6.)
2. Clear evidence supporting the allegation.

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3. An invitation for the student to a meeting within five (5) business days. Refer to the special provision outlined in Section 5.1(d) for exceptions that may apply to student meetings.

This communication provides the student with an opportunity to explain why they believe they have not committed an AIV. This step ensures transparency, fairness, and procedural integrity in addressing the AIVs.

8.4 Student Meeting or Response

The student must respond to the faculty/instructor within five (5) business days of receiving the email outlined in Step 3. The student is encouraged to meet with the Faculty Member to discuss the AIV charge and refute it, if applicable. It is the student's responsibility to reply promptly, within the five (5) business days, either accepting or declining the meeting. The student, if unwilling to meet with the faculty/instructor, may choose to decline the meeting request and respond to the charge via email.

8.5 Faculty Member Reviews Student Response and Determines Outcome

The Faculty Member must review the student's response within five (5) business days of their meeting or the student's response and decide whether to proceed with filing a formal Notice of Offence regarding the Academic Integrity Violation (AIV).

- a. If the student provides a satisfactory response and the Faculty Member decides not to file an AIV, they must inform the student via email and copy the Academic Integrity Office at AIO@algonau.ca.
- b. If the student fails to respond to the email, declines or does not attend the scheduled meeting, or provides responses that do not adequately address the Faculty Member's concerns, the Faculty Member must proceed to file a formal Notice of Offence Form.

8.6 Filing the Notice of Offence Form

Following Step 8.5, the Faculty Member must complete the electronic Notice of Offence Form (see Employee Portal) and submit it along with all relevant evidence within five (5) business days of the scheduled student meeting.

When submitting the Notice of Offence Form, the Faculty Member must include the following:

1. A description of the alleged violation.
2. Clear evidence supporting the allegation.
3. An explanation of how the student's actions breached the Academic Integrity Policy, as

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outlined in Section 6 of this policy.

4. A detailed outline of interactions with the student, including dates and records of communication and/or meetings.

8.7 Academic Integrity Office (AIO) Reviews the Notice of Offence Submission

The AIO has a procedural and advisory role within the AIV process.

- a. The Academic Integrity Office (AIO) reviews the Faculty Member's submission to ensure procedural completeness and confirm that all required evidence is included.
- b. The AIO checks the AIV database to determine whether the student has any prior Notice of Offence.
- c. The AIO records relevant observations, including recommending a higher penalty if warranted in accordance with Section 7 of this policy. The AIO forwards the Notice of Offence and all submitted supporting documents. to the relevant Faculty Dean for further action.

8.8 Faculty Dean Issues Notice of Offence

Within five (5) business days of receiving the Notice of Offence Form from the Academic Integrity Office (AIO), the Faculty Dean must review the file provided by the AIO and issue a finalized Notice of Offence. This notice confirms the Academic Integrity Violation (AIV) and specifies the penalty to be imposed, as outlined in Section 7 of this policy.

The Faculty Dean must email the student to notify them of the confirmed AIV and the corresponding penalty with a copy to the AIO at AIO@algomau.ca.

If a student receives a second or third AIV violation, the relevant Faculty Dean must notify the Registrar to initiate the suspension or expulsion, as applicable, in accordance with the Three-Violations Policy outlined in this document.

8.9 Academic Integrity Office Notifies Registrar's Office

The Academic Integrity Office sends notification of all confirmed AIV to the Registrar's Office.

9 Initiating an Appeal of a Notice of Offence of an Academic Integrity Violation

A student may submit a formal appeal to the Academic Appeals and Standards Committee within five (5) business days of receiving the final Notice of Offence from the Faculty Dean, as outlined in Section 8.8 above.

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A formal appeal comprises a written statement by the student detailing the grounds for the appeal and what would constitute a satisfactory outcome from their point of view, and any supporting documentation or evidence that the student wishes to be considered. In the case of an appeal of an AIV on an assignment, essay, or test that has been returned to the student, the student must provide the original work in question.

(Stage 1)

9.1 Student Prepares Appeal Documents

The student must prepare an appeal letter outlining the reasons for disputing the AIV decision received from the Faculty Dean. The letter should focus on the facts of the case and provide supporting evidence, avoiding purely emotional or sentimental appeals.

The student must ensure that their appeal focuses on demonstrating to the Academic Appeals and Standards Committee (AASC) why they did not commit the Academic Integrity Violation (AIV) as charged by their course instructor (Faculty/Instructor). The AASC must evaluate the appeal based solely on the evidence provided by the student to counter the AIV charge, requiring clear and convincing proof. Students should note that the AASC cannot approve an appeal based on compassionate or non-academic grounds.

9.2 Student Submits the Appeal Documents to Academic Integrity Office

The student must submit their Appeal Letter and relevant documents to the Academic Integrity Office (AIO) within five (5) business days of receiving the Notice of Offence from the Faculty Dean.

Late submissions will not be accepted.

(Stage 2)

9.3 Academic Integrity Office Reviews Appeal and Requests Faculty Member Response

The AIO reviews the appeal for procedural completeness and ensures that the student has included all necessary documentation.

The AIO notifies the relevant Faculty/Instructor of the appeal and forwards the student's appeal letter and documentary evidence to them.

9.4 Faculty/Instructor Submits Written Response

The Faculty/Instructor must provide a written response to the AIO regarding the student's appeal within five (5) business days of the AIO's request.

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The response should address the points raised by the student and include any relevant additional evidence supporting the original AIV decision, if available.

9.5 The Academic Integrity Office Notes Observations and Forwards Case to the Academic Appeals and Standards Committee (AASC)

The AIO records observations on the appeal, including procedural compliance and notes on the evidence provided. The completed case file, including the student's appeal, the instructor's response, and the AIO's observations, is submitted to the Appeals Committee.

The AIO will ensure that the Student and Faculty/Instructor have copies of these procedures and submissions to the AASC. Both the student and the faculty member shall be made aware of the members of the Committee, and shall be given the opportunity to identify any real or perceived conflict of interest or bias on the part of any Committee member.

The AIO must forward the appeal case to the AASC within five (5) business days of receiving the Faculty/Instructor's response or the date on which that window lapses.

(Stage 3)

9.6 Appeals Committee Reviews Case

The Committee reviews the case, taking into account the student's appeal, the instructor's response, and the AIO's observations.

If required, the Appeals Committee may request additional clarifications or evidence.

The Committee has the right to do whatever is reasonable and fair, including interpreting and applying this policy. The appeals process is a formal, internal mechanism that relies on the cooperation of all parties concerned. It is not a judicial process.

A Committee member who has a conflict of interest with, or bias for or against either the student or the faculty member in an appeal shall identify such conflict at the first reasonable opportunity and shall remove themselves from further proceedings connected with the appeal.

In response to a formal appeal forwarded through the AIO to the Chair of the Appeals & Academic Standards Committee by the student, the Committee will meet and:

1. will examine the formal statement of the student and satisfy itself that it is not frivolous
2. May request that the faculty/instructor and/or student provide further documentation, materials, or information relevant to the appeal

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3. If deemed necessary, may hold a meeting with the Student and the Faculty/Instructor.
A student is allowed to bring one representative to this meeting as an observer.

Should the Committee decide that a meeting is necessary, students are permitted to bring one person who may act in a supportive or advisory capacity during an appeal. Student Union representatives or the AUSU Ombudsperson may act in this role. No Algoma University employees (including staff, faculty or administrators), except Student employees, may act in this capacity. Additional supportive roles for the student can be included in the process or meetings, such as an Elder (for Indigenous students), Accessibility Officer, and translator (for international students)

4. Deliberate and reach a final decision based on fair evidentiary grounds.
5. Will arrive at a final decision (with a detailed explanation for it) and report it to the Faculty Dean.
6. May make general recommendations to the relevant Faculty Dean regarding observed practices.
7. After completing an appeal, the records will be kept for as long as is required by the Senate.
8. The decision of the Appeals & Academic Standards Committee is final and binding.

(Stage 4)

9.7 Notification of Final Decision

The Appeals Committee notifies the relevant Faculty Dean of its decision as soon as possible, within five (5) business days of arriving at the final decision.

The relevant Faculty Dean must implement the decision of the Academic Appeals and Standards Committee (AASC) and notify, via email, both the student and the instructor within three (3) business days. The Faculty Dean must include the detailed explanation of the Committee regarding the decision in their email to the relevant student and Faculty/Instructor.

9.8 Record-Keeping by AIO

The Committee forwards all related documents to the AIO, which securely retains the records for future reference.

The AIO closes the case, notifies the Registrar's Office and ensures procedural transparency by maintaining a detailed archive of the appeal.

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Algoma University Senate, revised

Acknowledgement

Algoma University would like to acknowledge Conestoga College, Toronto Metropolitan University, and McMaster University whose academic integrity policies and procedures offered guidance for the development and revision of this policy and procedure.

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Appendix A: Examples for the defined terms at the beginning of this policy

Plagiarism: In examinations, term papers and other graded assignments, verbatim or almost verbatim presentation of someone else's work without attribution constitutes plagiarism. This is deemed to include the presentation of someone else's argument in the student's own words as if it were their own, without acknowledgement. Providing accurate citations and references is essential to acknowledge the contributions of other authors to your work and to avoid plagiarism. It is thus critical that you provide accurate citations and complete references. It is against academic integrity to intentionally manipulate citations or references in your work. Improper citation and references include (however are not limited to) falsifying information, citing nonexistent sources, misquoting, and misrepresenting the work of others.

Cheating: Cheating on tests or examinations includes, but not limited to, dishonest or attempted dishonest conduct such as speaking to other students or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, or memoranda not authorized by the examiner; referring to any textbook, notebook, electronics (such as laptops, smartphones and smart watches) or memoranda while being excused to leave the room temporarily (e.g. to use the bathroom), during a test or exam; or leaving answer papers exposed to view of other students. Other common forms of cheating include (however are not limited to) purchasing essays; use the written work of fellow students; unauthorized collaboration; submitting work generated with artificial intelligence tools (e.g., ChatGPT, Quillbot, Bard, DeepL); submitting the same essay in multiple courses without permission of instructors; borrowing of answers in take-home examinations; and submitting group efforts as individual work, also come under the designation "cheating".

Falsification and Misrepresentation: Examples include (however are not limited to): Intentional falsification or invention of experimental data or citations; having someone impersonate oneself in an examination; and providing false information to avoid attending class, meeting assignment deadlines, taking tests or examinations and/or completing assignments.

Improper Access and Improper Dissemination: Improper access and dissemination can take various forms, such as retrieving an exam through unauthorized means (such as computer hacking) or distributing course materials without the express consent of the instructor. However, these are not the only examples and there may be other actions that fall under this category.

Improper Research Practices: Improper conduct of research include, but is not limited to, failing to adhere to university policies or relevant regulatory requirements (such as health and safety regulations, regulations for the protection of researchers, human participants, or animal test subjects), manipulating experimental results, and falsifying research data.

Obstruction and Interference: Obstruction and interference include (however are not limited to)

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disrupting examinations; threatening others; altering the work of others (e.g., deleting data/files, interfering with experimental data); removing or destroying library materials; and overloading an online course management system to prevent the completion of an assignment or test.

Assisting Behaviors of Academic Integrity Violation: Failure to take reasonable measures to avoid academic work from being copied or used by others, as well as sharing or selling academic work for the purpose of it being submitted by another student for grading, are both examples of intentional facilitation of academic misconduct.

Examples of infractions - The following are meant to serve as examples and not an exhaustive list

- *Falsify a work submitted for evaluation;*
- *Use in whole or in part the work or significant passages drawn from the work of another person, in a work submitted to evaluation, without having expressly identified these as quotations;*
- *Submit the same work or several similar documents to two or more professors responsible for a university activity for evaluation, without their knowledge of it;*
- *Submit for evaluation a work which contains data that the student has falsified;*
- *Modify, without approval of the professor, a work already submitted for evaluation, in order to make corrections or additions; or*
- *Submit, without the approval of the professor, projects, essays, dissertations or theses for evaluation which have essentially been previously submitted for evaluation to the university or to another post-secondary institution with the intention of obtaining a different degree on the strength of the same work.*
- *Collaborate with other students, without the explicit permission of the professor.*
- *Obtain, whether individually or collectively, any kind of unauthorized help;*
- *Use, view or refer to the copy of another student, even if its contents are proven to be erroneous or useless; or*
- *Have or use any unauthorized document or apparatus.*

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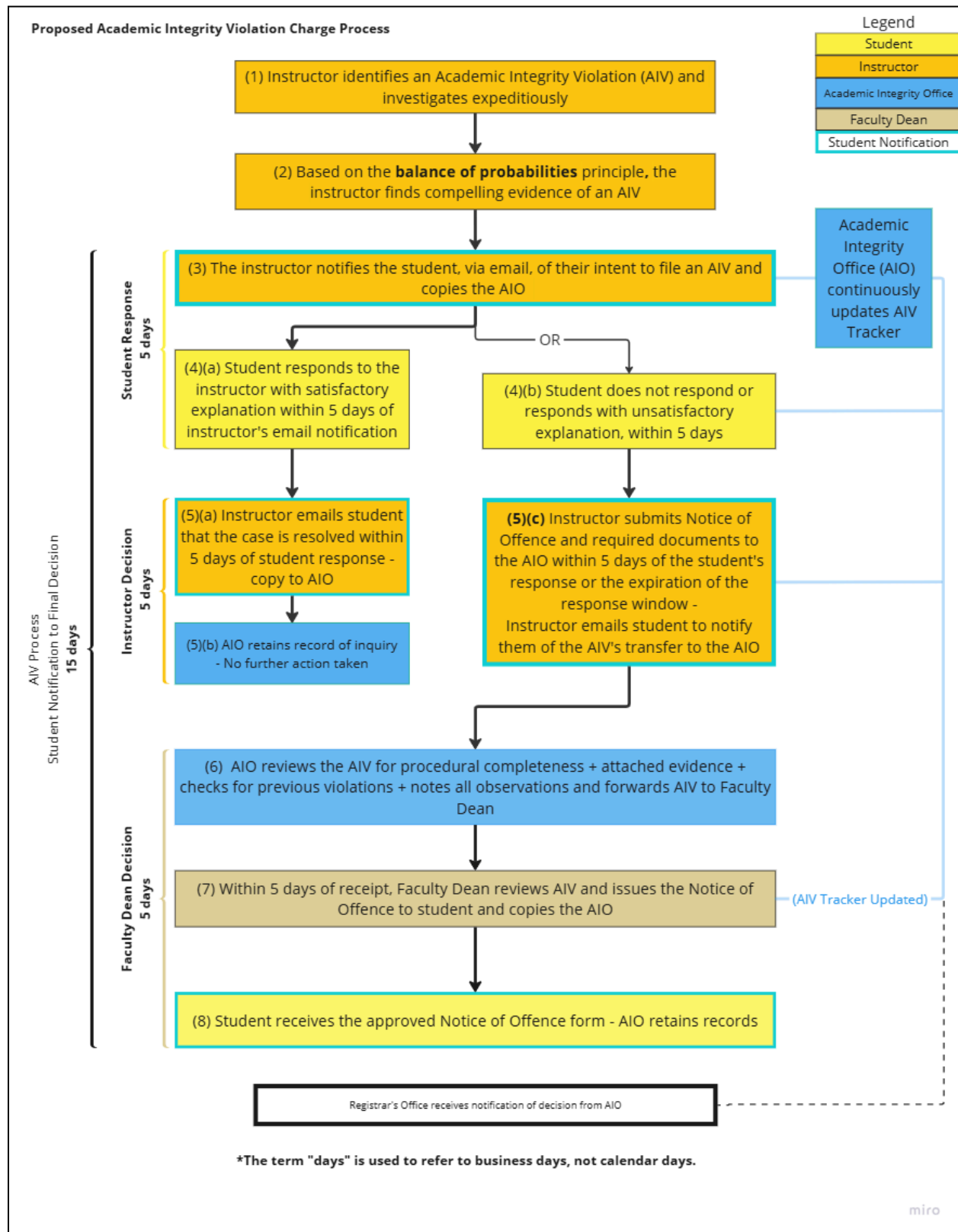


Appendix B: Notice of offence Form

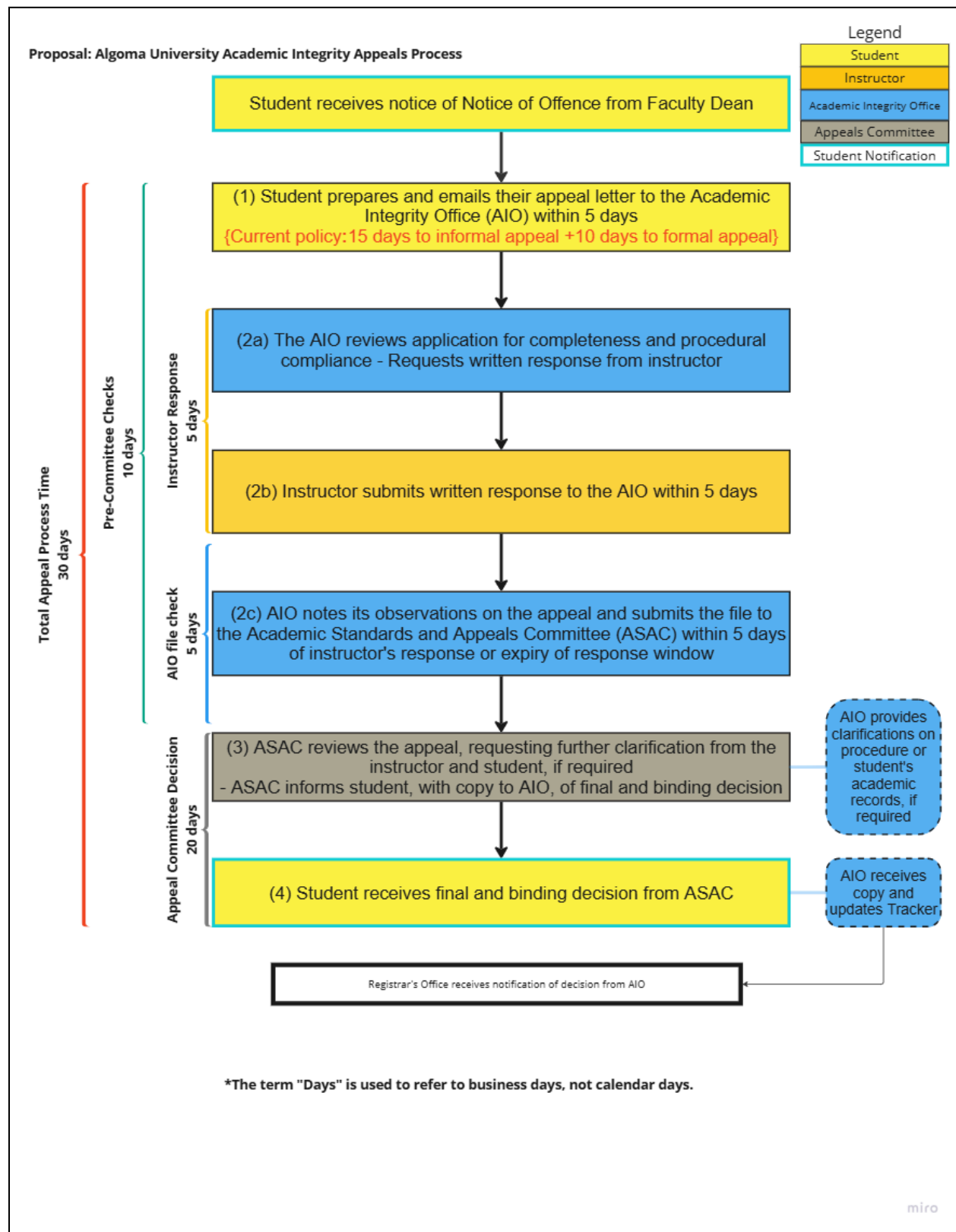
<https://employees.algomau.ca/services/wsDocuments/4361>

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AIV Charges - Filing Process



AIV Appeals Process



Quality Assurance Committee Recommendation:

Faculty of Humanities - Report on the Status of the Implementation Plan (18-month Status Report), Visual Arts

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ **Expedited**

PREPARED BY: Genevieve Lachapelle

☒ Approval

☐ Discussion

☐ Information

Committee Name: Quality Assurance Committee (QualCom)

Committee Chair: Paul Dupuis, PhD, Quality Assurance Committee Chair

Mover: Vivian Jiménez-Estrada, PhD, Faculty of Cross-Cultural Studies representative

Second: Aaron Gordon, PhD, Faculty of Business and Economics representative

1.0 MOTION / DISCUSSION

MOTION:

Moved [/]: that the Algoma University Senate approve the Report on the Status of the Implementation Plan (18-Month Status Report) for the Visual Arts Program, 2020/21 Cyclical Program Review as submitted.

Considerations for Senators:

The 18-month Status Report is the final component of a program's Cyclical Program Review. The report outlines the progress that the Department has made to address all items in the Senate-approved Implementation Plan in the Final Assessment Report.

The Visual Arts Cyclical Program Review started on September 1, 2020. Senate approval of the 18-month status report completes the Cyclical Program Review. The next Cyclical Program Review for Visual Arts is scheduled to start in 2027-28.

2.0 EXECUTIVE SUMMARY

The 18-month Implementation Plan outlines the steps the Visual Arts program has taken to respond to all three recommendations included in the program's Final Assessment Report. Updates to each recommendation, including timeline and detail are also provided.

QualCom is satisfied with the 18-month status report and is recommending approval. Senate is being asked to Review and Approve the Report on the Status of the Implementation Plan (18-month Status Report), Visual Arts.

Senate approval of the 18-month status report aligns with Articles 3.6 and 3.7.1 of the Institutional Quality Assurance Protocol (IQAP) as outlined below:

IQAP Article 3.6

- Step 19: 18 month status report (p. 38)
The department will prepare a report on the status of the Implementation Plan 18 months following the Senate's approval of the FAR. The CAO or designate will monitor the completion of the status report. The Department will submit the status report to the Office of the CAO who will then submit it to QualCom for review. QualCom may request additional information or action from the Department
- Step 20: Senate approval of 18 month status report:
When QualCom is satisfied with the 18-Month Status Report, QualCom will forward a recommendation to the Senate for approval of the report.

IQAP Article 3.7.1 (p. 39)

- The Office of the CAO will post the approved 18 month status report to the university website. The Office of the CAO will forward the Senate-approved 18 month status report to the Board of Governors for information.

3.0 ANALYSIS

The report was thorough and all recommendations were addressed. Only one of the three items has been completed, however, progression has been made on the other two items and QualCom is confident that the Department is committed to continuous improvement of the Visual Arts program. QualCom recommends that the Senate approve the 18-month status report for the Visual Arts program as presented.

4.0 ATTACHMENTS

1. Report on the Status of the Visual Arts Implementation Plan

Report on the Status of the Implementation Plan

Visual Arts program 18 month status report

DUE: October 2024

DATE SUBMITTED: 28, 10, 2024

PREPARED FOR:

Vice President, Academic and Research
Algoma University Quality Assurance Committee

PREPARED BY:

[Andrea Pinheiro, Associate Professor]

1.0 ACTION

IQAP Article 3.6

- Step 19: 18 month status report (p. 38)
The department will prepare a report on the status of the Implementation Plan 18 months following the Senate's approval of the FAR. The CAO or designate will monitor the completion of the status report. The Department will submit the status report to the Office of the CAO who will then submit it to QualCom for review. QualCom may request additional information or action from the Department
- Step 20: Senate approval of 18 month status report:
When QualCom is satisfied with the 18-Month Status Report, QualCom will forward a recommendation to the Senate for approval of the report.

IQAP Article 3.7.1 (p. 39)

- The Office of the CAO will post the approved 18 month status report to the university website. The Office of the CAO will forward the Senate-approved 18 month status report to the Board of Governors for information.

2.0 PROGRESS ON THE IMPLEMENTATION PLAN

Briefly describe the status of each recommendation. If the status is incomplete, provide a rationale. Please provide the rationale if there were any alterations to the original Implementation Plan.

Recommendation 1	Revise curriculum to make course titles more specific, and to ensure students acquire a sufficient grounding in Art History/Theory to support their studio-based degrees. Consider reducing the number of discipline specific courses at the third and fourth-year levels, in favor of interdisciplinary courses. The Review Committee recommends looking at comparable models from Indigenous epistemology in contemporary art and specifically adapting mutual and hybrid learning outcomes from Anishnaabe Inendamowin when revising PLOs
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Status:	<i>in progress)</i>
Details:	In progress. New courses have been added in Art History and Theory. 3rd and 4th year discipline specific courses have been reduced or replaced by Special Topics in specific areas that allow for some skill building. More time is needed to revise PLOs due to lack of full time faculty and the extra time constraints due to the partial move (packing and unpacking of the studios, move and new space planning). The addition of Art History and Theory online options drastically increased overall enrollment as the new offerings allowed more students to access VISA courses as elective options. Overall FTE went from 201 in 17 courses in 2022/23 to 431 over 19 courses in 2023/24.
Recommendation 2	Strengthen existing community relationships to continue partnerships with CityStudio, the Art Gallery of Algoma, and Sault Museum and develop partnerships with other Northern Ontario institutions (Nipissing, Lakehead) to share visiting artists and collaborate on enrichment experiences for students
Status:	<i>complete and ongoing</i>
Details:	In progress and ongoing. The program has been working to further develop multiple partnerships. City Studio was a strong partner for 1 year but does not seem to be operating at the same level in subsequent years, despite this we continue to collaborate with the City of Sault Ste. Marie on our public art courses. The program has presented year end exhibitions for Thesis students at the Art Gallery of Algoma and is working to further the partnership through additional means. The year end group exhibition for students in 1st, 2nd and 3rd year has been held at the Sault Museum for the past three years. The Museum has asked that the university purchase an institutional membership to support this partnership; (approximately \$1200) which also includes providing access and visits to the museum and its collections as well as hosting student internship placements for other university programs, however despite the Faculty of Humanities supporting a vote in favour of purchasing this membership the payment has yet to be made from the Dean's office as agreed up in the spring of 2024. Faculty will continue to follow up with the dean's office. The Visual Art program has also developed a partnership with the Sault Area Hospital. In the summer of 2023 a group of students started a mural in the long term care wing of the Sault Hospital. In the winter term of 2024 a full semester course was delivered which resulted in students creating a mural as well as working with local artists to install images of artwork in patient rooms all while learning to create artworks which are compatible with patients living with dementia and Alzheimer's. The SAH has requested that we collaborate with them to deliver additional courses to enhance patient and staff experience following the positive feedback from the first course. The program also worked with the International Mobility Office to deliver a GSO funded course in Finland in October 2024 titled Special Topics in Studio -

	Nuclear Waste Storage and Memory: A Cross-Cultural Exploration. In this course students learn about nuclear waste and the roles of artists in contributing to cultural memory of the waste sites, compare Finland's plans for waste storage with those currently being developed in Canada, as well as participating in 16mm filmmaking workshops and connecting with students from Aalto and Turku University.
Recommendation 3	Improve website infrastructure and include a gallery of student work, pictures of the studio facilities, and an "Alumni Profiles" page to highlight alumni achievement and offer prospective students clear examples of the possibilities that are open to BFA grads
Status:	<i>in progress</i>
Details:	In progress. With only one full time faculty this component is moving slowly due to lack of extra time and additional constraints due to the partial move (packing and unpacking of the studios, move and new space planning - see below). We are reaching out to a number of our alumni to conduct interviews and create alumni profiles that can be highlighted on the visual Art website.

3.0 ADDITIONAL INFORMATION

Please use the space below to report on anything the Department/Program believes is appropriate to bring to the Algoma University Senate concerning this program. Please outline and explain any circumstances that have altered the original Implementation Plan and any significant developments or initiatives that have arisen since the program review.

In the spring of 2023 the Visual Art Program was notified that Visual Art would need to be relocated to an alternate studio space due to the university needing our current spaces to build a level 2 biology lab. At that time we viewed various spaces available for lease. In late fall of 2023 the VISA and MUSC programs we encouraged to develop a plan for a School of the Arts that would involve the programs developing shared curriculum and would see both programs located in the Canal District of Sault Ste Marie and local developer Tony Porco was amenable to providing leased space and eventually a purpose built space for Visual Art in close vicinity to the current location of the Music Program. Work on School of the Arts visioning took place for a couple of months but was halted due to only partial support from the music program and the need of a longer term lease from the property owner. At that point (early winter 2024) planning for new VISA space was switched to the location previously selected at 1416 Wellington Street East. The program worked with the architects over the spring and summer to develop a suitable floor plan. A lease was secured and building permits applied for the renovations. The studios were disassembled and packed up into temporary storage over the summer months. In late summer (August 2024) the program was notified that the new spaces would not be ready for fall 2024 but would be ready for winter 2024. Over the past two months the program has asked for regular updates on renovation progress from Physical Plant and the Project manager for the move so that we can effectively plan for winter term courses (multiple of the planned courses would require the use of the printmaking studio). After our most recent request for an update (October 15th) we were informed by the project manager to inquire with the VPAR and the Dean (Humanities currently does not have a dean) for an update. To date (October 28th) we do not have any update regarding where our courses will be delivered for

winter 2024. This uncertainty in terms of studio space for the program is creating significant challenges in terms of being able to finalize winter rosters, conduct hiring for winter courses, and maintain student morale. At present we have a really excellent group of first year students with more Visual Art majors and BFA students than in many recent years whom we truly hope to be able to retain.

Implementation Plan (from Senate-approved Final Assessment Report)

For reference purposes only

Nr.	Recommendation	Responsible for Leading Follow-Up	Timeline for Addressing Recommendation	Required Resources
1.	Revise curriculum to make course titles more specific, and to ensure students acquire a sufficient grounding in Art History/Theory to support their studio-based degrees. Consider reducing the number of discipline specific courses at the third and fourth-year levels, in favor of interdisciplinary courses. The Review Committee recommends looking at comparable models from Indigenous epistemology in contemporary art and specifically adapting mutual and hybrid learning outcomes from Anishnaabe Inendamowin when revising PLOs	VISA faculty	Already underway and ongoing, aim to have 8 new or revised courses by end of 2023	Time - a course release for the sole FT faculty of the VISA program to allow for course development and program revision duties. Support in the form of Studio Tech would also help reduce workload as a significant amount of Pinheiro's time is spent supporting students in the studio.
2.	Strengthen existing community relationships to continue partnerships with CityStudio, the Art Gallery of Algoma, and Sault Museum and develop partnerships with other Northern Ontario institutions (Nipissing, Lakehead) to share visiting artists and collaborate on enrichment experiences for students	VISA faculty	Continue immediately and work on ongoing.	Time (same as above)
3.	Improve website infrastructure and include a gallery of student work, pictures of the studio facilities, and an "Alumni Profiles" page to highlight alumni achievement and offer prospective students clear examples of	VISA faculty and Communication s Office	Begin immediately and aim to be completed by end of summer 2023.	Time and support from the Communications office, small budget for honorariums for alumni.

	the possibilities that are open to BFA grads			Additional summer student position to help facilitate these initiatives.
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For reference purposes only



Academic Planning and Priorities Recommendation: Faculty of Computer Science and Technology- Substantial Major Modification

Senate meeting date: January 10th, 2025

Purpose: Approval

☐ Expedited

Prepared by: Genevieve Lachapelle, Quality Assurance Officer

☒ Approval

☐ Discussion

☐ Information

Committee Name: Academic Planning and Priorities Committee (AppCom)

Committee Chair: Dr. Donna M. Rogers - Interim Vice-President, Academic and Research

Mover: Dr. George Townsend, Chair, Faculty of Science (FCST); Seconder: Professor Pelham Matthews, Chair, Faculty of Business & Economics (FoBE)

1.0 MOTION / DISCUSSION

MOTION:

Moved: [/] that the Algoma University Senate approve the proposed substantial Major Modification to the BSc Computer Science program as presented by the Faculty of Computer Science and Technology - as recommended by the Quality Assurance Committee and the Academic Planning and Priorities Committee.

The AppCom motion was carried at the committee's December 18, 2024 meeting, which followed QualCom approval on December 9th, 2024.

2.0 EXECUTIVE SUMMARY

The Faculty of Computer Science and Technology is proposing that the university offer the BSc Computer Science at Brampton in addition to the Sault Ste. Marie campus. Initially, this option will only be available for transfer students or students who have the required math and science courses. The Faculty will work towards providing the missing courses on the Brampton campus as expansion continues. This item was reviewed by QualCom on December 9th and they recommend for approval at AppCom.

3.0 ANALYSIS

- Substantial Major Modifications require the department, Faculty, QualCom, AppCom, and Senate approval. QualCom approved this item at their December 9, 2024 meeting.
-
- The proposed changes will offer admission to the BSc Computer Science (General) and BSc Computer Science (Honours) at both the Sault Ste. Marie campus and the Brampton campus

- This program revision will strengthen and diversify program offerings at Brampton which is a key objective of the institution's Strategic Plan and the Academic Plan.
 - The Brampton region has a strong and ever-expanding IT sector that could potentially employ graduates and students of the Computer Science program. Strengthening relationships with Brampton-based IT organizations would support current institutional efforts to expand student experiential learning opportunities, another key objective of the strategic and academic plan.
 - It is anticipated that the establishment of a BSc COSC program (General and Honours) would be of interest to those looking to enhance their career prospects or gain a competitive advantage in the workplace. The BSc COSC degree is superior to the BCOSC degree. Since the COSC requirements are the same, all opportunities for BCOSC students are available for BSc students, however, the BSc provides additional opportunities not available to BCOSC students.
-

4.0 ATTACHMENTS

Attachment 1 of 1: BSc COSC Revised Program Template





REVISED PROGRAM TEMPLATE

NAME OF DEGREE PROGRAM(S) TO WHICH CHANGE APPLIES

List all Degree Programs to which change applies	BSc Computer Science (General) BSc Computer Science (Honors)
Academic Department(s)	Department of Computer Science and Mathematics Faculty of Computer Science and Technology
Indicate which sections of the template are being submitted (requirements are defined on pages 2-3)	A, B, and C


APPROVAL SIGNATURES - MINOR MODIFICATIONS - SECTION A ONLY

This section will include all Names and Signatures of: Department Chairs, Faculty Chairs, and Curriculum Committee Chair. Please add additional rows if required.

List Name(s) of Department Chair(s)	Signature (electronic please)	Date
Dr. George Townsend		December 12, 2024
Faculty Chair	Signature (electronic please)	Date
Dr. George Townsend		December 12, 2024
Curriculum Committee Chair	Signature (electronic please)	Date
n/a		

APPROVAL SIGNATURES - MAJOR MODIFICATIONS - SECTIONS B AND C

This section will include all Names and Signatures of: Chair of the Quality Committee and Chair of the Academic Planning and Priorities Committee.

Quality Assurance Committee Chair	Signature (electronic please)	Date
Dr. Paul Dupuis	Paul Dupuis	16-12-24
Academic Planning and Priorities Chair	Signature (electronic please)	Date
Dr. Donna Rogers		19-12-24

Is an endorsement from the Quality Council requested?

☐ Yes



No

NOTES ON COMPLETING THE TEMPLATE

1. The documentation required for a program revision can vary according to the scope of the revision. Some program revisions are classified as major modifications (e.g., the establishment of an existing degree in a compressed format in a new location) while others are classified as minor modifications (e.g., the introduction of one new required course to a program). There are three sections in the template (Section A: required to be completed for all program revisions; Section B: required to be completed for all major modifications; and Section C: required to be completed for major modifications classified as substantial).
2. It is highly recommended assistance is sought from the Office of the CAO or a QualCom member for advice and assistance in the preparation of the template.
3. Text boxes will expand when needed. Check boxes can be selected by right clicking on the appropriate answer and selecting the check mark from the options.

DEFINITION OF MAJOR MODIFICATION

In cases where it is unclear whether a proposed change in program is a minor or major modification, a determination is made by QualCom. The decision of QualCom is binding.

A major modification to a program of study is defined as the following:

- A. Requirements for the program that differ significantly from those existing at the time of the previous cyclical review
 - i. The merger of two or more programs;
 - ii. New bridging options for college diploma graduates;
 - iii. Change of program name or degree of an existing program or degree;
 - iv. Major changes to courses comprising a significant proportion of the program (33% or greater)
 - v. The admission, promotion, and graduation requirements for the program where the change has an impact on the learning outcomes of the program;
 - vi. The deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees);
 - vii. The length of the program;
 - viii. Introduction or deletion of an undergraduate thesis or capstone project.
 - ix. The introduction or deletion of a work experience requirement, including internships and practicums;
 - x. Introduction or deletion of breadth requirements;
 - xi. The closure or suspension of an undergraduate program, major, or certificate.
- B. Significant changes to the learning outcomes
 - i. Changes to program content, other than those listed in a) above, that affect the learning outcomes, but do not meet the threshold for a new program.
- C. Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery.
 - i. The mode of delivery such that a majority of required course credits in the program will be delivered using the new mode (33% or greater);
 - ii. Changes to the faculty delivering the program: e.g., a large proportion of the faculty retires or new hires alter the areas of research and teaching interests;
 - iii. A change in the language of program delivery;
 - iv. The establishment of an existing degree program at another institution or location;
 - v. Change to full- or part-time program options, or vice versa;
 - vi. Changes to the essential resources, where these changes impair the delivery of the approved program.

The following major modifications are normally categorized as substantial:

- the merger of two or more programs
- major changes to courses comprising a significant proportion of the program (33% or greater)
- change in language of program delivery
- the deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees)
- the closure or suspension of an undergraduate program, major, minor, or certificate
- the mode of delivery such that a majority of required course credits in the program will be delivered at another institution or location.

SECTION A – ALL PROGRAM REVISIONS

This section is required to be completed for all program revisions.

Description of Change	Offer the existing BSc Computer Science (General) and BSc Computer Science (Honours) on the Brampton Campus in addition to the Sault Ste. Marie campus
Change from:	Currently, the BSc Computer Science (General) and BSc Computer Science (Honours) are only offered on the Sault Ste. Marie campus.
Change to:	Offer admission to the BSc Computer Science (General) and BSc Computer Science (Honours) at both the Sault Ste. Marie campus and the Brampton campus
Rationale for proposed change	<p>This program revision will strengthen and diversify program offerings at Brampton which is a key objective of the institution's Strategic Plan and the Academic Plan.</p> <p>The Brampton region has a strong and ever-expanding IT sector that could potentially employ graduates and students of the Computer Science program. Strengthening relationships with Brampton-based IT organizations would support current institutional efforts to expand student experiential learning opportunities, another key objective of the strategic and academic plan.</p> <p>It is anticipated that the establishment of a BSc COSC program (General and Honours) would be of interest to those looking to enhance their career prospects or gain a competitive advantage in the workplace. The BSc COSC degree is superior to the BCOSC degree. Since the COSC requirements are the same, all opportunities for BCOSC students are available for BSc students, however the BSc provides additional opportunities not available to BCOSC students.</p>
Proposed date for implementation	Spring 2025
What is the nature of the program revision?	<input type="checkbox"/> Minor (Complete Section A only) <input type="checkbox"/> Major Modification - (Complete Sections A & B) <input checked="" type="checkbox"/> Major Modification - Substantial (Complete Sections A, B, & C)

Will any other programs be impacted by the proposed revision? If yes, describe any modifications to the Academic Calendar that will be required and the consultation you undertook with the other department.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please describe:
Are there additional forms attached?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, please describe:
Do the requested revisions constitute a cumulative change of 33% or more of the program within the academic year?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No if yes, please complete sections B and C

SECTION B- MAJOR MODIFICATIONS

This section is required to be completed for all major modifications.

Describe the character and substance of the proposed modification and any impacts it will have on the program's learning outcomes.
<p>The core structure of the BSc Computer Science program remains unchanged.</p> <p>The proposed program revision will not impact the program learning outcomes for either the BSc Computer Science General or the BSc Computer Science Honours programs. Both programs will be delivered in the same manner on the Brampton campus as they are at the Sault Ste. Marie campus, however the availability of courses is not guaranteed at this time. The goal of this change is to provide an attractive option to students bringing in sufficient math and science electives as transfer credits into the program to allow them to apply those transfer credits to the BSc degrees which are superior degrees to the normal BCOSC degrees. We have had to accommodate such students in the past by asking them to transfer to the SSM campus in their final year only because the degree is not available at Brampton. The existing Program Learning Outcomes for both programs, listed below, apply to the program at all delivery locations.</p> <p>Both program structure, curriculum, and learning outcomes will remain consistent with those at the Sault Ste. Marie campus, ensuring the same high-quality academic experience. This modification leverages existing courses and resources, requiring no new courses to be developed.</p> <p>Bachelor of Science in Computer Science (Honours and Non-honours, single major; General, single major;</p> <ol style="list-style-type: none"> 1. Fully understand the core concepts of Computer Science, both theoretically and applied. 2. Apply a knowledge of computing, mathematics and science to real world problems. 3. Analyze a problem, and identify and define the computing requirements appropriate to its solution. 4. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs, and compare the efficiencies of alternative solutions. 5. Function effectively in a team environment. 6. Understand professional, ethical, legal, security and social issues and responsibilities. 7. Communicate effectively, both orally and in writing, using accepted standards of the profession. 8. Understand the local and global impact of computing on individuals, organizations, and society. 9. Use current techniques, skills, and tools necessary for computing practice.

Bachelor of Science in Computer Science (3-years) will, in addition, have the ability to:

1. Understand the importance of new and emerging technologies, and the necessity for life-long learning
2. Display effective independent learning strategies

BSC in Computer Science (4-years) will, in addition, have the ability to:

1. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
2. Apply design and development principles in the construction of software systems of varying complexity.
3. Conduct research to gather information, critically review, evaluate, interpret, and compare, and present articulate oral and written reports and recommendations.
4. Design and conduct experiments, and analyze and interpret data.
5. Understand the need for life-long learning to grow a career in a field with continuous development of new and emerging technologies.
6. Demonstrate effective independent learning strategies.
7. Display qualities and transferable skills necessary for employment including the exercise of initiative and personal responsibility and self-directed learning.

Initially, this option will only be available for transfer students or students who have the required math and science courses. The Faculty will work towards providing the missing courses on the Brampton campus as expansion continues.

Include the rationale for the proposed modification and any impacts it will have on the program's learning outcomes.

The rationale for the proposed revision can be found in Section A. The proposed program revision will have no impact on the program's learning outcomes as the curriculum and delivery modes will be the same at both campuses. This revision provides an opportunity for students who live in the GTA with the opportunity to experience the same quality of programming as those students in Sault Ste. Marie, without having to travel.

Describe the impact of the proposed modification on the existing program, including the impact on current and future students.

As mentioned above, there is no modification to the program curriculum or structure. It is only proposed that the program will be offered at the Brampton campus in addition to the Sault Ste. Marie campus. This revision will have a limited impact on existing students. Future students will study in the same program as existing students.

Describe the fit of the proposed modification with the special mission, vision, strategic plan, and academic plan of Algoma University.

The proposed expansion of the Computer Science program to the Brampton campus aligns with Algoma University's mission of providing accessible and inclusive education to diverse communities. It supports the university's vision by offering transformative learning opportunities in a rapidly growing region with a high demand for IT professionals. Strategically, this initiative enhances program offerings in Brampton, promotes pathways for transfer students, and strengthens community engagement. By addressing local labour market needs and fostering student success without requiring relocation, this modification advances Algoma's strategic and academic goals of accessibility, innovation, and regional economic development.

Describe the ways in which the proposed modification advances the relevancy of the curriculum and the future prospects of graduates with respect to employment in their field and/or further study.

There is a potential to help support and enhance the program content through ongoing relationship building with key area IT employers and other organizations such as the Brampton Economic Development Corporation and Brampton Board of Trade, Such efforts are intended to assist our students and graduates to connect with professionals in the field in support of career development opportunities.
Describe how the proposed modification contributes to the distinctiveness of the program in comparison to others.
The proposed modification significantly enhances the distinctiveness of Algoma University's Computer Science program by offering a streamlined pathway tailored for a variety of students, including those from the Sault Ste. Marie campus, potential college transfer students, second-degree candidates, and newcomers with relevant prior education. This initiative allows students to complete their education at the Brampton campus, which is strategically located in a region with higher job opportunities, particularly in the IT sector.
Explain how the proposed modification enriches the student learning environment.
The Brampton region has a strong and ever-expanding IT sector that could potentially employ graduates and students of the Computer Science program. Establishing relationships with Brampton-based IT organizations would support current institutional efforts to expand student experiential learning opportunities through exploring internships.
Describe the impact of the proposed modification on other programs, academic units, and university resources.
The proposed expansion of the Computer Science program to the Brampton campus does not overlap significantly with other COSC programs but rather complements existing offerings. All required courses for this program are already part of other COSC degree programs, meaning no additional courses need to be developed or introduced. All course resources, including faculty expertise, instructional materials, and existing infrastructure, can be shared efficiently across campuses. This ensures minimal strain on university resources while maximizing the impact of existing academic offerings.

SECTION C – MAJOR MODIFICATIONS- SUBSTANTIAL

This section is required to be completed for all major modifications categorized as substantial.

The following major modifications are normally categorized as substantial:

- the merger of two or more programs
- major changes to courses comprising a significant proportion of the program (33% or greater)
- change in language of program delivery
- the deletion or addition of a specialization or minor (Note: we do not accept specializations for 3-year, General degrees)
- the closure or suspension of an undergraduate program, major, minor, or certificate
- the mode of delivery such that a majority of required course credits in the program will be delivered at another institution or location.

Provide detailed evidence of student demand to support the proposed modification (include supporting evidence).
<p>The proposed expansion of Algoma University's Computer Science program to the Brampton campus is backed by strong evidence of student demand. The GTA, Canada's largest job market, has a high demand for STEM professionals, offering students access to co-op placements and job opportunities before graduation. This proximity enhances career prospects for students transferring from Sault Ste. Marie to Brampton.</p> <p>Enrollment in Algoma's School of Computer Science and Technology has grown from approximately 100 students in 2017-2018 to 2,500 full-time equivalents (FTEs) by 2024, with projections of 4,370 students by 2028-2029.</p>

Brampton, the third-largest city in the GTA, is rapidly expanding due to immigration and a diverse, young population. This growth positions Algoma University to attract domestic students seeking affordable, high-quality education in a vibrant, accessible location.

Additionally, Computer Science is in high demand among international students, driven by Canada's STEM-friendly immigration policies and work permit opportunities. Offering this program in Brampton makes Algoma a competitive choice in the GTA, catering to both local and international student needs.

The modification will provide an additional attractive option to the BCOSC degree which many students who are already in the program have expressed an interest in. Those with the appropriate transfer credits would be able to request a program change immediately upon approval.

Demonstrate how students were involved in the consultation process for the proposed modification.

Students highlighted the importance of offering the full Computer Science degree at the Brampton campus, citing the difficulties associated with relocating to Sault Ste. Marie to complete their final year and graduate. While all required courses for the program are already available at the Brampton campus, the lack of degree designation currently necessitates a transfer to Sault Ste. Marie for graduation.

Describe the role of external stakeholder groups and/or advisory committees in the development of the proposed modification.

The AppCom Committee has conducted one full-day retreat in which representatives from the city of Brampton have participated. Computer Science has been identified as one of a few programs which fit the needs of Brampton and could potentially attract a large number of students. The department has been working closely with the Student Enrolment Management (SEM) team and the AppCom committee to develop this proposal.

Describe any proposed changes to the mode of delivery and the resources and expertise required to support the new delivery mode.

The proposed modification maintains in-person, face-to-face delivery for students enrolled in both the General and Honours Computer Science programs at the Brampton campus. This ensures a consistent, immersive learning experience aligned with the current delivery model at the Sault Ste. Marie campus.

However, students in the fully online four-year degree program will continue to have access to asynchronous online courses, including fourth-year COSC courses. This distinction ensures that the online delivery mode remains exclusive to those explicitly enrolled in the fully online program, preserving the integrity and focus of the in-person programs.

Provide a summary of any resources required to implement the major modification.

Since this modification is only intended to provide an attractive option to students arriving with transfer credits that are applicable to this option, the courses they take and the resources they require are no different than would be if they were to enrol in the BCOSC option. This is because apart from the Science and Mathematics requirements, the Computer Science and General electives are the same over the two programs.

The human resource requirements associated with this offering would be established similar to those of our current Brampton offerings. All academic appointments would follow the practices and procedures outlined within current collective agreements for both full-time and part-time faculty.

Academic Planning and Priorities Recommendation: Approval Change of field of approved FCST faculty position from Extended Reality/Information Technology (XR/IT) to Mathematics

Senate Meeting Date: January 10th, 2025

PURPOSE:

☐ *Expedited*

PREPARED BY: Office of the VPAR

☒ Approval

☒ Discussion

☐ Information

Committee Name: Academic Planning and Priorities Committee (AppCom)

Committee Chair: Donna M. Rogers, PhD - VPAR (Interim)

1.0 MOTION / DISCUSSION

Moved [/]: that the Algoma University Senate recommend to the President and Vice-Chancellor the change of field of an approved FCST faculty position from XR/IT to Mathematics as recommended by the Academic Planning and Priorities Committee.

2.0 EXECUTIVE SUMMARY

The Faculty of Computer Science and Technology has requested a change of field for a previously approved full-time faculty position from Extended Reality/Information Technology (XR/IT) to Mathematics. AppCom has approved this and now requests that Senate recommend this change of field to the President and Vice-Chancellor. Please see the rationale below for further information.

3.0 ANALYSIS

Rationale

Three positions were approved for XR/IT and were posted in a single ad. After initiating the hiring process, the Faculty Appointments Committee determined that none of the applicants fully met the criteria, and wished to repost. The Acting Dean, in consultation with faculty, has requested posting separately for the XR and IT positions, believing that some qualified candidates may have failed to apply because the posting attempted to combine both the IT and the XR positions, making it look like a hybrid appointment. They believe that it would be better to post two separate independent postings, one for each field, with different wording appropriate for each of the two positions. AppCom has approved this (motion carried, November 20, 2024).

Furthermore, the FCST has requested that the third approved position be changed from XR/IT to Mathematics in Sault Ste Marie, on the basis that it would suit the Department of Computer Science and Mathematics plans better to allocate the number of hires that have been approved into three positions, XR, IT (as above), and MATH. They could then address a wider variety of needs within the department, without exceeding the number

of positions approved. This would give FCST greater capacity to teach the Mathematics courses required for degree programs in a context (SSM campus) where it can be challenging to find sufficient qualified part-time faculty to meet student needs.

4.0 ATTACHMENTS

None.

Senate Executive Committee Discussion: Follow-Up: Approach to Senate Policy Development

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ Expedited

PREPARED BY:

☐ Approval

☐ Discussion

☒ Information

Committee Name: Senate Executive Committee

Committee Chair: Dr. Nikki Shaw, Speaker of Senate

Other Contributor(s): Shannon Kelly, Associate University Secretary

1.0 MOTION / DISCUSSION

Key considerations for Senators:

1. The Senate Executive Committee has requested that Senators be provided with additional time to submit any feedback via this google form: [Senate Feedback: Policy on Policies](#) by noon on January 23, 2025.

2.0 EXECUTIVE SUMMARY

At the December 6, 2024 meeting of the Senate, Senators were asked to review and discuss the [Establishment of University Policies and Procedures of Policy](#) (Policy on Policies) and the associated [procedures](#), to consider if and how it could be utilized by the Senate. Discussion at the Senate meeting included the potential for the Senate to develop its own approach to the development of Senate policies.

Senators were given the opportunity to provide feedback on the Policy on Policies and associated procedures and to consider:

- What mechanisms are, or should be, in place to ensure Senate policies and procedures are developed consistently, promote accessibility, facilitate necessary consultation, and align with the University's values and existing policies (i.e. avoiding duplication, contradiction, etc.)?
- Are there aspects of the Policy on Policies and procedures that do not align with the needs of the Senate?
- Can the Senate utilize the Policy on Policies and perhaps develop Senate specific procedures to develop and review Senate policies?

A google form was launched and distributed as part of the December 6, 2024 Senate agenda package to capture feedback from Senators; however, no submissions were received prior to the deadline of December 17, 2024 (to prepare for the next Senate Executive Committee meeting). This information was brought to the Senate Executive Committee and it was requested by the Committee that the google form be re-opened to allow another opportunity for Senators to submit feedback. It is being requested that Senators submit feedback by noon on January 23, 2025. All submitted feedback will be reviewed by the Senate Executive Committee to determine next steps.

3.0 ANALYSIS

Timeline of Events:

November 15, 2024: Conversations at the Senate Governance Committee surrounding the application of the Policy on Policies to Senate policies as part of the development of the Appointment of Deans policy.

November 21, 2024: Request from Senate Governance Committee Chair to review the Policy on Policies and its application to the Senate.

November 27, 2024: Conversation at the Senate Executive Committee following the noted request for such from the Senate Governance Committee Chair. The Committee decided to seek direction from the Senate on whether the Policy on Policies could be utilized or if the Senate would like to take a different approach.

December 3, 2024: Senate package for the December 6, 2024 Senate meeting was distributed including the briefing note and google form to provide Senators with an opportunity to provide feedback (deadline set to December 17, 2024 aligning with SenEx material deadline).

December 6, 2024: Senate discussed the application of the Policy on Policies as outlined above, including the following:

- a desire for the Senate to have autonomy and its own policy setting practices;
- concern about the current state of Senate policies in terms of many such documents being outdated, lacking sufficient research, and not being clearly written;
- that Senate policies should not be developed in silos and that processes should be in place to ensure alignment across the university decision making bodies;
- the application of standard discipline clauses for non-compliance with policies.

January 3, 2025: The Senate Executive Committee requested that the feedback form be reopened to allow Senators to provide feedback in order to determine next steps.

4.0 ATTACHMENTS

1. [Senate Feedback: Policy on Policies](#)

Senate Executive Committee Recommendation: Call for Nominations - Senate Convocation Awards

Senate Meeting Date: 10 JAN 2025

PURPOSE:

☐ Expedited

PREPARED BY:

☐ Approval

☒ Discussion

☒ Information

Committee Name: Senate Executive Committee

Committee Chair: Dr. Nikki Shaw, Speaker of Senate

Other Contributor(s): Shannon Kelly, Associate University Secretary

1.0 MOTION / DISCUSSION

Key Considerations for Committee Members:

- The Algoma University Senate currently awards the following three honours at the Spring convocation:
 - Honorary Degree
 - Honorary Member of Algoma University
 - Distinguished Faculty Award
- The Senate Executive Committee's [Terms of Reference](#) provide the Committee with the responsibility "to consider and recommend to Senate, and to maintain a pool of approved candidates for, the awarding of honorary degrees". The Senate Executive has also served as the award evaluation committee for the Senate related awards.

2.0 EXECUTIVE SUMMARY

The Senate Executive Committee was presented with a sector scan at its meeting on November 27, 2024 in order to provide direction for the processes surrounding Senate related convocation awards. The Senate Executive Committee agreed to having the Secretariat Office send out a call for nominations in January 2025. The timeline in the analysis section was provided to the Committee for review at its meeting on January 3, 2025 meeting.

The Secretariat Office will receive and distribute nominations to the Senate Executive Committee for review. All nominations submitted prior to February 28, 2025 will be brought to the Senate Executive Committee at its March meeting with the intention of making a recommendation in time for the April 4, 2025 Senate meeting.

3.0 ANALYSIS

The following timeline was reviewed by the Senate Executive Committee with the intention of providing ample time for individuals to nominate candidates while ensuring sufficient time to confirm candidate availability for spring convocation.

January 10, 2025: Call for nominations for convocation awards announced verbally at the Senate meeting.

January 13, 2025: Written call for nomination emailed to the Senate and the wider University Community.

February 28, 2025: Nominations due by end of day (11:59 p.m.).

March 26, 2025: SenEx to review all submitted applications in an in camera session in order to make a recommendation to the Senate.

April 4, 2025: Candidates recommended by the SenEx brought to the Senate for approval.

Solicitation of Nominations for Convocation Awards:

Members of the Senate are encouraged to support the solicitation of nominations from within their respective constituencies. These awards celebrate exceptional contribution to the University, the community and society at large and inspire the academic community and graduates.

4.0 ATTACHMENTS

1. 2024-25 Criteria and Guidelines for Senate Related Awards
2. [Draft Nomination Form](#)

Criteria and Guidelines for Senate Convocation Awards

Nomination Process.....	1
Honorary Degree.....	2
Honorary Member of Algoma University (Senate Award).....	3
Distinguished Faculty Award.....	4

This guide will provide information on the various Senate Related Awards that are bestowed at Algoma University, as well as the nomination process for such.

Nomination Process

Nominations for all Senate Awards are to be submitted using the [Senate Convocation Awards Nomination Form](#).

Nomination Deadline: 11:59 PM (EST) on February 28, 2025

Questions? Please contact the Office of the Secretariat at secretariat@algonau.ca.

Honorary Degree

The Senate Executive Committee of the Algoma University Senate solicits recommendations for candidates for an honorary degree. The following guidelines apply:

1. Honorary degrees should not, except in exceptional circumstances, be awarded posthumously;
2. Honorary degrees should not, except in exceptional circumstances, be awarded in absentia;
3. Honorary degrees should not be awarded to Algoma University personnel or active politicians;
4. At the level of the Senate Coordinating Committee, unanimity among those present is required (abstentions are not counted).

While the Committee is responsible for finding the best possible candidates in a given year and for ensuring a balance across various disciplines and groups over a period of time, the following categories are emphasized:

1. People who have made outstanding contributions to the life of Northern Ontario and/or the area served by Algoma University;
2. People who have made outstanding contributions to intellectual advancements in disciplines offered at Algoma University;
3. People who have made outstanding contributions in fields of national and/or international life.
4. People who have made outstanding contributions that contribute to and reflect the special mission of Algoma University.

In the final analysis, the selection of honorary degree recipients at Algoma University should be guided by the outstanding nature and/or the originality of each candidate's achievement.

The degree awarded should be appropriate to the recognized contribution of the recipient.

Degrees awarded in past ceremonies at Algoma University have included the following: Doctor of Laws, Doctor of Letters, Doctor of Science, Doctor of Music, Doctor of Business Administration, Doctor of Social Work and Doctor of Fine Arts.

The norm would be one honorary degree per Convocation but that the Committee could recommend more than that in special circumstances to a maximum of two per Convocation. The report from the Senate Executive Committee regarding Honorary Degrees is then discussed and voted on by the members of the Algoma University Senate; the results are not herein reported on the grounds of confidentiality.

Nomination Requirements:

- ☐ Nominator Details
- ☐ Nominee Details - Biographical Information; Rationale; and Category for Recognition
- ☐ Nomination Supporter 1 Details and Statement of Support
- ☐ Nomination Supporter 2 Details and Statement of Support



Honorary Member of Algoma University (Senate Award)

Honorary Membership may be bestowed upon persons who have contributed distinctive and distinguished service to the University or community. This award is also known as the “Senate Award” and investiture will take place at Convocation and will consist of a citation and the awarding of appropriate regalia. Normally an individual receiving the Honour would be expected to be present at Convocation, however, under exceptional circumstances, the Honour could be awarded in absentia.

Nomination Requirements:

- ☐ Nominator Details
- ☐ Nominee Details and Rationale
- ☐ Additional documentation (as necessary)

Distinguished Faculty Award

In 2006, the Academic Standards & Teaching and Learning Committee and the Algoma University College Senate established a Distinguished Faculty Award to recognize exceptional faculty contribution. The recipient embodies the ideals of the University mission: teaching excellence and scholarship, with a demonstrated commitment to community and institutional citizenship. One award will be presented annually at June convocation to recognize exemplary contribution to educational excellence at Algoma.

Eligibility: The annual award is open to all faculty at the University, regardless of discipline or level of appointment.

Selection: The Selection Committee will evaluate evidence of:

- (a) excellence in teaching and scholarship over a number of years, and
- (b) commitment beyond the nominee's discipline or profession; specifically, to the community and University.

Nomination Requirements:

- ☐ Nominator Details
- ☐ Nominee Details and Rationale
- ☐ Additional documentation (as necessary)

RCM Fund Update - October 31, 2024

Agenda: 10 JAN 2025

PURPOSE:

PREPARED BY:

☐ Approval ☐ Discussion ☒ Information

Rita Vacirca, Budget Analyst Academic Programming

Jenn Pettalia, Director, Institutional Planning

1.0 ACTION

This report is for information purposes only.

2.0 EXECUTIVE SUMMARY

In April 2023, the Board of Governors approved the Strategic Initiatives Funds as part of Algoma University's Responsibility Centered Management (RCM) Budget Model to provide an opportunity to reinvest funds earned within a Faculty into top academic driven initiatives benefiting our students.

An overall budget of \$5.14M was established on April 30, 2023 based on 40% of the earned revenue within a Faculty, while 60% was allocated to Capital Master Planning. The RCM initiative has two separate Funds defined as:

- Academic Strategic Initiatives Fund (ASI Fund)
- Special Mission and Calls to Action Fund (SMCTA Fund)

Forty-three submissions were received in the inaugural launch (2023-24) with 30 submissions awarded funding totaling \$4.23M (over two years) with additional funding of \$398K awarded from Capital funds.

A full list of awarded Projects can be found in Appendix A.

RCM Fund <i>Amounts in thousands</i>	Academic Strategic Initiative Fund	Special Mission and Calls to Action Fund
2022-23 Fund Allocation	\$3,860	\$1,287
Number of Proposals Awarded	24	6
Year 1 Spend (2024-25)	\$2,017	\$652
Year 2 Spend (2025-26)	\$972	\$591
RCM Funds Remaining (before 2023-24 Allocation)	\$872	\$43

3.0 ALIGNMENT WITH UNIVERSITY STRATEGY

This item is aligned with the following Strategic Direction(s) from the [2023-2026 Strategic Plan](#):

#1: Lead Transformative, Cross Cultural Learning in a Quality University Experience ▾

#4: Continue to Build Inclusive and Inspiring Teaching, Learning, and Working Environments ▾

4.0 ANALYSIS

Projects continue to progress at a slow rate. Postdoctoral hiring is on track to be complete in the new year.

- Total project spend to date is \$225K (representing 8.4% of the 2024-25 allocation).
- Labour costs comprise 62% of the spend at \$129K, all for Research Assistants.
- Non-labour costs amount to \$78K. Eight projects have acquired their non-labour expenses.

4.1 Project Spotlight

As projects progress we will be highlighting 2-3 projects in each report.

- Under the Faculty of Business and Economics, Dr. Nusrate Aziz's Global Capital Resilience initiative delves into the complex dynamics of climate risk, environmental policies, and international capital allocation. It seeks to understand how climate risk affects the responses of international investors and how government actions interact with the evolving landscape of climate risk. By exploring the relationship between policy interventions and climate risk, the project offers a thorough analysis of their collective impact on global capital flow. A Research Associate will be hired in early 2025. The project has minimal non-labour costs.
- Dr. Isabel Molina, Canada Research Chair in Plant Lipid Metabolism, is a faculty member under the Faculty of Science. Dr. Molina's research initiative on Plant Lipid Metabolism explores the biochemical pathways that plants use to make the protective lipids that are deposited on surface tissues. These lipids play a critical role in plant growth and stress responses, making their study essential for understanding crop yield improvement and environmental adaptation. A scintillation counter, an instrument used for detecting and measuring ionizing radiation, is critical to the success of this research. This instrument will be used to train undergraduate and graduate students, postdoctoral fellows, and technicians, who will develop critical skills of value to Canada's emerging and priority economic sector. The scintillation counter, already acquired, comprises over 90% of the project budget. There are no labour costs associated with this initiative.

5.0 RISK IMPLICATIONS

EDI and Indigenous perspectives have been identified as an area of improvement in the Review process. It is recognized that strong and qualified representation from each group must be engaged in the process to ensure our Special Missions objectives are met. External consultation with eligible candidates, recommended by the EDI office, must be engaged in a timely fashion should the Strategic Initiatives Fund remain in the 2025-26 budget.

6.0 FINANCIAL IMPLICATIONS

All projects awarded funding under the RCM initiative have a 2-year period allotted for project spend and completion. For a select few projects, funding was awarded for Year 1 only. Hiring constraints may result in funding carryover requests, subject to approval.

Project Leads are required to submit either a Completion Report Form or Progress Report Form by April 30th, 2025.

7.0 COMMUNICATIONS STRATEGY

Monthly touchpoints with all Project Leads include an update on the current budget spend and an update on the project progress from Project Leads.

8.0 ATTACHMENTS

1. Project Summaries
2. RCM Initiatives

Symposium on Topics of Indigenization and Decolonization of Canadian Business School

FoBe took a leadership role on the national stage organizing a symposium titled "The State of Indigenization and Decolonization in Canadian Business Schools" in 2023. In collaboration with other Canadian business schools the symposium served to initiate a conversation on the state of efforts to decolonize and indigenize human resource management and accounting programs offered by Canadian Business Schools. Working closely with Indigenous partners, The Symposium on Topics of Indigenization of Business Schools' purpose is to share experience in developing the Indigenous specialization of a Master's program. The symposium will facilitate the development of partnerships with the scholars in this field to advance research and teaching innovations.

Freshwater and Blue Economy Project for the Upper Great Lake Region

Located in the nexus of the upper Great Lakes, we connect to 20% of the planet's freshwater. Engaging our local community is critical to co-creating actions to rehabilitate our freshwater. This transdisciplinary community-based participatory research aims to investigate challenges and opportunities of freshwater health, along with social, economic, and cultural skills. The intention of this initiative is to strengthen intersectoral relationships between First Nations, educators, scientists, climate action groups, etc., in forming a freshwater blue economy strategy locally to address Truth and Reconciliation Calls for Action, while also collaborating with international partners. An Indigenous community-based approach would engage ALL peoples and participants in dialogues intended to co-create collective actions to form the basis for crafting a blue economy strategy from an Indigenous worldview with input from Western science and community perspectives.

Indigenous Case Studies in Business Curriculum

The Faculty of Business and Economics is making a noted mission to include more Indigenous case studies in our curriculum thereby advancing Algoma University's special mission. The first priority in this initiative is to provide training to faculty members to teach case studies and specifically Indigenous case studies as there is a lack of Indigenous case studies that can be used within an undergraduate and graduate business curriculum and even fewer case studies with a Northern setting. Secondly, the initiative will serve to allow faculty members to engage the Indigenous business communities in Sault Ste. Marie and Brampton in dialogue to foster relationships with both profit and non-profit organizations with the intent of developing rich Indigenous business cases for the classroom

FoBE Innovations and Indigenous Collaborations

FoBe took a leadership role on the national stage organizing a symposium titled "The State of Indigenization and Decolonization in Canadian Business Schools" in 2023. In collaboration with other Canadian business schools the symposium served to initiate a conversation on the state of efforts to decolonize and indigenize human resource management and accounting programs offered by Canadian Business Schools. The Symposium on Topics of Indigenization of Business Schools purpose is to share experience in developing the Indigenous specialization of a Master's program. Working with our Indigenous partners, the symposium will facilitate the development of partnerships with the scholars in this field to advance research and teaching innovations.

Exploration of the interplay between Climate Crisis and Migration

Movement, whether across borders or within them, has long served as a vital strategy for sustaining livelihoods and managing risks. Research indicates that by the year 2050, up to 150 million people could relocate due to environmental and climate-related challenges. This study seeks to examine the imperative for rigorous, evidence-based research to deepen our understanding of human mobility dynamics within the context of the climate crisis.

Global Capital Resilience: Navigating Climate Dynamics and Policy Impacts

This project delves into the complex dynamics of climate risk, environmental policies, and international capital allocation. It seeks to understand how climate risk affects the responses of international investors and how government actions interact with the evolving landscape of climate risk. By exploring the relationship between policy interventions and climate risk, the project offers a thorough analysis of their collective impact on global capital flow. Through addressing these pivotal factors, the project endeavors to offer valuable insights into the determinants of international capital allocation in an era characterized by climate considerations and changing regulatory paradigms.

Descide Centre

In an era dominated by data-driven decision-making, the DeScide Research Lab aims to cultivate a dynamic hub for research in the realms of Decision Sciences, Data Analytics, and Empirical analysis. The lab's scope extends across these fields, recognizing their interrelation in enabling data-driven analysis and informed decision-making. Applications can include various topics and fields, which can span from refining business strategies to optimizing operations & logistics to analyzing diverse population data to shaping and evaluating economic, healthcare, and financial policies that drive societal progress. The initiative supports the hiring of two highly qualified postdoctoral researchers, who will work alongside Algoma University research assistants to ensure the quality of the research work while enhancing community outreach, engagement, and exposure to research.

Young Workers-Vulnerabilities & the Nature of Work

First introduced over a decade ago, this research project tracked the rates of injury of young workers and related causes. At the time it was found that workplace culture had a significant impact on the rate of injury occurrence and that in order to change this, elements of the culture would have to change. Reopening this research to now include psychological health and safety, research will focus on real life experiences of our students both in working as Research Assistants and Research participants. An important part of the project will be to increase the knowledge that young workers have of their rights, roles, **and responsibilities within the workforce with the goal of decreasing their vulnerabilities.**

Esports Training and XR Lab

The Esports Certificate and Specialization within the Bachelor of Business Administration program at the Faculty of Business and Economics (FoBE) offer 10 courses. A newly established Algoma Unity Centre of Excellence serves as a hub for AI, VR, and AR research, necessitating a specialized lab with high-end equipment. This lab presents opportunities for collaborative projects between Business and Computer Science faculty and students, potentially leading to double degrees or interdisciplinary master's degrees in Esports and Gaming design. Moreover, the lab will enhance the institution's reputation by hosting community events, attracting IT companies, and fostering research and co-op opportunities in gaming, VR, and AR. It will also support internationalization efforts and domestic partnerships with colleges offering Esports and computer science programs.

Building Relationship through Inner Development, Growth and Education (BRIDGE or Aazhogan) lab: Student Engagement in Transdisciplinary Research and Community Outreach

The increasing mental health challenges among young people, worsened by support barriers, especially for those in rural areas or with financial limitations, require urgent attention. Factors like the pandemic and eco-anxiety intensify stress levels among students, heightening mental health risks (World Health Organization, 2022; Centre for Suicide Prevention, 2022). To address these challenges, the Building Relationships through Inner Development, Growth, & Education (BRIDGE) Lab offers scholarship opportunities to students that uplift individuals, communities, and the environment. The BRIDGE Lab is transdisciplinary and community-focused. Student-led projects focus on contemporary issues such as mental health and planetary well-being by applying knowledge and research from both business and psychology. The lab promotes student engagement and well-being through intrapersonal development, student-led research, and community outreach. We encourage the implementation of evidence-based approaches globally and locally.

Influence of Public Opinion on Immigrant-Native Wage Gap

Concerns about the economic impact of immigration, including fears of immigrants "stealing jobs," driving down wages and increasing pressure on public spending, have shaped public perceptions towards immigrants. However, such perceptions of immigration may be completely disconnected from the actual effects of immigration, all the while potentially playing an important role in determining a disadvantaged wage structure for immigrants. There is a lack of systematic research on public sentiment toward immigration as a potential explanation for the immigrant-native wage gap. Research is required to fill this gap and focus on the immigrant-native wage gap to uncover the potential influence of public attitudes on such remuneration disparities.

This research will employ natural language processing (NLP) and machine learning to gather digital trace data, measuring immigration sentiment and will use advanced econometric methods to explore how this sentiment relates to the immigrant-native wage gap in top immigrant-hosting Global North nations.

How will the boreal forest respond to fire and climate change?

This project addresses a crucial challenge in biology: understanding the role of biodiversity in ecosystem functions, notably in the boreal forest—an essential terrestrial biome and key carbon reservoir. Amid global threats like climate change and altered fire regimes, the project involves manipulating climatic conditions in situ to understand future tree species distributions and growth responses. Beyond scientific implications, this work holds technological and socio-economic importance, as identifying mechanisms shaping biotic communities can contribute to ecosystem stability. Diverse ecosystems boost productivity and enhance resilience against environmental pressures. Central to Algoma University's Special Mission, this funding will serve to actively engage local Indigenous youth and elders of the Pic Mobert First Nation in knowledge exchanges about how the forest is changing, thereby enriching the project's scope and impact. Ultimately, this research links biodiversity with function, advancing our understanding of global change impacts on boreal forests.

Student research in plant community ecology

This research project aims to understand how important processes like competition, predation, and dispersal drive existing variation in plant community diversity and species abundance. This funding request will support student research positions in my lab and provide some equipment/service support. Funding will mainly be used to support the hiring of two Master of Science students as well as undergraduate student researchers.

These student researchers will address important and unanswered questions in the field of ecology. Research will focus on how plant interactions with soil fungi (mycorrhizas and pathogens) drive species coexistence and plant species diversity, how herbivores impact plant community dynamics, how competition shapes flowering time distributions and patterns of species abundance. This research addresses fundamental, yet currently insufficiently resolved questions in the field of ecology.

Portable Photosynthesis System for Research

The primary measure of plant performance is photosynthesis. All research focused on how plants function under different circumstances should measure this. This project funds the purchase of Li-cor, a photosynthesis system, faculty and students will be able to measure how different circumstances impact plant performance. Research will be conducted by graduate and undergraduate students at Algoma University.

Repeatability of song in white-throated sparrows and ovenbirds

Communication is vital for survival and reproduction in many species. In songbirds, songs convey information about mate and rival quality. To reliably transmit this information, song traits must be repeatable. However, song traits may also vary in time and space with the environment (i.e. are plastic). We will use new statistical and technology advances to record large song datasets in the field to explore the interplay between repeatability and plasticity. Our goal is to record ovenbirds and white-throated sparrows in a variety of contexts using autonomous recording units and focal recording equipment and determine which traits are repeatable across or within particular singing contexts. We will also explore how these song traits vary with social environment and physical environment (i.e. plasticity). Understanding the complex interplay between repeatability and plasticity will advance our understanding of communication strategies in birds and help identify traits that may be important for survival and reproduction. Funding supports the labour costs of one Master of Science student and one undergraduate student.

Studying plant oils for bioproduct development

Plants enable life on Earth by fixing CO₂, pumping energy through the food chain, and providing ingredients for medicines. However, shifting global climates threaten forests and agriculture, emphasizing the importance of plant evolutionary adaptations, such as lipid polymers, against drought and diseases. The objective of this project is to characterize the biochemical pathways that plants use to make lipid polymers by in vitro and in planta radiolabeling assays. This fundamental research will inform the development of stress-tolerant plants and holds potential for future industrial applications.

Scintillation counter to study plant lipid metabolism

Research on Plant Lipid Metabolism explores the biochemical pathways that plants use to make the protective lipids that are deposited on surface tissues. These lipids play a critical role in plant growth and stress responses, making their study essential for understanding crop yield improvement and environmental adaptation. A scintillation counter, an instrument used for detecting and measuring ionizing radiation, is critical to the success of this research. This instrument will be used to train undergraduate and graduate students, postdoctoral fellows, and technicians, who will develop critical skills of value to Canada's emerging and priority economic sector.

A Virtual Care Navigator for a Healthier Community

The development of a Virtual Care Navigator (VCN) will provide individuals and organizations across the Algoma District a digital platform designed to facilitate efficient access to up-to-date mental health tools and resources. Responding to the rising mental health crisis in our local community, the VCN will enhance access to current mental health services and resources for individuals and organizations within the community. We will integrate psychosocial factors, community-informed research, artificial intelligence (AI), and bioinformatics using a mixed methods design to develop a platform that reflects up-to-date community mental health infrastructure and adapts to user demographics and service delivery needs. The VCN will provide real-time information on mental health resources and reduce the burden on local health care networks, who currently navigate complex service delivery systems with their patients. By integrating existing data and mental health directories with feedback from community stakeholders, we will ensure the content and functions of the platform are closely aligned with the community's needs. Collaborating with North-Eastern Ontario Health Hub (NEO HH) will allow our research team to gain access to knowledge, expertise, and most relevant community mental health data to guide the VCN development, foster stakeholder engagement, and build a healthier community.

Investigation of phytoremediation strategies for slag use innovations

This collaborative approach aims to explore innovative methods for the phytoremediation of slag, a by-product of steelmaking from Algoma Steel Inc. This project takes a distinct approach from other phytoremediation research by focusing on lands within the traditional territories of indigenous peoples - the Batchewana and Garden River. The project will involve several key phases: first, a comprehensive chemical characterization of the slag and its leachates; second, the establishment of remediation objectives, which distinguishes phytoremediation success from improvements attributed to natural weathering/leaching; third, the selection of plant species suited to achieve these objectives; and fourth, empirical testing in controlled and real-world environments.

A Framework for Quality of Service (QoS)-aware Cloud Management

The principle of cloud relies on sharing and managing resources to achieve cost-effectiveness and ensure better Quality of Service (QoS). Cloud Service Providers (CSPs) are concerned about the maximum utilization of resources whereas the customer's concern is to ensure QoS and cost-effectiveness. Therefore, efficient resource management while ensuring a better QoS is a major research concern in a cloud environment. Managing the cloud refers to allocating and utilizing appropriate resources within the constraints of cloud resources while fulfilling the users' demands. The availability, reliability, and other QoS parameters dynamically change over time in a cloud. Considering these parameters while allocating resources in a cloud environment is a complex research problem, and a holistic approach is required to build a QoS-aware framework for the cloud. The usages and demands in a cloud environment are ever-growing, and a single CSP faces challenges like disruption and lack of availability of resources that result in customer dissatisfaction. Cloud federation was born to address this problem. Cloud federation ensures an efficient technique for resource management through sharing the infrastructure of different CSPs. The federation brings several new challenges to the research community such as trust, reliability, security, profit sharing, resource utilization, and delay minimization. This project will build a framework to ensure QoS awareness for customers and providers while managing cloud resources in a federated environment. The framework will consist of an evaluation model for QoS parameters, a customized optimization model for customers and providers in a federated environment, and a profit-sharing model among the CSPs.

Cross-cultural Aquatic Biology Teaching and Research

Northern freshwater ecosystems are facing multiple anthropogenic stressors that are resulting in marked declines in biodiversity but remain understudied in comparison to their southern counterparts. This initiative will advance teaching and research endeavors focused on freshwater aquatic biology and enhancing cross-cultural learning at Algoma University. The initiative will provide: i) training and skill-building opportunities for undergraduate and graduate students; ii) new capacity for co-created research agendas with Indigenous communities and other partners; iii) opportunities for research contributions that address pressing issues in northern freshwater ecosystems. Equipment crucial to the success of this initiative include a respirometry and swimming performance system. The system will form a core component of research and teaching endeavors for the coming decade. Incorporating learning and training opportunities for undergraduate thesis students, Master's students, and the undergraduates in our upper-year biology classes, Algoma University's trainees will be better-equipped with the skills, knowledge, and community connections to contribute to reversing Canada's freshwater biodiversity crisis.

Source Localization System for Brain Emitted or Modulated Photons

Brain activity will modulate infrared energy, which can be used to acquire brain signals for diagnostic purposes as well as to develop brain-computer interfaces. These systems are referred to as NIRS or Near Infrared Systems. More recently, the brain was discovered to emit biophotons. Whether emitted or modulated, it can be shown that it is possible to monitor photon activity along multiple axes from a source and sum together all these results to enhance the signal emanated from the source while reducing the noise from other unwanted sources. Although source localization techniques have been well studied in other technologies such as EEG, no attempt has ever been made to apply source localization to photon emissions.

In this research, we propose to develop a device to perform source localization of photon emissions. The device will utilize a sensitive PMT (Photo Multiplier Tube) capable of detecting single photon emissions along with a bundle of fiber optic strands assembled along multiple axes with a common intersection point representing the location of the source to be localized. Once developed and tested, the device may be utilized for source localization of both modulated and emitted bio-photon activity.

Computer Repair and Technology Access Hub

This initiative addresses the digital access divide among Algoma University students and, more broadly, across the city of Brampton. The project includes a workshop where used computers will be tested, repaired and refurbished and made available for loans and grants to individuals who cannot afford new computers. The second and related part of the proposal is to set up a mesh network to enable internet access for city residents. Globally mesh networks centered at universities complement existing Internet Service provider networks, while simultaneously increasing internet access.

The implementation of a computer repair and technology access hub will serve to provide refurbished computers and repair services for students in need. In addition, the hub will provide refurbished computers and repair services at a low cost to individuals and organizations in the broader Brampton community. Finally, the hub will provide increased internet access through a local point to point wireless mesh network. Training opportunities will extend beyond computer science students, learning hands-on computer diagnosis and repair skills, to other students who will learn skills in operating a social enterprise.

Privacy-aware student wellness monitoring system

Identifying students at risk for mental health, and social problems early in their academic journey is critical for large scale improvement of student wellness and academic success. Faculty from the School of Computer Science and Technology, the School of Social Work, and the Department of Psychology will develop and pilot an automated monitoring system that captures multiple domains (e.g., mental health, physical health, housing affordability, food security, social support etc.) of student well-being while upholding privacy and confidentiality standards. The goal of this system will be to provide real-time data at regular intervals, to aid the provision of proactive interventions. We will employ online data content analysis and conducting stakeholder interviews to inform the design of a survey and create a screening system of ongoing monitoring that can predict student outcomes. The survey will be piloted across the three campuses, with the pilot data used to validate and refine the data collection tool and methods used for extraction. The goal is to ensure that the survey can effectively measure a broad range of diverse student (e.g., indigenous, underrepresented group, international student) needs, enabling ongoing progress monitoring and program evaluation. The system's core will be built on a secure platform, ensuring that all data is encrypted, anonymized, and only accessible to authorized personnel. The outcomes of this initiative will also be utilized to develop future interventions and a joint multidisciplinary undergraduate course (e.g., Implementation Science and Health informatics). Finally, this system will reduce stigma by normalizing mental health care through private, user-friendly engagement, thereby fostering an environment where seeking help is viewed as a standard, non-judgmental part of student life.

Intercultural, Experiential, Decolonizing Learning and the Faculty of Cross-Cultural Studies

This collaborative, inter-disciplinary proposal advances Algoma University's special mission by providing transformative cross-cultural learning experiences at the regional and global levels. The initiative is organized into three central areas:

1. Cross-cultural, decolonial, experiential and land-based learning course-level supports, publications and knowledge exchange
2. Faculty of Cross-Cultural Studies – Community-Integrated planning at the Local and global levels
3. Graduate Level Program Development and Community Advisory Process

The proposal is intended to advance the work of Algoma University, the FCCS departments and partners at the local, national and global levels to foster significant student learning opportunities and enhance the capacity of faculty members and community partners to provide these learning opportunities.

Great Lakes International Summer Music Institute

Great Lakes International Summer Music Institute provides Algoma University Music Program Students and Faculty with valuable chances to make music with, and network with visiting students and faculty from far away provinces and states, thereby providing our students a more global perspective and reach. Providing international level performance opportunities combined with high level instruction for late high school aged music students, this initiative fulfills the Algoma University's mission by creating a campus that is energized, vibrant and culturally active during the summer months.

Exploring the Classroom Experiences of Black and Asian Faculty Members and Students in Northern Ontario Universities During the COVID-19 Pandemic

This qualitative exploratory narrative study will investigate how the COVID-19 pandemic affected teaching and learning in northern universities, specifically focused on the experiences of Black and Asian students and faculty members in northern Ontario. Based on the disproportionate ways the pandemic continues to affect the Black and Asian communities and the cascading effects of the same on Black and Asian students and faculty members, we propose culturally and ethically informed teaching and learning that considers the lived realities, values, and histories of such students and educators. This study posits that the effects of the pandemic on racialized communities are more prevalent in Northern Ontario university classrooms. The study thus will engage with informed teaching and learning through an ethical and critically reflexive methodology and will employ an intersectional perspective to argue for transformative change in teaching and learning in the Northern Ontario classroom setting.

Precarity, Violence and Resistance in the Global North and Global South

This project aims to understand the everyday lived experiences of individuals and communities, using storytelling and personal narratives. In particular, the project will focus on understanding precarity, marginalized livelihoods and everyday acts of survival, resistance and resurgence. The main objectives of the project are: to train and mentor young researchers (Algoma University students) to undertake research on precarity in Canada and the Global South, using critical methodologies; to understand precarity and resistance in the everyday lives of individuals and communities in both the Global North and Global South; to effectively use personal narratives and storytelling as a conceptual framework, informed by Indigenous, feminist and decolonial approaches; foster cross-cultural understanding and global projects of solidarity, when considering the experiences of individuals and communities in Northern Ontario, including Indigenous communities, and in the Global South; and to share findings with academic and policy communities to encourage proactive and holistic policy.

Arts-based Community Engagement Learning Hub

This initiative will introduce art-based programming in the city of Brampton by creating an Arts-based community engagement and learning hub. The Hub will enable Algoma University students to develop skills for addressing issues affecting their own peers. Arts-based programming will provide Algoma University the opportunity to partner with outside organizations to address the socio-economic challenges through arts-based methods. Algoma University will now be positioned to develop arts-based competencies to provide valuable community engagement services to the city of Brampton and other local municipalities. Over the longer term horizon, arts-based community engagement can be a service provided by Algoma in parallel with the existing academic program in Community economic and Social Development.

Patient-Centric Healthcare using VR and AI

This research initiative is designed to transform hospital experiences through the innovative use of a multimodal Large Language Model (LLM) and Virtual Reality (VR) technologies. The project encompasses creating a VR environment to replicate hospital settings. In this simulated environment, both human-led assessments and AI evaluations will be conducted to pinpoint and refine areas for improvement in patient experience.

The project will also lead to the creation of a new, specialized course that combines psychology and computer science. This course, informed by the project's insights, holds the potential to become an integral component of the upcoming health sciences program at the university.

The project aiming to elevate the hospital user experience (UX) for a diverse range of patients includes Northern Ontario and Indigenous communities. The anticipated outcomes include an intuitive, patient-centered approach to hospital care, an enriched academic curriculum, and the potential for long-term integration into the university's health sciences education.

**Responsibility Centered Management Fund Allocation Initiatives for :
Academic Strategic Initiatives & Special Mission Calls to Action**

	Initiative	Faculty	Fund	Award Amount	Spend - Quarter 1	Remaining Funds
1	Symposium on Topics of Indigenization and Decolonization of Canadian Business Schools	aculty of Business & Econom	Special Mission Calls to Action (SMCTA)	\$ 48,400	\$ -	\$ 48,400
2	Freshwater and Blue Economy Project for the Upper Great Lake Region	aculty of Business & Econom	Special Mission Calls to Action (SMCTA)	260,000	130	259,870
3	Indigenous Case Studies in Business Curriculum	aculty of Business & Econom	Special Mission Calls to Action (SMCTA)	173,500	-	173,500
4	FoBE Innovations and Indigenous Collaborations	aculty of Business & Econom	Special Mission Calls to Action (SMCTA)	348,586	5,361	343,225
5	Exploration of the interplay between Climate Crisis and Migration	aculty of Business & Econom	Academic Strategic Initiatives (ASI)	81,036	-	81,036
6	Global Capital Resilience: Navigating Climate Dynamics and Policy Impacts	aculty of Business & Econom	Academic Strategic Initiatives (ASI)	117,957	2,689	115,268
7	DeScide Centre	aculty of Business & Econom	Academic Strategic Initiatives (ASI)	313,500	-	313,500
8	Young Workers-Vulnerabilities & the Nature of Work	Faculty of Business & Economics (FoBE)	Academic Strategic Initiatives (ASI)	106,800	-	106,800
9	Esports Training and XR Lab	Faculty of Business & Econc	ASI/Capital	466,768	-	466,768
10	Building Relationship through Inner Development, Growth and Education (BRIDGE or Aazhogan) lab: Student Engagement in Transdisciplinary Research and Community Outreach	Business & Economics (FoBI	ASI/Capital	383,760	-	383,760
11	Influence of Public Opinion on Immigrant-Native Wage Gap	Business & Economics (FoBI	ASI	167,200	-	167,200
12	How will the boreal forest respond to fire and climate change?	Faculty of Science	SMCTA	79,888	7,352	72,536
13	Student research in plant community ecology	Faculty of Science	ASI	51,695	5,323	46,372
14	Portable Photosynthesis System for Research	Faculty of Science	Capital	105,442	-	105,442
15	Repeatability of song in white-throated sparrows and ovenbirds	Faculty of Science	ASI	50,000	85	49,915
16	Studying plant oils for bioproduct development	Faculty of Science	ASI	51,702	-	51,702
17	Scintillation counter to study plant lipid metabolism	Faculty of Science	ASI	49,970	-	49,970
18	A Virtual Care Navigator for a Healthier Community	Faculty of Science	ASI	291,812	10,463	281,349
19	Investigation of phytoremediation strategies for slag use innovations	Faculty of Science	ASI	73,458	-	73,458
20	A Framework for Quality of Service (QoS)-aware Cloud Management	Faculty of Science	ASI	70,000	-	70,000
21	Cross-cultural Aquatic Biology Teaching and Research	Faculty of Science	ASI/Capital	139,400	-	139,400
22	Source Localization System for Brain Emitted or Modulated Photons	Faculty of Science	ASI	80,571	-	80,571
23	Patient-Centric Healthcare using VR and AI	Faculty of Science	ASI	173,994	16,939	157,055
24	Computer Repair and Technology Access Hub	Faculty of Science/Hss-CCS	ASI/Capital	85,000	-	85,000
25	Privacy-aware student wellness monitoring system	Faculty of Science/Hss-CCS	ASI	205,068	3,720	201,348
26	Intercultural, Experiential, Decolonizing Learning and the Faculty of Cross-Cultural Studies	HSS-CCS	SMCTA	333,000	-	333,000
27	Great Lakes International Summer Music Institute	HSS-CCS	ASI	116,000	-	116,000
28	Exploring the Classroom Experiences of Black and Asian Faculty Members and Students in Northern Ontario Universities During the COVID-19 Pandemic	HSS-CCS	ASI	90,000	-	90,000
29	Precarity, Violence and Resistance in the Global North and Global South	HSS-CCS	ASI	43,121	-	43,121
30	Arts-based Community Engagement Learning Hub	HSS-CCS	ASI	75,000	-	75,000
				\$ 4,632,628	\$ 52,063	\$ 4,580,565

Report of the COU Academic Colleague to Senate: January 2025

Linda Burnett

December 16, 2024

1. The most recent meetings of the COU Academic Colleagues took place on the evening of **November 19** and the morning of **November 20, 2024**. The COU Council Meeting took place on **November 20, 2024**.

2. During the meeting on **November 19**, the Colleagues discussed the value of universities, in preparation for sharing their ideas during the November 20 COU Council meeting. The discussion focused on developing a narrative about how faculty can support promoting the value of Universities to the public.

3. During the **November 20** meeting, Colleagues divided into groups to brainstorm student-facing, parent-facing, community-facing and business-facing value propositions of universities. Following the breakout discussions, each group shared key points that emerged in their conversations, chief among them:

- the need to counteract populist messages about universities by highlighting their role in increasing productivity and GDP and in contributing to skills upgrading over the course of the careers of many Ontarians;
- the view that student choice is a theme likely to resonate with parents, specifically that the financial challenges facing universities are resulting in fewer choices being available to Ontario students;
- the clear benefits that universities provide to businesses, from producing highly qualified personnel to creating inventions and intellectual property that result in commercialization; and
- the importance of connecting to existing advocacy efforts and echoing existing messaging at both the institutional and COU levels.

4. Colleagues also shared updates on topics and issues that were front-of-mind at their respective institutions, including the development of new academic and strategic plans; an increase in base funding for PhD students at one institution; the opening of a new residence; increasing fiscal pressures due to budgetary constraints; high turnover in senior administrative positions; and ongoing and upcoming collective bargaining.

5. During the **November 20** meeting of COU Council, Steve Orsini, the COU president, provided an initial high-level overview of the context and the financial situation facing the sector, followed by an in-camera detailed report. This was followed by a discussion of the urgency of the financial circumstances facing universities, as well as a discussion of how to promote the value of universities to the public.

6. Finally, please see this *Toronto Star* piece: ["Drop in international students leads Ontario universities to project \\$1B loss in revenues over 2 years."](#)

Academic Planning and Priorities Committee (AppCom)

Senate meeting date: 10-Jan-2025

Purpose:

☐ Expedited

Prepared by: Office of the VPAR

☐ Approval

☐ Discussion

☒ Information

AppCom Chair: Donna M. Rogers, PhD - Vice-President Academic and Research (Interim)

AppCom has met four times in December and early January (three meetings in December, one this week). The work of the committee has been focused on three main agenda items:

1. Reviewing job advertisements for full-time faculty positions approved to proceed pending the University's receiving our PAL allocation from the Province for next year (e.g., Computer Science, Social Work)
2. Reviewing implementation of the [2021-26 Academic Plan](#). Per the Plan (p. 3), this work was supposed to have been done during the 2023-24 academic year, but was not. When the implementation review is complete, AppCom will bring to Senate for its consideration a revised/updated plan to cover the remainder of the five-year period.
3. The President's letter regarding low-enrolment programs as identified by the Ontario Auditor General's Value-for-Money Audit (2022-23) and subsequent reports. At the time of submitting this report in mid-December, AppCom has nothing concrete to report to Senate on this matter, but I will provide more current information during the January 10, 2025 Senate meeting.

Respectfully submitted,

Donna M. Rogers, PhD

Interim Vice-President Academic and Research

Deadline for Senate 15 days before Senex

Sent Nov 26th 2024. For January, Senex and Senate

IEDI REPORT TO THE SENATE FROM THE IEDI COMMITTEE

FIRST IEDI MEETING OCTOBER 2024- Secretariate has meeting notes.

The IEDI committee elected Dr. Paulette Steeves as chair.

Discuss setting up a g-drive to work on terms of reference.

Request from Comp Sci and Business for graduate student position on the committee

There was a friendly amendment in the Nov Senate meeting for graduate student positions and requests for two graduate student members to be elected by their student bodies.

SECOND IEDI COMMITTEE NOV 22 10 AM

The completed rough draft of the terms of reference will be reviewed and approved at the next meeting, Feb 14, 2024,

There are six vacancies on the IEDI committee: one Fos, one FBE, one part-time teaching staff member, one SKG, and two new members from graduate programs. We do not have a member from the Timmins campus. Emails requesting members will be sent.

Senate IEDI will meet four times yearly, and other meetings will be called if required.

A discussion on the use of the SASA lounge by general students and faculty was held, as there were concerns about the new pass system blocking the general campus population from using the SASA lounge.

It was suggested that a Global student lounge could be set up in an already-used common area. We will follow up with AUSU and admin on this.

The SENATE IEDI committee voted to create their agenda and manage their G-drive and meetings.

Nov 22 meeting minutes were sent to the Secretariat.

Faculty of Business and Economics | January 2025

Report submitted by: Dr. William Wei - Dean, Faculty of Business and Economics

Date: 10-Jan-2025

Major Accomplishments of Faculty Members in Research, Teaching, and Service

New Year Greeting and FBE Strategic Plan 2025-2030

The FBE is pleased to present our Strategic Plan 2025-2030 ([Faculty of Business & Economics](#)). In 2024, we hired three new TT faculty members and 3 post doc researchers, established 2 research labs, developed 2 master programs, organized two Ivey case teaching workshops, obtained SSHRC, NOHFC, ISED external research grants, totalling \$200K and initiated 11 RCM projects, totalling \$2.46 million. FBE organised 4 students and faculty orientations, 12 monthly research seminars and distinguished business speaker series, one professorial lecture and two case competitions (NOBCC in April and LEAP in December 2024). Dean Dr. William Wei has met with about 100 students, faculty and community members one on one and reached out to 30 international and domestic institutions. One faculty member received University Teaching Award and 2 faculty members were promoted to full professorship in 2024. 12 Full time faculty members published 30 journal articles, business cases and conference papers including several in top tier journals. In total, 2607 business students graduated from Algoma U in 2024. .

"Beyond the Balance Sheet" Hosted by the Algoma University Business Society

On November 25, 2024, the Algoma University Business Society (AUBS) hosted *Beyond the Balance Sheet*, a student event sponsored by RPA (Registered Professional Accountant) Canada. [\[Read more: Appendix\]](#)

External Review of Master of Science Business Analytics

On November 27-28, the FBE Faculty, together with the CS Faculty, organized a virtual site visit with the academic leadership team and the Faculty's program development team for the external review of the Master of Science Business Analytics program. Prof. Mehmet Begen, from Western University, Ivey Business School and Prof. Stephen Jackson from Ontario Tech University were invited to the virtual site visit as external reviewers.

LEAP Case Debate Competition and Ivey Case Teaching Workshop

Under the guidance of **Dean Dr. William Wei and Professor Shahrukh Khan**, LEAP and first-year students in the Introduction to Canadian Business course, spent the fall semester preparing rigorously for the inaugural LEAP Business Case Debate Competition. [\[Read more: Appendix\]](#). The FBE is making a noted mission to include more Indigenous case studies in our curriculum thereby advancing Algoma University's special mission. **Professor Jo-Anne Ryan**, grant holder of Indigenous Case Studies in Business Curriculum, organized our very first case teaching virtual workshop with Ivey Publishing and Ivey faculty on November 14 and 21, with 25 full time and part time faculty members participating. [\[Read more: Appendix\]](#)

Community Engagement Events

FBE Monthly Research Seminar Series

The FBE invited Dr. Hannah Tran, Associate Professor of Strategy, Telfer School of Management, University of Ottawa to give a virtual presentation at the monthly research seminar series. [\[Read more: Appendix\]](#)

List of Research Publications, Conference Presentations, Performances, and Events

Please refer to the [Appendix](#) for the recent publication and conference presentations of **Dr. Robert Xu** and **Dr. Nusrate Aziz**.

Faculty of Business and Economics | January 2025

Report submitted by: Dr. William Wei - Dean, Faculty of Business and Economics

Date: 10-Jan-2025

Major Accomplishments of Faculty Members in Research, Teaching, and Service

"Beyond the Balance Sheet" Hosted by the Algoma University Business Society

On November 25, 2024, the Algoma University Business Society (AUBS) hosted Beyond the Balance Sheet, a student event at the Quattro Hotel and Conference Centre, sponsored by Registered Professional Accountants (RPA) Canada. The event explored the future of business and accounting, career pathways, and the use of business case studies to address real-world challenges.

AUBS President Jordan Tomasone served as Master of Ceremonies, moderating a fireside chat with RPA representatives Umar Choudhry, Director of Education Outreach, and Michael Saniga, Director of Student Engagement and Learning Innovation, who also teaches in Algoma U's Faculty of Business and Economics. The interactive session included a review of an entrepreneurship-themed business case study, showcasing the value of case methods in business education.

Over 60 students attended the lively event, engaging actively and networking with RPA representatives, including RPA Canada President Zubair Choudhry. This event highlighted the growing partnership between Algoma University and RPA Canada, which earlier in 2024 introduced new academic pathways for accounting students focusing on small to mid-sized businesses.



LEAP Case Debate Competition

Under the guidance of **Dean Dr. William Wei** and **Professor Shahrukh Khan**, LEAP and first-year students in the Introduction to Canadian Business course, spent the fall semester preparing rigorously for the inaugural LEAP Business Case Debate Competition. Professor Khan, in collaboration with Dean Dr. William Wei, designed the mini case studies and the case competition model to test students' understanding of course materials while setting them up for long-term success in the program and beyond. "Our program is designed to equip students with real-world managerial skills," Professor Khan explained. "Throughout the term, we've focused on coaching students in critical thinking and strategic decision-making. The case debate competition mirrors complex real-world business challenges, and encourages participants to analyze and present multiple perspectives on complex decisions.

This successful event was a result of the collective efforts through the collaboration among Algoma team members, distinguished judges, our host PAMA and Algoma University's significant LEAP partners: Peel District School Board and Dufferin-Peel Catholic District School Board.



LEAP students debating at historical Peel Courthouse



Judges from left to right: Quazance Boissoneau, Algoma University alumnus and Manager of Indigenous Education & Engagement at Humber College; Michael Saniga, Vice President of RPA Canada; Faculty of Business and Economics Dean Dr. William Wei, Natalie Cao, Miss Globe Canada 2018 and Badar Shamim, Vice President and Portfolio Manager, CIM, CFP, at Generation PMCA Corp.



Professor Shahrukh Khan and Michael Saniga, Vice President of RPA Canada at Registration and Reception Desk

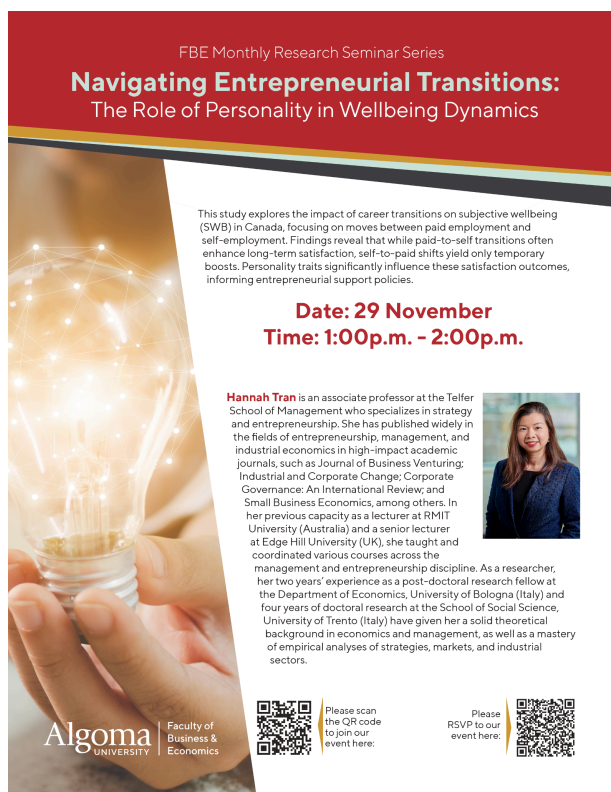
Ivey Case Teaching Workshop

Our very first Ivey case workshop happened on November 14 and 21, with 25 full time and part time faculty members participating. I want to thank my colleague **Professor Jo-Anne Ryan**, grant holder of Indigenous Case Studies in Business Curriculum, for organizing such a great case teaching virtual workshop with Ivey Publishing and Ivey faculty. The Faculty of Business and Economics at Algoma University is making a noted mission to include more Indigenous case studies in our curriculum thereby advancing Algoma University's special mission. The first priority in this initiative is to provide training to faculty members to teach case studies and specifically Indigenous case studies as there is a lack of Indigenous case studies that can be used within an undergraduate and graduate business curriculum and even fewer case studies with a Northern setting. Secondly, the initiative will serve to allow faculty members to engage the Indigenous business communities in Sault Ste. Marie and Brampton in dialogue to foster relationships with both profit and non-profit organizations with the intent of developing rich Indigenous business cases for the classroom.

Community Engagement Events

FBE Monthly Research Seminar Series - Navigating Entrepreneurial Transitions: The Role of Personality in Wellbeing Dynamics

The FBE invited Dr. Hannah Tran, Associate Professor of Strategy, Telfer School of Management, University of Ottawa to give a presentation about her recent research on November 23rd. The study explored the impact of career transitions on subjective wellbeing (SWB) in Canada, focusing on moves between paid employment and self-employment. She found that while paid-to-self transitions often enhanced long-term satisfaction, self-to-paid shifts yield only temporary boosts. Personality traits significantly influenced these satisfaction outcomes, informing entrepreneurial support policies. Around 22 people joined the seminar.



FBE Monthly Research Seminar Series

Navigating Entrepreneurial Transitions: The Role of Personality in Wellbeing Dynamics

This study explores the impact of career transitions on subjective wellbeing (SWB) in Canada, focusing on moves between paid employment and self-employment. Findings reveal that while paid-to-self transitions often enhance long-term satisfaction, self-to-paid shifts yield only temporary boosts. Personality traits significantly influence these satisfaction outcomes, informing entrepreneurial support policies.

Date: 29 November
Time: 1:00p.m. – 2:00p.m.

Hannah Tran is an associate professor at the Telfer School of Management who specializes in strategy and entrepreneurship. She has published widely in the fields of entrepreneurship, management, and industrial economics in high-impact academic journals, such as *Journal of Business Venturing*, *Industrial and Corporate Change*, *Corporate Governance: An International Review*, and *Small Business Economics*, among others. In her previous capacity as a lecturer at RMIT University (Australia) and a senior lecturer at Edge Hill University (UK), she taught and coordinated various courses across the management and entrepreneurship discipline. As a researcher, her two years' experience as a post-doctoral research fellow at the Department of Economics, University of Bologna (Italy) and four years of doctoral research at the School of Social Science, University of Trento (Italy) have given her a solid theoretical background in economics and management, as well as a mastery of empirical analyses of strategies, markets, and industrial sectors.

Algoma UNIVERSITY | Faculty of Business & Economics

Please scan the QR code to join our event here:

Please RSVP to our event here:

List of Research Publications, Conference Presentations, Performances, and Events

Dr. Robert Xu visited Suzhou University to engage in productive discussions with his co-authors, Dr. Xuefeng Hu and Dr. Yifan Zhou, regarding their important project, "Safety Accidents and Mutual Fund Flows." Their co-author paper has been conditionally accepted by the Journal of Economic Behavior & Organization (ABS 3, ABDC A*). Robert's team is actively finalizing the edition to ensure its successful publication.

Dr. Nusrate Aziz was invited by the Department of Economics and Social Science, Brac University, Bangladesh, to give a research presentation on "The Effectiveness of Environmental Policies in OECD Countries and Insights for Bangladesh" on December 11, 2024 and the Social Science Faculty, Chittagong University, Bangladesh, to present his research paper titled "Shaping the Future: Policies and Initiatives for Effective Climate Change Mitigation" on December 12, 2024.



BRAC
UNIVERSITY
Inspiring Excellence

The Department of Economics and Social Sciences
Presents

**The Effectiveness of Environmental Policies
in OECD Countries and Insights for Bangladesh**



Speaker: Dr. Nusrate Aziz

Dr. Nusrate Aziz is a Professor of Economics, Finance, and Decision Sciences at Algoma University, Canada. A Fellow of the Global Labor Organization (GLO) and member of the International Migration Research Centre, he also serves as a Research Associate at the NORDIK Institute. Holding a Ph.D. and MSc from the University of Birmingham, UK, Dr. Aziz's research spans environmental policies, migration, governance, and international trade. His work has been published in renowned journals like The World Economy and IZA Journal of Development and Migration.

Date: Wednesday, 11 December, 2024
Time: 2:00 pm
Venue: 09G – 31T, BRAC University

Faculty of Computer Science and Technology | January 2025

Report submitted by: Dr. Simon Xu - Acting Dean, Faculty of Computer Science and Technology

Date: 2024-12-19

Major Accomplishments of Faculty Members in Research, Teaching, and Service

- **Dr. Yazan Otoum** traveled to Cape Town, South Africa, from December 6th to 13th to attend the prestigious **IEEE Global Communications Conference (GLOBECOM) 2024**, where he presented his research paper, "**Advancing IoMT Defenses: Deep Collaborative Learning for Robust Healthcare Security.**"
- As part of efforts to enhance international collaboration and expand program offerings, **Dr. Simon Xu**, the Acting Dean, recently visited Howest University, University Colleges Leuven-Limburg (UCLL) and University of Namur in Belgium. The visit focused on exploring opportunities for faculty and student exchange programs, fostering academic partnerships, and particularly **learning from their innovative applied degree programs, including specializations in game development and extended reality (XR)**. These discussions aimed to integrate best practices and cutting-edge curriculum elements into Algoma University's programs, aligning with the Faculty's mission to deliver industry-relevant education and establish global connections for students and faculty members.
- **Dr. Mahreen Nasir** participated in the **International Teaching Week** at UCLL, Belgium, engaging with international students and fostering cultural exchange while exploring diverse teaching methodologies. The event facilitated knowledge sharing and opened avenues for collaborations, including joint initiatives, student exchanges, and research projects. Dr. Nasir also accompanied Acting Dean Dr. Simon Xu to Howest University to strengthen partnerships and draw inspiration from their applied degree programs in game development and XR.

List of Research Publications, Conference Presentations, Performances, and Events

Publications:

- [1] **Arghavan Asad**, Rupinder Kaur, Seham Al-Abdul Wahid, Farah Mohammadi, "Quantum Computers vs Classical Computers," submitted to 2025 IEEE Canadian Conference on Electrical and Computer Engineering (CCECE).
- [2] Rupinder Kaur, **Arghavan Asad**, Seham Al Abdul Wahid, Farah Mohammadi, "A Survey on Advancements in Scheduling Techniques for Efficient Deep Learning Computations on GPUs" submitted to Electronics Journal, November 29.
- [3] **Ping Luo**, Kyle Gauthier, Bo Huang, **Wenjun Lin**, "Automatic Creation of Visualizations with a Multi-Agent LLM Approach", 10th International Congress on Information and Communication Technology (ICICT 2025), Accepted.

Faculty of Science | January 2025

Report submitted by: Dr. Laurie Bloomfield - Acting Dean, Faculty of Science

Date: 2025-01-10

Major Accomplishments of Faculty Members in Research, Teaching, and Service

Welcome to New Faculty!

The Faculty of Science would like to introduce and welcome the newest full-time faculty members.

Dr. Olivia Pastore, Psychology	Dr. Linda Lait, Biology
--------------------------------	-------------------------

Faculty Focus: Dr. Isabel Molina and Dr. Bill Dew

Dr. Isabel Molina and **Dr. Bill Dew** (Department of Biology) have recently received funding from the Ontario Research Fund - Research Infrastructure. Dr. Molina has been awarded \$93,806 to further her research on plant lipid metabolism and has acquired a gas chromatograph with a mass spectrometer detector to analyze lipids. Dr. Dew has been awarded \$30,677 to further his research on the olfactory physiology, behaviour, and ecotoxicology of aquatic animals.

The Faculty of Science congratulates **Dr. Molina** and **Dr. Dew** on this achievement.

Approval of the Great Lakes Early Warning System (GLEWS) Pilot Project

The Commissioners of the International Joint Commission (Canada, USA) approved the Great Lakes Early Warning System (GLEWS) Pilot Project. This project of the IJC Great Lakes Science Advisory Board is led by **Dr. Michael Twiss (Biology)** and Lucinda Johnson (NRRI-UMD) and is the third phase of a project begun in 2017. It is designed to determine the governance infrastructure (Phase 1) and decision-making framework (Phase 2) for a prescriptive approach to preempt costly adverse impacts to ecosystem integrity and human health linked to water quality and comply with treaty obligations in the Great Lakes region. Phase 3 is a pilot project to operationalise and stress-test the framework using two emerging threats, increasing nitrogen and the presence of waterborne antimicrobial resistance in the Great Lakes.

Launch of new research facilities: Animal Care Facility and Containment Level 2 Lab



On December 6th, Algoma University revealed two new research facilities on the Sault Ste. Marie campus: the Animal Care Facility and the Containment Level 2 (CL2) Laboratory. These two facilities will further Algoma University's dedication to research excellence and student success. The CL2 lab allows researchers and students to conduct advanced health sciences, biology and environmental science studies. The Animal Care Facility will be able to support responsible research that uses small animals and aquatic models. Dr. Asima Vezina, Dr. Donna Rogers and **Dr. Laurie Bloomfield** opened the launch event, in the presence of city partners, faculty and the public. Following the launch, lab tours were provided, led by **Dr. Bill Dew** and **Dr. Pedro Antunes**.

The Sault Star link is provided [here](#).

Pictured: Dr. Rogers, **Dr. Bloomfield**, Dr. Asima, Department of Biology faculty members, and partners at the facility launch.

List of Research Publications, Conference Presentations, Performances, and Events

The following are some of the activities by faculty members from the Faculty of Science in December 2024.

Please see appendix A on the next page.

Appendix A: List of Research Publications, Conference Presentations, Performances, and Events

The following are some of the activities by Science Faculty members in December 2024.

Department of Biology

Dylan K Kosma, José Graça, **Isabel Molina** (2024) Update on the Structure and Regulated Biosynthesis of the Apoplastic Polymers Cutin and Suberin, *Plant Physiology*; kiae653, <https://doi.org/10.1093/plphys/kiae653>

Hetvi Chauhan, Richard Bourgault, Deborah Buhlers, Marc Mohammadi, Desiree Boulter, and **Isabel Molina**. Functional characterization of genes involved in soluble lipid polyester biosynthesis in tobacco stigmas. CSPB/SCBV Eastern Regional Virtual Meeting, December 5–6, 2024.

NORDIK Institute | January 2024

Report submitted by: Amy Boyer, Communications Manager

Date: 10-Jan-2025

Major Accomplishments of Faculty Members in Research, Teaching, and Service

SSM WatR Task Team

The Sault Ste. Marie Water Rangers Task Team participated in Waawaaskonwe Niigaan – "There is a light ahead" Indigenous STEAM (Science, Technology, Engineering, Arts, and Math) Land Camp at Shingwauk Kinoomaage Gamig from Dec 6-9, 2024.

Community Support Team

Additional funding from the Ministry of Indigenous Affairs Ontario for \$600,000 was approved, and an extension for the project was provided until 2026.

The Community Support Team hosted a Wrap Up Wellness event on November 22, 2024, with Guest Speaker Dr. Kathy Absolon and a Woodland painting workshop provided by Phil Jones, a Knowledge Keeper from Garden River. Attendees included the Children of Shingwauk Alumni Association, Indigenous students, faculty and staff from SKG and Algoma University, NORDIK Institute staff, and Algoma Public Health.

Children of Shingwauk Alumni Association and the Community Support Team are hosting a community engagement event with the National Center for Truth and Reconciliation on January 7th-8th, 2025, at SKG.

SENATE REPORT

Vice-President Academic and Research | January 2024

Senate Meeting Date: 10-Jan-2025

PURPOSE:

☐ Expedited

Prepared By: Donna M. Rogers, PhD - VPAR (Interim)

☐ Approval

☐ Discussion

☒ Information

VPAR Office

Ms Sally Khater has joined the VPAR Office team as Administrative Assistant. Among her duties, she manages the VPAR's calendar—please send any calendar and meeting requests to VPAROffice@algonau.ca.

The Faculty Strategic Enrolment Management (SEM) Plan consultations undertaken by the Deans are now concluded, and the feedback received will inform the development of the final SEM Plan. Sincere thanks to all who took the time to provide their input.

Dr. Michele Piercey-Normore will retire from Algoma University at the end of January 2025. I know that Senators join me in thanking Dr. Piercey-Normore for her many contributions to the work of Senate during her time as VPAR. We wish her all the best in her well-deserved retirement.

The search for the next VPAR is well underway, with the position posted nationally and internationally. Interviews are now scheduled for February 2025. The AU community will be invited to candidate presentations at the final stages of the process.

As we start a new academic term, my best wishes to all for a smooth start to 2025—may we all begin the New Year in a good way. Thank you all for the good work you do for our students!

AVP-Academic and Continuing Education

Graduate Studies

Focusing on community building and ensuring a comprehensive onboarding experience, the School of Graduate Studies has designed a series of events for our current and incoming students. These events included a networking Coffee Break in November, multiple Pre-arrival Information Sessions in December, and Meet and Greet scheduled in Early January, which provide support and address students' needs in different stages. In addition, with the close collaboration with the School of Social Work and the Graduate Admission team, we remain on track for the launch of the Master of Social work in Fall 2025 Semester and will continue to provide updates in the coming months.

Teaching and Learning, Quality Assurance, and PACE

PACE - Professional and Continuing Education

Continuing Education Certificate in Project Management

The Algoma University Project Management Lakeshore Learner Club is collaborating with the Lakeshore Chapter and has gained their support to deliver two virtual industry events next term. One will focus on women in project management, and the other will cover project management collaboration tools. Both events will feature industry speakers who typically charge for their presentations; however, due to their connection with the Lakeshore Chapter, we have the opportunity to host them for free. This is one of the benefits of having a learner club. We are also in the process of recruiting new learner leadership members to replace those who are graduating. Additionally, we will create a new role for alumni leadership team members who wish to continue supporting the club at a reduced capacity.

Continuing Education Certificate in Information Technology Virtual Reality (ITVR)

Algoma University successfully hosted the second edition of its ITVR Speaker Series on November 12, 2024. Titled VR/AR Technologies Transforming Industries: Entertainment, the event brought together learners, industry-trained instructors, and industry experts to explore the transformative impact of virtual and augmented reality on the entertainment sector.

The session featured three distinguished guest speakers, each offering unique insights into how VR/AR technologies are reshaping entertainment. They discussed cutting-edge applications, emerging trends, and the challenges and opportunities of integrating these innovations across various entertainment platforms.

This engaging event provided learners with the opportunity to interact with industry leaders, ask questions, and explore potential career paths in this rapidly evolving field. The ITVR Speaker Series underscores Algoma University's commitment to fostering strong industry-academic connections and enhancing learning through innovative programming.

LEAP - Essential Project Management Essentials - Micro-Credential

The 2024 Fall micro-credential will conclude on Friday, December 20th. The next offering is scheduled to begin in February 2025 for the Winter term.

Quality Assurance

New Programs

The following new programs are currently in development:

MSc Business Analytics: Awaiting Reviewers' Report. Upon receipt, the Program Development Team will respond to all recommendations and submit their new program proposal to AppCom. This is expected to happen in January.

MSc Computer Science: The New Program Proposal along with internal responses to the Reviewers' report will be shared with AppCom in January. If approved, this item can progress to the February meeting of Senate.

Centre for Teaching and Learning (CTL)

Learning Management System (LMS) Service Requests

During the month of November 2024, the CTL addressed a total of **163** tickets (an increase of 33% from the same time last year) related to a range of service requests for the eLearning team. The following table provides the details of the tickets received during the different weeks of November 2024.

eLearning Tickets - November 2024					
Date	# Tickets	Student Tickets	Instructor Tickets	RO Tickets & other	Tickets to ES
Nov 1-7, 2024	36	18	14	4	3
Nov 8-14, 2024	36	16	11	9	1
Nov 15-21, 2024	19	6	11	2	2
Nov 22-28, 2024	66	34	30	2	6
Nov 29-30, 2024	6	6	0	0	0
Total	163	80	66	17	12

Comparison - 2024 vs 2023

The table below provides a snapshot of the difference in eLearning service requests between the months of November 2024 and November 2023.

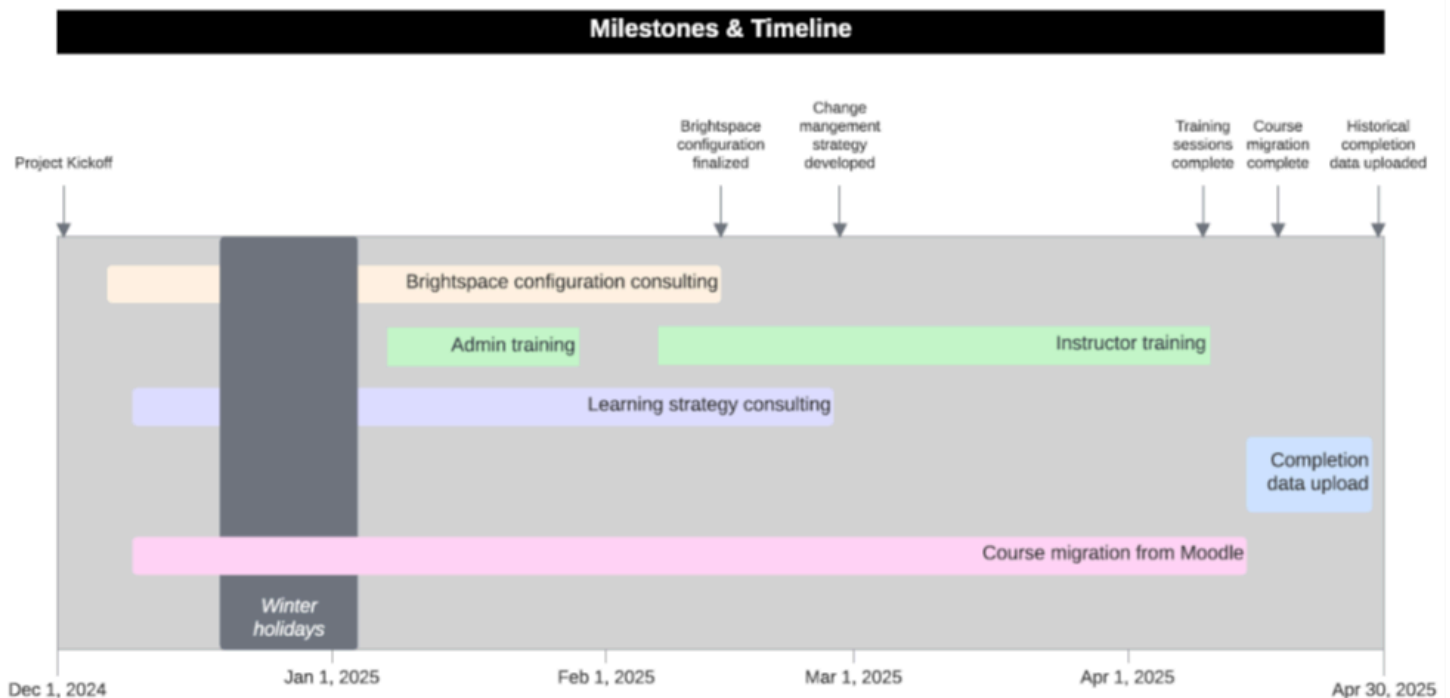
	Total No. of Tickets	Students	Instructors	RO / Others
November 2024	163	80	66	17
November 2023	110	35	69	6
Difference	53 (33%)	45 (56%)	-3 (4%)	11 (65%)

Brightspace LMS Implementation

We are very excited to provide an update about the formal implementation phase of our Brightspace LMS integration that has already started with a kick-off meeting between Algoma University and D2L held on December 4th, 2024. The Centre for Teaching and Learning (CTL) is leading this important project and is being assisted by the ITS department for technology integration support and the Marketing and Communications department for communications-related support. The implementation phase will continue over the next 5 months with a projected completion date of April 30, 2025. A detailed timeline of the project has been shared below and we will provide regular updates to our community as the project evolves. We are truly excited to have all our degree courses migrated over to Brightspace by the Spring term (testing term) with a full-fledged implementation planned for Fall 2025.

Algoma University - Schedule Planning

D2L | November 22, 2024



CTL Guest Speaker Series

On December 11 2024, the Centre for Teaching & Learning (CTL) welcomed Allyson Miller, Director of the Academic Integrity Office at Toronto Metropolitan University (TMU), a highly reputable figure and a leading expert in the field of academic integrity, to our Brampton campus to give a talk on *“Thinking Beyond the Bot: Generative AI Uses that Foster Academic Integrity”*. The highly engaging hybrid session explored constructive ways to integrate generative AI tools into academia while upholding and promoting academic integrity. Allyson’s talk attempted to reframe the conversation around generative AI, shifting from a defensive stance to an empowerment-led approach. Participants benefited from the session as they learnt about the constructive uses of AI tools that align with academic values, promoting a culture of honesty and responsibility. Attendees also gained insights into incorporating AI in ways that support, rather than compromise, integrity. Over 30 participants (virtual and physical combined) attended the session.

Allyson Miller was given a short tour of our Brampton campus by the Director of the Centre for Teaching & Learning, Dr Saud Taj, and also met with our President, Dr. Asima Vezina after the session. This event highlights how the AIO is actively fostering dialogue among Algoma University’s faculty and staff, as well as within the broader higher education community, on how to address the challenges posed by Gen AI—an issue that has become a central focus in academia globally.

Academic Integrity Office (AIO)

Throughout November 2024, the Academic Integrity Office (AIO) continued with its mission to promote academic integrity through significant initiatives, policy advancements, faculty and student engagement, and key events such as Town Halls.

Policy and Program Development

Revision of Disciplinary Regulations on Academic Integrity: The AIO finalized proposed updates to the Disciplinary Regulations on Academic Integrity. These revisions integrated improved workflows and procedural recommendations, and are currently under review by members of the Academic Standards and Appeals Committee (ASAC). This work represents significant progress towards formalizing the AIO's integration into academic integrity processes at Algoma University.

Academic Integrity Violation (AIV) Workbook: The AIO engaged in multiple meetings with the Business Transformation Office (BTO) and consultants to clarify data requirements for the AIV Workbook. These meetings aimed at aligning reporting mechanisms with institutional standards and refine the academic integrity appeals workflow. The AIV Workbook is a project management tool that captures all the activities and plans of the AIO with regard to academic integrity at Algoma University.

Student Engagement Initiatives

Pilot Initiative on Remedial Measures: The AIO has been working with Dr. Ushnish Sengupta and Dr. Nathan Murray on a pilot initiative that involves referring students suspected of academic integrity violations to a remedial process designed to prevent future violations. Students suspected of violations are given the opportunity to reconsider and resubmit the assignment in question after completing the Moodle course on academic integrity and attending a meeting with the Academic Integrity Office. The initiative aims to enhance students' understanding of academic integrity and equip them with resources to prevent committing future violations.

The Academic Integrity Office developed a standard procedure to ensure consistent and efficient implementation of this pilot project. This process begins with students completing the Moodle course on academic integrity, followed by scheduling an appointment with an Academic Integrity Officer. The Moodle course offers a comprehensive overview of academic integrity principles and preventive steps to avoid common violations. Meetings with the Academic Integrity Office provide a platform for students to address their questions and discuss academic integrity issues in a confidential and supportive setting. The AIO developed a standardized structure for these meetings that ensures consistency and clarity.

During these sessions, the AIO focuses on educating students about the risks of academic integrity violations and ways to mitigate them, should the eventuality occur. Students also receive guidance on university policies and procedures, including the appeals process. They are advised on the importance of drafting objective and evidence-based appeals that directly address the concerns raised by their instructor, rather than relying on appeals based on compassionate grounds. However, the AIO consistently underscores the importance of adhering to the appeals procedure and guidelines as the appropriate mechanism for addressing grievances related to academic integrity violations.

In accordance with the standardized meeting structure mentioned above, the Academic Integrity Office engages students in conversations to determine how best to advise them on avoiding future violations. As part of this process, students are informed about free university resources that support academic success, such as services offered by the Learning Strategist, the Library, and the Writing Lab. The AIO emphasizes that

academic integrity is an integral component of academic excellence rather than a separate aspect of their academic journey.

As of December 12, the Academic Integrity Office has held meetings with 20 students since the project's launch on December 2. Each meeting lasts 30 minutes, with at least 10 minutes allocated to logistical tasks such as verifying course completion, scheduling meetings, and communicating with students and professors. The AIO has dedicated at least 13 hours over the past eight business days to implementing this pilot initiative. Additional time has been invested in planning and preparing the framework to ensure effective project implementation. These preparations included developing a detailed tracker of all meetings, creating standardized email templates, and establishing a consistent student meeting structure.

Feedback from students has been very positive. While most students were aware of resources such as the Learning Centre and the Writing Lab, they did not fully understand how these resources could help them avoid academic integrity violations while enhancing their academic performance. None of the students who met with the AIO had previously used these resources, though most were in their second year of undergraduate study. Professor Sengupta reported that several students who resubmitted assignments appeared to have applied the advice provided. He noted reduced concerns regarding academic integrity violations in many assignment resubmissions.

The pilot initiative represents a significant step forward in promoting academic integrity and providing students with the tools needed to succeed in their academic pursuits. The Academic Integrity Office's structured and supportive approach has received positive feedback from both students and participating faculty, demonstrating its potential to enhance understanding and prevent future violations.

Integrity-Building Workshops: The AIO conducted the remaining four workshops in the Integrity-Building Workshop Series on different themes including avoiding plagiarism, responsible use of generative AI, ethical collaboration, and strategies for exam preparation. Details about these sessions and student participation is provided in the table below:

Workshop Title	Virtual Sessions	In-Person Sessions
Introduction to Academic Integrity	Thursday, Oct 24 1:00-2:00 pm (33 students attended)	Thursday, Oct 24 2:30-3:30pm (BRAM) (18 students attended)
Avoiding Plagiarism	Thursday, Nov 7 1:00-2:00 pm (18 students attended)	Thursday, Nov 7 2:30-3:30 pm (SSM) (20 students attended)



Using Gen AI Tools Responsibly	Thursday, Nov 14 1:00-2:00 pm (30 students attended)	Thursday, Nov 14 2:30-3:30 pm (BRAM) (19 students attended)
Ethical Collaboration	Thursday, Nov 21 1:00-2:00 pm (20 students attended)	Thursday, Nov 21 2:30-3:30 pm (SSM) (23 students attended)
Avoiding Cheating in Exams & Assessments	Thursday, Nov 28 1:00-2:00 pm (6 students attended)	Thursday, Nov 28 2:30-3:30 pm (BRAM) (17 students attended)
Final Assessments and Beyond	Tuesday, Dec 3 1:00-2:00 pm (9 students attended)	Tuesday, Dec 3 2:30-3:30 pm (SSM) (Event Cancelled)

Pre-Orientation Session: The AIO hosted a session for Winter 2025 incoming students, introducing them to academic integrity principles and available resources. Approximately 30 students attended, setting a positive tone for their academic journey.

Bi-Weekly Student Life Meetings: Ongoing meetings with Student Life provided insights into improving outreach efforts and extended workshop durations to foster deeper student engagement. These regular meetings are setting a solid foundation to collaboration between the AIO and Student Life.

Student Ambassadors: Academic Integrity Ambassadors played a pivotal role in workshops and events, managing logistics, venue preparations, and audience interactions. They have also expressed a genuine interest in learning about the substance of academic integrity. This sets up a promising partnership between the AIO and its student ambassadors.

AUSU Invitation for Student Orientation Workshop: The Academic Integrity Office (AIO) received an invitation from the Algoma University Students' Union (AUSU) to participate in their Winter orientation session at the Brampton campus on January 13, 2025. The AIO accepted the invitation as it provides an excellent opportunity to raise awareness about academic integrity among students. This invitation also reflects the AIO's growing recognition among the student body as an office dedicated to supporting students and contributing to the Algoma University community. The AIO remains committed to working with students and student organizations to promote academic integrity and support the student community, a core component of Algoma University.

Faculty and Staff Engagement

Town Hall Events: Our Brampton Town Hall was organized on November 26th and attended by 25 participants including the Algoma University President, Dr. Asima Vezina, and senior leaders. The event was led by the Academic Integrity team comprising of the Manager, Academic Integrity Office, Dr. Muhammad Ashraf, and two Academic Integrity Officers, Dr Suneth Wijeratne and Lucia Velu, who introduced the AIO's mission, achievements, current activities and future plans. The Town Hall event also showcased the collaboration between the AIO and the Student Ambassadors – a feature that was singled out for appreciation by the President. The Town Hall event for Sault Ste. Marie was organized for December 2 2024 but had to be postponed owing to adverse weather updates in the region. The event will be re-organized in the Winter 2025 term,

Faculty & Staff Engagement Workshops: The AIO is currently planning to conduct regular workshops for our faculty and staff to keep them updated about the latest news and trends around academic integrity. Communications will be released once the sessions have been finalized by the AIO team.

Outreach and Collaborations

Writing Lab and Learning Strategist Collaboration: Partnerships with the Writing Lab and Learning Strategist enhanced workshop content, focusing on avoiding plagiarism and improving academic skills. These collaborations align with best practices observed at peer institutions.

National Centre of Excellence for Immersive Technology (NCoE)

- **Game Incubator Program:** 28 hours of technical training and 8 hours of business programming have been completed. Jan 17 between 4.30 and 7.30 pm, is the Demo Day, wherein students would showcase their games in front of the judges (industry experts) and compete to win the First prize of \$1000 and a runner-up prize of \$500.
- **Research Projects:** Currently, there are two ongoing projects on XR led by the Faculty of Computer Science and Technology (FCST) and another potential project on building information Modelling (BIM) and AI. Two new projects are in the pipeline for review with FCST
- **Funding Application:** NCoE will be applying to FedDev funding for launching an XR Accelerator Program in partnership with Unity scheduled between June and Nov 2025
- **IEEE Conference:** NCoE is also working closely with FCST to plan the conference scheduled for July 2025.
- **Game Developer Micro-credential:** NCoE will launch the micro-credential in Feb 2025. This program is open to all who are interested in game development.

University Librarian and Wishart Library

Fall 2024 Semester Information Literacy Sessions

Lisl Schoner-Saunders and Nicole Gajda conducted 38 information literacy sessions in classes for students across campuses and a variety of disciplines during the months of September, October and November, 2024.

New Research Tools coming in the new year! SCOPUS and SCOPUS AI

Please reach out to the [Library](#) if you have any questions on these new research tools. Thanks to a collaboration between the Research Office and the Library we were able to join other institutions across Canada through (CRKN) Canadian Research Knowledge Network to add this research database and AI Tool with big savings.

Scopus

Scopus AI

Ask a Librarian Virtual Chat Service

This is a consortial service that the Algoma University Library is a part of through OCUL (Ontario Council of University Libraries). Our library staff give one hour a week of their time answering virtual questions on this service. In return, AU students and Faculty have access to the Ask a Librarian service (which pops up when you're researching in our databases) seven days a week, 7 hours a day. Please see the stats below on Algoma's usage of this service:



- The scheduling team has been meeting with departmental chairs for the 25S term rosters and schedules. There is a new roster template to improve communication and transparency.
- Advising, records, and registration have been meeting with academic departments for academic advising training. The team is also developing a new website dedicated to advising services with an FAQ.
- Shared a memo to remind the Faculty of the exam deferral process and 24F grade submission deadline.
- Together with IT, developed a new and streamlined grade verification process to ensure Deans can review the status and approve submitted courses. This will allow for approval of grades as they are received and students will have access to view them before the start of the new term.
- Shared a memo with students for June 2025 graduation. Students have until February 14, 2025 to apply. Graduation will be June 14, 2025, for Sault Ste. Marie and June 18-19, 2025 for Brampton.
- Completed the full transition of academic advising from Student Success to the Registrar's Office by December 20, 2024

Career and Experiential Education

The Career & Experiential Learning team has several exciting updates to share:

1. **Welcoming New Lead in Co-op**

We are thrilled to welcome Priscilla Broni as the new Lead, Co-operative Education. Priscilla's primary focus will be on expanding and growing our Co-op programs to provide more opportunities for students. She is also leading efforts to achieve accreditation for our degree-level Co-op programs, ensuring we meet national standards of excellence.

2. **Launch of INStage for Employability Preparation**

We are pleased to have launched INStage, an innovative platform that helps students build critical employability skills. This tool provides simulated real-world experiences, preparing students for job interviews and workplace interactions in a dynamic and supportive way.

3. **Career Fairs at Both Campuses**

We are actively planning career fairs for both the Sault Ste. Marie and Brampton campuses in the Winter term, providing students with valuable opportunities to connect with employers and explore potential career paths. If you have employer partners who would benefit from participating, please connect with us—we would love to extend an invitation on your behalf.

These initiatives reflect our continued commitment to enhancing career and experiential learning opportunities, preparing our students for success in the workplace, and strengthening our ties with industry partners.

Respectfully submitted,

Donna M. Rogers, PhD



Algoma

UNIVERSITY



PRESIDENT'S REPORT TO THE SENATE

JANUARY 2025

PRESIDENT'S MESSAGE



Happy New Year, and welcome back to all Algoma University students, faculty, and staff. I hope everyone had a chance to relax and recharge over the holidays and is ready for the new beginnings that January and the winter term will bring.

There is much to look forward to in this new year, including the groundbreaking for Makwa Waakaa'igan, which will almost double the classroom space of the East Wing and provide new research and archival spaces for healing and reconciliation-focused work. Faculty and staff focused on Indigenization efforts, as well as cross-cultural teaching and learning, will soon have a facility dedicated to supporting their work. We will also see faculty and researchers opening the newly renovated Animal Care Facility and Containment Level 2 (CL2) laboratory, a \$6 million investment to expand science programming and research.

In 2025, the Visual Arts program at Algoma will move into a newly renovated space. Meanwhile, the Dean of Science is actively overseeing the design phase of a new facility in the Convergence Centre (CC) to accommodate the growing needs of the Psychology program. Additionally, there continues to be strong community support for the upcoming Master's program in this field.

While remaining dedicated to protecting core programming within the Liberal Arts and Sciences model of university education, I have asked the Senate's Academic Planning and Priorities Committee to strike a task force from across the five faculties to develop an action plan and long-term strategy for lower-enrolled programs. We believe this is an opportunity for innovation and creativity. It is an important conversation that will provide both short-term and long-term strategies and vision for these programs and for the University as a whole.

I am pleased to report that Algoma is continuing to develop a robust risk management framework that will ensure we remain adaptive and resilient in the face of the evolving challenges facing post-secondary institutions. To this end, I have dedicated the first section of my report to the Senate to this important initiative.



Algoma University remains committed to the recommendations outlined by the Auditor General of Ontario in her December follow-up report. As President, I value the Auditor General's guidance in strengthening our University. Since the 2022 Performance Audit, Algoma has made significant progress, and I am pleased that the Auditor General has acknowledged our efforts.

Risk Landscape Development

Below is an update on the progress made as we continue our focus on strengthening Algoma University's risk management framework. This critical initiative is being led by Ilham Punjani, Chief of Business Transformation, Strategy and Sustainability, and the Business Transformation Office (BTO) for Algoma's Board of Governors.

During the Board's November retreat, Phase One of the creation of Algoma's new risk management framework was completed. Specifically, based on feedback from the Board, a comprehensive policy and risk universe were developed, encompassing strategic, operational, financial, regulatory, and reputational risks. Completing this first phase is significant because it aligns our risk management practices with Algoma's strategic and operational goals.

We are now progressing into Phase Two, which focuses on translating these foundational elements into practical tools and metrics. By the end of this fiscal year, we aim to establish a robust framework that enhances decision-making through a new Risk Management Dashboard and Key Risk Indicators. The final phase, Phase Three, will focus on embedding the risk management framework into the University's daily operations through training and active stakeholder engagement. I would like to thank the BTO and the Board for leading this important initiative.

Campus Master Plan

Recently, the first concept of the Brampton Campus Master Plan was presented to the Board during the same November retreat. This milestone marks the launch of a strategic process to shape the future of our Brampton campus, aligning it with Algoma's long-term vision and the evolving needs of our students, faculty, staff, and community.

While we face short-term instability across the university sector, the Master Plan will outline a 20-year framework for the campus's growth, addressing current space needs while anticipating future demands in one of the fastest-growing and youngest Canadian cities, which is already approaching one million people. It is a bold step forward in supporting our ambitious expansion plans.



Key objectives of the Campus Master Plan include:

- Creating a welcoming, walkable, and distinctive campus in downtown Brampton;
- Prioritizing essential academic facilities to meet both immediate and long-term needs; and
- Ensuring the campus meets the expectations of both domestic and international students.

The draft also considers critical factors such as zoning, land use, heritage preservation, transportation, and real estate opportunities. Following Board approval on the initial work, the team, under the leadership of Vice-President of Growth, International & External Relations, Craig Fowler, will be conducting consultations across Algoma U and the wider community.

Government Advocacy

Our advocacy efforts, primarily aimed at securing an appropriate share of Provincial Attestation Letters (PALs), have continued to be a key priority for Algoma over the past several months as we focus on protecting Algoma's financial outlook. In November, the Department of External Community Relations and Engagement organized a full day of advocacy at Queen's Park, including meetings with key decision-makers from the Office of the Premier, the Ministry of Finance, Brampton and Sault Ste. Marie Members of Provincial Parliament, and Minister Quinn and his senior team from the Ministry of Training, Colleges and Universities (MTCU).

As you may recall, the same formula was applied to all universities across the province. A different formula was used for colleges, which included three intake periods, unlike universities, which only accounted for the fall intake. Private universities were subject to yet another distinct formula. We have been addressing the inequities this initial formula presented in Algoma's case, and we believe there is now a better understanding of the issues. Whether the intended outcomes are achieved remains to be seen, which is why we are implementing strong risk mitigation strategies in this area.

Planning for the next budget year

As we've discussed, the federal government's restrictions on international study permits and the failure to implement the recommendations of the Blue Ribbon report, have created significant challenges for all post-secondary institutions, leading to a period of financial uncertainty. As we approach the 2025–26 budgeting cycle, Algoma continues to consider a number of scenarios that account for the unknown outcome of PAL allocations for 2025–26 and beyond.

As previously mentioned, until PAL allocations are known, all universities and colleges, including Algoma, are entering the 2025–26 budget cycle in a period of financial uncertainty. However, I want to reassure you that Algoma remains in a stable financial position, which we will protect by incorporating strategies and measures into the 2025–26 Budget to ensure long-term financial sustainability.



In January 2025, the finance team will begin working with the Risk and Finance Committee and the Board of Governors to complete the 2025–26 Budget, including Algoma’s operating and capital budgets. The senior executive team and budget holders will work through January and February to develop their draft budgets and present them to the Risk and Finance Committee for review and feedback in March. The final 2025–26 Budget presentation for the Board of Governors’ approval will take place in April 2025.

Indigenization, Equity, Diversity, and Inclusion (IEDI)

Algoma is taking essential steps to successfully embed IEDI policies and frameworks across all our University’s systems, structures, and functions. I am proud to report that Algoma recently launched our Equity Diversity Inclusion (EDI) Strategy and conducted an IEDI policy review led by Higher Education Strategy Associates and our EDI team. This initiative underscores Algoma’s dedication to addressing systemic and institutional discrimination and fostering transparency and accountability. I would like to thank Jane Omollo, Equity, Diversity, and Inclusion Director, and her entire EDI team for their work on this incredibly important initiative.

Our EDI Strategy will also ensure that Algoma is well-positioned to respond to the new *Strengthening Accountability and Student Supports Act 2024*. The legislation allows for ministerial directives to be issued to publicly-assisted colleges and universities on topics such as student mental health, as well as policies and rules to address and combat racism and hate, including but not limited to anti-Indigenous racism, anti-Black racism, anti-Semitism, and Islamophobia.

Algoma is proactively reviewing several policies and rules to ensure they are aligned with the new legislation, including::

- Student Code of Conduct (Non-Academic);
- Healthy Workplace Policy;
- Human Rights Policy;
- Workplace Violence and Harassment Policy;
- Sexual Violence Policy; and
- The EDI sections of the Public Accountability and Transparency Requirements.

Furthermore, Patty Chabbert, Acting Vice-President-Nyaagaaniid – *Anishinaabe Initiatives, Equity & Decolonization* and Dave Trudelle, Associate Vice-President Student Affairs, have undertaken the creation of a comprehensive Conflict Management Plan with standard operating procedures for protest management, ensuring alignment with our robust EDI Strategy and policy framework. I continue to be proud of the work Algoma is doing to strengthen our IEDI commitment and ensure it is reflected in everything we do.



Recent Highlights

Please join me in congratulating Dr. Deb Woodman, who has been granted promotion to Associate Professor; Dr. Sean Meades, who has been granted tenure; and librarian candidate Lisl Schoner-Saunders, who was also granted tenure, as recommended to the President by the Peer Review Committee. All promotions will become effective July 1, 2025. I know this is a big moment for all of you and it was wonderful to share in your celebration.

In December, Istvan Imre, Associate Vice President, Academic and Continuing Education and I had the honour of hosting Algoma's Speaker of the Senate, Dr. Nikki Shaw, for a day on the Brampton campus. During her visit, Dr. Shaw met many students, staff and faculty. We had the opportunity to discuss and visit different project locations, including a new building renovation for social work and psychology, the mental health institute, the future student residence, and ongoing improvements to the campus. This visit also facilitated engaging conversations about Algoma's impact in the City of Brampton, with key stakeholders such as Chief Executive Officer of the Brampton Board of Trade, Jaipaul Massey-Singh, and Vice-President at Kallo Developments, Tom Kanellopoulos. Denise McClure and Sandy Soliman were also there from the Economic Development division of the City of Brampton. Thank you Dr. Shaw for your visit!

I am thrilled to report that Algoma University researchers have received funding from the Ontario Research Fund – Research Infrastructure ([ORF-RI](#)), supporting groundbreaking research led by Dr. Isabel Molina and Dr. Bill Dew. This funding highlights the critical role of investment in cutting-edge research and state-of-the-art equipment to drive innovation in crucial fields.

Algoma University marked December's Giving Tuesday by joining the global movement of generosity and launching a transformative [year-long campaign](#), Behind Every Success, to support students. The campaign builds on Algoma's commitment to student success by supporting initiatives under the Student Support Fund, such as the Food Pantry, the Equity and Pride Centre, and the Algoma University Student Union Emergency Fund, designed to provide immediate financial assistance to students facing unexpected or extraordinary circumstances.


Finally, I am pleased to report that Algoma's December Forums served as an important platform to share critical updates, address challenges, and foster open dialogue with faculty and staff. A total of three Forums were held across all three of our campuses. The December Forums featured a comprehensive agenda that included financial updates, specifically focusing on budget preparations for 2025, as well as new capital projects. Updates from People & Culture highlighted professional development initiatives and the recent criteria for controlled hiring. The Registrar's Office provided valuable insights on winter semester readiness, Algoma's Student Information System, and the department's future vision.



The Forums were well attended, and conversations were productive – great questions were asked by faculty and staff. I would like to thank everyone who participated and express my gratitude to those who helped make the December Forums a great success.

As we head into the winter months, I wish you all a successful and joyful winter term and look forward to our conversations and continued success in this new year.

Chi-miigwech, merci, and thank you for all you do for Algoma U.



Asima Vezina, PhD
President and Vice-chancellor



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Dec 16, 2024

**To the Members of the Senate Executive Committee,
Algoma University**

Dear Members of the Senate Executive Committee:

As we continue to refine our practices to better serve the university's strategic and academic goals, I am proposing an adjustment to the schedule for the President's Report to the Senate.

Proposed Reporting Schedule for the President's Report

For 2025, the President's Report to the Senate will be submitted on a bi-monthly basis, starting February 2025:

- **February 7, 2025**
- **April 4, 2025**
- **June 6, 2025**
- **September 5, 2025**
- **November 7, 2025**

This adjustment reflects the nature of institutional progress and strategic initiatives, which often require time to materialize in a way that is meaningful to report. By moving to a bi-monthly schedule, we can ensure that each report captures substantial updates and developments, making the reports more impactful and worth the Senate's time and attention. I am certainly happy to provide a verbal report for any new and pressing items that need to be shared.

Rationale for the Change

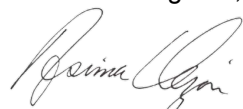
The decision to propose a bi-monthly schedule for the President's Report stems from the reality that institutional changes and updates typically occur over a longer timeframe. A less frequent reporting cadence allows for deeper reflection and a focus on substantial updates, ensuring that the time and effort invested by both my office and the Senate yield greater value.

I trust that this adjustment will enhance the quality and efficiency of our reporting process. The proposed schedule aligns with our shared commitment to meaningful governance while respecting the time and effort of all involved.

As always, I remain committed to maintaining open and productive communication with the Senate, and I welcome your feedback on this proposal. Should you have any concerns or suggestions, I encourage you to share them so we can move forward in alignment with our mutual goals.

Thank you for your continued dedication to the university and its mission. I look forward to our ongoing collaboration as we advance our shared priorities.

With warm regards,

A handwritten signature in black ink, appearing to read 'Asima Vezina', written in a cursive style.

Dr. Asima Vezina, PhD

President and Vice-Chancellor
Algoma University

cc: Algoma University Senators