

OPEN AGENDA

ITEM	LEAD	A/D/I	MIN	TIME												
1.0 CALL TO ORDER Acknowledgment of Traditional Territories We wish to acknowledge that we are on the traditional lands of the Anishinaabek Nation. We also acknowledge that we are on sacred lands set aside for education as envisioned by Chief Shingwauk for our children and for those as yet unborn. 1.1 Chairs Opening Remarks 1.2 Declarations of Conflicts of Interest 1.3 Consent Agenda 1.3a OPEN Agenda for meeting dated April 29, 2021 1.3b OPEN Minutes - Mar 31, 2021 [Appx. 1] 1.3c Reports from Board Committees/University Bodies [Appx. 2]: <table border="1" data-bbox="175 869 1021 1022"> <thead> <tr> <th>Committee/University Body</th> <th>Chair</th> <th>Report</th> </tr> </thead> <tbody> <tr> <td>Board Executive</td> <td>M. Moraca</td> <td>i. OPEN Mar 23/21</td> </tr> <tr> <td>Board Finance</td> <td>S. Taylor</td> <td>ii. OPEN Mar 23/21</td> </tr> <tr> <td>Nominating & Governance</td> <td>E. Pitcher</td> <td>iii. OPEN Mar 10/21</td> </tr> </tbody> </table>	Committee/University Body	Chair	Report	Board Executive	M. Moraca	i. OPEN Mar 23/21	Board Finance	S. Taylor	ii. OPEN Mar 23/21	Nominating & Governance	E. Pitcher	iii. OPEN Mar 10/21	Chair	I	3	5:30
Committee/University Body	Chair	Report														
Board Executive	M. Moraca	i. OPEN Mar 23/21														
Board Finance	S. Taylor	ii. OPEN Mar 23/21														
Nominating & Governance	E. Pitcher	iii. OPEN Mar 10/21														
MOTION: <i>That all items listed under the date April 29, 2021 'Consent Agenda' be approved as recommended.</i> Moved by: _____ Seconded by: _____	Chair	A	2	5:33												
2.0 REPORT FROM THE PRESIDENT - N/A																
3.0 PRESENTATIONS																
3.1 Board Education - Shingwauk Site History & Partnership <ul style="list-style-type: none"> Shingwauk Kinooomaage Gamig 	Chief D Sayers / D Roach	I	10	5:35												
3.2 2021/2022 Budget	Senior Executive	I	15	5:45												
4.0 BUSINESS ARISING - N/A																
5.0 ITEMS FOR DECISION / DISCUSSION - N/A																
6.0 NEW BUSINESS - N/A																
7.0 INFORMATION ITEMS																
7.1 Request for Proposal Update: Mukqua Waakaa'igan [Appx. 4]	R Battisti	I	N/A	N/A												
7.2 Sexual Violence Prevention on Campus [Appx. 5]	M Wabano-McKay	I	N/A	N/A												
7.3 CESD Executive Summary Report [Appx. 6]	D Rogers	I	N/A	N/A												
Questions on Information Items	Chair	D	5	6:00												

DRAFT MINUTES**BOARD OF GOVERNORS****Meeting of the Board**

March 31, 2021 | 5:30pm | Virtual

OPEN SESSION MINUTES**Present:** S. Schell (Chair), P. Quesnele (Secretary)

Y. Alphonse	M. Moraca	M. Turco
R. Assiniwai	J. Pastore	A. Vezina (President)
P. Dupuis	M. Pitcher	
S. Kousta	S. Schell	
B. Lloyd	H. Stevenson	

Regrets: J. Belisle, M. Borowicz-Sibenik, M. Nadeau, E. Pitcher, P. Sewell, S. Taylor**Guests:** R. Battisti, C. Fowler, S. Gruner, H. Huskins, D. Rogers, M. Wabano-McKay, K. Rousseau**1.0 CALL TO ORDER****Acknowledgment of Traditional Territories**

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

1.1 Chairs Opening Remarks

The Chair welcomed all governors and guests and reflected on the progress made during this fiscal year, and acknowledged the work underway by the Ad Hoc Strategic Planning Committee to extend the Strategic Plan to 2023 with the anticipated final review scheduled for the June 2021 Board meeting.

1.2 Declarations of Conflicts of Interest

None.

1.3 Consent Agenda

1.3a OPEN Agenda for meeting dated March 31, 2021

1.3b OPEN Minutes (Special) - Dec 16/20 [**Appx. 1**]1.3c OPEN Minutes - Jan 28/21 [**Appx. 2**]1.3d OPEN Minutes - Mar 11/21 [**Appx. 3**]1.3e Written Reports from Board Committees and University Bodies [**Appx. 4**]:

Committee/University Body	Chair	Report
Board Executive	M. Moraca	i. OPEN Jan 19/21
Board Finance	S. Taylor	ii. OPEN Jan 19/21
Board Finance	S. Taylor	iii. OPEN Feb 9/21
Nominating & Governance	E. Pitcher	iv. OPEN Nov 4/20
Anishinaabe Peoples' Council	T. Kakapshe	v. Dec 3/20
Anishinaabe Peoples' Council	T. Kakapshe	vi. Feb 3/21

MOTION: *That all items listed under the date March 31, 2021 'Consent Agenda' be approved as recommended.***Moved by:** M. Moraca**Seconded by:** M. Turco**Carried.**

2.0 REPORT FROM THE PRESIDENT

March President's Report [LINK]

The President provided a high level overview of the updates related to each of the five strategic priorities. The Board thanked the President and her teams for the progress made in each of the areas.

3.0 PRESENTATIONS

3.1 Board Education - Shingwauk Site History & Partnership:

- **Shingwauk Education Trust [Appx. 5]**

The President and Chair, as part of the Board education series related to the Shingwauk site history and partnership, introduced H. Huskins, Vice President of Shingwauk Education Trust (SET). H. Huskins provided an overview of the SET, Chief Shingwauk's vision, the Covenant and its Addendum. An opportunity was provided for the Board to ask questions.

3.2 Research Advisory Committee Presentation:

- **Dr. Sheila Gruner, Associate Professor, CESD Department [Appx. 6]**

Dr. Gruner provided an overview of her research and funding related to current projects including her work with the Colombian Commission for the Clarification of Truth, Co-existence and Non-Repetition; the Experience of Exile and the Truth Commission in Canada; and Indigenous and Afro-Descendant Peoples in Colombia. She explained how this connects to the Truth and Reconciliation Commission's Calls to Action. The Board expressed their appreciation for the important research underway.

4.0 BUSINESS ARISING

4.1 Calls to Action Working Group Update

The Chair provided an overview of the establishment of the working group and invited M. Wabano-McKay, Nyaagaaniid Vice-President, Anishinaabe Initiatives, Equity and Student Success, to provide a brief update on the efforts thus far. A preview of the draft was presented which included designs for an interactive, digital booklet that will outline Algoma University's progress in its commitments to the Truth and Reconciliation Commission's Calls to Action since 2017 and beyond, along with infusing the voices of the Shingwauk Residential School Survivors throughout. The final version is anticipated to be ready in June 2021.

4.2 Recommendations from the Nominating & Governance Committee:

- **Following Board Retreat**

The Chair outlined that the Chair of the Nominating and Governance Committee Chair, E. Pitcher, was unable to attend the Board meeting but that she would be delivering this recommendation on behalf of the two of them. The Chair outlined that since the last Board retreat, discussions have been ongoing at the Nominating and Governance Committee meeting wherein considerations of EDI, our Special Mission, Strategic Plan and tri-campus footprint were ongoing with respect to the Board's composition. The committee is highlighting the need to take a pause to look at the board composition to ensure that it reflects the university and the communities we serve, and that it aligns with the Strategic Plan and current reality of the university. The

DRAFT MINUTES

committee would like to review this closely in line with best practices, rather than simply continuing with past practice, in order to ensure that the Board is attracting members with the skills set, perspectives and lived experiences that will enhance discussions and decision making. As a result, the committee has recommended a slight pause on proceeding with any new Board member recruitment until recommendations are finalized in the upcoming months.

5.0 ITEMS FOR DECISION / DISCUSSION

5.1 Debt Management Policy [Appx. 7]

R. Battisti outlined the report and advised that the policy will aid the university in making informed and responsible borrowing decisions. He advised that a holistic approach was used to establish this policy which included market research, discussions with the Finance Committee and a consultant.

MOTION: *That the Board of Governors accept the Debt Management Policy dated March 23, 2021 as recommended by the Finance Committee.*

Moved by: M. Pitcher

Seconded by: P. Dupuis

Carried.

5.2 Reserve Management Policy [Appx. 8]

R. Battisti outlined the purpose for the policy to set principles and thresholds for various reserves to mitigate risk.

MOTION: *That the Board of Governors accept the Reserve Management Policy dated March 23, 2021 as recommended by the Finance Committee.*

Moved by: J. Pastore

Seconded by: B. Lloyd

Carried.

6.0 NEW BUSINESS ITEMS - N/A

7.0 INFORMATION ITEMS

7.1 English Final Assessment Report [Appx. 9]

7.2 History Final Assessment Report [Appx. 10]

7.3 Music Final Assessment Report [Appx. 11]

7.4 CCOU Professional Development Opportunity (Virtual)

- Save the Date: Friday, June 18 (10am-12pm)

Questions on Information Items

None.

8.0 MOVE INTO CLOSED SESSION

MOTION: *That the Board move into the CLOSED Session*

Moved by: B. Lloyd

Seconded by: J. Pastore

Carried.

17.0 APPROVALS OF MOTIONS MADE IN CLOSED SESSION

MOTION: *To approve the motions that were made in the CLOSED Session.*
Moved by: P. Dupuis **Seconded by:** M. Pitcher **Carried.**

18.0 ADJOURNMENT

The President and Chair recognized M. Nadeau for tenure on the Board and expressed their sincere thanks on behalf of the Board and the University.

MOTION: *That Board of Governors meeting be adjourned.*
Moved by: B. Lloyd **Seconded by:** J. Pastore **Carried.**

DRAFT MINUTES**BOARD OF GOVERNORS****Board Executive Committee**

March 23, 2021 | 7pm | Virtual

OPEN SESSION MINUTES

Present: P. Dupuis, M. Moraca (Committee Chair), M. Nadeau, M. Pitcher, P. Quesnele (Secretary), S. Schell (Chair), A. Vezina (President)

Regrets: N/A

Guests: N/A

1.0 CALL TO ORDER**2.0 DECLARATIONS OF CONFLICTS OF INTEREST**

None.

3.0 APPROVAL OF AGENDA

MOTION: *To approve the OPEN agenda as circulated.*
Moved by: A. Vezina **Seconded by:** P. Dupuis **Carried.**

4.0 MINUTES OF PREVIOUS MEETING - OPEN [Appendix 1]

MOTION: *To approve the OPEN minutes of the Board Executive Committee of January 19, 2021 as presented.*
Moved by: P. Dupuis **Seconded by:** S. Schell **Carried.**

5.0 BUSINESS ARISING**5.1 Ad Hoc Strategic Planning Committee Update [Verbal]**

The Secretary outlined the progress of the ad hoc committee's work and timelines.

6.0 ITEMS FOR DECISION/DISCUSSION - N/A**7.0 NEW BUSINESS ITEMS****7.1 Potential new agenda item/resource**

The committee discussed various methods of sharing information outside of regular agenda items. The committee determined that a resources section added after the official agenda business or emails sent to the committee could suffice for this type of information sharing.

8.0 SETTING OF BOARD OF GOVERNORS OPEN AGENDA

8.1 OPEN Minutes - Jan. 28, 2021 [Appx 2]

The minutes were finalized.

8.2 OPEN Minutes - Mar. 11, 2021 [Appx 3]

The minutes were finalized.

8.3 OPEN Agenda - Mar. 31, 2021 [Appx 4]

The agenda was finalized.

9.0 MOVE INTO CLOSED SESSION

MOTION: *To move into the CLOSED session of the Board Executive Committee meeting for discussion of personnel, property and/or finance related issues.*

Moved by: B. Lloyd

Seconded by: P. Dupuis

Carried.

19.0 APPROVALS OF MOTIONS MADE IN CLOSED SESSION

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

Moved by: B. Lloyd

Seconded by: M. Nadeau

Carried.

20.0 ADJOURNMENT

MOTION: *That the Board Executive Committee meeting be adjourned.*

Moved by: M. Pitcher

Seconded by: A. Vezina

Carried.

a holistic and comprehensive approach versus a single metric. In addition, the appendix in the policy has been updated to reflect best practice and industry standards.

Discussion occurred around triggers and it was noted that debt analysis is compared to budget on a monthly basis and with forecast updates.

R. Battisti noted that this can be reviewed annually when the debt review occurs as per the Committee Work Plan.

MOTION: That the Finance Committee recommends to the Board of Governors acceptance of the Debt Management Policy dated March 23, 2021.

Moved by: S. Sschell
Carried.

Seconded by: P. Dupuis

6.2 Draft Reserves Management Policy

R. Battisti reviewed the updated draft policy, noting that the main change is to the primary reserves ratio. The University's recommendation is the minimum threshold should be 30 days (8.2%), compared to the previous recommendation that the minimum balance of the Operating reserve be 5% of the following year's operating expenses, as approved by the Board of Governors.

MOTION: That the Finance Committee recommends to the Board of Governors acceptance of the Reserve Management Policy dated March 23, 2021.

Moved by: P. Dupuis
Carried.

Seconded by: B. Lloyd

7.0 NEW BUSINESS

None.

8.0 ITEMS FOR INFORMATION

8.1 Miscellaneous Financial Updates

R. Battisti provided an update on the current status of various financial matters, as detailed in the briefing note.

8.2 Work Plan

The updated work plan was included for review. Metrics, COU has numbers but not final yet, will bring back to finance when COU releases it.

9.0 MOVE INTO CLOSED SESSION

MOTION: To move into Closed session.

Moved by: S. Taylor
Carried.

Seconded by: M. Pitcher

10. CLOSED SESSION

19. RETURN TO OPEN SESSION

MOTION: To ratify any decisions made in closed session.

Moved by: P. Dupuis

Seconded by: B. Lloyd

Carried.

20. ADJOURNMENT

MOTION: That the Finance Committee meeting be adjourned.

Moved by: P. Dupuis

Seconded by: S. Taylor

Carried

Time: 7:02pm

DRAFT MINUTES

BOARD OF GOVERNORS
Nominating and Governance Committee
 March 10, 2021 | 5:30pm | Virtual

OPEN SESSION MINUTES

Present: E. Pitcher (Committee Chair), M. Nadeau, P. Quesnele (Secretary), S. Schell (Chair),
 A. Vezina (President & Vice Chancellor)

Regrets: J. Belisle

Guests: None

1.0 CALL TO ORDER

2.0 DECLARATIONS OF CONFLICTS OF INTEREST

None.

3.0 APPROVAL OF AGENDA

MOTION: *To approve the OPEN agenda as circulated.*

Moved by: M. Nadeau

Seconded by: S. Schell

Carried.

4.0 MINUTES OF PREVIOUS MEETING - OPEN [Appendix 1]

MOTION: *To approve the OPEN minutes of the Nominating and Governance Committee of November 4, 2020 as amended.*

Moved by: S. Schell

Seconded by: M. Nadeau

Carried.

NOTES: Add "Committee Chair" next to E. Pitcher in the attendance list. Updated headings in minutes to reflect the agenda.

5.0 BUSINESS ARISING

5.1 Committee Reports

- **Nominating and Governance Committee to pilot**

The committee discussed the benefits of regular, standardized Committee Reports for the Board. They discussed that a best practice is to have closed session committee meetings rather than open and closed. They also requested that a review be done for best practice within the university sector on how Board committee meetings are conducted to help formulate a recommendation for the Board.

DRAFT MINUTES

5.2 Winter Board Retreat Review and Survey Results [Appendix 2]

The Committee reviewed the survey results and noted that future retreat agendas should build in more buffer time in the event that sessions run longer than anticipated.

6.0 ITEMS FOR DECISION/DISCUSSION - N/A

7.0 NEW BUSINESS ITEMS

7.1 Board Agenda Items (Open vs Closed)

- MCU Survey

The Committee reviewed the MCU survey and discussed the general best practices around reporting frequencies for high functioning boards. A common theme that emerged from the data and discussion were various forms of quarterly reports as opposed to monthly reports (especially in the case of financials). The Committee will make a recommendation for all committees to review the frequency of reports that are being submitted to determine if a change to quarterly reporting could work. The Committee also noted that one of the clearest examples of this is for the Finance Committee and that it recommends a change to quarterly reporting for financial reports, except in the case of financial emergencies or financial exigency. The Committee noted that this change would likely have an impact on the committee work plans and allow the administration to focus on other priorities.

8.0 MOVE INTO CLOSED SESSION

MOTION: *To move into the CLOSED session.*

Moved by: S. Schell

Seconded by: M. Nadeau

Carried.

19.0 APPROVALS OF MOTIONS MADE IN CLOSED SESSION

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

Moved by: S. Schell

Seconded by: M. Nadeau

Carried.

20.0 ADJOURNMENT

MOTION: *That the Nominating and Governance Committee meeting be adjourned.*

Moved by: A. Vezina

Seconded by: M. Nadeau

Carried.

BOARD OF GOVERNORS REPORT



Mukqua Waakaa'igan RFP Update

OPEN

Meeting Date: April 29, 2021
Action: Information

PREPARED BY:

Robert Battisti, Vice President, Finance and Operations

PURPOSE OF REPORT

Provide an update on the RFP milestones and next steps.

RELATED DOCUMENTS

1. [Mukqua Waakaa'igan Vision Document](#)
2. [SSM Master Campus Plan \(web link\)](#)

STRATEGIC PRIORITY ALIGNMENT

2A: Targeted activities and investments that enhance student experience
3A Through partnerships, advance the University's leadership and commitments to truth and reconciliation

BACKGROUND

In November 2019, the Board of Governors ("Board") approved the funding application for the "National Centre Funding Application" and all associated financial commitments of the project as required by the "Investing in Canada Infrastructure Program (Community Culture and Recreation Funding Stream" application process. The funding application is approximately for \$18 million and Algoma University's portion is approximately \$4.7 M or 26.67%.

CURRENT STATUS

Management has been working with various Investing in Canada Infrastructure Program (ICIP) representatives on the application and has provided information as required. As part of the initiative, a comprehensive consultant process culminating in the Mukqua Waakaa'igan Vision (Appendix 1) was developed and will be an integral part in moving this initiative forward in conjunction with the University's Sault Ste. Marie Campus Master Plan (Appendix 2).

To meet the various project milestones, it is dependent on the selection of an architect and prime consultant. A request for proposal (RFP) has been developed and issued on MERX, which incorporates the Broader Public Services directives and was mindful of the proponents to have an understanding of Indigenous and multicultural communities.

FUTURE STATUS

Based on the RFP timetable, it is anticipated the notification of the successful proponent will be by the middle of September 2021. Since the commitment will be over \$250,000, the selection will require the approval of the Board and based, on the estimated board calendar dates, a special meeting may be required by the Finance Committee and the Board.

ACTION

Not applicable

MUKQUA WAAKAA'IGAN



APRIL 2021



Painting "Pyensag Enji-nokiiyaad" by Zoey Wood-Salomon©2014

FINDING OUR WAY BACK

to Bravery, Love, Respect, Honesty, Truth, Humility & Wisdom
Looking ahead to our Future Generations!

We are finding our way back fighting the currents of colonialism, racism & bigotry
to a place where we can find peace, love & respect with ourselves
through our heritage and culture
Many of us will never reach this place
We are dying as we journey home
Our Ancestors watch over us
They are drumming for us
singing our ancient songs to us
as we continue our plight upstream to
Home

by Zoey



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1.0 INTRODUCTION

1.1 Project Introduction - Mukqua Waakaa'igan

The name Mukqua Waakaa'igan was given to this place of learning and healing through ceremony and in recognition of this very significant work. We understand that our four-legged brother, Mukqua (bear) in Anishinaabemowin, is a medicine carrier and, as such, is a healer. He/she teaches us how to live with the earth, his/her waters and all of life. Mukqua (the bear) is a healer and giver of medicine. The medicine he/she carries brings healing to body, mind and spirit. In reverence for Mukqua's gifts, his/her name marks this place's vital work. The University will ensure that the significance of this name will be reflected throughout the project's functional design. Further information on the ceremony and the naming process can be found [here](#).

Mukqua Waakaa'igan should aspire to be a Centre of Excellence for the country; one that respects Chief Shingwauk's original vision and the history and significance of the Shingwauk Site; a place where people from around the world will visit to learn and experience the history of residential schools, the culture of Indigenous peoples in Canada and the work of the Children of Shingwauk Alumni residential school survivors to ensure their truth is told. Mukqua Waakaa'igan will welcome international, national and local cultural and spiritual teachings as part of our commitment to creating a safe, welcoming and inclusive place for cross-cultural sharing, teaching, learning and healing.

1.2 The Pole and its Colours

Through ceremony, this tamarack pole has been chosen to hold the name Mukqua Waakaa'igan until a new building comes. The tamarack tree is the only tree in the evergreen family that loses its needles in the fall time, it is very strong while being very vulnerable. This tamarack pole will lend its strength to us, as we plan, work, and bring to reality, the new build.

The pole is dressed in black, red and green ribbons. The black ribbon acknowledges all of our ancestors from the past. The red ribbon represents the blood of our people. The green represents Mother Earth and our connection to all things living.

The tamarack pole will hold the name until such time the new build is done and at that time, ceremony will help with the transition of the name and pole brought into the new build.





**Mukqua (bear) in Anishinaabemowin,
is a medicine carrier and, as such, is a healer.**

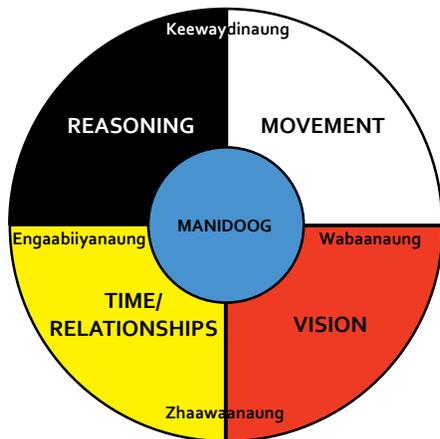


1.3 The Medicine Wheel

The Special Mission of Algoma University was confirmed by the Province of Ontario in section 4 (b), entitled Special Mission, of the Algoma University Act, 2008, S.O. 2008, chapter 13. This section

reads, "It is the Special Mission of the University ... to cultivate cross-cultural learning between Aboriginal communities and other communities, in keeping with the history of Algoma University College and its geographic site." The Mukqua Waakaa'igan project is situated in this broader context and its vision, planning stages and overall project design and execution will follow the framework of the medicine wheel.

The Medicine Wheel as Framework:



The medicine wheel is a symbol that has many teachings in Anishinaabe culture, and it presents a holistic understanding of the interconnectedness of life. Many teachings are reflected in the medicine wheel's symbolism, such as the four colours of humankind, four directions, four seasons, four aspects of self, four stages of life, to name a few. It also represents balance and the cycle of life. Beginning in the East with the dawning of a new day and moving clockwise to the south, west, north and then coming full circle. Each

quadrant or direction of the medicine wheel has significant meaning, and our team, with the support of cultural and spiritual support draws from these teachings to help guide this process.

Wabaanaung (Eastern direction) is focused on vision, our work's purpose, and the goals we aim to accomplish throughout this project.

Zhaawaanaung (Southern direction) emphasizes relationships we must foster to ensure that we are working together toward our shared vision. We are also conscious of the time needed to promote honest and healthy relationships to work together.

Engaabiiyanaung (Western direction), together with our partners, we focus on why we are doing the work and what benefits our work will bring to the people. In this direction, we are situated opposite of the East. We are reminded to connect back to our vision, being mindful that our work ensures we realize our vision.

Keewaydinaung (Northern direction) keeps us focused on the movement to attain our goal, ensuring we have identified all the work that must be done to move us even closer to our vision, again reflecting on the time and relationships required to move us toward our vision.

Manidooq (centre of the wheel resides Spirit) We are ensuring that the Spirit is acknowledged and cared for in the right way. In this work, the Spirit of Chief Shingwauk's vision was explained in this site's history and the Special Mission of the University.

This work is guided by the teachings of the Seven Grandfathers as told by our council of Anishinaabe elders, they are: respect, humility, bravery, love, honesty, wisdom and truth.



1.4 Special History - Shingwauk Site

Algoma University acknowledges and honours all survivors, the [Children of Shingwauk Alumni Association](#) (CSAA), the National Residential School Survivors' Society (NRSSS) and other organizations and individuals that have relentlessly, as part of what grew from a grassroots movement, mobilized and advocated for the TRC and its Calls to Action.

The unique [history](#) of the Shingwauk site and the story of our journey to independence as a University, guides our [Special Mission](#).

Senator Murray Sinclair, Chair of the TRC and frequent visitor to the Shingwauk site, recognized the efforts of Algoma University, the partners with Shingwauk, and their stories:

"Algoma University is a place we should all be proud to be connected to. It has been one of the first institutions that has reached out to engage with the Survivor community, because it is located in a building that used to be a residential school. It, among all the universities in this country, has a strong connection to that residential school past. But it also has a strong role to play in showing the way to reconciliation to ensure that the Survivors in this community (are) involved in what this institution does ... and if this institution can show the rest of this country, then we will all be proud of it." (Sinclair, May 30, 2016)

Truth and reconciliation must continue in Canada, but also must address the broad and deep time impacts of colonialism on all life and nature, globally. [Chief Shingwauk's vision](#) of inclusion of both traditional and modern ways, of "sharing, healing and learning," offers an approach; the compass and reach of which, actual and virtual, is universal and inclusive, and well within the capacities of Algoma and its potential partners, nationally and globally.

The formation of partnerships with Indigenous and other groups and organizations with affinitive ties to the site, its location and significance continues to grow. An expanded partnership timeline can be found [here](#).







1.5 Site Location

Baawitigong, “the place of the rapids,” is a place of historical significance, it has long been a gathering and trading place for the First Peoples of this area. This is the place where Lake Superior flows into Lake Huron. The site for this project is situated on the St. Mary’s river at the mouth of Gitche Gumee (Lake Superior). Anishinabek people continue to gather here, a place often referred to as the heart of the Anishinaabe Nation.

It is significant that the building will be erected in the Robinson-Huron Treaty territory, the traditional territory of the Anishinaabeg Nation specifically the Garden River and Batchewana First Nations, and the Historic Sault Ste. Marie Métis Community. We acknowledge and recognize the Anishinaabe people who have long had a connection to this area and to the site on which Algoma University and Shingwauk Kinoomaage Gamig is situated, land that was set aside in the late 1800s for the education of the Ojibwe people and the fulfillment of Chief Shingwauk’s vision of the ‘Teaching Wigwam’ a place of cross-cultural learning and teaching. As part of our commitments to the legacy of this site, we pledge always to remember and pay our respects to the children who lost their lives in the Shingwauk Indian Residential School; we support the residential school survivor community, the Children of Shingwauk, for the important work they have done and continue to do to ensure the truth of the residential schools period in Canada’s history is told.





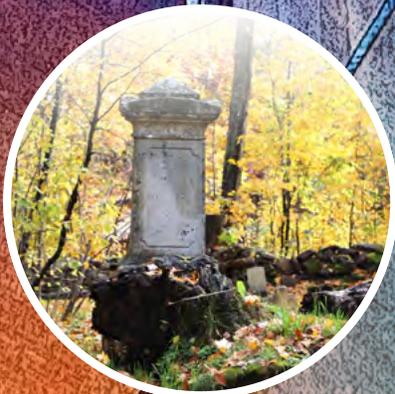
1.6 Calls to Action

We acknowledge the important work of the Truth and Reconciliation Commission of Canada in bringing to light a very dark period in Canada's history of its treatment of Indigenous people. This work would not have occurred if not for the continuous advocacy and outcry of survivors of Indian residential schools that were so prominent in the assimilationist policies of Canada. This hidden history continues to plague Indigenous communities and continues to negatively impact Indigenous and non-Indigenous relations in every possible dynamic.

To redress the legacy of residential schools in Canada, the Truth and Reconciliation Commission of Canada made 94 calls to action to advance reconciliation in Canada. There are 11 specific calls to action within education that we are working toward through the collective efforts of those involved in Mukqua Waakaa'igan. As well, the programming components under development and to be developed (through training, education, research and leadership through community partnerships) will support movement forward in the following:

Child Welfare: 1. (iii-v); Education: 7, 10 (i-vii); Language and Culture 14 (i-v), 16, 17; Health 21, 22, 23 (i-iii), 24; Justice 27, 28, 33-34 (i,iii, iv); 35-37; Reconciliation 43-44; Royal Proclamation and Covenant of Reconciliation 45-47; Settlement Agreement Parties and the United Nations Declaration on the Rights of Indigenous Peoples 48 (i-iii), Professional Development and Training for Public Servants 57, Education for Reconciliation 62 (i-iii), 63 (i-iv), 64, 65, Museums and Archives 69, 70, Missing Children and Burial Information 71, 73, 74, 75, 76; National Centre for Truth and Reconciliation 77, 78; Commemoration 79 (ii), 83; Media and Reconciliation 86, Sports and Reconciliation 90 (iii-iv), Business and Reconciliation 92 (iii).





WABAANAUNG (EASTERN DIRECTION)

is focused on vision, our work's purpose, and the goals we aim to accomplish throughout this project.

"THE SUN SHINES ON EVERYONE ACROSS THE WORLD, IT DOES NOT DISCRIMINATE."





2.0 EASTERN DIRECTION (PROJECT VISION)

2.1 Vision Statement for Mukqua Waakaa'igan

Mukqua Waakaa'igan is a place of “sharing, healing and learning,” it supports cross-cultural Indigenous and non-Indigenous knowledge sharing in pursuit of the *good life, mino-bimaadiziwin*.

Mukqua Waakaa'igan is a:

- place that will teach people to see and learn;
 - ✧ the Seven Grandfather Teachings,
 - ✧ how different worldviews can enhance and strengthen the learning experience,
 - ✧ how Indigenous and other worldviews can work harmoniously,
 - ✧ the value and role of traditional knowledge keepers as teachers,
 - ✧ the strength of diversity of thought in solving First Family (environment), Traditional Trade (economic), Community (clan system) challenges.
- safe and welcoming gathering place where people of all backgrounds can address issues of physical, intellectual, emotional and spiritual health and wellbeing; a place where living in harmony with ourselves, one another, all life, and the elements (earth, wind, water and fire) is supported.
- Centre of Excellence that respects and values Indigenous and non-Indigenous experience, history, culture and teachings; encourages inclusive dialogue and sharing of ideas and ways, and harmonious relations and activities of all people.
- place that many Indigenous Nations of Turtle Island (North America), especially the Anishinaabek and the Shingwauk Partners of Bawating, the place of the Rapids (Sault Ste. Marie), understand and respect as it relates to the time of the Seventh Fire, the importance of Gitchii Mukqua, and the possibility of deep transformation and development.
- process of Truth and Reconciliation in relation to the legacy of Canadian Indian Residential School policies, Canadian colonialism and Treaties; as well as Truth and Reconciliation in relation to the international world-system of global colonialism and its impacts on all the people and the planet.
- national and historic cultural resource and research centre, and home to many unique and original important Collections that include books, papers, documents, art, artifacts, photographs, film, videos and other memorabilia and offers expertise and support for the use, research and maintenance of critical and invaluable collections that are used in the many activities that take place in the Centre, in communities, academic study, locally and across the world in actual and virtual formats.



2.2 Project Significance

2.2.1 Honouring the Past

The Shingwauk Residential Schools Centre (SRSC) has played a vital role enhancing the healing and reconciliation process for Indigenous communities impacted by the residential school system. It is the longest running community archive dedicated to preserving and honouring the history of residential schools in Canada. The [*Reclaiming Shingwauk Hall Exhibition*](#), is the first major, permanent residential school Survivor-driven exhibition in a former residential school building.

2.2.2 Celebrating the Present

Giving space, acknowledgment, respect and engagement of stakeholders in developing the vision for Mukqua Waakaa'igan.

2.2.3 Welcoming our Future

Mukqua Waakaa'igan is a place where the sharing of knowledge, learning and research take place, along with cultural, artistic, healing and ceremonial activities. The specific needs will be identified by Algoma University in consultation and collaboration with Anishinaabe communities. We take the approach that all of these activities are connected and interconnected, and woven through them are Indigenous worldviews and Indigenous teachings. The learning spaces in Mukqua Waakaa'igan are safe and inclusive for all people with respect for Indigenous ways and Indigenous knowledge.

Three Spiritual Paddles – Past, Present, and Future

The three spiritual paddles (carved by artists Victor Newman, Karver Everson, Margaret August and Carey Newman) were presented at the National Reconciliation Forum and represent Coast Salish canoe teachings that speak to the importance of all of us paddling together. The paddles were created to represent the past, present and future. As host of the forum, the paddle representing “the future” has been at Algoma University the year following the forum helping with the work of reconciliation and the design of Mukqua Waakaa'igan.







ZHAAWAANAUNG (SOUTHERN DIRECTION)

emphasizes relationships we must foster to ensure that we are working together toward our shared vision.

We are also conscious of the time needed to promote honest and healthy relationships to work together.





3.0 SOUTHERN DIRECTION (ENGAGEMENT)

3.1 Engagement Summary

Algoma University (AU) and the Shingwauk Residential Schools Centre have conducted significant community consultations on the design and project development of Mukqua Waakaa'igan. These consultations occurred throughout the concept phase at five separate engagements to provide an opportunity for robust discussion and feedback from both the Elders of the residential school Survivor community, local Indigenous leadership, Indigenous scholars and Algoma University staff. During this process, AU also engaged the services of an Indigenous architectural firm (Two Row), as well as Indigenous and cultural consultants, to assist the consultation process.

Consultation occurred on the following dates:

1. June 16th, 2019
2. September 12th, 2019
3. September 27th, 2019
4. January 29th, 2020
5. February 2nd, 2020

In addition to the numerous consultation sessions, several communication methods/channels were utilized to engage user groups and Indigenous stakeholders. Feedback was received via groups presentations, ceremonies, emails, phone calls, video conferences, one-on-one interviews and surveys.

Indigenous partners who participated in the consultation process included: Shingwauk Education Trust, Shingwauk Kinoomaage Gamig, Shingwauk Residential Schools Centre, Children of Shingwauk Alumni Association, Shingwauk Anishinaabe Students' Association. An internal project team including representation from across the University, Survivor community, spiritual/cultural advisement worked from February 2020-21 to develop a comprehensive document reflective of the feedback from the consultation and discussions.

3.2 Project Timelines

See Request for Proposals



4.0 WESTERN DIRECTION (PROGRAM)

Mukqua Waakaa'igan is a considerable build and space to Algoma University providing space to teach the truth, a space for cross-cultural learning, and most importantly, a space for healing and reconciliation.

The University recently completed a [Campus Master Plan](#) that is a living document designed as a road map to guide the University's growth and infrastructure development over the 5-10 years. The Master Plan elements are intended to be taken into account and used as guidance for all future development, including projects like Mukqua Waakaa'igan. The next portion of this document provides highlights and connections, but it is recommended that the full plan is reviewed when necessary in its entirety.

The Campus Master Plan's Vision notes that Algoma University:

- offers a transformative education through a student-centered approach to teaching and learning;
- will work together with the city, the community, and all partners entrusted to care for our unique site to promote a safe, inclusive, and welcoming environment that facilitates research and education excellence, and creativity;
- act as a catalyst for change within the City of Sault Ste. Marie, our campus evolves to create dynamic, resilient, and accessible spaces that celebrate the legacy and purpose of the land it occupies.

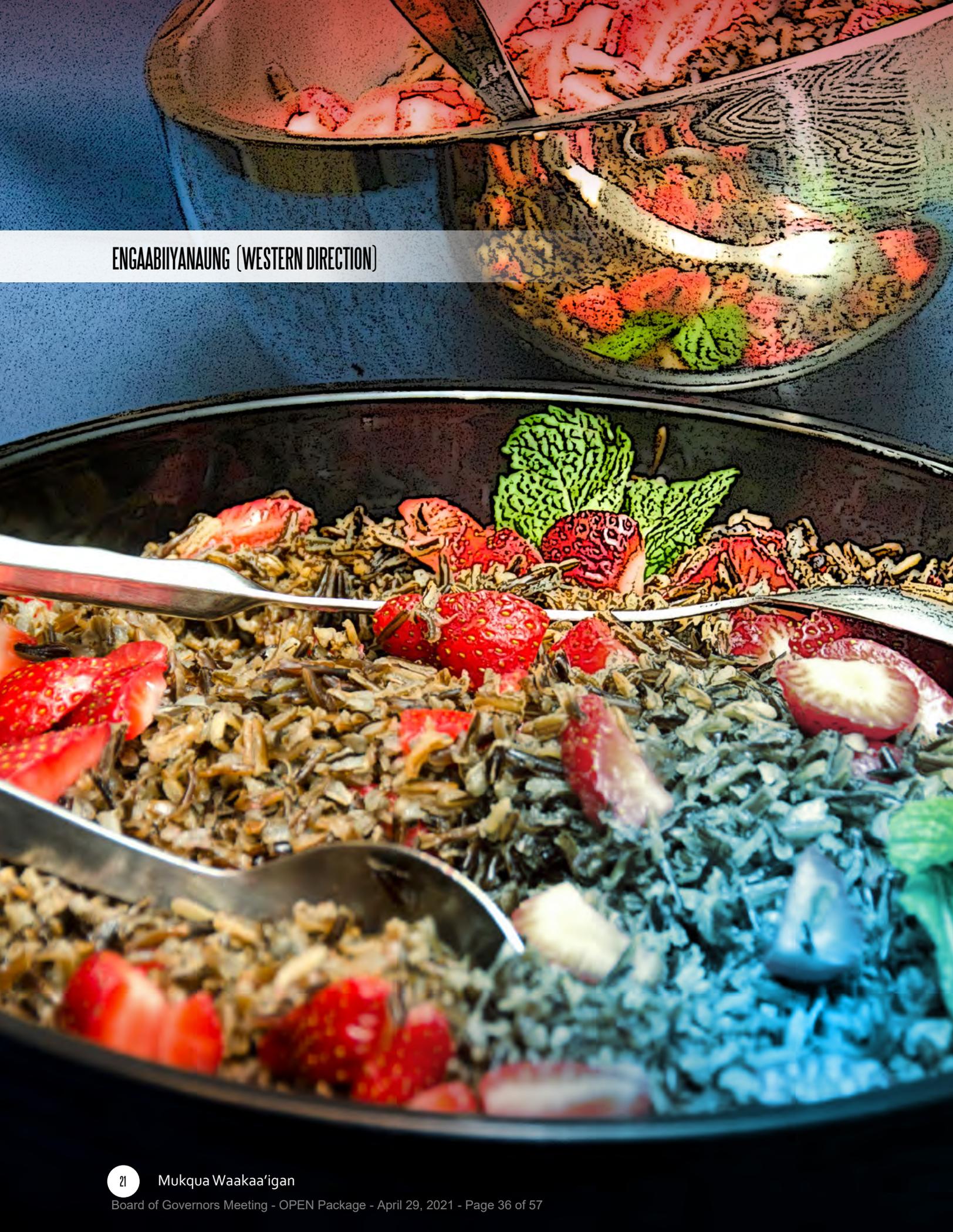
The Campus Master Plan is guided by the following six principles:

1. **A Campus that Aligns with the Original Vision for Land** - The campus should positively contribute to the University Special Mission's realization and reflect Anishinaabe principles of living responsibly within our environment.
2. **A Multicultural and Welcoming and Inclusive Campus** - The campus should respond to the diversity of Algoma University and create a destination that is inviting, open and accessible to all.
3. **A Vibrant Campus** - The University should become a catalyst for change within the City by creating designs that prioritize functional, aesthetically pleasant and safe spaces.
4. **A Resilient Campus** - Buildings and spaces within the University campus should incorporate a high level of sustainable design practices and foster resiliency.
5. **A Connected Campus with a Strong Sense of Identity** - All of the campus elements should support a sense of place and create a unique environment that enhances the University identity while improving inter-connectivity within all campus components, and connections with the surrounding community and the City.
6. **A Campus that Fosters Academic, Research and Creative Excellence** - The campus should foster Algoma University's mission of becoming a place of academic and research excellence.

ENGAABIIYANAUNG (WESTERN DIRECTION)

together with our partners, we focus on why we are doing the work and what benefits our work will bring to the people. In this direction, we are situated opposite of the East. We are reminded to connect back to our vision, being mindful that our work ensures we realize our vision.





ENGAABIYANAUNG (WESTERN DIRECTION)



4.1 Program Space Requirements/Aspirations

4.1.1 Cultural and Ceremonial Space

We acknowledge Spirit; and through ceremony, have and will continue to ask for guidance throughout this process, to continue our work for reconciliation.

These ceremonial and sacred spaces will provide a place to celebrate and practice ceremony and culture. This is a space of reclamation and celebration of the resiliency and strength of Anishinaabe people who have so gratefully extended their invitation to the world to come together to acknowledge the past so as to move forward.

These welcoming, safe and inclusive spaces will provide:

- flexible spaces for multiple uses by multiple users (small group, large group - occupancy -150) e.g cultural events and forums, residential school gatherings (multi-generational), sharing circles, workshops, interactive sessions;
- a flexible space for musical, theatrical and artistic performances and teaching (should be able to adjust size of room - flexible space);
- ceremonial space (indoor and outdoor);
- ability to hold and or support events and conferences;
- technology throughout the building must support virtual delivery, web, audio visual recordings and display areas;
- community space for traditional food preparation and harvesting;
- culturally appropriate spaces for traditional knowledge keepers, Elders and multi-generational guests (e.g. elementary school groups);
- a space that is safe and welcoming to diverse views, a place for community dialogue on important issues (i.e. racism).

Part of the Morrisseau collection will be permanently showcased in Mukqua Waakaa'igan.



Acrylic on canvas paintings by Norval Morrisseau, from left to right; "Great Bear Totemic Mother and her Offspring", 1971, "Heaven Dwellers Society", 1971, and "Ancestor and Spirit", 1971.



ENGAABIIYANAUNG (WESTERN DIRECTION) *continued*

4.1.2 Mukqua Waakaa'igan: An interactive learning experience

The facility will include:

- Historical photograph displays of images of the Shingwauk site;
- Visiting Indigenous artist residencies;
- Exhibitions of historical and contemporary Indigenous material culture, including beadwork, quillwork, textile work, etc.;
- Thematic exhibitions of Residential School photography (sports, buildings, student-centered, etc.);
- Exhibitions of historical and contemporary art of residential school Survivors and emerging regional Indigenous and non-Indigenous artists;
- Rotating travelling exhibitions focused on Residential Schools and Indigenous communities including 100 Years of Loss, We Were Children, Waniskahtan, the Witness Blanket, Footprints, and others;
- Gallery areas where art can be displayed (i.e. the Jesse Agawa collection, Carl Beam, the first Indigenous artist to have his work purchased by the National Gallery of Canada, original artwork by Norval Morrisseau). A space for current students to display art is also important;
- Archival Collection: space for archival collections, processing and climate-controlled storage space. This space will be necessary to ensure greater accessibility to an interactive experience to learn about and research Indigenous history and culture. The archive of the SRSC will require specialized space (archived copies of frequently used materials such as photo albums of residential school images, residential school attendance records, etc.);
- Space for visiting researchers, large tables for viewing material, allowing visitors to sit with the family to look at images together;
- Touch screen stations to allow visitors to interact with digitized records (photographs, documents, audio, video, self-scanning/digitization area. etc.);
- Display cases for cultural and archival material;
- Technology is available throughout and serves as a tool and connection to the 21st century providing solutions for long term sustainability. The technology in Mukqua Waakaa'igan must support the digitization of archival information, artifacts in all mediums and provide options for future facing technology to bring the work of Mukqua Waakaa'igan to the global stage.



4.1.3 Mukqua Waakaa'igan: Academic programming, research and innovation

The culturally reflective, formal and informal learning spaces are designed with accessibility, flexibility and fluidity in mind to foster an environment of collaboration and engagement. The use of technology, open concept and adaptable spaces support and encourage innovation, accessible research facilities, performance and gallery spaces, student spaces, flex rooms, collaborative spaces, ideas "sandboxes". Technology is essential, and will be accessible, adaptable and user-friendly. Furnishing will support flexible and culturally-responsive classrooms.

Firmly grounded on this site, academic clusters and learning opportunities will draw scholars and learners from the region, from all across Canada, and from around the world. Programming may include but not limited to the following:

- SRSC archives - research and knowledge transfer;
- SRSC archives - study (community-based as well as formal academic);
- Research and study foci;
- Healing from the legacy of trauma, including a snoezelen room;
- Mental health, wellness, addiction;
- Global Indigenous studies;
- New academic programs and degrees (undergraduate and master's);
- Teaching/learning about traditional knowledge;
- A potential home for the 'Centre for Social, Cultural and Economic Innovation';
- Cultural knowledge - art, performance, storytelling;
- Community-based research.



Photo left, "Shingwauk's Vision: The Teaching Wigwam" by Jesse Agawa. Centre photo, artist Jessie Buchanan and photo right, oil painting, "7 Clan Anish" by John Laford.



5.0 NORTHERN DIRECTION (ACTION)

Mukqua Waakaa'igan is a world-class facility, the first of its kind in the world, to honour in its resolve, the Children of Shingwauk, their families and successive generations of Indigenous people, to work and to make right a very dark chapter in Canada's treatment of Indigenous people. Through its intentional design, Mukqua Waakaa'igan fosters the spirit of truth telling, relationship building, healing and reconciliation and the University's commitment to its Special Mission. The intentional design is carried throughout the University and presented in the [Campus Master Plan](#).

5.1 Campus Zones in the Master Plan

The campus has been organized into seven distinct zones that help conceptualize anchor grouping uses compactly from this process. Each zone is physically defined by both landscape and street/path edges. The campus zones help organize the overall Master Plan, improve wayfinding and access, and enhance the overall place's image.

There are seven distinct character zones:

1. Academic & Mixed-Use
2. Sports and Recreation
3. Front Lawn
4. Residential
5. The Forest
6. Parking
7. Campus Core

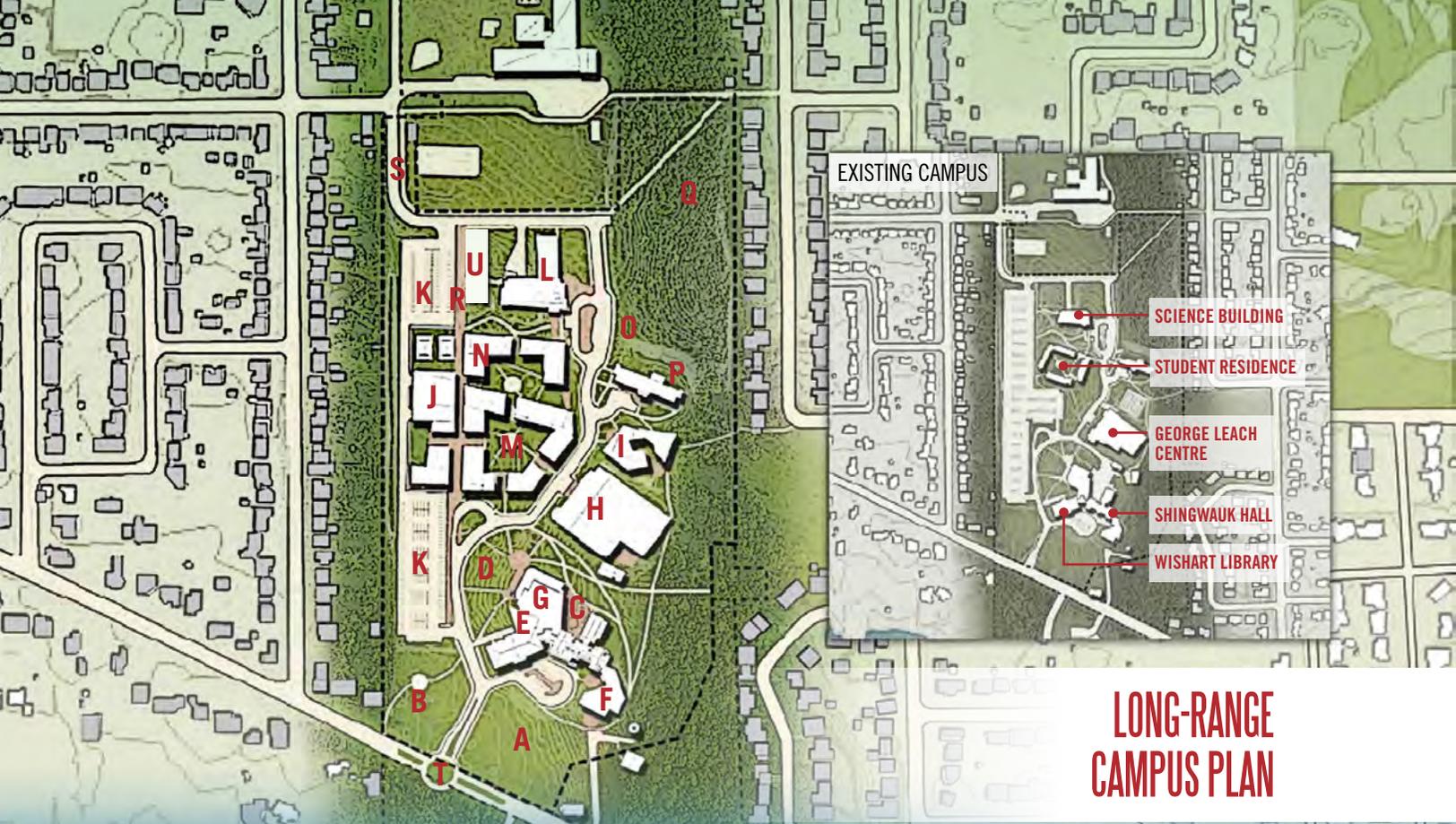
Mukqua Waakaa'igan lives in the "**Campus Core**" zone, and initial plans are to transform the East Wing building into a suitable home for Mukqua Waakaa'igan. The building was assessed on Jan 22, 2018, by Bernard E. W. Turkewitsch Inc. Architect for VFA Canada Corp, an Accruent company. The East Wing building is located at Algoma University, 1520 Queen Street East, Sault Ste. Marie, Ontario, P6A 2G4. The Shingwauk Trust Centre of Excellence borders the building site at the south and Shingwauk Hall at the north.

The East Wing building, Asset Number A104, is situated asymmetrically on a sloped parcel of land on the Algoma University campus. Initially constructed in 1973, renovated in 1989 and containing 8,032 SF (746 SM) of space, the East Wing building has a first floor level at grade. The building serves classroom areas. The overall building footprint consists of an asymmetrical plan connected to the Shingwauk Hall to the north.

KEEWAYDINAUNG (NORTHERN DIRECTION)

keeps us focused on the movement to attain our goal, ensuring we have identified all the work that must be done to move us even closer to our vision, again reflecting on the time and relationships required to move us toward our vision.





LONG-RANGE CAMPUS PLAN

PLAN FEATURES

- | | | | | | |
|----------|---------------------------|----------|---------------------------------------|----------|-----------------------------------|
| A | Front Lawn | H | George Leach Centre Expansion | O | Food Garden |
| B | Outdoor Learning Spaces | I | New Residence | P | Outdoor Amphitheatre |
| C | Shingwauk Plaza | J | Parking Structure | Q | Forest Trails |
| D | The Buffer | K | Green Surface Parking | R | The Spine |
| E | New Academic Building | L | Science Building Expansion | S | Connection To Wellington St. East |
| F | New Academic Building | M | Academic Courtyards | T | Gateway Queen St. East Entrance |
| G | Miscellaneous Renovations | N | New Academic + Student Life Buildings | U | New Maintenance Building |





As outlined in the Campus Master Plan, Algoma University has approximately 14,827 net assignable square meters (NASM) of institutional space. To meet institutional space needs regarding an increase in student enrolment and improve its rating amongst its peers, the University needs to build new facilities or expand the existing ones.

A potential long-term target of 3000 FTE student enrolment could be achieved with the construction of additional 13,000 gross square meters (7,826 NASM) of institutional space. This potential includes the addition of approximately 3,400 gross square meters (7,826) of student housing space to cater to first-year student housing demands and other family groups. Any future expansion should keep the overall campus future space needs into account whenever reasonably possible.

5.2 What do we require from the architect?

The design and concept of Mukqua Waakaa'igan grew from a very organic process whereby the university had engaged with Indigenous communities over several years. Great care and time was taken to ensure the sacred trust relationship between Algoma University and our partners remained at the forefront. In keeping with this covenant it is essential that the architectural proponent maintain and reflect our commitment in and through its work. This includes and is not limited to the following:

- Ensuring the design is reflective of the core vision of Mukqua Waakaa'igan and its core values:
 - ✧ Spirit and Ceremony will continue to guide the work.
 - ◆ A spiritual/cultural advisor, residential school Survivor and other traditional knowledge keepers will be part of the design and project team to provide the necessary guidance.
 - ✧ The success of the project will require Architects taking time to engage with project committee, so as to understand and know the significance of the project, its spaces, their uses, and allow ceremony to go before construction.
 - ✧ Learn of the significance of the land in which Mukqua Waakaa'igan is situated, learn of the history and present day students and people involved in this significant build.
 - ✧ Mukqua Waakaa'igan will occupy a significant place that is special to the community.
 - ✧ It serves as a catalyst for transformative change in reconciliation through education, innovation, social, and economic impact, including this capital investment.
- The architect must be open to maintaining the sacredness and understand the significance of this build. It is not just another building.
- The architect should understand that the story of Mukqua Waakaa'igan including its build and development will be recorded and catalogued for future use as part of the ongoing site archive.



6.0 CENTRE OF THE WHEEL

To ensure this work is done with the spirit and intent to which it has been given to us to carry forward, we will continue to engage with our partners throughout this process. The four quadrants of the medicine wheel guided the holistic approach to creating a Centre of Excellence aligned with the vision of Chief Shingwauk in today's context. The medicine wheel and Grandfather teachings provide a cultural understanding of our inherent relationship with the earth, the animals, plant life, water, air, one another and with Spirit, past, present and future. Anishinaabe teachings direct us to think seven generations before us as well as those seven generations of the past, that came before us. This philosophy or worldview holds us accountable for our actions today. So in this understanding, Mukqua Waakaa'igan will serve not only the diverse student body at Algoma University, but will serve the needs and interests of a global community.

Metrics:

We know we have met our objectives when,

- ✧ We have captured and reflected the vision of Chief Shingwauk to create a Teaching Wigman that is sharing, healing and learning together, it supports the study and use of Indigenous and non-Indigenous understandings and ways for the mutually sustainable *good life, mino-bimaadiziwin*;
- ✧ We have engaged with our partners and together created the design and functional program for learning, community, ceremonial and sacred spaces throughout the Algoma University campus and more specifically throughout Mukqua Waakaa'igan;
- ✧ That those involved throughout this process can see themselves in the design and intent of Mukqua Waakaa'igan and feel a sense of safety and belonging long in to its future, seven generations;
- ✧ That the Spirit is at the heart of and centre of our collective work, and is carried through the staff, the people, students, community and oversight of Mukqua Waakaa'igan.

In this way, we offer our Gitchi Miigwetch to all those who continued to dream, to push and advocate for this very important work in the telling of the truth of Canada's residential schools, their legacy and hope for the future. Forever to the Seventh Generation and beyond.



MANIDOOG (CENTRE - SPIRIT)

We are ensuring that the Spirit is acknowledged and cared for in the right way. In this work, the Spirit of Chief Shingwauk's vision was explained in this site's history and the Special Mission of the University.



MUKQUA WAAKAA'IGAN

Chi-Miigwech - thank you to our team for their collaborative efforts thus far on this project.

Elizabeth Edgar-Webkamigad

Craig Fowler

Aaron Gordon

Shirley Horn

Don Jackson

Shane Maurice

Krista McCracken

Jamal Muckett-Sobers

James Roach

Donna Rogers

Paulette Steeves

Mario Turco

Asima Vezina

Mary Wabano Mckay

Colin Wilson

Questions?

Contact communications@algomau.ca

BOARD OF GOVERNORS REPORT



Sexual Violence Prevention on Campus

OPEN AGENDA

Meeting Date: April 29, 2021
Action: Information

PREPARED BY:

Brianne Pringle, Director of Pandemic Planning/COVID-19 (HR Manager) and Karen Hudson, Director, Student Success and Well-being

PURPOSE OF REPORT

For the Board of Governors to be provided the Sexual Violence Annual Report, as mandated by the Ministry of Colleges and Universities (MCU).

RELATED DOCUMENTS

1. [Sexual Violence Prevention on Campus Annual Report: 2020 - 2021](#)
[Web Link]

STRATEGIC PRIORITY ALIGNMENT

Priority #2A: Targeted activities and investments that enhance student experience and operational excellence
Priority #1B: Enrollment Growth - Retention

BACKGROUND

As per the Ministry requirement (Pursuant to Subsection 17(7.1) Ministry of Training, Colleges and Universities Act):

That a Sexual Violence Annual Report be presented to the Board of Governors for each academic year on or before June 1 of each calendar year.

CURRENT STATUS

Please see attached (under related documents) for the Annual Report for the 2020- 2021 Academic Year to the Ministry, as per Ministry requirements.

FUTURE STATUS

- Ongoing efforts on education and awareness across all three campuses.
- Full external review of Sexual Violence program
- Annual report to be presented to the Board no later than June 1 of each Calendar year.
- Sexual Violence Policy to be reviewed annually by the sexual violence Task Force or as legislation or Algoma University warrants.

ACTION

Not Required.



SEXUAL VIOLENCE PREVENTION ON CAMPUS

ANNUAL REPORT TO THE ALGOMA
UNIVERSITY BOARD OF GOVERNORS

ACADEMIC YEAR 2020 - 2021

Picture Taken on March 5, 2020 at our Take Back the Campus Event

**RESPECT.
NOW.
ALWAYS.**



BACKGROUND

In 2016, the Ontario Government passed the [Sexual Violence and Harassment Action Plan Act](#). Section 3, specific to the Ministry of Training, Colleges and University Act's intent is to make campuses safer spaces through enforcement of a sexual violence policy, increasing supports to survivors of sexual violence and formalizing how institutions address incidents as they arise.

In March 2019, the Ontario Government announced additional action-based and reporting requirements for each publicly-assisted post-secondary institution. This includes the requirement that each post-secondary institution report annually to its Board of Governors on sexual violence and that this report would be publicly available. The government announcement also included a requirement that every publicly-assisted college and university in Ontario have a task force devoted to tackling sexual violence on campus be required to report its findings to both their respective Board of Governors as well as to the Ministry of Training, Colleges and Universities.

As per the Ministry requirement (Pursuant to Subsection 17(7.1) Ministry of Training, Colleges and Universities Act):

A Sexual Violence Annual Report be presented to the Board of Governors for each Academic Year on or before June 1 of each calendar year.

Please note: The Academic Year is defined as May 1 to April 30.

ALGOMA UNIVERSITY'S COMMITMENT

- respond to sexual violence as outlined in our [policy](#);
- for survivors to be believed, treated with compassion, dignity and respect and are supported
- ensuring survivors acting in good faith, would not be subject to actions for violations of the institution's policies related to drug and alcohol use at the time of the alleged sexual violence incident;
- educating and training the University community
- working closely with Algoma University Student Union (AUSU) and Shingwauk Student Association (SASA) peer mentors on sexual violence prevention
- annual reporting

SEXUAL VIOLENCE TASK FORCE

The Sexual Violence Task Force (SVTF) is a University committee comprised of students and employees (faculty, staff, administration) who together make recommendations regarding the University's Policy on Sexual Violence and coordinates efforts regarding resources to prevent university sexual violence.

The committee works collaboratively towards effective change at the individual, institutional and cultural levels, with the goal of creating a safer campus environment for the Algoma University community.

The specific roles of the Committee are to:

- annually review and make recommendations, if necessary, concerning the Sexual Violence Policy
- make recommendations on existing programs, services, resources and protocol implementation
- make recommendations regarding training and educational initiatives, as well as promote and lead awareness programs
- improve communication and information-sharing among campus partners and allies
- provide a forum to discuss emerging issues and initiatives related to sexual violence



EVENTS

The SVTF, in collaboration with the student unions, Human Resources and other committees/departments on campus host several events each year. Due to COVID-19 our events were limited this Academic Year but we hosted the following:

“Consent is Mandatory” Bingo at the beginning of each semester and during our annual International Women’s Week Celebration.

We celebrate International Women’s Day with a panel discussion, to help bring awareness to cultural and societal differences for women and the importance of safety on campus. This year’s event was held virtually on March 8, 2021.

TRAINING

Each fall, members of the SVTF meet with the Resident Advisors to walk them through supports and scenarios around sexual violence so they are able to ensure they can support student in residences and they have the proper supports for themselves as well.

Annually, we provide instruction to our employees on ‘What to do if someone reports an incident of sexual violence to you’. This year’s event was held virtually and was so well received that we are looking to host more events throughout the next Academic Year.

On April 29, 2021, the SVTF, specific staff, faculty and administration will participate in Human Trafficking Awareness Training to learn to be aware of and recognize the warning signs as well as how to respond human trafficking situations. This training will be provided through a partnership with Victim Quick Response Program, Human Trafficking Initiatives and Timmins Victim and Police Services.

In April 2021, The Sexual Violence Task Force will attend “10 Keys to Sexual Violence Prevention in 2021 An Expert Panel Discussion” in order to revisit material through a lens of intersectionality of race and sexual violence and understand best practices for developing comprehensive sexual violence prevention and response programming.

AWARNESS

At each term during student orientation, an “Understanding Consent” video was showcased to ensure the importance of consent to all students.

We continue to review, update and promote our Sexual Violence Website as needed.

Future updates will include the recommendations coming out of the Minister of Colleges and Universities that are aimed at reducing student concerns around stigma and fear.

Review of our Campus Safety Plans for both Students and Employees conducted to ensure consistency and alignment of resources and supports.

Since 2020, the Task Force continues to promote awareness and education in April, for Sexual Violence Awareness Month. Multiple social media campaigns are run around the education of the month and importance of consent.

REPORTING

Below reflects the number of incidents and complaints of sexual violence reported by and/or impact to students:

Academic Year	On Campus	Off Campus AU sanctioned event/activity	Off Campus Non-AU sanction event/activity	Virtual
2019 - 2020	2	1	2	0
2020 - 2021	0	0	0	1

**Algoma University’s Academic Year for 2020-2021 was hosted 100% virtually.*

There are several mechanism of support provided for survivors who report or other have disclosed past experiences that therefore required resources and support. The following supports/ services/ accommodations were provided to students:

- Two accessed counselling services
- Three accessed community services/resources
- accommodations offered if needed
- Two safety plans were created
- Zero referred to medical services
- One student success plan created
- Two connections to Victim Services

IN SUMMARY

Algoma University continues to be well-positioned to proactively and consistently address the topic of reducing sexual violence on our campuses. We have a strong and committed Sexual Violence Task Force who are fully supported by our Leadership Team, who embraces a culture of safety and continuous improvement. So much so, that in addition to our annual review of our Policy by the Task Force, the University is bringing in an external consultant to review both our policies and procedures to evaluate the effectiveness of both and put forth recommendations that can help strengthen the existing policies and procedures currently in place.

Algoma University is committed to ensuring that our entire community (students, staff and faculty) are provided with the information, tools and resources to respond to sexual violence situation. Demonstrated through our assurance to continue to grow our education and awareness programs, with emphasis on repeated and ongoing exposure to prevention topics and information. By focusing on student/ community support regardless of whether a formal report has been filed, our goal is to ensure that each student is connected to timely and appropriate support services.

Our goal is to provide the members of our community with an environment to study, work, visit and live that is free of sexual violence.

BOARD OF GOVERNORS REPORT



CESD Executive Summary Report

OPEN AGENDA

Meeting Date: April 29, 2021
Action: Information

PREPARED BY:

István Imre, Acting Academic Dean

PURPOSE OF REPORT

For information: to provide the final assessment report of the cyclical review for the Community Economic and Social Development program in accordance with the Algoma University Institutional Quality Assurance Process

RELATED DOCUMENTS

1. [Executive Summary - CESD Program](#)

STRATEGIC PRIORITY ALIGNMENT

Strategic Priority #2: Target Activities and Investments that Enhance Student Experience, Academic and Operational Excellence

BACKGROUND

Each academic program must go through a cyclical review every 7 years, with recommendations from external reviewers. This process reviews many facets of each program and provides recommendations to the program and the University regarding program quality. This is a requirement by Ontario Universities Council on Quality Assurance.

CURRENT STATUS

The CESD program is working on the implementation plan as provided in the Executive Summary at the top of the document linked above, under Related Documents.

FUTURE STATUS

The CESD program is required to provide a status report 18 months from Senate approval.

ACTION

None.

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EXECUTIVE SUMMARY & IMPLEMENTATION PLAN

PROGRAM UNDER REVIEW

PROGRAM	SENATE APPROVAL DATE	PREPARED BY
Community Social and Economic Development	March 5, 2021	Acting Academic Dean

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

Self-study review timeline	Date
1. Self-study received by the CAO	October 4, 2019
2. Site visit conducted	June 25, 2020
3. Reviewers' report received	July 31, 2020
4. Department's response received	September 4, 2020
5. CAO's response received	October 13, 2020
6. Report on Program Quality approved by the Quality Assurance Committee	February 11, 2021

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7. Final Assessment Report approved by March 5, 2021
Senate
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The members of the Review Committee were:

- Dr. Wendy Russell (Huron University College)
- Dr. Elizabeth Whitmore (Carleton University)

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

- Bachelor of Arts (Honours) Single Major in Community Economic and Social Development
- Bachelor of Arts (Honours) Combined Major in Community Economic and Social Development
- Bachelor of Arts (General) Single Major in Community Economic and Social Development
- Bachelor of Arts (General) Single Major in Community Development
- Minor in CESD
- Minor in Environmental Sustainability
- Minor in Social Justice and Globalization
- Certificate in Community Economic and Social Development (CESD)
- Certificate in First Nation Social Policy and Community Development

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

B. Implementation Plan

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

Recommendations	Responsible for Leading Follow-Up	Timeline for Addressing Recommendation	Required Resources
Coordinate with recruitment and administrative leadership on ways to increase CESD enrolment, especially to	CESD degree programs: CESD faculty for overall marketing	Overall: ongoing	Continuation of Academic Lead contracts for CESD faculty July 1, 2021

<p>attract more direct from Timmins: CESD high school students to Academic Lead Sault Ste. Marie and Timmins Brampton campuses (recommendation 2, page 4 of the Report on Learning (CBL): CESD Program Quality (RPQ) and recommendation 15 on page 13 of RPQ)</p>	<p>Community Based Academic Lead Community-based Learning -Work with new VP: Mary on AID / Indigenous programming initiatives</p>	<p>Minimum 3 FT faculty compliment at Sault Ste. Marie Campus (and 1 FT faculty hire for Brampton Campus)</p> <p>Appropriate marketing/communications support</p>	
<p>Adjust program offerings (create/discontinue programs) to meet student demand (recommendation 3 on page 5 of RPQ)</p>	<p>CESD faculty</p>	<p>Ongoing</p>	<p>Existing plans do not require additional resourcing beyond Minimum 3 FT faculty compliment at Sault Ste. Marie Campus</p>
<p>Explore collaborative and interdisciplinary initiatives with other programs that maximize the use of existing courses across participant programs (recommendation 4 on page 5 of RPQ and recommendation 13 on page 11 of RPQ)</p>	<p>CESD faculty CESD Interdisciplinary committee Exploring continued interdisciplinary programming across AU and with external partners</p>	<p>Completed or currently in process</p>	<p>Minimum 3 FT faculty compliment in CESD at Sault Ste. Marie Campus</p> <p>Ability of affiliate programs to collaborate depends on their internal resourcing</p>
<p>Offer CESD in Brampton (recommendation 6 on page 6 of RPQ)</p>	<p>CESD faculty / Senior AU Admin/APPCOM (CESD Dept. Chair & FSS Chair)</p>	<p>Upon fulfillment of resourcing requirements</p>	<p>Minimum 3 FT faculty compliment at Sault Ste. Marie Campus and 1 FT faculty hire for Brampton Campus</p>

			-Program/ service support in Brampton
			-Space requirements in Brampton
Support community-based delivery initiatives by CESD and other Algoma University departments and programs (recommendation 7 on page 7 of RPQ)	CBL: CESD Academic Lead Community-based Learning CESD and affiliate program faculty Work with new VP: Nyaaganiid for Indigenous programming initiatives	Currently in process	Continuation of Community-based Learning Academic Lead for CESD faculty July 1, 2021 & Algoma University Access Program Academic lead if this work is to continue past the end of April, 2021
Reimagine NORDIK's relationship to Algoma, CESD and other units at the university (recommendation 8 on page 7 of RPQ)	Director of NORDIK CESD Dept faculty and staff Affiliate programs faculty members	Summer 2021. NORDIK will be conducting strategic planning for 2022-2026	Input from the NORDIK Board of Directors, community stakeholders, CESD Community Advisory Committee, affiliated faculty, research associates, and Algoma University administration
Explore how CESD students move through their degree programs and over what period of time (recommendation 9 on page 8 of RPQ)	CESD faculty & staff with IT and information from the Registrar's Office	Ongoing	Administrative support plan required
Examine the potential for attracting students who seek the general skills and abilities achieved in any Liberal Arts program (recommendation 10 on page 9 of RPQ)	CESD faculty & staff with Student Services	Ongoing	None
Waive first year CESD course requirement for select upper year CESD courses	Department Chair and CESD faculty	Completed	None

recommendation 5 on
page 6 of RPQ)
