

The following Motions and Documents were considered by the General Faculties Council at its Monday, March 30, 2020 meeting:

Agenda Title: **Off-cycle Appointment of Elected Undergraduate Students to General Faculties Council**

CARRIED 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.

FINAL Item 5

Agenda Title: **Proposed Suspensions of Majors in the Bachelor of Music Program, Augustana Faculty**

CARRIED 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.

FINAL Item 6

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Off-cycle Appointment of Elected Undergraduate Students to General Faculties Council
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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 GFC Principles for Committee Composition .
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<ul style="list-style-type: none"> • 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) • As referred to within the Report of the Ad Hoc Committee on Academic Governance including Delegated Authority, 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>. • 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. • These change mechanisms will help to: <ul style="list-style-type: none"> ○ ensure that students have equal access and opportunity to become active contributors to GFC and its committees. ○ streamline and invigorate the annual replenishment process of undergraduate student members to GFC positions by adding clarity to the GFC Terms of Reference.

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Supplementary Notes and context	<p>NC Terms of Reference specify additional responsibility to:</p> <ul style="list-style-type: none"> • “review and recommend to GFC the replenishment of GFC standing committees and other bodies requiring representation from the university community”; • “develop and support engagement and communication strategies to encourage individuals to serve on GFC, GFC standing committees and/or other governance bodies.”
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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><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • UASU Executive Committee • University Governance • GFC Nominating Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Small working group of key stakeholders: UASU, GSA, University Governance, GFC Nominating Committee (December 11, 2019) • GFC Executive Committee (December 9, 2019) • GFC Nominating Committee (February 12, 2020) <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • GFC Executive Committee (December 9, 2019, January 13, 2020) • General Faculties Council (January 27, 2020) • General Faculties Council (February 24, 2020)
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • GFC Nominating Committee – February 12, 2020 for recommendation by GFC Executive Committee • GFC Executive Committee – March 16, 2020 for recommendation to General Faculties Council • General Faculties Council – March 30, 2020 for approval

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"> ● “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). ● “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) 		
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		

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Legislative Compliance and jurisdiction	<p>Alberta <i>Post-Secondary Learning Act</i> (PSLA):</p> <ul style="list-style-type: none">● “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.]● “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)).● “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)).
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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**

Agenda Title	Proposed Suspensions of Majors in the Bachelor of Music Program, Augustana Faculty
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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><u>Suspensions of remaining BMus majors</u> 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.</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>

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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><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Faculty members in Music at Augustana Faculty and instructors in Augustana Music Conservatory • Augustana Department of Fine Arts and Humanities, (Department Council includes undergraduate student representatives). • Augustana Academic Council <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) (Tammy Hopper, Kate Peters) • Vice-Provost (Indigenous Programs and Research) • University Governance • Office of the Registrar • Augustana Faculty Curriculum Committee (which includes voting undergraduate student representatives) • Augustana Faculty Council (which includes voting undergraduate student representatives) • Departments of Music in the Faculty of Arts and Music faculty in the Faculty of Education and Faculté Saint Jean • Departments of Music, University of Calgary, University of Lethbridge, MacEwan University, King's University, Grand Prairie Regional College, and Medicine Hat College. • Choir Alberta
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>BUILD</p> <p>GOAL: 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"> • Strategy1
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	<p>Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</p> <p>EXPERIENCE GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. Objective 7: 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"> • Strategy 1 Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally <p>Objective 9: 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"> • 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. <p>EXCEL GOAL: Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. Objective 14: Inspire, model, and support excellence in teaching and learning.</p> <p>ENGAGE GOAL: 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. Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</p> <ul style="list-style-type: none"> • Strategy 2 Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates 		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1875 1544 2007"> <tr> <td data-bbox="570 1875 1089 2007"> <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 data-bbox="1089 1875 1544 2007"> <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
<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

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)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Piano
Credential awarded	Bachelor of Music
Proposed start date of suspension	July 1, 2021
Proposed end date of suspension	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 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.*

Enrolment	2019	2018	2017	2016	2015
Total head count	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
Total FLE	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)

Institution	University of Alberta, Augustana Faculty
Program/specialization name	Voice
Credential awarded	Bachelor of Music
Proposed start date of suspension	July 1, 2021
Proposed end date of suspension	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
Total head count	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
Total FLE	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



choir alberta

5708 72 Street NW
Edmonton, AB T6B 3J4

www.choiralberta.ca
t +1-780-488-7464 f +1-780-488-6403
toll free 1-855-723-6397
e info@choiralberta.ca

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