

**COLLEGE ACADEMIC COUNCIL**  
**Draft - MEETING MINUTES**  
**March 30, 2026**

<b>Chair</b>	Chris Dorè	P
<b>External Presenter</b>	Marcellus Mindel	P
<b>Academic Staff</b>		
Algonquin Centre for Construction Excellence	Kenneth Hill	R
School of Advanced Technology	Jenna MacDonald	P
School of Business & Hospitality	James Waller	P
School of Wellness, Public Safety and Community Studies	Lisa Roots	P
School of Health Studies	Louise Boudreault	P
School of Media and Design	Michele Hall	P
Indigenous Studies	Adele Yamada	P
Pembroke Campus	Chris Melmoth	
<b>Counsellors</b>	John Muldoon	P
<b>Librarians</b>	Brenda Mahoney	P
<b>Support Staff</b>	Cinds Chapman	R
<b>Students Association</b>		
President, Students' Association	Vanshika Sharma	P
Director, Students' Association	Kylie Jardine	P
Vice-President, Students' Association	Ethan Lutes	R
<b>Learning and Teaching Services</b>	André Léger	P
<b>Past Chair</b>	<i>Chris Dorè</i>	
<b>Dean</b>		
Pembroke Campus	Angela Rintoul	R
<b>Academic Chair</b>		
Police & Public Safety Institute	Dominique Germain	P
<b>Ex. Officio Members</b>		
Senior Vice President, Academic	Julie Beauchamp	R
Vice President, Student Services	Krista Pearson	R
Registrar	Krista Marsden	P
AC Online Representative	Jessica Brown	P
Experiential Learning & Innovation	Mary Grammatikakis	P

## 0.0 Welcome from the Chair

### 0.1 Approval of the March 30, 2026 meeting Agenda:

Motion 03302026-1

**The Chair called for approval of the of March 30, 2026, meeting Agenda. Seconded by V. Sharma and C. Melmoth. The agenda was approved as presented. Motion carried.**

### 0.2 Approval of the February 24, 2026 meeting minutes:

Motion 03302026-2

**The Chair called for approval of the of February 24, 2026 meeting minutes. Seconded by M. Hall and L. Roots. The minutes were approved as presented. Motion carried.**

The Chair reminded members that the AA41 Cancellation of Classes Policy is currently under review in Collibra, with feedback requested by April 3, 2026.

## 1. Transforming Early Professional Careers

C. Doré introduced Marcellus Mindel (Mindel Solutions), highlighting his extensive experience with IBM, post-secondary partnerships, and applied research collaborations with Algonquin College. M. Mindel

M. Mindel began his presentation by outlining what he described as a growing crisis in early career development. He explained that artificial intelligence is fundamentally reshaping the workforce by compressing or eliminating traditional entry-level roles. As a result, graduates are no longer entering organizations at a foundational level but are instead expected to contribute immediately at a more advanced, “middle” level. He noted that this shift removes many of the traditional opportunities for gradual skill development, mentorship, and experiential learning that previously supported early career growth.

M. Mindel emphasized that AI-driven changes are increasing the importance of “power skills” (e.g., leadership, initiative, creativity), which are not adequately supported by current systems. Drawing on industry examples, he noted that organizations—and similarly post-secondary institutions—face structural barriers to adapting to disruption.

He advocated for moving from analysis to “imperfect action,” encouraging experimentation and iterative learning over large, slow initiatives. He proposed a more agile, collaborative model involving colleges, employers, and individuals, and noted that colleges are well positioned to lead this work.

In discussion, C. Doré asked how to support students in achieving “middle-level” readiness. M. Mindel highlighted the need for new experiential learning models that develop leadership and problem-solving skills earlier. Members generally agreed that current approaches are not keeping pace with workforce expectations.

## **2. AI Tools in Assessment Development – Pilots**

A. Léger presented an update on the AI Pilot (Academic Stream), which is one of three pilots currently underway at the College.

He outlined that the pilot involves 31 participants and focuses on experimentation with AI in teaching and learning, supported through a shared Teams space, curated learning resources, and the use of Microsoft 365 Copilot.

The pilot is structured around two primary focus areas:

- Assessment design (e.g., creating rubrics and assessments using AI),
- Curriculum development (e.g., generating learning materials and activities).

Key questions being explored include:

- Whether AI can function as a co-creator in assessment and curriculum design.
- The benefits of operating within a closed institutional ecosystem (Algonquin–Microsoft).
- The overall user experience of faculty using these tools.
- Future potential for more advanced applications, including agentic AI and curriculum alignment.

The pilot is taking place over the Winter 2026 term (January–April) and is supported by broader institutional efforts, including the development of an AI Information Hub to provide guidance, resources, and updates to the College community.

In discussion, C. Doré asked about student involvement and the applicability of AI tools across programs, including potential cost implications. A. Léger noted that student perspectives are being addressed through separate pilots (e.g., student supports), while this pilot focuses on teaching and learning. He indicated that tool selection and cost considerations remain under exploration, with M365 Copilot used as an integrated starting point.

A. Léger also clarified that the pilot is exploratory in nature, with success not measured by time savings but by the quality of outputs and the value of AI as a collaborative tool in teaching and learning processes.

### **3. Working Groups Reports on CAC Priorities**

As the lead of Applied Research Working Group, J. Waller, sent his regrets for this meeting, there was not update from this group.

#### **3.1 AI and AI Literacy Working Group**

C. Doré noted that there were no additional updates, as A. Léger's presentation reflected current activities. He shared that upcoming meeting will include a presentation from Yen Do and M. Cusson to further inform the AI discussion.

#### **3.2 Academic Integrity / AI Working Group**

M. Hall presented a draft of the faculty survey created by the working group on the AA48 Academic Integrity policy usage seeking feedback from the Council. The survey is expected to be distributed within the next couple of weeks, with an initial target of early April.

Members discussed the importance of ensuring clarity in questions, particularly around reporting practices and interpretation of academic misconduct. Feedback highlighted potential barriers to reporting (e.g., time, complexity, consistency across Schools) and the need to better capture faculty experiences with the new process. There was also discussion on ensuring the survey reflects emerging challenges related to AI and academic integrity, as well as identifying appropriate supports for faculty. Overall, members supported the intent of the survey and its role in informing future policy refinement and implementation.

The meeting was adjourned at 5.57pm ET.