

The following Motions and Documents were considered by the General Faculties Council at its Monday, October 25, 2021 meeting:

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Agenda Title: **New Members of GFC**

CARRIED MOTION:

TO APPOINT/REAPPOINT:

The following undergraduate student representatives to serve on GFC for terms commencing October 25, 2021 and ending April 30, 2022:

Gurleen Kaur, Arts  
Rokhand Khademi, Pharmacy

The following College Deans to serve on GFC for terms commencing September 20, 2021 and extending for the duration of the appointment:

Matina Kalcounis-Rueppell, College of Natural and Applied Sciences,  
Joseph Doucet, College of Social Sciences & Humanities  
Greta Cummings, College of Health Sciences

The following delegate for the Acting President of the AASUA, to serve on GFC for term of office beginning October 25, 2021 and for the duration of the appointment:

Brian Fleck, Director, AASUA Executive

CARRIED MOTION:

TO RECEIVE:

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning October 25, 2021 and ending June 30, 2024:

Marie Carrière, Arts

FINAL Item 4

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Agenda Title: **Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education**

CARRIED MOTION:

THAT the General Faculties Council recommend the Board of Governors approved proposed suspension of admissions to the majors in Mathematical Sciences, and Physical Sciences, in the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), to take effect upon approval.

FINAL Item 5

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Agenda Title: **Decommission of Section 65.3 (University of Alberta Student Housing Policy) from the GFC Policy Manual**

CARRIED MOTION:

THAT the General Faculties Council approve, the deletion of Section 65.3 (University of Alberta Student Housing Policy) of the GFC Policy Manual, to take effect upon final approval.

FINAL Item 6

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New Members of GFC

**MOTION I: TO APPOINT/REAPPOINT:**

The following undergraduate student representatives to serve on GFC for terms commencing October 25, 2021 and ending April 30, 2022:

Gurleen Kaur	Arts
Rokhand Khademi	Pharmacy

The following College Deans to serve on GFC for terms commencing September 20, 2021 and extending for the duration of the appointment:

Matina Kalcounis-Rueppell	College of Natural and Applied Sciences,
Joseph Doucet	College of Social Sciences & Humanities
Greta Cummings	College of Health Sciences

The following delegate for the Acting President of the AASUA, to serve on GFC for term of office beginning October 25, 2021 and for the duration of the appointment:

Brian Fleck	Director, AASUA Executive
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**MOTION II: TO RECEIVE:**

The following statutory faculty members who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning October 25, 2021 and ending June 30, 2024:

Marie Carrière	Arts
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FINAL Item No. 5

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Proposed Suspension of Majors for the Bachelor of Science/Bachelor of Education Combined Degrees Program, Augustana Faculty, and Faculty of Education</b>
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**Motion**

THAT the General Faculties Council recommend the Board of Governors approved proposed suspension of admissions to the majors in Mathematical Sciences, and Physical Sciences, in the Bachelor of Science/Bachelor of Education Combined Degree Program (Augustana), to take effect upon approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty Jennifer Tupper, Dean, Faculty of Education
Presenter(s)	Jonathan Hawkins, Assistant Registrar, Augustana Faculty

**Details**

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to make significant program changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program (Augustana), offered by Augustana Faculty and the Faculty of Education.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In 2017, Augustana Faculty Council committed to an in-depth program review 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.</p> <p>Since the initial commitment, Augustana has made significant changes to develop new multi-disciplinary learning opportunities, complemented by the new liberal arts and sciences Project-based Core, and curriculum revitalization across the Fine Arts, Humanities, Social Sciences, and Sciences. More details on the review and changes to date are contained in the overview document (Attachment 1).</p> <p>Augustana, in close collaboration with the Faculty of Education, has now moved to the final stage of its curricular renewal, namely updating the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degrees Program by integrating the recent Augustana Project-Based Core and Bachelor of Science changes into the Combined Degrees offering.</p> <p><u>Changes to Majors</u></p>

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	<p>To facilitate the realization of a new and dynamic curriculum, the following changes to the majors in the BSc/BEd Combined Degrees program are proposed:</p> <ul style="list-style-type: none"> <li>• The ‘General Sciences’ major has been redesigned to include the new Science Foundations component, with students then selecting a subject specialization in Biology, Chemistry, General Sciences, or Mathematics.</li> <li>• The former Augustana BSc majors in ‘Biology’ and ‘Chemistry’ (renamed to ‘Integrative Biology’ and ‘Chemical and Physical Sciences’, respectively, effective July 1, 2021) will be removed from the Combined Degrees program.</li> <li>• The former ‘Mathematical Sciences’ major and ‘Physical Sciences’ major, offered only as part of the Combined Degrees program, will be suspended internally to the University – as these majors do not exist as distinct programs under the BSc program, Government approval of the suspension is not required.</li> <li>• The former ‘Mathematics and Physics’ major was suspended as part of the recent Augustana BSc program changes, effective July 1, 2021.</li> </ul> <p>The significant revisions to BSc/BEd Combined Degrees program continues the initiative within Augustana Faculty of developing programs with a greater multidisciplinary focus. The revised program integrates elements of the new Augustana Liberal Arts and Sciences Project-Based Core while retaining the Core Knowledge requirements, and draws upon broader disciplinary subjects which can complement and enhance the flexibility of the revised General Sciences major. Greater opportunities for experiential and community-based learning have also been built into the program requirements where possible, in order to broaden the undergraduate experience.</p> <p>Ultimately these changes will continue to facilitate the realization of a more dynamic and streamlined curriculum at Augustana Faculty.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

**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>• Faculty members in Biology, Chemistry, Computing Science, Environmental Science, Mathematics, and Physics in Augustana Faculty</li> <li>• Augustana Department of Science (Department Council includes undergraduate student representatives).</li> <li>• Augustana Academic Council</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Office of the Provost and Vice-President (Academic) (Tammy Hopper, Suzanne French, Andrea Patrick)</li> <li>• University Governance</li> </ul>

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	<ul style="list-style-type: none"> <li>• Office of the Registrar</li> <li>• Undergraduate Program Support Team</li> <li>• Faculty of Education (William Dunn and Faculty subject-matter experts in Sciences)</li> <li>• Undergraduate Program Support Team</li> </ul> <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>• These changes represent a continuation of the ongoing Augustana curricular reform process and have been referenced and discussed in multiple presentations of Augustana changes at the Academic Standards Committee – Subcommittee on Standards, the Academic Standards Committee, the Program Support Team, the Programs Committee, the Academic Planning Committee, and General Faculties Council from 2018- 2021.</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>Augustana Department of Science – February 12, 2021  Faculty of Education Undergraduate Academic Affairs Council – April 22, 2021  Augustana Curriculum Committee – April 28, 2021  Augustana Faculty Council – May 10, 2021  GFC Programs Committee (for approval of admission and program changes): June 24, 2021  GFC Academic Planning Committee (for recommendation on suspensions): September 22, 2021  General Faculties Council (for recommendation on suspensions): TBD  Board Learning, Research and Student Experience Committee (approval of suspensions): TBD</p>

**Strategic Alignment**

Alignment with <i>For the Public Good</i>	<p><i>For the Public Good</i></p> <p><b>BUILD</b>  <b>GOAL:</b> Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.  Objective 4:  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  Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</li> </ul> <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.  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"> <li>• Strategy 1  Increase students’ experiential learning through mutually beneficial engagement with community, industry, professional,</li> </ul>
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	<p>and government organizations locally, nationally, and internationally</p> <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"> <li>• Strategy 1 Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading 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.</p> <p>Objective 14: 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.</p> <p>Objective 17: 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="1" data-bbox="570 1373 1541 1583"> <tr> <td data-bbox="570 1373 1086 1583"> <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 checked="" type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td data-bbox="1086 1373 1541 1583"> <input 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 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 checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input 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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<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i>                  GFC Programs Committee                  GFC Academic Planning Committee                  General Faculties Council                  Board Learning, Research and Student Experience Committee</p>		

Attachments (each to be numbered 1 - <>)

1. Overview of Augustana Curricular Reform (8 pages)

Prepared by: Jonathan Hawkins, Assistant Registrar – Augustana Campus, jonathan.hawkins@ualberta.ca

## **Overview of Curricular Renewal in Augustana Faculty**

The proposed changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program (specifically outlined beginning on page 6) are presented as the culmination of an extended process of curricular review and renewal by Augustana Faculty.

In 2017, Augustana Faculty Council committed to an in-depth review of the curriculum of its Core and majors 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 well as other institutions within the province. This challenge was met by initially creating the Augustana Ad Hoc Curriculum Review Research Committee (CRRC) and subsequently, in August 2018, the formation of the Augustana Ad Hoc Curricular Innovation Coordinating Committee (CICC). CICC was given two central mandates: 1) oversee the creation of a new Augustana 'Project-based Core', and 2) facilitate the development of innovative new programs that would address the issues raised by Augustana Faculty Council in 2017.

### **THE PROJECT-BASED CORE:**

After a great deal of study and consultation within and beyond the Faculty, the new Augustana Project-based Core was presented to Augustana Faculty Council by CICC on May 9, 2019.

The Project-based Core facilitates the integration of skills students acquired by pursuing degrees in different areas of study. In developing a suite of Project-based Core courses at the 100-, 200-, 300-, and 400-level, students work together to tackle real-world issues, preparing graduates for the constantly changing workplaces of the future. The new Core encourages students to be critical thinkers, competent researchers, persuasive communicators, and effective collaborators across a wide spectrum of disciplines. Completing projects tied to real-world issues in partnership with community organizations are designed to equip students with the skills not just to thrive as learners but as valuable employees and citizens.

There are several key differences between the previous Core and the renewed Core. The renewed Core:

- consists of fewer course credits than the previous Core (i.e., 18 credits compared to 36 credits),
- follows a project-based learning model,
- is multidisciplinary,
- is intended to develop students' collaborative skills, and
- is designed to apply to every Augustana degree program.

The new Core consists of four Interdisciplinary (AUIDS) courses intended for completion over the span of a typical 4-year undergraduate degree program:

### **AUIDS 101 - Topics in Liberal Studies**

★ 3 (fi 6) (either term, 3-0-0) Selected topics that highlight the interdisciplinary nature of the Liberal Arts and Sciences. This seminar-style class is a key aspect of the Augustana First Year Experience. The focus and content of each course are determined by faculty interests, and vary from year to year.

### **AUIDS 201 - Collaborative Learning**

★ 3 (fi 6) (variable, variable) The course allows students to learn about approaches, methodologies and/or analytic techniques specific to a discipline, while offering an opportunity to practice working collaboratively in groups on a large project. Prerequisite: AUIDS 101.

### **AUIDS 301 - Community Partnership Project**

★ 6 (fi 12) (variable, variable) The Community Partnership Project is a project-based course in the Augustana Core. With the support of a faculty advisor, students will work in small multidisciplinary groups on a specific issue raised by a community partner. This course introduces students to the skills and knowledge they need to work professionally with community partners, while reinforcing their ability to work collaboratively on a project. Prerequisite: AUIDS 201.

### **AUIDS 401 - Advanced Integration Project**

★ 6 (fi 12) (variable, variable) A project-based course which allows students to work in small interdisciplinary teams to propose a solution to a real-world issue with the support of a faculty advisor. Prerequisite: AUIDS 301.

The Project-based Core was overwhelmingly approved by Faculty Council, and subsequently received final approval for inclusion in all Augustana Bachelor of Arts, Bachelor of Management, and Bachelor of Science programs by the GFC Academic Planning Committee on September 11, 2019.

### **PROGRAM INNOVATION:**

Shortly after its inception in August 2018, CICC challenged faculty members at Augustana to envision the creation of new integrative and multi-disciplinary programs. Initially described as ‘concentrations’ to distinguish the programs from current majors, discussions have evolved to consider this framework as a way to re-imagine current majors in accordance with the guidelines provided for concentrations. In order to assist in the envisioning discussions, CICC provided a set of guidelines that could serve as a general framework for what a new concentration might look like. The framework included the provisions that a concentration should consist of:

- 60-69 credits
- a multidisciplinary approach (max of 36 credits in 1 discipline)
- incorporate a meaningful distribution requirement (i.e., embed the current 21-credit ‘Knowledge’ component of the Augustana Core - with required credits in each of Fine Arts, Humanities, Social Sciences, and Science – within the concentration, thus simplifying the degree completion process for students)



- a scaffolded approach

In addition, each concentration required indications of how students would demonstrate the following proficiencies that correspond to competencies currently taught as Core Skills at Augustana:

- quantitative reasoning
- experiential learning
- writing
- public speaking
- research and methods

Faculty members who developed a new program were given the opportunity to offer a rationale to depart from any of these guidelines if necessary (particularly in respect to the 60-69 credit guideline).

With these guidelines in place, CICC coordinated wide-ranging discussions at Augustana Faculty regarding Core and program innovation. CICC presented an initial report on its progress to Augustana Faculty Council on May 9, 2019, and its final report was adopted by Augustana Faculty Council on October 4, 2019.

### **CURRICULAR RENEWAL:**

The pathway to curricular renewal superintended by CICC proceeded with variations in pace from program to program.

#### **Bachelor of Management:**

Even prior to the creation of CICC, faculty members in the 'Bachelor of Management in Business Economics' program had been exploring significant changes to that degree, in order to incorporate alternate components of Management education and develop of other areas of Management-related interest, especially as the new Augustana 3-11 Calendar created opportunities for creative program and exploration of interdisciplinary learning.

The change in name to simply 'Bachelor of Management', with the designation of a common set of Management and Economics Foundation courses, maintained the desire for a solid Management and Economics experience, but allowed for the introduction of other Management elements within the degree for students with a greater interest in Management through the creation of various streams of study within the Management degree/major.

Much of the discussion on these changes had occurred prior to CICC, but the opportunity offered by the new Project-based Core to enhance the knowledge and skills developed in the Management program by introducing multi-disciplinary opportunities for students to develop collaborative abilities in large and small group project-based studies was eagerly embraced. As such, the revised Bachelor of Management degree fully incorporated the new Project-based Core when it was approved by the GFC Academic Planning Committee on June 19, 2019, with the Core being reaffirmed by the GFC Academic Planning Committee on September 11, 2019.

**Bachelor of Arts Suspensions and BA Interdisciplinary Studies programs:**

Much of the discussion fostered by CICC in the 2018-2019 academic year centred on programs offered in the Bachelor of Arts degree at Augustana, particularly among faculty members who shared similar teaching and/or research interests, where a new ‘concentration’ could draw upon the collective resources of that group. The enthusiasm and potential synergies emerging from these explorations resulted in the determination that best way to proceed was to suspend a number of current majors and create three new programs as second-level specializations under Augustana’s Bachelor of Arts Interdisciplinary Studies major.

As part of the CICC initial report on May 9, 2019, it recommended the development of three new multi-disciplinary learning opportunities within the structure of the current Bachelor of Arts in Interdisciplinary Studies major:

- Creativity and Culture
- Ethics and Global Studies
- Law, Crime and Justice Studies

To facilitate the creation of these new programs, Faculty Council considered suspending admission into nine of its current BA majors:

- Visual Art
- Drama
- Economics
- English
- History
- Modern Languages
- Music
- Philosophy & Religion
- Political Studies

After much deliberation, all the recommendations were strongly endorsed by Augustana Faculty Council. In summary, Creativity and Culture incorporated many of the elements of Visual Art, Drama, English, Modern Languages, and Music; Ethics and Global Studies drew on History, Philosophy and Religion, Political Studies and the IDS – Global and Development Studies program (a previous second-level specialization in Augustana’s BA-IDS program, which was also suspended with the creation of Ethics and Global Studies); and Law, Crime and Justice Studies brought together expertise in History, Political Studies, Psychology, and Sociology.

This collection of curricular changes was reviewed by the GFC Academic Standards Committee on June 20, 2019, and received final approval by the GFC Academic Planning Committee on September 11, 2019. Augustana registered its first cohort of students into these three programs in the Fall 2020 term.

**Bachelor of Music:**

The conversations that culminated in the development of the Creativity and Culture program coincided with the desires of faculty in Music at Augustana to revitalize the Bachelor of Music program. This resulted in a proposal to Augustana Faculty Council in December 2019 to suspend the Piano and Voice majors in the Augustana Bachelor of Music program, and rename the Comprehensive major to create a Bachelor of Music in Performance-Based Pedagogy.

Enhancing the pedagogical elements of the Bachelor of Music degree, the proposal also increased ensemble participation, incorporated 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), and required new music education courses that included elements of Indigenous perspectives in response to the TRC Calls for Action. Notably, the proposal also included full participation in the Project-based Core; the previous Bachelor of Music program had never included the Augustana Core as part of its program.

The proposal was overwhelmingly approved by Augustana Faculty Council on December 6, 2019, and subsequently endorsed by the GFC Academic Standards Committee on February 13, 2020, receiving approval by the GFC Academic Planning Committee on March 18, 2020.

#### **Program Renaming and Further Suspensions:**

In the 2019-2020 academic year, Augustana Faculty continued to build on the work of CICC by reviewing programs in the Bachelor of Science degree and majors in the Bachelor of Arts degree that had not been included in the package of changes approved in May 2019. This set of proposals included most of Augustana's largest and strongest programs, meaning additional time and consideration was desired before initiating significant changes in these areas. Nevertheless, on May 20, 2020, Augustana Faculty Council authorized the suspension of admission into another 7 majors, and approved the learning objectives of 8 new program changes.

The suspensions included:

- Bachelor of Arts majors in:
  - Biology
  - Chemistry
  - Computing Science
  - Mathematics and Physics
  - Sociology
- Bachelor of Science majors in:
  - Mathematics and Physics
  - Psychology

These suspensions were subsequently reviewed by the GFC Academic Standards Committee on June 25, 2020 and the GFC Academic Planning Committee on September 9, 2020, receiving final approval by the University Board of Governors on December 11, 2020.

Work continued over the summer of 2020 to finalize details for the revised programs, including name changes for several majors summarized as follows:

- In the Bachelor of Arts:
  - The ‘Environmental Studies’ major was renamed to the ‘Sustainability Studies’ major
  - The ‘Psychology’ major was renamed to the ‘Psychology and Mental Health’ major
- In the Bachelor of Science:
  - The ‘Biology’ major was renamed to the ‘Integrative Biology’ major
  - The ‘Chemistry’ major was renamed to the ‘Chemical and Physical Sciences’ major
  - The ‘Computing Science’ major was renamed to the ‘Computing Science and Mathematics’ major

The Bachelor of Arts and Bachelor of Science majors in Physical Education and the Bachelor of Science in Environmental Science underwent significant changes within their program structure, but currently continue under the same names.

These changes were all approved at the GFC Programs Committee on October 15, 2020.

**The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program:**

The Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program was developed in 2010-2011, and first made available as a program choice for students in Fall 2011. During the subsequent decade, it has proven a popular option for Augustana Bachelor of Science students interested in pursuing a career in Education. However, certain facets of the program as initially designed have increasingly created difficulties for students. The nature of a combined degree program is for a strongly proscribed and condensed pathway of studies, in order to allow students to complete two degree programs in a shortened period of time. In many cases, the original designers attempted to incorporate an exceptionally demanding set of major requirements which made completion of the Augustana portion of the program increasingly problematic, particularly given the nature of Augustana’s need to schedule many senior science courses in alternating years. Also, the full inclusion of the standard 2011 ‘Augustana Core’, which had very little overlap with other degree components, further added to the frustrations students encountered in successfully completing necessary pre-requisites and/or program requirements in order to progress in a timely manner.

The proposed changes to the Bachelor of Science (BSc)/Bachelor of Education (BEd) (Secondary) Combined Degree Program builds on the previous Augustana curricular reforms in order to offer students a flexible and diverse opportunity for study in Sciences and Education, by integrating a mixture of technical and theoretical learning in both the classroom and laboratory to develop observation and experimentation skills along with enhanced interpretation abilities. The program aims to offer an expanded knowledge and awareness of a wide range of topics within the sciences to increase students’ disciplinary and interdisciplinary analytical skills, as well as to prepare graduates of the program for a wide variety of career options through the provision of

diverse experiences and educational opportunities. This is accomplished notably by the integration of the new Augustana Project-Based Core, and a revision of the major structure that builds on the framework of the recent BSc renewals.

**Project-Based Core:** The revised program incorporates the new Project-Based Augustana Core into the BSc/BEEd program. As noted above, this Core consists of fewer course credits than the previous Core, offers more flexible learning opportunities, and enhances students' collaborative skills. In acknowledgement of the compressed nature of the BSc/BEEd program, students will only be required to complete **the first three** elements of the Core – AIDS 101, 201, and 301 – thereby offering a solid grounding in the principles of the Core, but relieving the demands experienced from the previous inclusion of the full Core requirements.

### **Restructure of Majors:**

The current BSc/BEEd program offers majors in Biology, Chemistry, General Sciences, Mathematical Sciences, Mathematics and Physics, and Physical Sciences. The proposed revision creates a significantly redesigned General Sciences major while removing the remaining options.

The **General Sciences major** begins by including the Science Foundations framework introduced in the recent BSc major renewals. This creates a common first year structure for all Augustana BSc students, including those in the BSc/BEEd program, thereby establishing a strong multi-disciplinary grounding the sciences while removing the scheduling difficulties that previously forced BSc/BEEd learners to make programming selections that were different from other first-year students in Augustana BSc programs.

Students in the General Sciences major then choose one of four subject specializations: Biology, Chemistry, General Sciences, or Mathematical Sciences. The Biology, Chemistry, and Mathematical Sciences specializations provide the firm grounding in the respective disciplines that is required for student success upon the attainment of their degrees, but does so in a more streamlined and flexible manner than the previous majors, or than what is offered in the newly-developed intensive majors within the Augustana BSc program. The General Sciences specialization offers even greater flexibility for students seeking an expansive knowledge and diverse skill set, and includes the previously-unavailable opportunity for students to incorporate elements of Computing Science, and Environmental Science, into their BSc/BEEd degree.

In respect to the rest of the previous majors:

- Biology and Chemistry were initially modeled after the Augustana BSc majors of the same name. These were renamed in 2020 – Integrative Biology, and Chemical and Physical Sciences, respectively – and will continue as majors within the Augustana BSc program, but will be deleted as choices in the BSc/BEEd.
- The BSc major in Mathematics and Physics was suspended as part of the package of Augustana revisions in 2020, with Government approval of the suspension resulting in the suspension of the BSc/BEEd version of the major as well.
- Mathematical Sciences, and Physical Sciences were majors offered at Augustana specifically as part of the BSc/BEEd program, but not as separate majors in the BSc. As

such, they are proposed for suspension. Since they do not exist beyond the BSc/BEd program, this suspension process occurs internally to the University of Alberta.

With respect to Mathematical Sciences and Physical Sciences, both of these programs have experienced extremely small enrollments over the period in which the BSc/BEd program has been offered. In many years, no student has been registered in either major; the highest enrollment was 3 students in Mathematical Sciences in 2017-2018, none of whom continued in that major in the following year. Other than that, there has never been more than 1 student enrolled in either major in any given academic year. No student has graduated with a major in Mathematical Sciences or Physical Sciences in the decade during which the program has existed.

Currently, there is one Year-1 student registered in Physical Sciences. This student will be given the option to either complete their existing program, or transition into the redesigned General Sciences major. Advisors in the Augustana Student Academic Services (SAS) Office will assist the student with any course selection and planning required. The Augustana Science Department will find suitable degree exceptions where limitations are faced on courses being offered within the suspended major in order to enable the student to complete the Physical Science program as expeditiously as possible if that is the desire of the student.

The presentation of these changes signifies the completion of the Augustana Curriculum Renewal project, encompassing every Augustana program and major offered at the start of the 2018-2019 academic year. Augustana is excited about the potential offered for students at the culmination of this project, and looks forward to the opportunities for further refinements and student success in the years to come.

FINAL Item No. 6

**Governance Executive Summary**  
**Action Item**

<b>Agenda Title</b>	<b>Decommission Section 65.3 (University of Alberta Student Housing Policy) from the General Faculties Council (GFC) Policy Manual</b>
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**Motion**

THAT the General Faculties Council approve, the deletion of Section 65.3 (University of Alberta Student Housing Policy) of the GFC Policy Manual, to take effect upon final approval.
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**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Katherine Huising, Associate Vice President, Campus Services
Presenter(s)	Katherine Huising, Associate Vice President, Campus Services

**Details**

Office of Administrative Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>In an ongoing effort to ensure university policy is consistently prepared, managed, and housed, efforts are being made to, where appropriate, shift university policy into the University of Alberta Policies and Procedures Online (UAPPOL) environment.</p> <p>Section 65.3 of the GFC Policy Manual (University of Alberta Student Housing Policy) is dated and the on-campus residence system has undergone significant growth necessitating a policy update. In support of UAPPOL being the one repository for university policy, it is appropriate to rescind what is an out-of-date GFC policy.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Section 65.3 of the GFC Housing and Food Services Policy is more than 15-years-old. These fifteen years have seen significant growth and change in all areas of student housing (Campus Services) including how physical assets are managed, finances are stewarded, customers are served, and students are consulted in decision-making.</p> <p>When examining the GFC Policy, it became clear that all of the elements inherent to Section 65.3 (e.g. accessibility for students with disabilities) are now addressed within other university policies. And, as residences are part of the institution, the policies such as the Sexual Violence Policy apply equally to staff and students within the residence operations.</p> <p>The Students' Union conducted a review of UAPPOL policies and found that no fewer than eight policies are currently addressing elements of the GFC Student Housing Policy - Section 65.3 (GFC Sec. 65.3):</p> <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Death of a Member of the University Community - University Response</li> <li>• Discrimination Harassment and Duty to Accommodate</li> <li>• Ethical Conduct and Safe Disclosure</li> <li>• Helping Individuals at Risk</li> <li>• Protection of Minors Participating in University Programs</li> <li>• Sexual Violence</li> </ul>

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	<ul style="list-style-type: none"> <li>• Student Policy Placeholder</li> </ul> <p>Absent elements captured in the above UAPPOL policies, there are no elements of the GFC University of Alberta Student Housing Policy - Section 65.3 that remain germane today and, with the GFC policy having been rendered outdated, it should be decommissioned.</p>
Supplementary Notes and context	<p>The proposed deletion of Section 65.3 was presented to GFC Executive Committee on January 12, 2015. After a discussion on concerns over the transition to digital sources for policy and process and calls for a replacement policy that should be created and presented to full GFC, the Chair suggested it might be wise to table the item. The motion to table as follows was moved, seconded and approved after a discussion on expectations for consultation and the need to replace the policy. THAT the GFC Executive Committee TABLE the proposed deletion of GFC Policy Manual Section 65.3 (University of Alberta Student Housing Policy), as originally submitted by Facilities and Operations.</p> <p>At the October 4, 2021 meeting of GFC, members moved to take the item from the table and discussed how the information would be made available to students and the policies where the information can be found. Members questioned why the GFC Policy Manual was not simply being updated and it was explained that because there are policies that address the elements of the GFC Student Housing Policy – Section 65.4, it could be decommissioned without creating a new GFC approved policy specific to residences.</p>

**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>• Anas Fassih, VP External, Graduate Students' Association (2020-21)</li> <li>• Katie Kidd, VP Student Life, Students' Union (2020-21)</li> <li>• Mohd Tahsin Bin Mostafa, VP External, Graduate Students' Association (2021-22)</li> <li>• Talia Dixon, VP Student Life, Students' Union (2021-22)</li> </ul> <p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• Joel Agarwal, President, Students' Union (2020-21)</li> <li>• Marc Waddingham, President, Graduate Students' Association (2020-21)</li> <li>• Rowan Ley, President, Students' Union (2021-22)</li> <li>• Anas Fassih, President, Graduate Students' Association (2021-22)</li> <li>• Council on Student Affairs – January 14, 2021 and September 9, 2021</li> </ul> <p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• Andre Costopoulos, Vice-Provost/Dean of Students</li> </ul>
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> <li>• General Faculties Council Executive – October 4, 2021</li> <li>• General Faculties Council – October 25, 2021</li> </ul>

**Strategic Alignment**



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Alignment with <i>For the Public Good</i>	<p>SUSTAIN</p> <p>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</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="570 596 1539 806"> <tr> <td data-bbox="570 596 1089 806"> <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 type="checkbox"/> Leadership and Change  <input type="checkbox"/> Physical Infrastructure                 </td> <td data-bbox="1089 596 1539 806"> <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 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 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			
Legislative Compliance and jurisdiction	<p><i>Post-Secondary Learning Act (26(1))</i>  <i>COSA Terms of Reference</i>  <i>GFC Executive Committee Terms of Reference</i>  <i>GFC Terms of Reference</i></p>			

Attachments:

1. Briefing Note – Rescinding GFC Policy 65. Housing and Food Services (7 pages)

*Prepared by:* Katherine Husing  
 Associate Vice-President, Campus Services  
 husing@ualberta.ca

**Issue**

Section 65.3 of the GFC Policy Manual (s.65.3 University of Alberta Student Housing Policy) has been rendered outdated and, as such, should be decommissioned.

**Analysis**

In considering the decommissioning of GFC Policy 65 (Housing and Food Services) [Appendix A], Campus Services collaborated with the Students' Union (SU) and the Graduate Students' Association (GSA) to ensure that the intent behind Policy 65 was captured in the *Guiding Principles for the operation of Residences and Dining Services* [Appendix B] or within Campus Services business practises.

The *Guiding Principles for the operation of Residences and Dining Services (2018)* were developed in consultation with student associations and residence associations and approved by PEC in July 2018.

<b>GFC Policy (pre-2005)</b>	
<p>The University will conduct its residence administrative affairs in an effective and efficient student orientated manner and will develop mutually supportive, interdependent relationships between the residence communities, the Department of Housing and Food Services and the greater University community.</p>	<p>Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.</p> <p><i>(Residence and Dining Services Guiding Principles)</i></p>
<p>Residence management will continue to involve students in decision making within the residence which affects them and will encourage and facilitate student involvement in the provision of residence programs and student services; commit to the fullest possible cooperation with the six residence community associations, the Students' Union, the Graduate Students' Association; liaise with these student associations on a regular basis and will assist the six residence student associations to develop and maintain themselves with full involvement from the communities they serve.</p>	<p><b>Student Advisory Committees</b></p> <p>The <b>Graduate Students' Association</b> advocates for all graduate students to the University of Alberta and all levels of government in pursuit of a safe, supportive, respectful, accessible, and inclusive community that fosters the multi-faceted roles played by graduate students.</p> <p>The <b>Students' Union</b> is the official body that represents all undergraduate students and acts as a strong advocate for students at the university, and at all levels of government.</p> <p><b>Residence Associations</b> represent and provide services to all students living in their residence. This includes, but is not limited to: representing the students to Residence</p>

	<p>Services, the Students' Union, and the Graduate Students' Association, coordinating social events; and providing services as needed.</p> <p><b>Council of Residence Associations (CORA)</b> is a consultative body that includes executive members from every Residence Association. It exists to ensure that all Residence Associations are knowledgeable about prevailing issues, to prepare for upcoming meetings of the Residence Advisory Committee, and to offer an opportunity to collaborate efforts.</p> <p><b>Residence Advisory Committee (RAC)</b> is the senior resident and administration committee that ensures open and effective communication between student resident associations and senior administration in relation to issues which have a direct impact on the student experience, with the exception of budgeting and rent issues which are dealt with by the Residence Budget Advisory Committee.</p> <p><b>Joint Residence Oversight Committee (JROC)</b> is the committee that informs, involves and engages the university community on matters relating to residence operations and residence life.</p> <p><i>(<a href="http://www.residence.ualberta.ca/content/consultation-and-engagement">www.residence.ualberta.ca/content/consultation-and-engagement</a>)</i></p>
<p>The University will provide a secure, clean and comfortable residence environment for students. Residence management will work with students to keep vandalism, damages and noise to a minimum while maintaining security, cleaning and maintenance standards. Maintenance systems, preventative maintenance programs, energy conservation programs and renovation programs will continue to be developed and maintained to the highest possible standards. Planning, renovation and construction of facilities and grounds will be</p>	<p>Residence and dining services will be operated as a system with long-term capital improvement and deferred maintenance plans in place to support all facilities over time.</p> <p><i>(Residence and Dining Services Guiding Principles)</i></p>

<p>done with their effect upon students' well-being and development as the principal consideration.</p>	
<p>Student housing will be kept as relatively inexpensive as possible within the Department of Housing and Food Services' mandate to break-even financially. Housing and board rate increase proposals will take into account housing rates in the Edmonton area but the major emphasis will be on the unique nature of the residences.</p>	<p>Residence and Dining Services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability. No profit is sought to be made from these operations, but no loss is acceptable either.</p> <p><i>(Residence and Dining Services Guiding Principles)</i></p>
<p>The University will offer residence programs, facilities and student services which contribute to the enhancement of the academic, personal and social lives of students. Services and programs in residence will be developed and coordinated in order to enhance students' academic performance and to assist students to realize their own academic goals.</p>	<p>Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.</p> <p><i>(Residence and Dining Services Guiding Principles)</i></p>
<p>Residence management will effectively train and support its own staff, and offer training and support to the student associations' executive and others involved in the residence communities in order to properly enable them to realize their goals and objectives. Training programs will be offered on a regular, ongoing basis with special emphasis on the needs and interests of new staff, new association executive and new students.</p>	<p>"Training and Competency Procedure"</p> <p><i>(UAPPOL)</i></p>
<p>The residences will work closely with and support other University departments, especially Student Services and the Faculty of Physical Education and Recreation, toward realizing common goals and objectives.</p>	<p>No specific policy, but the dual reporting of the Assistant Dean of Students, Residence to the AVP, Campus Services and the Dean of Students ensures this collaboration occurs.</p>
<p>Board programs will be included in the</p>	<p>Quality housing and good nutrition are</p>

Lister and Pembina residences which offer varied and nutritional food products at good value.	critical to student academic and experiential success and we recognize this in everything we strive to do.  <i>(Residence and Dining Services Guiding Principles)</i>
The residences will provide accommodation which meets the needs of physically handicapped students.	“Duty to Accommodate Procedure”  <i>(UAPPOL)</i>

**Reason to decommission rather than replace:**

When examining the GFC Policy, it became clear that many elements (e.g. accessibility for students with disabilities) are covered in larger UAlberta policies. As residences are part of the institution, the larger policies (e.g. Sexual Violence Policy) apply equally to the staff and students within the residence operations.

The Students’ Union conducted a review of UAPPOL policies and found that no fewer than eight policies are currently addressing elements of the GFC Student Housing Policy:

- Alcohol
- Death of a Member of the University Community - University Response
- Discrimination Harrassment and Duty to Accomodate
- Ethical Conduct and Safe Disclosure
- Helping Individuals at Risk
- Protection of Minors Participating in University Programs
- Sexual Violence
- Student Policy Placeholder

The recommendation to decommission the policy is made with the understanding that the operation of residences on the University of Alberta campuses is governed by the approved Guiding Principles and the UAPPOL policies.

**Recommendation:**

The Council of Student Affairs is asked to recommend the General Faculties Council decommission GFC Policy 65.3.

## Appendix A

### 65. Housing and Food Services

#### 65.3 University of Alberta Student Housing Policy

##### Preamble

Student housing at the University of Alberta provides students with a secure, clean, comfortable and supportive living environment that enhances cooperative community living and students' personal, social and academic development.

Student housing provides community environments which assist students to develop all aspects of their lives to the fullest extent possible. Residence management works with students to ensure that academic, social and personal support systems and programs are made available on an ongoing basis. Services are provided to assist students who experience problems but also to assist residence students achieve higher levels of success in all aspects of their university experience.

The University of Alberta maintains its residence communities as appealing places for students (and their families in Michener Park) to live. The residence facilities maintain high standards of cleanliness, maintenance and security. The residences are kept free from noise, general disruptions, irritations and distractions. They are communities where students feel comfortable, secure and at home.

The management of the University's student housing is committed to the ideal that students are largely responsible for determining their own destinies and that residence management must assist students to accomplish the goals they have identified for themselves within the goals and standards established by the University itself. The residences teach personal and group skills as well as a responsibility to the community. Students are given an opportunity to interact with their peers and to contribute to the management of the residences as a member of the residence community. The residences assist students to learn the human relations skills necessary to effectively socialize with others, to work as members of a community dedicated to the attainment of shared values and ideals and to the achievement of community goals and objectives.

##### Mission

The University of Alberta will provide a physical environment, an administrative climate and full complement of student services in the residences which will challenge and assist all of its residence students to achieve their academic and career goals, and at the same time contribute to their social, psychological and physical well-being and development.

##### Goals

1. The University will conduct its residence administrative affairs in an effective and efficient student orientated manner and will develop mutually supportive, interdependent relationships between the residence communities, the Department of Housing and Food Services and the greater University community.

2. Residence management will continue to involve students in decision making within the residence which affects them and will encourage and facilitate student involvement in the provision of residence programs and student services; commit to the fullest possible cooperation with the six residence community associations, the Students' Union, the Graduate Students' Association; liaise with these student associations on a regular basis and will assist the six residence student associations to develop and maintain themselves with full involvement from the communities they serve.
3. The University will provide a secure, clean and comfortable residence environment for students. Residence management will work with students to keep vandalism, damages and noise to a minimum while maintaining security, cleaning and maintenance standards. Maintenance systems, preventative maintenance programs, energy conservation programs and renovation programs will continue to be developed and maintained to the highest possible standards. Planning, renovation and construction of facilities and grounds will be done with their effect upon students' well-being and development as the principal consideration.
4. Student housing will be kept as relatively inexpensive as possible within the Department of Housing and Food Services' mandate to break-even financially. Housing and board rate increase proposals will take into account housing rates in the Edmonton area but the major emphasis will be on the unique nature of the residences.
5. The University will offer residence programs, facilities and student services which contribute to the enhancement of the academic, personal and social lives of students. Services and programs in residence will be developed and coordinated in order to enhance students' academic performance and to assist students to realize their own academic goals.
6. Residence management will effectively train and support its own staff, and offer training and support to the student associations' executive and others involved in the residence communities in order to properly enable them to realize their goals and objectives. Training programs will be offered on a regular, ongoing basis with special emphasis on the needs and interests of new staff, new association executive and new students.
7. The residences will work closely with and support other University departments, especially Student Services and the Faculty of Physical Education and Recreation, toward realizing common goals and objectives.
8. Board programs will be included in the Lister and Pembina residences which offer varied and nutritional food products at good value.
9. The residences will provide accommodation which meets the needs of physically handicapped students.

## Appendix B

### Guiding Principles for the operation of Residences and Dining Services

To fulfill its mandate of providing an array of vital services in support of the University of Alberta's Institutional Strategic Plan "*For the Public Good*", Facilities and Operations (Ancillary Services) operate a suite of self-funded operations. The following principles direct decision-making in this area.

1. Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.
2. Residence and Dining Services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability. No profit is sought to be made from these operations, but no loss is acceptable either.
3. All funds received from students for shelter and food stay within the residence and dining system.
4. Similarly, no student tuition or government base, capital, or maintenance funding is available for investment in residences or dining operations.[1]
5. Residence and dining services will be operated as a system with long-term capital improvement and deferred maintenance plans in place to support all facilities over time.
6. Student input is highly valued. Students will assist in shaping the development of plans and priorities to sustain and improve the residence and dining systems.

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[1]The Government of Alberta's Infrastructure Maintenance Program (IMP) provides funding to address deferred maintenance for "supported" infrastructure only, which excludes residences, dining, and parking facilities.