



Monday, March 30, 2020  
Virtual Meeting by Phone/Video  
2:00 PM - 4:00 PM

**OPENING SESSION**

1. Approval of the Agenda David Turpin
2. Report from the President David Turpin

**CONSENT AGENDA**

*[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]*

David Turpin

3. Approval of the Minutes of February 24, 2020
4. Academic Governance Schedule 2020-2021

**ACTION ITEMS**

5. Off-cycle Appointment of Elected Undergraduate Students to General Faculties Council Jonathan White  
*Motion: To Approve*
6. Proposed Suspensions of Majors in the Bachelor of Music Program, Augustana Faculty Demetres Tryphonopoulos  
Karsten Mundel  
*Motion: To Recommend Board of Governors Approval*

**DISCUSSION ITEMS**

7. University of Alberta Non-Credit Credential Framework - Micro Credentials Tammy Hopper  
Christie Schultz
8. Budget (no documents) - Update - Investment Management Agreements David Turpin  
Steven Dew  
Gitta Kulczycki
9. Question Period David Turpin

**INFORMATION REPORTS**

*[If a member has a question about a report, or feels that a report should be discussed by GFC, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that*

*the Committee Chair (or relevant expert) can be invited to attend.]*

10. Report of the GFC Executive Committee
11. Report of the GFC Academic Planning Committee
12. Report of the GFC Academic Standards Committee
13. GFC Nominations and Elections (no documents)  
- [Get Involved](#)
14. Report of the Board of Governors
15. Information Forwarded to GFC Members Between Meetings  
- Email from GFC Secretary  
- Questions from GFC Members

### **CLOSING SESSION**

16. Next Meeting of General Faculties Council: April 20, 2020

#### **Presenter(s):**

David Turpin	President and Vice-Chancellor, Chair of General Faculties Council
Jonathan White	Chair of GFC Nominating Committee
Karsten Mundel	Associate Dean, Academic, Augustana Campus
Demetres Tryphonopoulos	Dean, Augustana Faculty
Tammy Hopper	Vice-Provost (Programs)
Christie Schultz	Assistant Dean, Academic, Faculty of Extension
Steven Dew	Provost and Vice-President (Academic)
Gitta Kulczycki	Vice-President (Finance and Administration)

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Yimmie Sonuga, GFC Secretary and Manager, GFC Services
University Governance	<a href="http://www.governance.ualberta.ca">www.governance.ualberta.ca</a>

# PRESIDENT'S REPORT

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TO THE GENERAL FACULTIES COUNCIL | March 30, 2020

The city, province, and country continue to escalate efforts to reduce the spread of COVID-19, and the University of Alberta is responding as quickly as possible to protect the health and well-being of faculty, staff, students, and visitors. As we continue the transition to remote instruction and work, and respond to new public health directives introduced daily, I am grateful to everyone for their efforts. Thank you for acting quickly, finding solutions, supporting and helping each other, and exercising patience and compassion. I know many people have been working long hours, and taking on challenges well beyond the scope of their normal work. Your extraordinary efforts are much appreciated. I also want to thank those who are making challenging decisions with limited information, and against a backdrop of constant flux. Changes of this magnitude, and at this pace, invariably come with gaps and oversights. We are learning as we go and I ask you to provide support to your students, colleagues, and friends when you can. In times like these, patience, understanding, and mutual support for those around us are essential.

In addition we, as a community, are working hard to address unprecedented financial challenges. On February 27 the Government of Alberta tabled its 2020 Budget. We determined that the cut to U of A will be 11% for 2020–21. This is in addition to a 6.9% cut applied to 2019–20 funding levels. The total reduction is \$110.3 million over the two years. Our challenge, like that faced by many across our province, is serious. Provost Steven Dew and I have been meeting with deans and other senior leaders from across our university to do the critical work of responding to Alberta's 2020 budget. As we deal with the reduction in funding, fundamental restructuring will be required and we must be prepared to consider all options. This will include reviewing how and where we deliver programs, reducing and centralizing administrative services and activities, reducing library resources, and disposing of assets. On March 26 the budget will be tabled for approval at a special Board of Governors meeting, in addition to the regular meeting that occurred on March 13.

Despite the challenges that lay ahead, we need to create a path forward that will be sustainable and enable the university to continue to build on its record of teaching and research excellence. On March 6 the Senate elected Peggy Garritty as the University of Alberta's 22<sup>nd</sup> Chancellor. With her passion for education, combined with exceptional skills as a communicator and community advocate, she will be an outstanding leader and ambassador for the University of Alberta. Ms. Garritty will take office on June 18 at the end of Chancellor Doug Stollery's term. On March 19, Board Chair Kate Chisolm announced that former Queen's University dean of law Bill Flanagan will be U of A's 14<sup>th</sup> president and vice-chancellor, effective July 1. He is a fantastic leader and I've watched his career for the last 25 years with admiration and respect. I am confident that Bill is the right person to lead the university during these times.

We are in uncharted territory. All of this is a true test of our community's flexibility, ingenuity and resourcefulness. Thank you for all of your efforts and your dedication to the university community.

## BUILD

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### Record Enrolment

The 2019/20 enrolment reports show record growth in many areas. At 40,649 (8,225 graduate students and 32,424 undergraduate students), university enrolment has reached a record high. We have seen this growth trend since 2015/16. There was growth in enrolment from all applicant groups with a 0.8 per cent increase among domestic students and a 2.5 per cent increase in international enrolment. Undergraduate Indigenous enrolment continues to increase, reaching a new high in 2019/20. The 1,293 students enrolled in 2019/20 grew by 10.0 per cent over the previous cycle and now represent 4.0 per cent of the total undergraduate population.

### Equity, Diversity, and Inclusivity Week

EDI Week events were cancelled in light of COVID-19; however six community members were recognized with [EDI Awards](#) for their commitment to advancing equity, diversity, and inclusivity:

- Graduate Student [Amanda Spallacci](#) for founding a Graduate Student Wellness Centre in the Department of English and Film Studies.
- The [Black Graduate Students Association](#) for hosting events and activities to support, and foster a community for, Black graduate students.
- Professor [Dia Da Costa](#) for her research, scholarship, and political activism promoting diversity, inclusion, and human rights.
- Career Centre staff member [Karen Unger](#) for her work creating programming for persons with disabilities.
- Undergraduate student [Omotayo Segun-Omosehin](#) for providing a safe, engaging, and inclusive environment as a Hall Coordinator at Augustana Residence.
- [Dr. Mojgan Daneshmand](#) was posthumously awarded this honour for the commitment she had to encouraging women to choose STEM fields and helping them succeed.

## EXPERIENCE

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### Animal Science Mini-Internship Program

During Reading Week in February, 118 students interested in agricultural careers participated in hands-on internships through the [ALES mini-internship program](#). Students worked at breweries, meat and dairy farms, vet clinics, cannabis facilities, and food companies completing a variety of tasks and learning how agriculture-related industries operate and the career possibilities they offer.

### International Week

[I-Week](#) took place on north campus February 3-7. 1,400 students, staff, and faculty attended 14 events that included keynote talks, Global Goals talks, a student clubs fair, and a concert.

## EXCEL

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### Academic Excellence

- [Canadian Institutes of Health Research](#) awarded \$26 million to fund 32 projects by research in the faculties of engineering, medicine and dentistry, nursing, rehabilitation medicine, science, pharmacy, and public health
- Some of the key rankings from the [Research Infosource Canada's Innovation Leaders 2019](#) report places the U of A:
  - Fifth overall (unchanged from 2018)
  - Fourth overall for research funding per graduate student
  - Tenth overall for research funding per faculty
  - Third in graduate student research intensity

### Awards of Excellence

- [Ellen Macdonald](#), Department Chair in the Faculty of Agricultural, Life and Environmental Sciences was awarded the University Cup in January. Macdonald's research and community engagement has helped to shape forest management and policy in regions around the globe, distinguishing her in public, private, and academic spheres alike.
- [Laura Petrich and Delaney Lothian](#), undergraduate students in the Department of Computing Science, have been recognized by the North American Computing Research Association with Outstanding Undergraduate Research Awards.

## ENGAGE

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### Mars 2020

Chris Herd, a professor in the [Department of Earth and Atmospheric Sciences](#) and curator of the U of A [Meteorite Collection](#), will play a key role in NASA's [Mars 2020 mission](#). Herd will lend his expertise in analyzing Martian meteorites and other rocks to select samples that are most likely to provide key information about Mars's geological history.

- Shell Ventures invested in [Forge Hydrocarbons](#) to build a \$30-million, industrial-scale production plant.
- Three U of A researchers received funding from the [Canada-UK Artificial Intelligence Initiative](#). The initiative supports collaboration in AI between stakeholders in Canada and the UK to build competitive economies and maximize the social and health benefits of AI.

### Congress 2021

In January we announced that [Congress 2021](#), Canada's largest academic gathering, will be hosted at

the U of A from May 29 – June 4, 2021. The annual conference of the Federation for Humanities and Social Sciences, Congress brings together more than 70 academic associations and up to 10,000 delegates. This is an opportunity for the U of A to showcase our research success, talented people, and world-class learning environment. For the City of Edmonton, our partner in this venture, Congress 2021 represents a \$16 million boost to the local economy.

## United Way Campaign

The University of Alberta's [United Way](#) campaign, Everyday Heroes, raised \$572,000 in 2019 to support programs and services for 135,000 people in Edmonton living in poverty. I'd especially like to thank campaign co-chairs Jennifer Tupper and Rob Munro for their hard work and dedication to the campaign this year, and to Chancellor Stollery for his enthusiasm as the Honorary Chair of the United Way Campaign for the past three years.

# SUSTAIN

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## Provost Review

Provost and Vice-President (Academic) Steven Dew has indicated that he would be willing to stand for a second term when his first term concludes on June 30. The Advisory Review Committee composition has been established, as directed by UAPPOL Review Procedure for Vice-Presidents. Members of the university community are invited to share their insight and opinions through a short survey available through April 1 at [ualberta.ca/president/vp-searches](http://ualberta.ca/president/vp-searches).

## Governance

The terms for Board Members Lynn Parish and Lynne Paradis came to an end on March 6. The provincial government appointed Janice MacKinnon and Paul Whittaker to the Board of Governors effective March 7, 2020. I'd like to thank Lynn and Lynne for their commitment to university governance, and welcome Janice and Paul to the community.

## Integrated Asset Management Strategy

As part of the [Integrated Asset Management Strategy \(IAMS\)](#), [universal locker rooms](#) were added to the Van Vliet Centre. These change rooms can accommodate users with greater needs for privacy, gender anonymity, and/or accessibility.

Andrew Sharman, Vice-President of Facilities & Operations, shared updates on the IAMS at a [town hall on February 25](#). He addressed the strategy for prioritizing investments and changes to our campus infrastructure and how these changes will affect our campus.

## Strategic Plan Development

Office of the Vice-President (Research and Innovation) released their [2020 Strategic Plan](#) with the following goals:

1. Promote an ambitious research and innovation strategy
2. Develop, grow and strengthen partnerships
3. Support, nurture and enable excellence
4. Champion the University's research and innovation community and culture

## Mental Health Supports

The [Peer Support Centre](#), a Students' Union service that offers non-judgmental support in a safe and confidential space to students and the campus community, celebrated its 50<sup>th</sup> anniversary in March.

## Leadership Transitions

- [Lesley Cormack, Dean of the Faculty of Arts](#), will be taking up the position of Principal and Vice-Chancellor at UBC Okanagan, and leaving the University of Alberta, effective July 1, 2020.
- Malinda Smith, Provost Fellow in Equity, Diversity, and Inclusion (EDI) Policy, will be taking up the position of Vice-Provost (Equity, Diversity, and Inclusion) at the University of Calgary, and leaving the University of Alberta, effective August 1, 2020.

Thank you for your continued dedication to the University of Alberta community.

Yours sincerely,



David H. Turpin, CM, PhD, LL.D, FRSC  
President and Vice-Chancellor

SAB (South Academic Building)  
UA Council Chamber (2-100 University Hall)

**Document Deadline: 2 Weeks Prior to scheduled meeting date**

MEETING/EVENT		MEETING DATE	START	END	LOCATION
Nominating Committee	NC	Thursday, August-26-2020	10:00 AM	12:00 PM	3-07 SAB
Committee on the Learning Environment	CLE	Wednesday, September-02-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, September-03-2020	10:00 AM	12:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, September-08-2020	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, September-09-2020	2:00 PM	4:00 PM	2-31 SAB
GFC Development: GFC Committee Chairs' Orientation	GFC	Monday, September-14-2020	12:00 PM	1:45 PM	Council Chamber
Executive Committee	EXEC	Monday, September-14-2020	2:00 PM	4:00 PM	Council Chamber
Governance 101	Gov 101	Tuesday, September-15-2020	12:00 PM	1:00 PM	Council Chamber
Academic Standards Committee (*)	ASC	Thursday, September-17-2020	10:00 AM	12:00 PM	2-31 SAB
Academic Planning Committee	APC	Wednesday, September-23-2020	2:00 PM	4:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, September-24-2020	9:30 AM	11:00 AM	2-31 SAB
Facilities Development Committee	FDC	Thursday, September-24-2020	1:30 PM	4:00 PM	2-31 SAB
GFC Development: GFC New Members' Orientation	GFC	Monday, September-28-2020	12:00 PM	1:30 PM	Council Chamber
<b>General Faculties Council</b>	<b>GFC</b>	<b>Monday, September-28-2020</b>	<b>2:00 PM</b>	<b>4:00 PM</b>	<b>Council Chamber</b>
Committee on the Learning Environment	CLE	Wednesday, September-30-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, October-01-2020	10:00 AM	12:00 PM	2-31 SAB
University Teaching Awards Committee	UTAC	Thursday, October-01-2020	1:00 PM	2:00 PM	3-07 SAB
Executive Committee	EXEC	Monday, October-05-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, October-06-2020	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, October-07-2020	2:00 PM	4:00 PM	2-31 SAB
Nominating Committee	NC	Wednesday, October-14-2020	10:00 AM	12:00 PM	3-07 SAB
Academic Standards Committee (*)	ASC	Thursday, October-15-2020	10:00 AM	12:00 PM	2-31 SAB
<b>General Faculties Council</b>	<b>GFC</b>	<b>Monday, October-19-2020</b>	<b>2:00 PM</b>	<b>4:00 PM</b>	<b>Council Chamber</b>

(\*) Please note: The ASC and ASC SOS Committees are currently under review

(\*\*) Please note: COSA Dates are not reflected on this calendar

SAB (South Academic Building)  
UA Council Chamber (2-100 University Hall)

**Document Deadline: 2 Weeks Prior to scheduled meeting date**

Academic Planning Committee	APC	Wednesday, October-21-2020	2:00 PM	4:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, October-22-2020	9:30 AM	11:00 AM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, October-28-2020	2:00 PM	4:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, November-02-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, November-03-2020	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, November-04-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, November-05-2020	10:00 AM	12:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, November-19-2020	10:00 AM	12:00 AM	2-31 SAB
<b>MEETING/EVENT</b>		<b>MEETING DATE</b>	<b>START</b>	<b>END</b>	<b>LOCATION</b>
Facilities Development Committee	FDC	Thursday, November-19-2020	1:30 PM	4:00 PM	2-31 SAB
<b>General Faculties Council</b>	<b>GFC</b>	<b>Monday, November-23-2020</b>	<b>2:00 PM</b>	<b>4:00 PM</b>	<b>Council Chamber</b>
Academic Planning Committee	APC	Wednesday, November-25-2020	2:00 PM	4:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, November-26-2020	9:30 AM	11:00 AM	2-31 SAB
Committee on the Learning Environment	CLE	Wednesday, December-02-2020	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, December-03-2020	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, December-07-2020	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, December-08-2020	2:00 PM	4:00 PM	Senate Chamber
Nominating Committee	NC	Wednesday, December-09-2020	10:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, December-09-2020	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, December-10-2020	10:00 AM	12:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, January-07-2021	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, January-11-2021	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, January-12-2021	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, January-13-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, January-14-2021	10:00 AM	12:00 PM	2-31 SAB

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Student Conduct Policy Committee	SCPC	Thursday, January-21-2021	9:30 AM	11:00 AM	2-31 SAB
GFC Development: Board of Governors/GFC/Senate Summit	GFC	Friday, January-22-2021	12:00 PM	5:00 PM	TBD
<b>General Faculties Council</b>	<b>GFC</b>	<b>Monday, January-25-2021</b>	<b>2:00 PM</b>	<b>4:00 PM</b>	<b>Council Chamber</b>
Governance 101 Session	Gov. 101	Monday, February-01-2021	12:00 PM	1:00 PM	Council Chamber
Committee on the Learning Environment	CLE	Wednesday, February-03-2021	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, February-04-2021	10:00 AM	12:00 PM	2-31 SAB
University Governance Budget Briefing with APC	APC	Friday, February-05-2021	8:30 AM	10:30 AM	Council Chamber
Executive Committee	EXEC	Monday, February-08-2021	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, February-09-2021	2:00 PM	4:00 PM	Senate Chamber
Nominating Committee	NC	Wednesday, February-10-2021	10:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, February-10-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, February-11-2021	10:00 AM	12:00 PM	2-31 SAB
Facilities Development Committee	FDC	Thursday, February-11-2021	1:30 PM	4:00 PM	2-31 SAB
<b>General Faculties Council</b>	<b>GFC</b>	<b>Monday, February-22-2021</b>	<b>2:00 PM</b>	<b>4:00 PM</b>	<b>Council Chamber</b>
Academic Planning Committee	APC	Wednesday, February-24-2021	2:00 PM	4:00 PM	2-31 SAB
University Teaching Awards Committee	UTAC	Thursday, February-25-2021	1:00 PM	2:30 PM	3-07 SAB
<b>MEETING/EVENT</b>		<b>MEETING DATE</b>	<b>START</b>	<b>END</b>	<b>LOCATION</b>
Committee on the Learning Environment	CLE	Wednesday, March-03-2021	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, March-04-2021	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, March-08-2021	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, March-09-2021	2:00 PM	4:00 PM	Senate Chamber
Nominating Committee	NC	Wednesday, March-10-2021	10:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, March-17-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, March-18-2021	10:00 AM	12:00 PM	2-31 SAB
Facilities Development Committee	FDC	Thursday, March-18-2021	1:30 PM	4:00 PM	2-31 SAB

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UA Council Chamber (2-100 University Hall)

**Document Deadline: 2 Weeks Prior to scheduled meeting date**

General Faculties Council	GFC	Monday, March-22-2021	2:00 PM	4:00 PM	Council Chamber
Committee on the Learning Environment	CLE	Wednesday, March-31-2021	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, April-01-2021	10:00 AM	12:00 PM	2-31 SAB
University Teaching Awards Committee (Adjudication)	UTAC	Thursday, April-01-2021	1:00 PM	4:00 PM	3-07 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, April-06-2021	2:00 PM	4:00 PM	Senate Chamber
University Teaching Awards Committee	UTAC	Thursday, April-08-2021	10:00 AM	12:00 PM	3-07 SAB
Executive Committee	EXEC	Monday, April-12-2021	2:00 PM	4:00 PM	2-31 SAB
Nominating Committee - Student Replenishment	NC	Wednesday, April-14-2021	9:00 AM	12:00 PM	3-07 SAB
Academic Planning Committee	APC	Wednesday, April 14-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, April-15-2021	10:00 AM	12:00 PM	2-31 SAB
Student Conduct Policy Committee	SCPC	Thursday, April-22-2021	9:30 AM	11:00 AM	2-31 SAB
General Faculties Council	GFC	Monday, April-26-2021	2:00 PM	4:00 PM	Council Chamber
Committee on the Learning Environment	CLE	Wednesday, April-28-2021	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, May-04-2021	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, May-05-2021	2:00 PM	4:00 PM	2-31 SAB
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, May-06-2021	10:00 AM	12:00 PM	2-31 SAB
Executive Committee	EXEC	Monday, May-10-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Planning Committee	APC	Wednesday, May-19-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, May-20-2021	10:00 AM	12:00 PM	2-31 SAB
Facilities Development Committee	FDC	Thursday, May-20-2021	1:30 PM	4:00 PM	2-31 SAB
Nominating Committee - Staff Replenishment Session	NC	Wednesday, May-26-2021	1:00 PM	4:00 PM	3-07 SAB
Student Conduct Policy Committee	SCPC	Thursday-May-27-2021	9:30 AM	11:00 AM	2-31 SAB
Governance 101 Session	Gov. 101	Monday, May-31-2021	12:00 PM	1:00 PM	Council Chamber
ASC Subcommittee on Standards (*)	ASC SOS	Thursday, June-03-2021	10:00 AM	12:00 PM	2-31 SAB
MEETING/EVENT		MEETING DATE	START	END	LOCATION

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UA Council Chamber (2-100 University Hall)

**Document Deadline: 2 Weeks Prior to scheduled meeting date**

General Faculties Council	GFC	Monday, June-07-2021	2:00 PM	4:00 PM	Council Chamber
Executive Committee	EXEC	Monday, June-14-2021	2:00 PM	4:00 PM	2-31 SAB
Undergraduate Awards and Bursaries Committee	UABC	Tuesday, June-22-2021	2:00 PM	4:00 PM	Senate Chamber
Academic Planning Committee	APC	Wednesday, June-23-2021	2:00 PM	4:00 PM	2-31 SAB
Academic Standards Committee (*)	ASC	Thursday, June-24-2021	10:00 AM	12:00 PM	2-31 SAB

(\*) Please note: The ASC and ASC SOS Committees are currently under review

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**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Off-cycle Appointment of Elected Undergraduate Students to General Faculties Council</b>
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**Motion**

THAT General Faculties Council approve the off-cycle appointment of elected undergraduate students to GFC for the replenishment of in-year vacancies, as recommended by the GFC Nominating Committee, to take effect upon approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	GFC Nominating Committee
Presenter(s)	GFC Nominating Committee: Jonathan White (Chair), Bill Foster (Vice-Chair)

**Details**

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	Upon approval, the recommendation will allow for the off-cycle appointment of elected undergraduate students to General Faculties Council (GFC) for the replenishment of in-year vacancies; and align current student election practice with the new <a href="#">GFC Principles for Committee Composition</a> .
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<ul style="list-style-type: none"> <li>• GFC Executive Committee directed the GFC Nominating Committee, in collaboration with the UASU, to provide a strategy addressing the concerns expressed regarding the low numbers of elected undergraduate student representatives on GFC (December 9, 2019)</li> <li>• As referred to within the <a href="#">Report of the Ad Hoc Committee on Academic Governance including Delegated Authority</a>, GFC recognizes the <i>“importance of deepening the engagement of student members of GFC. Committee members believe that having student members of GFC populate student positions on GFC committees will provide insights into the work conducted by GFC’s committees, and provide students with productive opportunities to work on issues with greater depth”</i>.</li> <li>• The recommendation is informed by a consultative approach undertaken by representatives of the UASU, GFC Nominating Committee and University Governance to address the impact and concern of low student representation in academic governance.</li> <li>• These change mechanisms will help to:             <ul style="list-style-type: none"> <li>○ ensure that students have equal access and opportunity to become active contributors to GFC and its committees.</li> <li>○ streamline and invigorate the annual replenishment process of undergraduate student members to GFC positions by adding clarity to the GFC Terms of Reference.</li> </ul> </li> </ul>

Item No. 5

Supplementary Notes and context	<p><a href="#">NC Terms of Reference</a> specify additional responsibility to:</p> <ul style="list-style-type: none"> <li>• “review and recommend to GFC the replenishment of GFC standing committees and other bodies requiring representation from the university community”;</li> <li>• “develop and support engagement and communication strategies to encourage individuals to serve on GFC, GFC standing committees and/or other governance bodies.”</li> </ul>
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**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• UASU Executive Committee</li> <li>• University Governance</li> <li>• GFC Nominating Committee</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Small working group of key stakeholders: UASU, GSA, University Governance, GFC Nominating Committee (December 11, 2019)</li> <li>• GFC Executive Committee (December 9, 2019)</li> <li>• GFC Nominating Committee (February 12, 2020)</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• GFC Executive Committee (December 9, 2019, January 13, 2020)</li> <li>• General Faculties Council (January 27, 2020)</li> <li>• General Faculties Council (February 24, 2020)</li> </ul>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> <li>• GFC Nominating Committee – February 12, 2020 for recommendation by GFC Executive Committee</li> <li>• GFC Executive Committee – March 16, 2020 for recommendation to General Faculties Council</li> <li>• General Faculties Council – March 30, 2020 for approval</li> </ul>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>Institutional Strategic Plan - <i>For the Public Good</i></p> <ul style="list-style-type: none"> <li>● “Support the roles of the Graduate Students’ Association and Students’ Union... in the promotion of extracurricular programs that create a sense of community and support in the learning environment” (Goal: Experience, Objective 8, Strategy iii).</li> <li>● “Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.” (Objective 21)</li> </ul>		
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="581 1793 1529 1997"> <tr> <td data-bbox="581 1793 1084 1997"> <input type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1084 1793 1529 1997"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success         </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		

Item No. 5

Legislative Compliance and jurisdiction	<p>Alberta <i>Post-Secondary Learning Act</i> (PSLA):</p> <ul style="list-style-type: none"><li>● “The members of the general faculties council referred to in Section 23(a), (b) and (c) shall appoint the members referred to in Section 23(d) from the staff and students of the university, in the number and for the terms of office that the elected and student members and persons who are members by virtue of their offices determine” (PSLA s. 25). [i.e. GFC has authority and discretion to appoint additional members named in its Terms of Reference, including the established per-faculty student representatives.]</li><li>● “The students association...shall provide for the administration of student affairs at the public post-secondary institution, including ... the promotion of the general welfare of the students” (PSLA s. 93 (3)).</li><li>● “The council of a student organization is the official channel of communication between the students of a public post-secondary institution... and the board” (PSLA s. 95 (4)).</li></ul>
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Attachments:

1. Appendix A: Briefing Note: *Annual Replenishment of Appointed Undergraduate Students to GFC*

*Prepared by:* GFC Nominating Committee

**APPENDIX A**

Current Issue: *Annual Replenishment of Appointed Undergraduate Students to GFC*

**General Faculties Council (GFC)** is faced with an increasing number of outstanding vacancies calling for elected undergraduate student representatives. To date, subsequent to bi-annual elections (conducted by SU in March and October), only 57% of undergraduate seats are filled. Low student numbers on GFC comprises the quality of student engagement and equity across its membership.

A cumulative effect of low GFC student representation is that the GFC Nominating Committee is significantly challenged to meet its mandate. Without a robust pool of undergraduate student members, it becomes difficult to successfully fill student committee seats with broad and diverse representation.

- The [GFC Terms of Reference](#) (approved April 2019) specify “*elected students are elected in accordance with the principles approved by GFC February 3, 1971. Student members serve a one year term, elected individuals may serve more than one term.*”
- Upon approval of the new GFC terms, to become an appointed undergraduate student member of GFC, a student’s name may only come forward by way of a U of A Students’ Union conducted election held bi-annually, in late March and early October.
- However, past practice was that GFC had the latitude to appoint elected students of whom had successfully met the UASU’s interim process and selection criteria to its membership on an off-cycle basis to fill in year vacancies to maintain a consistent replenishment of student vacancies.

Background (UASU election process):

- Undergraduate students are elected to fill GFC allotted seats with one year membership terms running May 1 to April 30. Aligned with the UA Students’ Union (UASU) election schedule, GFC appoints most of its GFC-elected student members prior to the end of Winter Term, normally between mid-to-end-March. Some elected undergraduate student positions can remain unfilled following the spring election.
- Come April, the UASU election practice has two means to fill the remaining GFC student vacancies, which become effective May 1 and end April 30 of the upcoming academic year.
- One method consists of a by-election (held by UASU) in early October. The election, held in early fall, is intended to fill remaining vacancies on both GFC and UASU’s Students’ Council in the academic year that is underway. To run in the by-election, an interested student (whether new or continuing) must obtain 10 signatures from members of their faculty.
- During the interim period (April through October), in an effort to mitigate the remainder of GFC and GFC committee student vacancies, the UASU works to encourage undergraduate students to apply to fill vacancies, pending the October by-election.
- The interim process involves gathering signatures, interviews and approval by UASU’s Nominating Committee, and separate applications to GFC and its committees. Subsequent to the October by-election, the same process would apply to fill seats with annual terms ending April 30.

**Governance Executive Summary  
Action Item**

<b>Agenda Title</b>	<b>Proposed Suspensions of Majors in the Bachelor of Music Program, Augustana Faculty</b>
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**Motion:**

THAT General Faculties Council recommend that the Board of Governors approve the suspension of admissions to the Bachelor of Music in 'Piano' and 'Voice' majors, as recommended by the GFC Academic Planning Committee, as submitted by Augustana Faculty, and as set forth in Attachment 2, to take effect for Fall 2021.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Demetres Tryphonopoulos, Dean, Augustana Faculty Karsten Mündel, Associate Dean, Academic, Augustana Faculty

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before GFC to seek a recommendation to the Board of Governors to suspend the Bachelor of Music 'Piano' and 'Voice' majors.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p><u>Name Change</u> The current 'Comprehensive' major will be renamed to 'Performance-Based Pedagogy' major, which will offer a rigorous set of Core music requirements and the opportunity to focus in one of four specialized streams of study – Comprehensive, Conducting, Keyboard, or Voice. Upheld by the widely accepted standard synonymous with a BMus professional degree, the proposed name change to Performance-Based Pedagogy program will build on strengths of Augustana's reputation and current faculty.</p> <p><b><u>Suspensions of remaining BMus majors</u></b> <b>The BMus program will be streamlined by the suspension of the two remaining BMus majors in Piano and Voice, with both of these continuing as streams within the Performance-Based Pedagogy major.</b></p> <p><u>Substantive program changes</u> The BMus program will undergo significant program changes, particularly in respect to enhancing the pedagogical elements of the degree, and enabling BMus students to fully participate in the new Augustana project-based Core. This includes increased ensemble participation, including opportunities to work with the Augustana Conservatory community music programs as well as the new 'Sing-Able' multigenerational inclusion choir, a diverse community ensemble, including those with disabilities and exceptionalities and their care-givers. Participation in the new Augustana Core will offer further practicum, community outreach, and experiential project-based learning opportunities. The new Music Education courses required in the program will also include elements of Indigenous perspectives in response to the TRC Calls for Action.</p>

Item No. 6

Supplementary Notes and context	<i>The related name change and substantive program changes were approved by the GFC Academic Planning Committee, acting with delegated authority from GFC, at their meeting of March 18, 2020.</i>
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**Engagement and Routing** (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p>&lt;For information on the protocol see the <a href="#">Governance Resources section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• Faculty members in Music at Augustana Faculty and instructors in Augustana Music Conservatory</li> <li>• Augustana Department of Fine Arts and Humanities, (Department Council includes undergraduate student representatives).</li> <li>• Augustana Academic Council</li> </ul> <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters)</li> <li>• Vice-Provost (Indigenous Programs and Research)</li> <li>• University Governance</li> <li>• Office of the Registrar</li> <li>• Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives)</li> <li>• Augustana Faculty Council (which includes voting undergraduate student representatives)</li> <li>• Departments of Music in the Faculty of Arts and Music faculty in the Faculty of Education and Faculté Saint Jean</li> <li>• Departments of Music, University of Calgary, University of Lethbridge, MacEwan University, King's University, Grand Prairie Regional College, and Medicine Hat College.</li> <li>• Choir Alberta</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>Augustana Faculty Council (December 6, 2019)</p> <p>GFC ASC Subcommittee on Standards (for discussion): January 30, 2020</p> <p>GFC Academic Standards Committee (for recommendation): February 13, 2020</p> <p>GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): March 18, 2020</p> <p>General Faculties Council (recommendation of suspensions): March 30, 2020</p> <p>Board Learning, Research and Student Experience Committee (recommendation of suspensions): April 24, 2020</p> <p>Board of Governors (approval of suspensions): May 8, 2020</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p><b>BUILD</b></p> <p><b>GOAL:</b> Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</p> <p>Objective 4:</p> <p>Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.</p> <ul style="list-style-type: none"> <li>• Strategy1</li> </ul>
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Item No. 6

	<p>Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</p> <p><b>EXPERIENCE</b>  <b>GOAL:</b> Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.  <b>Objective 7:</b>          Increase graduate and undergraduate students’ access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <ul style="list-style-type: none"> <li>• Strategy 1              Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally</li> </ul> <p><b>Objective 9:</b>          Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <ul style="list-style-type: none"> <li>• Strategy 1              Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.</li> </ul> <p><b>EXCEL</b>  <b>GOAL:</b> Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.  <b>Objective 14:</b>          Inspire, model, and support excellence in teaching and learning.</p> <p><b>ENGAGE</b>  <b>GOAL:</b> Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.  <b>Objective 17:</b>          Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> <li>• Strategy 2              Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates</li> </ul>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware                 </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders  <input type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety                 </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety
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	<input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference General Faculties Council	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 Program Suspension templates (12 pages)
2. Letter of support from Choir Alberta (1 page)

*Prepared by:* Jonathan Hawkins, Assistant Registrar – Augustana Campus, [jonathan.hawkins@ualberta.ca](mailto:jonathan.hawkins@ualberta.ca)

## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	<b>University of Alberta, Augustana Faculty</b>
<b>Program/specialization name</b>	<b>Piano</b>
<b>Credential awarded</b>	<b>Bachelor of Music</b>
<b>Proposed start date of suspension</b>	<b>July 1, 2021</b>
<b>Proposed end date of suspension</b>	<b>June 30, 2026</b>

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Augustana Faculty is proposing to suspend the current Piano specialization offered in its Bachelor of Music program, effective July 1, 2021. This proposal comes as a recommendation by Augustana arising from a multi-year examination of the entire curriculum offered by the Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and Core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

As part of this commitment towards curriculum renewal, teaching faculty in the area of Music, supported by colleagues in the Department of Fine Arts and Humanities, examined the Bachelor of Music (BMus) program at Augustana. The current program has strong traditions and attachments to both Augustana Faculty and the local community, and a reputation of producing highly-skilled graduates. However, the program has not been significantly reviewed since its inception in 2000, the Department is facing the impacts of recent personnel changes and ongoing budgetary pressures, and the BMus program features a relatively small cadre of students spread over three resource-intensive majors: Comprehensive, Piano, and Voice.

The outcome of the renewal discussions is a proposal to streamline the program by undertaking substantive changes and a name change to Performance-Based Pedagogy for the Comprehensive specialization and suspending the remaining two specializations in Piano and Voice. The proposed name change to Performance-Based Pedagogy maintains quality instruction and standards synonymous with a BMus degree within a shifting pedagogical and financial climate. At the same time, substantive program changes include streamlining the current roster of courses, making course offerings more efficient through amended prerequisite structures and optimizing course appeal by embracing a more interdisciplinary focus where possible. It offers a rigorous set of core music requirements, but also offers students the opportunity to choose a second-level specialization in one of four areas: Voice, Keyboard, Conducting, and Comprehensive.

**1.1.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

<b>Enrolment</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<b>Total head count</b>	2	2	2	4	3
• Full-Time Year 1	0	0	0	2	1
• Full-Time Year 2	0	0	2	0	2
• Full-Time Year 3	1	2	0	1	0
• Full-Time Year 4	1	0	0	1	0
<b>Total FLE</b>	NA*	0	0	3	3
• FLE Year 1	NA	0	0	2	0
• FLE Year 2	NA	0	2	0	1
• FLE Year 3	NA	2	0	0	2
• FLE Year 4	NA	0	0	1	0

\*FLE counts for 2019 not currently available.

**1.1.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.1.3** *Explain how the proposed end date of the suspension was determined.*

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

**1.1.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.2** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## SECTION 2: ACCESS

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the Performance-Based Pedagogy second-level specialization in Keyboard. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BMus Piano specialization of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the Performance-Based Pedagogy program.

*2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current Bachelor of Music, Piano specialization, would be able to find a few comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

*2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including the suspension, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals, including this suspension, went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

*2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Advisement staff in LAB will be meeting with the members and administrators in the Music discipline in order to plan for supporting current students in the BMus program.

Augustana's instructors and support staff in Music will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BMus opportunities.

Advisement staff and administrators will work with the Fine Arts and Humanities Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

*2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

### 3.1 Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input checked="" type="checkbox"/> Other (identify below)       |

#### 3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified by any of those consulted. The proposal was also shared with the Music Department at the University of Calgary, who expressed strong support and enthusiasm for the proposed changes in the Augustana BMus program.

### 3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

One of the primary mandates of the Augustana curricular review, including the proposed changes to the Bachelor of Music program, was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes to the program including the suspension of the Piano specialization, will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available through the development of the Performance-Based Pedagogy program. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## SECTION B: SUSPENSION EXTENSION

### SECTION 1: RATIONALE

**1.1** Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

**1.1.1** Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

**1.2** If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

**1.3** Explain how the duration of the suspension extension was determined.

#### **OTHER CONSIDERATIONS**

Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.

#### **RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**



## Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

### Basic Information (all proposals must complete this section)

<b>Institution</b>	University of Alberta, Augustana Faculty
<b>Program/specialization name</b>	Voice
<b>Credential awarded</b>	Bachelor of Music
<b>Proposed start date of suspension</b>	July 1, 2021
<b>Proposed end date of suspension</b>	June 30, 2026

### SECTION A: PROGRAM SUSPENSION

#### SECTION 1: RATIONALE

**1.1** *Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).*

Augustana Faculty is proposing to suspend the current Voice specialization offered in its Bachelor of Music program, effective July 1, 2021. This proposal comes as a recommendation by Augustana arising from a multi-year examination of the entire curriculum offered by the Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its majors and core in order to address a variety of overlapping issues including the disproportionate number of course offerings with overly large and overly small enrollments, the need for increased engagement of tenure-track staff to meet current curriculum requirements, and a lack of differentiation between programs offered by Augustana Faculty compared to other University of Alberta Faculties.

As part of this commitment towards curriculum renewal, teaching faculty in the area of Music, supported by colleagues in the Department of Fine Arts and Humanities, examined the Bachelor of Music (BMus) program at Augustana. The current program has strong traditions and attachments to both Augustana Faculty and the local community, and a reputation of producing highly-skilled graduates. However, the program has not been significantly reviewed since its inception in 2000, the Department is facing the impacts of recent personnel changes and ongoing budgetary pressures, and the BMus program features a relatively small cadre of students spread over three resource-intensive majors: Comprehensive, Piano, and Voice.

The outcome of the renewal discussions is a proposal to streamline the program by undertaking substantive changes and a name change to Performance-Based Pedagogy for the Comprehensive specialization and suspending the remaining two specializations in Piano and Voice. These suspension proposals must be examined taking into account the complementary proposal for a name change to Performance-Based Pedagogy within the Comprehensive Major and the substantive program changes in that program including the possibility for students to choose a second-level specialization in one of four areas: Voice, Keyboard, Conducting, and Comprehensive.

**1.2.1** *Document enrolments (by FLE and headcounts) for the most recent 5-year period, including the current academic year if available.*

Enrolment	2019	2018	2017	2016	2015
<b>Total head count</b>	4	7	8	9	8
● Full-Time Year 1	0	1	3	2	1
● Full-Time Year 2	0	1	1	1	3
● Full-Time Year 3	1	3	4	3	2
● Full-Time Year 4	3	2	0	3	2
<b>Total FLE</b>	NA*	8	9	9	8
● FLE Year 1	NA	1	1	2	1
● FLE Year 2	NA	2	3	1	2
● FLE Year 3	NA	3	1	3	3
● FLE Year 4	NA	2	4	3	2

\*FLE counts for 2019 not currently available.

**1.2.2** *Indicate when admissions into program/specialization will be or were closed.*

July 1, 2021

**1.2.3** *Explain how the proposed end date of the suspension was determined.*

A five-year suspension will allow sufficient time for currently enrolled students to complete their program prior to termination of the specialization.

**1.2.4** *Provide specific information about which internal governance body approved the suspension, and provide date of approval.*

- Augustana Faculty Department of Fine Arts and Humanities (November 8, 2019) (includes an undergraduate student voting representative)
- Augustana Faculty Curriculum Committee (November 19, 2019) (includes undergraduate students comprising one-third of the voting membership)
- Augustana Faculty Council (December 6, 2019) (includes five undergraduate representatives)
- GFC ASC Subcommittee on Standards (for discussion): January 30, 2020
- GFC Academic Standards Committee (for recommendation): February 13, 2020
- GFC Academic Planning Committee (for name change and program revision approval; recommendation of suspensions): TBD
- General Faculties Council (recommendation of suspensions): TBD
- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

**1.3** *Check the applicable box to specify the longer-term plan.*

*To terminate the program.*

*To reactivate the program.*

## **SECTION 2: ACCESS**

**2.1** *Identify potential student access considerations and risks for Campus Alberta that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).*

All students in the program at the time of suspension will be given the option to either complete their existing program, or transition into the BMus Performance-Based Pedagogy, second-level specialization in Voice. Advisors in the Augustana Learning, Advising and Beyond (LAB) Office will assist students with course selection and planning. Essential courses will still be on offer.

Augustana will notify each of the students enrolled in the BMus Voice specialization of the suspension of the program and of the continued commitment to providing them with assistance in completing their degrees. Information will be disseminated via Augustana websites, social media, and other relevant forums about the suspension, as well as the opportunities to access the Performance-Based Pedagogy program.

*2.1.1 If the program or specialization is unique in the province, describe consultation within Campus Alberta to investigate feasibility of program/specialization transfer.*

Students in the current Bachelor of Music, Voice specialization, would be able to find a few comparable programs at other post-secondary institutions in Alberta, including the Faculty of Arts on North Campus, and the majority of the courses in the program have active transfer agreements in the ACAT system.

*2.2 Describe the consultation process that occurred with students at your institution regarding this programming change.*

Current students registered in Music programs at Augustana have been regularly included in the discussions regarding the proposed changes, including this suspension, with responses generally being understanding of the need for change and excited about the new possibilities. The proposals went through several levels of review and discussion at Augustana (see Sec 1.1.4), with student representatives having both voice and vote in the process.

*2.3 Describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.*

Advisement staff in LAB will be meeting with the members and administrators in the Music discipline in order to plan for supporting current students in the BMus program.

Augustana's instructors and support staff in Music will aim to meet with affected students to advise them of the suspension and to explain the impacts and options of finishing the current program or exploring the new BMus opportunities.

Advisement staff and administrators will work with the Fine Arts and Humanities Department to find suitable degree exceptions where limitations are faced on courses being offered within the suspended specialization in order to enable students remaining in the suspended program the ability to complete their programs as expeditiously as possible.

*2.4 Describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.*

Augustana's approach has always been to readily accommodate formal student requests in these sorts of situations and there is no anticipation of that changing.

## SECTION 3: IMPACT

### 3.1 Identify which stakeholder groups were consulted:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Faculty                        | <input type="checkbox"/> Employers and Professional Associations |
| <input type="checkbox"/> Regulatory and other Accreditation Bodies | <input type="checkbox"/> Advisory Committee(s)                   |
|  | <input checked="" type="checkbox"/> Other (identify below)       |

#### 3.1.1 Describe the consultation process conducted with these stakeholders and summarize the feedback received.

Aside from a variety of faculty committees and Councils in Augustana Faculty (see Sec 3.1 below), the proposed change was also presented to the Music Department in the Faculty of Arts, and Music faculty members in the Faculty of Education and Faculté Saint Jean at the University of Alberta for feedback and to address any concerns about the proposal in general, and any impact it might have on their units. No concerns were identified by any of those consulted. The proposal was also shared with the Music Department at the University of Calgary, who expressed strong support and enthusiasm for the proposed changes in the Augustana BMus program.

### 3.2 Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.

One of the primary mandates of the Augustana curricular review, including the proposed changes to the Bachelor of Music program, was to offer opportunities to optimize enrollment in a revised curriculum to take better advantage of the current faculty and staff complement. As such, the proposed changes to the program including the suspension of the Voice major, will not require additional staff or resources, but rather enable Augustana to more efficiently utilize the staff and space currently available through the development of the Performance-Based Pedagogy program. Over time, these changes should also enable a decreased dependency on contract academic teaching staff.

## SECTION B: SUSPENSION EXTENSION

**SECTION 1: RATIONALE**

**1.1** *Describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)*

**1.1.1** *Explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).*

**1.2** *If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.*

**1.3** *Explain how the duration of the suspension extension was determined.*

**OTHER CONSIDERATIONS**

*Please indicate if there are additional factors you would like the Ministry to consider when reviewing this proposal.*

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Recommendation(s)**

**Rationale for Recommendation:**

**Reviewer(s)**

**Date Completed**





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14 Jan 2020

Dr. Ardelle Ries, Director of Music  
University of Alberta Augustana Campus  
4901 46 Avenue  
Camrose, AB T4V 3B4

**RE: UAlberta Augustana BMus renewal**

Dear Ardelle,

On behalf of Choir Alberta, congratulations to you and your colleagues in the music division at Augustana on the renewal of the Bachelor of Music program. Augustana's music program, particularly in the area of choral music, has long set the bar with respect student opportunity and achievement on a small campus. Furthermore, the music division has offered an essential point of contact with the Camrose community, and its graduates have gone on to illustrious careers around the world as performers, music educators, music therapists, and arts managers. Without a doubt, Augustana's music program has played a key role in putting, and keeping, Augustana on the post-secondary map.

As ideas surrounding the study of music evolve, so must our programs of study. Thanks to your work and leadership, Augustana is positioning itself on the forefront in this regard, joining other innovative institutions such as the Sydney Conservatorium, USC Thornton School of Music, and Yale School of Music. We share your excitement with respect to the potential of Augustana's reworked music program and are keen to support you as the program is implemented.

Congratulations again on this significant accomplishment, and best wishes to you, your colleagues, and your students as you embark upon this exciting next stage of music at Augustana.

Sincerely,

Brendan Lord, DMus  
Executive Director

Mame Goehner  
President

Item No. 7

**Governance Executive Summary**  
**Advice, Discussion, Information Item**

<b>Agenda Title</b>	<b>University of Alberta Non-Credit Credential Framework</b>
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**Item**

Proposed by	Tammy Hopper, Vice-Provost (Programs)
Presenter	Tammy Hopper, Vice-Provost (Programs) Christie Schultz, Assistant Dean, Academic, Faculty of Extension

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To discuss and receive feedback on the proposed development of a Non-Credit Credential Framework for approval by GFC
Executive Summary ( <i>outline the specific item – and remember your audience</i> )	<p>The University of Alberta will be developing a Non-credit Credential Framework to guide program development and provide clarity on what requires approval by General Faculties Council. This initiative supports the strategic priorities of life-long learning, financial sustainability, and community engagement. The development of non-credit credentials is also a means to meet labour market demands and to support skill development.</p> <p>The proposed Non-Credit Credential Framework will guide and support this work through the following principles:</p> <ul style="list-style-type: none"> <li>• Consistency: A common understanding within the university and in communications materials about what constitutes a non-credit credential.</li> <li>• Quality: Guidance available on best practice for professional development in terms of program structure, pedagogy and credentials.</li> <li>• Rigour: A transparent and effective oversight process in place for creation of new credentials.</li> <li>• Ease: Sufficient information and systems in place to support the development of non-credit credentials in a timely, effective, and efficient way.</li> </ul> <p>Through the GFC Academic Standards Committee (ASC), and as per its Terms of Reference, GFC has authority to approve the establishment and termination of non-credit certificates, as well as the approval of non-credit programs and program expansions in the Faculty of Extension.</p> <p>As such, feedback is being sought from the GFC Executive Committee on the proposed Non-Credit Credential Framework. In particular, the committee is asked to consider the following questions:</p> <ul style="list-style-type: none"> <li>- What forms of non-credit credentials are currently being offered by the University?</li> <li>- What forms of non-credit training do not require GFC approval? (Workshops? Seminars? Single course?)</li> <li>- What should the threshold be for calling non-credit learning a “credential”?</li> </ul>

Item No. 7

Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>
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**Engagement and Routing** (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> <li>• University Governance - March 4, 2020</li> <li>• Finance Team – March 10, 2020</li> <li>• UofA International – March 10, 2020</li> <li>• Risk Management – March 17, 2020</li> <li>• Statutory Deans’ Council – April 1, 2020</li> <li>• IST – April 8, 2020</li> <li>• Registrar’s Office – April 8, 2020</li> <li>• Graduate Students’ Association – TBD</li> <li>• Students’ Union – TBD</li> <li>• Alumni Council – TBD</li> <li>• GFC Executive – March 16, 2020</li> <li>• GFC Academic Planning Committee – March 18, 2020</li> <li>• GFC Academic Standards Committee – March 19, 2020</li> <li>• GFC Committee on the Learning Environment – April 1, 2020</li> <li>• General Faculties Council - March 30, 2020</li> <li>• General Faculties Council (approval) – May 25, 2020</li> </ul>
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**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p>EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p><i>Strategy i.</i> Develop continuing and professional education programs that connect the knowledge-mobilization activities of the university’s faculty members to the needs of diverse learner communities.</p> <p><i>Strategy ii.</i> Create a wide range of opportunities, both in-person and virtual, for broad, learning-centered programs for alumni and other communities of learners engaging in continuing and professional education.</p> <p>ENGAGE communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.</p> <p><i>Strategy v.</i> Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South campus.</p>
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Item No. 7

	<p>SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p><i>Strategy i.</i> Seek and secure resources needed to achieve and support our strategic goals.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 594 1544 804"> <tr> <td data-bbox="570 594 1089 804"> <input checked="" type="checkbox"/> Enrolment Management  <input type="checkbox"/> Faculty and Staff  <input checked="" type="checkbox"/> Funding and Resource Management  <input type="checkbox"/> IT Services, Software and Hardware  <input checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure         </td> <td data-bbox="1089 594 1544 804"> <input checked="" type="checkbox"/> Relationship with Stakeholders  <input checked="" type="checkbox"/> Reputation  <input type="checkbox"/> Research Enterprise  <input type="checkbox"/> Safety  <input checked="" type="checkbox"/> Student Success         </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA)          GFC Academic Planning Committee (APC) Terms of Reference          GFC Academic Standards Committee (ASC) Terms of Reference</p>			

Prepared by: Suzanne French, Portfolio Initiatives Coordinator, Office of the Provost and Vice-President (Academic), [suzanne.french@ualberta.ca](mailto:suzanne.french@ualberta.ca)

Kate Peters, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), [kate.peters@ualberta.ca](mailto:kate.peters@ualberta.ca)

General Faculties Council Standing Committee Report

**GFC Executive Committee**

1. Since last reporting to GFC, the Executive Committee met on March 16 and 19, 2020.
  
2. Items Approved With Delegated Authority  
*March 16, 2020*
  - Emergency Academic Governance Protocols
  - Draft Agenda for March 30, 2020 Meeting of GFC  
*March 19, 2020*
  - Emergency Academic Governance Protocols
  
3. Items Recommended to GFC  
*March 16, 2020*
  - Off-cycle Appointment of Elected Undergraduate Students to General Faculties Council
  
4. Items Discussed  
*March 16, 2020*
  - University of Alberta Non-Credit Credential Framework
  - Budget - Update - Investment Management Agreements

Terms of reference and records of meetings for this committee can be found at:  
[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_EXEC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC)

Submitted by:  
David Turpin, Chair  
GFC Executive Committee

General Faculties Council Standing Committee Report

**GFC Academic Planning Committee**

1. Since last reporting to GFC, the Academic Planning Committee met on February 26, and March 18, 2020.

2. Action Items

*February 26, 2020-Recommended Board of Governors Approval*

- University of Alberta 2020-2021 Tuition and Student Financial Aid
- Mandatory Non-Instructional Fees (MNIF) Proposal
- University of Alberta 2020-2021 Budget [motion rescinded on March 18, 2020]

*March 18, 2020-Recommended Board of Governors Approval*

- Revised University of Alberta 2020-2021 Budget
- Suspension of Admissions to the Bachelor of Music, majors in Piano and Voice, Augustana Faculty

*March 18, 2020-Approved with Delegated Authority*

- Proposed Name Change and Substantive Program Changes for the Bachelor of Music, Augustana Faculty

3. Items Discussed

*March 18, 2020*

- Investment Management Agreement Update
- Report of the Academic Planning Committee Ad Hoc Working Group on the Facilitation of Clinical Research
- University of Alberta Non-Credit Credential Framework

Terms of reference and records of meetings for this committee can be found at:

[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_APC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC)

Submitted by:  
Steven Dew, Chair  
GFC Academic Planning Committee

General Faculties Council Standing Committee Report

**GFC Academic Standards Committee**

1. Since last reporting to GFC, the Academic Standards Committee met on March 19, 2020.
  
2. Items Approved with Delegated Authority from GFC
  - Transfer Credit Approvals and Denials for March 2020
  - Proposed Changes to Graduation Regulations, Faculty of Native Studies
  - Proposed Changes to Admission Requirements, Faculty of Science
  - Proposed Changes to Existing Regulations for Concurrent Registration, Faculty of Graduate Studies and Research
  - Proposed Changes to Existing Regulations for Approved Leaves of Absence, Faculty of Graduate Studies and Research
  - Proposed Changes to Existing Regulations for Readmission, Faculty of Graduate Studies and Research
  - Proposed Changes to Existing Regulations for Conflict of Interest for Supervisory and Examination Committees, Faculty of Graduate Studies and Research
  - Proposed Embedded Certificate in Language Documentation and Revitalization, Faculty of Arts
  - Proposal from the Faculty of Extension for a Non-credit Certificate: Commercial Transport Occupational Health and Safety Certificate
  - Entrance Requirements and Academic Standing Regulations for Proposed New Combined Master of Business Administration/Master of Science in Occupational Therapy Program (MBA/MScOT), Faculty of Business, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research
  
3. Items Recommended to APC
  - Proposal for New Combined Master of Business Administration/Master of Science in Occupational Therapy Program (MBA/MScOT), Faculty of Business, Faculty of Rehabilitation Medicine, and Faculty of Graduate Studies and Research
  
4. Items Discussed
  - University of Alberta Non-Credit Credential Framework
  - External Programs for Review and Programs in Progress on Campus (standing item)

Terms of reference and records of meetings for this committee can be found at:  
[https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC\\_ASC](https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_ASC)

Submitted by:  
Tammy Hopper, Chair  
GFC Academic Standards Committee

FOR THE GFC MEETING OF MARCH 30, 2020

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on March 13, 2020:

### **COMMENTS FROM THE CHAIR**

The Board Chair reminded members that the University of Alberta's 2020-2021 budget proposal would normally be considered at this meeting, and that, in fact, the Board Finance and Property Committee had recommended a budget at their meeting on February 27, 2020, but that shortly after that meeting the Government of Alberta tabled its 2020 Budget, which included a larger-than-expected cut to the University of Alberta's base budget. She explained that university administration was currently preparing a revised budget to return through the governance cycle for proper review and approval, prior to the end of the month.

### **REPORT OF THE PRESIDENT**

The President provided a written report on his activities since December 13, 2019, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, Dr Turpin, with Vice-President (Facilities and Operations) Andrew Sharman, provided an update on the university's response to the COVID-19 crisis, noting that work was currently underway to transition classes to remote delivery, that all decisions would be made based on the advice from federal and provincial governments and health agencies, and that the health and safety of the campus community was of the utmost priority.

### **DISCUSSION ITEMS**

The Board received a briefing from Provost and Vice-President (Academic) Steven Dew and Vice-President (Finance and Administration) Gitta Kulczycki on changes to the Campus Alberta Grant, administration's immediate approaches to dealing with the bigger cut, as well as near and long term strategies, and budget implications to job losses. The Board discussed financial supports for students; legislation that the university's budget must be balanced; and proposed approaches for implementing efficiencies.

### **BOARD OF GOVERNORS' MOTION SUMMARY**

On the recommendation of the Board Governance Committee, the Board of Governors approved the revised *The Governors of The University of Alberta Mandate and Roles Document* for submission to the Ministry of Advanced Education.

On the recommendation of the Board Learning, Research, and Student Experience Committee, and General Faculties Council, the Board of Governors approved the reformatted University Mandate Statement for submission to the Minister of Advanced Education for final approval.

### **INFORMATION REPORTS**

- Report of the Audit and Risk Committee
  - Management's Annual Compliance Certificate
  - Management's Quarterly Information and Privacy Office Compliance Certificate
  - Annual Centres and Institutes Compliance Certificate
  - Material distributed between meetings: Report of the Auditor General of Alberta - Report on Postsecondary Institutions 2019
  - Learning Moment: Contractor Safety and Performance
  - Safe Disclosure and Human Rights Report
  
- Report of the Finance and Property Committee
  - Presentation on the University of Alberta's 2020-2021 Budget
  - Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees (Previously Mandatory Student Instructional Support Fees)
  - Capitalization of Unrestricted Funds to Permanent Restricted Endowments Net Assets
  - 2020-2021 Mandatory Non-Instructional Fees Proposal
  - 2020-2021 University of Alberta Meal Plan Rates
  - 2020-2021 University of Alberta Residence Rate (5% Increase)

- Project Management Office - Quarterly Status Report
- 2020-2021 Parking Rates
- 2018-19 Mandatory Non-Instructional Fees (MNIFs) Annual Report
- Briefing Note on BFPC Residence Queries (Material Distributed to Members Between Meetings)
- Interim Financial Review
- Residence Climate and Rental Rates
- Report of the Governance Committee
  - Ongoing Opportunities for Board Member Development - Association of Governing Boards (AGB) article: "High-Performance Governance is All About the Quality of the Questions Asked"
  - Learning Moment: Equity, Diversity and Inclusion / Recruitment
  - Update: Request to Webcast Board meetings
  - Debrief: Board-GFC-Senate Summit
- Report of the Human Resources and Compensation Committee
  - Addition of Equity, Diversity and Inclusivity (EDI) language to UAPPOL Recruitment and Selection of Employees ("Recruitment Policy") Suite
- Report of the Investment Committee
  - Portfolio Compliance – December 31, 2019
  - NACUBO-TIAA (National Association of College and University Business Officers - Teachers Insurance and Annuity Association of America) Study of Endowments
  - Statement of Investment Principles and Beliefs – Annual Review
  - Unitized Endowment Pool (UEP) and Non-Endowed Investment Pool (NEIP) Investment Proposals – Annual Review
  - Portfolio Performance and Risk – December 31, 2019
  - Unitized Endowment Pool (UEP) Asset Allocation Study – Capital Market Assumptions
  - Unitized Endowment Pool (UEP) Strategy Progress Report
  - Non-Endowed Investment Pool (NEIP) Strategy Progress Report
- Report of the Learning, Research and Student Experience Committee
  - 2018/19 Annual Report of Student Conduct Responses, Dean of Students' Portfolio
  - University of Alberta Centres and Institutes Annual Report
  - Helping Individuals at Risk (HIAR) Report
  - Undergraduate Enrolment Report
  - Report from the Provost and Vice-President (Academic)
  - Report from the Vice-President (Research and Innovation)
  - Report from the Vice-Provost and Dean of Students
- Report of the Reputation and Public Affairs Committee
  - Portfolio Introductions - Advancement and University Relations
  - Presidential Transition Committee Update
  - Senate Update
  - Alumni Association Strategic Priorities

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

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Prepared for: Katherine Binhammer, GFC Representative on the Board of Governors

By: Erin Plume, Assistant Board Secretary

*Please note: official minutes from the open session of the March 13, 2020 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its May 10, 2020 meeting:*  
<https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes>.



Heather Richholt <richholt@ualberta.ca>

## GFC Secretary Briefing - Request from Member to Table Motion at GFC March 30

Yimmie Sonuga <yimmie.sonuga@ualberta.ca>

26 March 2020 at 10:50

Cc: Marion Haggarty-France <mh4@ualberta.ca>, Heather Richholt <richholt@ualberta.ca>

Dear GFC Members,

I trust this note finds you, and your loved ones, well and safe in these extraordinary times.

In accordance with section 6.3 of [GFC's Meeting Procedural Rules](#) , I am writing to you, in my capacity as GFC Secretary. I would like to alert you to the following request the GFC Chair and the Assistant GFC Secretary received from a GFC member. The Assistant GFC Secretary saw the request just after she had alerted you to the posting of the [materials](#) for GFC, on Monday March 30, and forward it to me.

*Request from GFC member:*

\*\*\*\*\*

I write to you respectively as the chair and secretary of the General Faculties Council to request that the following motion be added to the agenda of GFC's meeting next Monday:

The General Faculties Council revokes the decision taken by GFC Executive at a "special" meeting of 19 March 2020 that ["All students will receive a credit \(CR\) or no credit \(NC\) grade for all Winter 2020 courses. No letter grades will be assigned."](#)

For each course in which they are registered for Winter 2020 students will have the option of receiving the letter grade that they have earned or "credit"/"no credit" (CR or NC)

\*\*\*\*\*

*Recent response to said GFC member from Chair of GFC, President Turpin:*

\*\*\*\*\*

Thank you for your email.

The decision ultimately made by GFC Executive Committee (Exec), on March 19, was not taken lightly and was made completely within the bounds of Exec's delegated authority from GFC, as referenced in section 4.1 of [Exec's Terms of Reference](#):

*On matters that must be decided before the next regularly scheduled GFC meeting [March 30] and where it is not feasible to call a special meeting of GFC. \* The committee will first determine if the matter cannot wait and, if so determined, will proceed to consider it and act on behalf of GFC and report on the decision at the next GFC meeting.*

The recommendation from the COVID-19 Public Health Response Team Subcommittee on Academic Impacts \*\*, involved consultation with Statutory Deans' Council and the Dean of Students. It also involved meaningful conversation with the Academic Standards Committee of GFC.

The executive authority delegated to me by the Board of Governors to act in emergency or extraordinary circumstances permits me to make decisions such as this at times like this. However, in the spirit of collegial governance, I chose to take it to GFC EXEC on March 19.

You will see a bullet - Emergency Academic Governance Protocols - under the "Report from the President" section of the [posted agenda](#). I will provide a verbal report to GFC on the decisions made (motions passed) by Exec, at the special meeting on March 19, at our next meeting of GFC on Monday March 30.

Thanks for your understanding as we work through the incredibly challenging issues, as a community.

Dave

\*\*\*\*\*

**End of recent response from the Chair of GFC to said member.**

*\*In accordance with section 2.3 of [GFC's Meeting Procedural Rules](#):*

*From time to time, the Chair of GFC may call special meetings of GFC, provided that notice of such meetings is given to members at least one month in advance.*

*\*\*The Covid-19 PHRT Subcommittee on Academic Impacts is Chaired by the Vice Provost and University Registrar and made up a cross-section of senior University of Alberta community members.*

\*\*\*\*\*

**Continuation of my briefing to you:**

Please find further context on the steps that took place in the lead up to the motions being passed at a special meeting of GFC EXEC on March 19, below:

- January 23: The Covid-19 Public Health Response Team (PHRT) met for the first time.
- March 11: The World Health Organisation (WHO) declared Covid-19 a global pandemic.
- March 13: The U of A established the Crisis Management Team and operationalized the Emergency Operations Centre. After receiving the advice of the Covid-19 PHRT Subcommittee on Academic Impacts\*\*, President Turpin made 4 executive orders through authority delegated to him from the Board of Governors (the Board), through his contract of employment.
- March 15: In accordance with the Integrated Management Emergency Plan (IMEP), President Turpin declared a level 3 University-wide state of emergency (highest level).
- March 16: GFC EXEC endorsed President Turpin's executive orders ([motions passed](#)).
- March 17 am: The Premier of Alberta declared a province-wide state of Public Health Emergency, under the *Public Health Act*.
- March 17 am: After receiving the advice of the Covid-19 PHRT Subcommittee on Academic Impacts, President Turpin, in his capacity as GFC EXEC Chair, requested a special meeting of GFC EXEC to take place on March 19.
- March 19 pm: GFC EXEC passed the previously mentioned motions ([motions passed](#)).

Please do not hesitate to reach out to either myself or Marion Haggarty-France, University Secretary, if you need further clarification on any point.

Do please stay safe and "see" you on Monday (details of how to attend virtually will be sent out by the end of the week).

With thanks and the warmest of regards,

Yimmie

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**Yimmie Sonuga B.Com., LL.B.** | Pronouns: She/Her  
**General Faculties Council (GFC) Secretary and Manager of GFC Services**  
University of Alberta | University Governance  
[Working Remotely](#) | [yimmie.sonuga@ualberta.ca](mailto:yimmie.sonuga@ualberta.ca)  
[University Governance](#) | [www.governance.ualberta.ca](http://www.governance.ualberta.ca)

*The University of Alberta respectfully acknowledges we are situated on ᑭᓴᓄᓐᓴᓄᓐᓴᓄᓐ (Amiskwacîwâskahikan) Treaty 6 territory, traditional lands of First Nations and Métis people.*

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3/26/2020

University of Alberta Mail - GFC Secretary Briefing - Request from Member to Table Motion at GFC March 30

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**Item No. 9.1Q**

**Question from GFC Elected Faculty Member W. Ted Allison**

Dear Drs. Turpin and Costopoulos,

During a crisis, the data from past experience strongly supports the prediction that the rates of domestic and child abuse will increase in both frequency and intensity. Individuals prone to ill health during these times of increased anxiety are also in a precarious moment. These concerns are amplified further if the student is of lower socioeconomic station. Our diverse Students, Staff and Instructors are members of these same communities. Have extra resources been directed to services and supports aimed at mitigating the damage this crisis is causing the vulnerable members of our campus community?

The fact is that we (or other PSE Institutions) are likely to face the debate of *grades vs. credit/no-credit* again in the coming school terms, and so I ask **what is being done across the U15 institutions to compare outcomes?** It may be, for example, that PSE students across Canada who are asked to compete for letter grades (or even grade ranges) during this crisis will experience substantially more anxiety compared to students who participate in a Credit/no-credit course evaluation. This will have a disproportionately negative impact on the vulnerable populations described above. On the other hand, it may be that competing for a letter grade will offer comfort to many, including but not limited to those privileged enough to have good health and good access to remote instruction. These contentions (these hypotheses), are testable and falsifiable – e.g. the first hypothesis predicts the rates of self-harm, depression and suicide attempts will be higher at institutions who continue to assign grades rather than use a credit/no-credit outcome. Given that future decisions in this debate may be imminent, what is being done to compare across PSE institutions with opposing strategies - would we not serve our future communities best by being informed by the best available data?

Respectfully,  
Ted Allison

**Item No. 9.2Q**

**Question from GFC Elected Faculty Member Dilini Vethanayagam**

How did the recent GFC Executive decision made regarding the credit / no credit for the winter term of 2020 reflect the process of collegial governance, when major decisions are made that impact academic affairs?

The decision has been made without GFC's involvement. This does not reflect on decisions made 4 years ago through GFC to promote collegial governance, and I do believe is the crux of the numerous emails being sent over the past week from faculty and students. I wonder if there would have been less email discourse if the process collegial governance process was followed, even and more importantly in these unusual times.

Please see attached documents, which relates to two motions proposed, voted upon and passed January 2016 - and the subsequent review of how GFC and its sub-committees are meant to operate. For the purposes of reflection for this institution, the email and information forwarded to me I was able to find (as I was part of the committee) - and would appreciate if you could circulate and /or upload as part of the documents in prep for the March 30, 2020 GFC meeting.