

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, May 8, 2020 meeting:

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

APPROVED MOTION: THAT the Board of Governors, on the recommendation of General Faculties Council, approve the suspension of admissions to the Augustana Faculty Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty, and as set forth in Attachment 1, to take effect for Fall 2021.

Final Item: 5c.

Agenda Title: **Proposed Addition to the Code of Student Behaviour (COSB) Regarding Weapons on Campus**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of General Faculties Council, approve the proposed addition to the Code of Student Behaviour, as submitted by University of Alberta Protective Services and set forth in Attachment 1, to take effect July 1, 2020.

Final Item: 5d.

Agenda Title: **Webcasting of Board of Governors' Meetings**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve a recommendation to webcast future open session Board of Governors' meetings, as outlined in Attachment 1, for implementation in Fall 2020 subject to budget availability, with the understanding that webcasting guidelines for Board members will be developed prior to the first webcasted meeting.

Final Item: 5e.

Agenda Title: **Board Agenda Coordinating Ad Hoc Group**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve the creation of a Board Agenda Coordinating Ad Hoc Group (BAC), as outlined below.

Final Item: 5f.

Item No. 5c

**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 the Board of Governors, on the recommendation of General Faculties Council, approve the suspension of admissions to the Augustana Faculty Bachelor of Music in 'Piano' and 'Voice' majors, as submitted by Augustana Faculty, and as set forth in Attachment 1, to take effect for Fall 2021.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Demetres Tryphonopoulos, Dean, Augustana Faculty
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) 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 to seek approval from the Board of Governors to suspend the Augustana Faculty 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>

Item No. 5c

Supplementary Notes and context	<p><i>The related name change and substantive program changes were approved by the GFC Academic Planning Committee, acting with delegated authority from GFC, at its meeting of March 18, 2020.</i></p> <p><i>This motion would normally have been recommended by the Board Learning, Research and Student Experience Committee, but its meeting on April 24, 2020 was cancelled due to the absence of a Committee Chair and Vice-Chair.</i></p>
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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>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>
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Item No. 5c

	<p><i>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.</i> <i>Strategy 1: Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.</i></p> <p>EXPERIENCE GOAL: <i>Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</i> <i>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.</i> <i>Strategy 1: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally</i> <i>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.</i> <i>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.</i></p> <p>EXCEL GOAL: <i>Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</i> <i>Objective 14: Inspire, model, and support excellence in teaching and learning.</i></p> <p>ENGAGE GOAL: <i>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.</i> <i>Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.</i> <i>Strategy 2: Incent the development of interdisciplinary and cross-faculty graduate and undergraduate teaching and learning initiatives, including programs, courses, and embedded certificates</i></p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td data-bbox="570 1451 1084 1654"> <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="1084 1451 1542 1654"> <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> <i>GFC Academic Standards Committee Terms of Reference</i> <i>GFC Academic Planning Committee Terms of Reference</i> <i>General Faculties Council</i></p>		

Attachments:

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

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)
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- Board Learning, Research and Student Experience Committee (recommendation of suspensions): TBD
- Board of Governors (approval of suspensions): TBD

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

To terminate the program.

To reactivate the program.

SECTION 2: ACCESS

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

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

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

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

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

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

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

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

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed



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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,

A handwritten signature in black ink, appearing to read "B Lord".

Brendan Lord, DMus
Executive Director

A handwritten signature in black ink, appearing to read "Mame Goehner".

Mame Goehner
President

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Addition to the Code of Student Behaviour (COSB) Regarding Weapons on Campus
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Motion

THAT the Board of Governors, on the recommendation of General Faculties Council, approve the proposed addition to the Code of Student Behaviour, as submitted by University of Alberta Protective Services and set forth in Attachment 1, to take effect July 1, 2020.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Marcel Roth, Director, Protective Services
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) Marcel Roth, Director, Protective Services

Details

Responsibility	Vice-President (Finance & Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To propose an addition to the Code of Student Behaviour related to Weapons on Campus.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p><u>Issue</u></p> <p>Incidents and complaints involving weapons and firearms on campus have increased in frequency in recent years. Most of these complaints involve UofA students. Another alarming trend has been the discovery of firearms and other weapons in University residences. Trends are both localized and national.</p> <p>Incidents of weapons on campus are normally reported to and coordinated with Edmonton Police Service (EPS). EPS must employ their standard response and the risk of injury or death to members of our community is serious. The high availability of realistic replicas of firearms add to that risk.</p> <p><u>UofA Policy Framework</u></p> <p>The University of Alberta Firearms Policy states:</p> <p style="padding-left: 40px;">Privately owned firearms are not allowed (whether being transported or used) on University owned, leased, rented or controlled properties without the approval of Campus Security Services and the appropriate Dean or Unit Director.</p> <p>Recent changes have been made to Residence Agreements to include the following language:</p> <p style="padding-left: 40px;">8b: [The resident will] ensure that no firearms, weapons (including, but not limited to, air soft or paintball recreational guns, knives, swords or martial arts weaponry) or replica</p>

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	<p>weapons are allowed in or on the Premises. Possession of any weapon or replica weapon (without express prior written consent of the Landlord) is considered a substantial breach of this Residence Agreement and may result in immediate eviction.</p> <p>Section 30.3.4(6)(c) in the Code of Student Behaviour (COSB) states:</p> <p style="padding-left: 40px;">No Student shall create a condition which endangers or potentially endangers or threatens the health, safety or well being of other persons.</p> <p><u>Proposed Mitigation Strategies</u></p> <p>A specific section regarding weapons within the COSB to reflect the seriousness and potential consequences of possession of a weapon while on University of Alberta property is needed.</p> <p>Coordinated communication and education are also key to this initiative.</p>
Supplementary Notes and context	<p><i>This motion would normally have been recommended by the Board Learning, Research and Student Experience Committee, but its meeting on April 24, 2020 was cancelled due to the absence of a Committee Chair and Vice-Chair.</i></p>

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"> • Protective Services
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • GFC SCPC - April 11, November 28, 2019 • GFC Executive Committee – January 13, 2020 • General Faculties Council – November 25, 2019 • Dean of Students • Student Conduct and Accountability • General Counsel • Students’ Union • Graduate Students’ Association • Council on Student Affairs – November 28, 2019
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	<p>GFC Student Conduct Policy Committee – January 23, 2020 GFC Executive Committee – February 10, 2020 General Faculties Council – February 24, 2020 Board Audit and Risk Committee – April 20, 2020 Board Learning, Research and Student Experience Committee – April 24, 2020</p>

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	Board of Governors – May 8, 2020
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Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 19 (iii) – Sustain – aligns the proposed outcome with endorsing a culture of safety awareness, knowledge, planning, and practice to ensure campus safety.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<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 type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Student Conduct Policy Committee General Faculties Council	

Attachments:

1. Proposed Addition to the Code of Student Behaviour (p.1)

Links:

[Residence Conduct Guide](#)

[Residence Agreement](#)

[U of A Residence Community Standards Policy](#)

[Code of Student Behavior](#)

[UAPPOL Firearms Policy](#) (and related procedures)

Prepared by: Marcel Roth, Director, UofA Protective Services

PROPOSED:

30.3.4 (6) f No Student shall possess any weapon, unless authorized by UofA Protective Services

A weapon is:

- a) a firearm, ammunition, air gun, explosive device or their replicas;***
- b) other items prohibited by law in Canada or their replicas (examples include but are not limited to: brass knuckles, pepper spray, switchblade knives, butterfly knives, nunchucks).***

Item No. 5e

Governance Executive Summary
Action Item

Agenda Title	Webcasting of Board of Governors' Meetings
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Motion

THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve a recommendation to webcast future open session Board of Governors' meetings, as outlined in Attachment 1, for implementation in Fall 2020 subject to budget availability, with the understanding that webcasting guidelines for Board members will be developed prior to the first webcasted meeting.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Rowan Ley, Former Undergraduate Board of Governors Representative
Presenter(s)	David Konrad, Undergraduate Board of Governors Representative; Juli Zinken, Board Secretary and Manager of Board Services

Details

Office of Administrative Responsibility	University Governance
The Purpose of the Proposal is <i>(please be specific)</i>	To seek Board of Governors' approval of the proposal to webcast future Board meetings, and to outline details of the proposed webcasting system.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>At the November 27th and February 26th Board Governance Committee (BGC) meetings, and the December Board meeting, the Board and BGC expressed support in principle for a proposal from Mr. Ley to webcast the open session of meetings of the Board of Governors. Webcasting is intended to support positive relationships with campus stakeholders and promote education about Board governance and University affairs.</p> <p>At its February meeting, BGC created a small ad-hoc group of the Chair at the time, L Parish, Mr Ley, and the Board Secretary to create a more detailed plan for implementing webcasting. The task force, which then included the Vice-Chair, met twice in April and created the proposal included here in Attachment 1. The proposal includes a budget range based on quotes from contractors, operational details, and plans for the development of both training and orientation for members and formal bylaws. The proposal is designed to make the transition to webcasting smooth for members, accessible to the stakeholders webcasting is intended to serve, and minimize cost.</p> <p>Unfortunately, due to changes in membership in the ad hoc group, an outline of webcasting guidelines and orientation for members was not completed.</p> <p><u>Next steps:</u></p> <p>If the proposal is approved, the Board Secretary will ensure the decision to webcast open session Board meetings is included within the future Board bylaws. The first webcasted meeting would take place in Fall 2020 (though if in-person meetings are not possible at that point due to COVID-19 the process may be delayed). The Chair of the Governance</p>

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	Committee will have discretion to create measures for orienting members on the effective use of the webcasting system.
Supplementary Notes / context	At the April Board Governance Committee meeting, members expressed concern regarding the budget required for this proposal given the university's current fiscal environment. At that time, Mr Ley noted that there may be an opportunity to work with the Students' Union to use the same equipment and software used to livestream Students' Council meetings, at a lesser cost. Further research into that option will continue in the coming months.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> Rowan Ley, Former Undergraduate Board of Governors Representative Juli Zinken, Board Secretary and Manager of Board Services
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> Board Governance Committee: November 27, 2019; February 26, 2020 Board of Governors: December 13, 2019 Lynn Parish, Former Chair, Board Governance Committee Mary Pat Barry, Former Vice-Chair, Board Governance Committee Marion Haggarty-France, University Secretary Guy Bridgeman, Chair, Board Governance Committee
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	Board Governance Committee – for recommendation Board of Governors – for approval

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<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 checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Board Governance Committee Terms of Reference – Sections 2(g)(l); 3(b)	

Attachments:

1. Board Webcasting: Proposed Model (2 pages)

Prepared by: Rowan Ley, Former Undergraduate Student Representative on the Board of Governors

BOARD WEBCASTING: PROPOSED MODEL

Background

- The Board Governance Committee, in consultation with the membership of the Board, has decided to pursue the public webcasting of Board meetings in the interest of
 - Accessibility for those who are physically distant, have prohibitive schedules, or are otherwise unable to attend in person,
 - Public education about the Board process and the governance of the University,
 - Transparency regarding the use of public money and action in the public interest.
- For more detail on the development of the proposal, the initial discussion document can be found under Item 7 of the Open Session Agenda of the Governance Committee on November 27, 2019, and items 7 and 8 of the Open Session Agenda on February 26, 2020.
- A working group composed of Rowan Ley, Undergraduate Board of Governors Representative, Mary-Pat Barry, then Vice-Chair of the Board Governance Committee, and Juli Zinken, Secretary to the Board, was formed to consider the operational, governance, and education aspects of webcasting and create a comprehensive proposal. The proposal integrates best practices from other U15 Boards, feedback from diverse members of the Board, financial constraints, and advice from other units within the University that have experience in webcasting.
- This document contains those proposals for formal approval by the Governance Committee.

Operations

- The webcast will only livestream the open session of all full meetings of the Board of Governors, with safeguards in place to ensure that cameras and recording equipment are disabled before closed sessions. Some exceptions may have to be made for emergency meetings, if it is not possible to access equipment and technical support on short notice.
- There will not be any interactive element to the webcast, so no audience questions, comments, or reactions will be possible.
- The webcast will be filmed with cameras positioned to minimize the visibility of screens or papers.
- The webcast will be accessible from a link on the University Governance website, and can be shared or promoted by anyone with the link.
- The recording will not be kept, and will no longer be accessible to the public after the meeting. However, it is not possible to guarantee that portions of the meeting will not be recorded by viewers.
- The first webcast is anticipated to be the October 2020 board meeting, assuming in-person meetings have resumed by that point.

Bylaws and Governance

- Board of Governors' Bylaws are currently being drafted and expected to come forward for Board approval in Fall 2020.
- The Board's decisions regarding livestreaming will be captured within these Bylaws for future reference.

Budget

- Costs to livestream each meeting are dependent on several factors:
 - The length of the meeting;
 - Equipment available within the meeting room (microphones, cameras etc); and
 - The desired production value.
- Estimated cost for a two hour livestream within Council Chamber (microphones already in place), using two still cameras (no charge for the additional camera), with one operator, and including set-up and take-down of equipment, would start at ~\$520 per meeting from an on-campus supplier who is not charging for rentals.
- Other providers have quoted ~\$800 + per meeting.
- The budget for webcasting has not yet been secured, and pending the outcome of the proposal, University Governance would be seeking funding to support webcasting.

Guidance and Support

- To make sure Governors are prepared to work effectively with the new webcasting system, the Chair of the Governance Committee has discretion to prepare measures to support members in working effectively while being webcasted.

Item No. 5f

Governance Executive Summary
Action Item

Agenda Title	Board Agenda Coordinating Ad Hoc Group
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Motion

THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve the creation of a Board Agenda Coordinating Ad Hoc Group (BAC), as outlined below.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Kate Chisholm, Chair, Board of Governors; Guy Bridgeman, Chair, Board Governance Committee; Vice-Chair, Board of Governors
Presenter(s)	Guy Bridgeman, Chair, Board Governance Committee; Vice-Chair, Board of Governors

Details

Responsibility	University Governance
The Purpose of the Proposal is <i>(please be specific)</i>	To establish an ad hoc group to facilitate efficient coordination and cohesion of Board and Board Standing Committee meeting agendas, in order to realize the established strategic priorities and legislated responsibilities of the Board of Governors.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Mandate</p> <p>To realize the established strategic priorities and legislated responsibilities of the Board of Governors by facilitating efficient coordination and cohesion of Board and Board Standing Committee meeting agendas.</p> <p>Process</p> <p>The Board Agenda Coordinating Ad Hoc Group will accomplish its mandate by holding cyclical planning meetings at the end of each meeting cycle to review draft Board and committee agendas for the upcoming cycle and potential future agenda items, with regular reporting back to the Board Governance Committee.</p> <p>Limitations on Authority</p> <p>The Board Agenda Coordinating Ad Hoc Group is not a standing committee of the Board of Governors. As such, it does not have the authority to make decisions on behalf of the Board of Governors or any of its standing committees.</p> <p>Timeline</p> <p>The Board Agenda Coordinating Ad Hoc Group will begin meeting following the June 19, 2020 Board of Governors' meeting to prepare for the first Board meeting cycle of 2020-2021.</p> <p>The Ad Hoc Group is not intended to be required long-term but also does not have a fixed end date. Once the Board Governance Committee feels there is an established system for the coordination of Board and committee agendas and strategic priorities, the Ad Hoc Group can be terminated, with oversight for this function transferred to the Governance Committee.</p>

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	<p>Proposed Membership</p> <p><u>Members:</u> Chair, Board of Governors Vice-Chair, Board of Governors Chairs, Board Standing Committees President and Vice-Chancellor</p> <p><u>Advisors:</u> Vice-Presidents University Secretary General Counsel</p> <p><u>Resources:</u> Board Secretary and Manager of Board Services Assistant Board Secretary</p>
Supplementary Notes / context	

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"> • Kate Chisholm, Chair, Board of Governors • Guy Bridgeman, Vice-Chair, Board of Governors; Chair, Board Governance Committee
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Board Governance Committee Members • David Turpin, President and Vice-Chancellor • Bill Flanagan, President-Elect • Marion Haggarty-France, University Secretary • Juli Zinken, Board Secretary and Manager of Board Services
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	Board Governance Committee, for recommendation (April 22, 2020) Board of Governors, for approval (May 8, 2020)

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p><u>Institutional Strategic Plan - For the Public Good</u> <i>SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</i></p> <p><i>Objective 21: 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.</i></p>													
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input checked="" type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input checked="" type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
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<input type="checkbox"/> Physical Infrastructure														
Legislative Compliance and jurisdiction	<ul style="list-style-type: none"> • Board Governance Committee Terms of Reference 2(j)(l) 													