



Open Agenda

January 22, 2019 (5:00 – 8:00 pm)
MacEwan University, 9-201 City Centre Campus

Time	Agenda Item	Action
5:10	1.0 Call to Order	
5:12	2.0 Declarations of Conflict	Decision
5:14	3.0 Approval of Agenda	Decision
5:16	4.0 Approval of Consent Agenda	
	4.1 AGC Executive Committee Minutes, January 8, 2019	Information
	4.2 Board of Governors' Report	Information
5:20	5.0 Approval of AGC Minutes	
	5.1 November 27, 2018 Open Session	Decision
5:25	6.0 Post-secondary Learning Act Changes Update Report (Michelle Plouffe)	Information
5:40	7.0 President's Report (Deborah Saucier)	Information
5:55	8.0 Report of the Provost and Vice-President Academic pro tempore (Craig Monk)	Information
6:10	9.0 Committee Reports	
	9.1 Academic Planning and Priorities Committee (Dawn Sadoway)	
	9.1.1 Bachelor of Music Baccalaureate Program Review Action Plan	Decision
	9.1.2 Open Studies Review and Recommendations	Decision
	9.1.3 Disability Management Certificate Suspension Extension	Decision
	9.2 Committee on Admissions and Transfer (Calin Anton)	
	9.2.1 Accounting and Strategic Measurement Diploma Admission Criteria	Decision
	9.2.2 Library and Information Technology Admission Criteria	Decision
	9.3 Faculty Development Committee (Valla McLean)	
	9.3.1 Annual Report 2017-2018	Information
	9.3.2 Focus Statement 2018-2019	Information
	9.4 MacEwan Committee on Internationalization (Jenny McGrath)	
	9.4.1 Terms of Reference Amendments	Decision
7:00	10.0 Question Period	Information
7:15	11.0 Future Agenda Items/Next Meeting February 26, 2019 (contingency) March 19, 2019	Information
7:20	12.0 Adjournment	

Reference Items

1. [Membership List](#)
 2. [Attendance Record](#)
 3. [Meeting Schedule 2018-2019](#)
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Please advise in advance if you are unable to attend by contacting the Office of University Governance at academicgovernance@macewan.ca.

Note: the information and documents presented in this meeting package are not considered an official record until reviewed and approved by Academic Governance Council (AGC). All final decisions are recorded in the approved minutes of AGC and can be accessed by contacting the Office of University Governance at academicgovernance@macewan.ca or online at <https://www.macewan.ca/wcm/ExecutiveandGovernance/AcademicGovernanceCouncil/index.htm>

Call to Order

Declarations of Conflict

MOTION

THAT THE Academic Governance Council
approve the January 22, 2019 open meeting
agenda as presented.

MOTION

THAT THE Academic Governance Council
approve the items on the consent agenda as
presented.

Minutes

January 8, 2019
2:00 – 4:00 p.m.
Room 7-218 CCC

Chair: Deborah Saucier **Vice-Chair:** Raymond Baril

Present: Wanda Costen, Kevin Hood, Robert Irwin, Jackie Kent, Annetta Latham,
Craig Monk, Peter Myhre, Raina Rudko, Lindsey Whitson, Randi Ziorio Dunlop

Guests: Bill Richards, Chair, Department of Music
Chandelle Rimmer, Department of Music
Heather McRae, Dean, School of Continuing Education
Cheryl Pollard, Associate Dean, Faculty of Nursing

Resources: Gina DeVeaux, Director, Office of University Governance
David Epp, Office of University Governance

1.0 Call to Order

The meeting was called to order at 2:00 p.m.

2.0 Approval of Agenda

Add item 5.1.3 Disability Management Certificate Suspension Extension.

THAT THE Academic Governance Council Executive Committee approve the January 8, 2019 meeting agenda as amended.

Mover/Seconder: Raymond Baril, Annetta Latham

3.0 Declarations of Conflict

No conflicts were declared.

4.0 Executive Committee Minutes

4.1 AGC Executive Minutes, November 6, 2018

The November 6, 2018 Academic Governance Council (AGC) Executive Committee minutes were approved by e-mail on November 19, 2018 and were provided to Committee members for their information.

5.0 Committees

5.1 Academic Planning and Priorities Committee

5.1.1 Bachelor of Music Baccalaureate Program Review Action Plan

Bill Richards, Chair, Department of Music; and Chandelle Rimmer, Department of Music, provided background information on the Bachelor of Music Baccalaureate Program Review Action Plan.

The following points arose during discussion:

- The final bullet point in the briefing note Summary should refer to the “MacEwan Music” brand.

EC-01-01-08-2019

Mover/Second: Kevin Hood, Lindsey Whitson

THAT THE Academic Governance Council Executive Committee recommend that Academic Governance Council approve the Bachelor of Music Baccalaureate Program Review action plan.

— Carried

5.1.2 Open Studies Review and Recommendations

Heather McRae, Dean, School of Continuing Education, and Acting Chair, Working Group on Open Studies, provided background information on the Open Studies Review and Recommendations. A working group examined the interrelated issues of Open Studies admissions, registrations, advising, and administrative structure during the spring and summer, 2018 and identified three general categories: Exploratory, Partnership, and Contract and Preparatory.

The following points arose during discussion:

- Students applying to Open Studies will be triaged at that time and placed in one of the three categories. Special Needs Education Assistant (SNEA) students will be admitted directly into their Faculty or School.
- Student athletes require at least 18 credits per semester and will need to be granted an exception to exceed the 6-credit per semester limit. The preference is for athletes to be admitted to a diploma or degree program and last year only six students would have needed the exception.
- A credit maximum would ensure low academic standing students make education/career choices when their limit is reached. The Office of the University Registrar is working to ensure that total credits taken can be tracked over time.

The Chair thanked H. McRae for all the good work she and the working group put into this issue.

EC-02-01-08-2019

Mover/Second: Peter Myhre, Robert Irwin

THAT THE Academic Governance Council Executive Committee recommend that Academic Governance Council approve the recommendations outlined in the “Open Studies Review and Recommendations” for implementation commencing September 2019.

— Carried

5.1.3 Disability Management Certificate Suspension Extension

Cheryl Pollard, Associate Dean, Faculty of Nursing, provided background information on the Disability Management Certificate Suspension Extension proposal. Ministry regulations on international students are unclear for the future and more time is required to make a decision on the program until there is clarity on this issue.

The following points arose during discussion:

- The Ministry would need to be informed in January 2019.
- There is no reason to terminate the program now and no implications if the suspension is extended.
- The Context and Background rationale should include “More time is required to work on this issue.”

EC-03-01-08-2019

Mover/Seconder: Randi Ziorio Dunlop, Raina Rudko

THAT THE Academic Governance Council Executive Committee recommend that Academic Governance Council approve the Disability Management Certificate suspension extension to July 1, 2020, as amended.

— Carried

5.2 Committee on Admissions and Transfer

5.2.1 Accounting and Strategic Measurement Diploma Admission Criteria

The Accounting and Strategic Diploma Measurement admission criteria are scheduled for their five-year review and were recently updated so no changes are required at this time.

EC-04-01-08-2019

Mover/Seconder: Wanda Costen, Raymond Baril.

THAT THE Academic Governance Council Executive Committee recommend that the Academic Governance Council approve the unchanged admission criteria for the Accounting and Strategic Measurement Diploma program.

— Carried

5.2.2 Library and Information Technology Admission Criteria

The Library and Information Technology admission criteria are scheduled for their five-year review and were recently updated so no changes are required at this time.

EC-05-01-08-2019

Mover/Seconder: Jackie Kent, Randi Ziorio Dunlop

THAT THE Academic Governance Council Executive Committee recommend that the Academic Governance Council approve the unchanged admission criteria for the Library and Information Technology program.

— Carried

5.3 Faculty Development Committee

5.3.1 Annual Report 2017-2018

The Faculty Development Committee Annual Report 2017-2018 was provided for information.

5.3.2 Focus Statement 2018-2019

The Faculty Development Committee 2018-2019 Focus Statement was provided for information.

5.4 MacEwan Committee on Internationalization

5.4.1 Terms of Reference Amendments

Amendments to the MacEwan Committee on Internationalization (MCI) Terms of Reference were presented for recommendation to AGC for final approval.

The following points arose during discussion:

- AGC standing committees should continue their work for this academic year even with the impending transition to a General Faculties Council (GFC).

EC-06-01-08-2019

Mover/Seconder: Raymond Baril, Jackie Kent

THAT THE MacEwan Committee on Internationalization Terms of Reference amendments be recommended to the Academic Governance Council for approval as presented.

— Carried

6.0 Academic Governance Council

6.1 Academic Governance Review Update

Craig Monk, Provost and Vice-President Academic, *pro tempore*, provided an update on the AGC/GFC Academic Governance Review. Dr. David Marshall is on campus this week consulting in preparation for a report and recommendations for the new GFC and GFC sub-committees.

6.2 AGC Draft Agenda January 22, 2019

The Committee reviewed and discussed the AGC January 22, 2019 draft Open Agenda.

The following points arose during discussion:

- Add Disability Management Certificate Suspension Extension as item 9.1.3.

EC-07-01-08-2019

Mover/Seconder: Randi Ziorio Dunlop, Raina Rudko

To approve the Academic Governance Council January 22, 2019 Open Agenda as amended.

— Carried

7.0 Next Meeting

February 12, 2019, 2:00-4:00 pm (contingency)

March 5, 2019, 2:00-4:00 pm

8.0 Adjournment

At 3:00 the meeting went to an *in camera* session and adjournment was at 3:30 p.m.

Approved by email on January 14, 2019.

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Board of Governors
Agenda Item	Board of Governors' Report
Resource Staff	Gina DeVeaux, Director of University Governance
Action Requested	For Information
Recommendation/ Motion	n/a.
Context and Background	The Board of Governors (Board) provides reports to Academic Governance Council (AGC) summarizing the open sessions of its meetings. These reports help keep AGC apprised of the work of the Board as part of the University's shared governance model.
Summary	<p>December 13, 2018: A regular meeting of the Board of Governors was held, with the Board welcomed by Indigenous Knowledge Keeper Roxanne Tootoosis.</p> <p>The following items were approved:</p> <ul style="list-style-type: none"> • Minutes from the September 27, 2018 meeting • the revised Contracts Review and Signing Authority Policy with an effective date of December 13, 2018 • the Procurement of Goods and Services Policy as presented with an effective date of January 1, 2019 • the revised Accounts Receivable Policy • Awarding of a contract for Construction Management services for a term of three years, with a 3-year extension option to Clark Builders • the new Compensation Policy with an effective date of January 1, 2019 • the revised Sexual Violence Policy with an effective date of December 13, 2018 • the Indigenous Ceremonial Practices Policy • the rescission of the Employee Recognition Policy and procedures • the revised Establishing University Policy Documents Policy and Policy Document Framework with an effective date of December 13, 2018. • the Impairment Policy • the 2017/18 Annual Report for submission to the Minister of Advanced Education in accordance with the legislative requirement set out in the Post-secondary Learning Act. • the 2019/20 tuition fees charged to Canadian students remain at the 2018/19 amounts. These fees are the same as 2014/15 with a few minor exceptions. • the mandatory non-instructional fees charged to all students remain at the 2018/19 amounts. • the tuition for the new program, the Bachelor of Design Studies, be implemented at Table 4 (\$209 per credit). • a 2.5% increase to the tuition fee charged to international students. This will result in a tuition fee of \$654 per credit, or \$19,620 for an international student taking 30 credits per year. • changing the effective date of the February 22, 2018 approved 2018/19 international student tuition fee of \$638 per credit (\$19,140 for an international student taking 30 credits per year) to the Winter Term starting in January 2019. • the rescission of motion #01-09-27-2018/19 which approved the following effective January 1, 2019: International students in Open Studies, degree, diploma, certificate programs and preparatory programs including English as an Additional Language, university preparation and other preparatory programs and courses pay at least a minimum fulltime student fee equivalent to the tuition cost for nine credits in each of the Fall and Winter semesters. The minimum fulltime fee also will apply to the spring/summer term for students in tri-semester programs.

	<ul style="list-style-type: none"> the following effective January 1, 2019: International students in all programs in the undergraduate career, including preparatory programs such as English as an Additional Language, University Preparation and Foundation Program, pay at least a minimum fulltime student fee equivalent to the tuition cost for nine billing credits in each of the Fall and Winter semesters. The minimum fulltime fee does not apply to the spring/summer term unless a student is in preparatory programs, such as English as an Additional Language, University Preparation and Foundation Program. Exceptions will only be considered during a student's completion term of their program.
Implications	n/a
Review History	Report last submitted for the October 30, 2018 meeting.
Next Steps	The next regular Board of Governors meeting will be held on Thursday, February 28, 2018 at 4:00 p.m. at City Centre Campus, room 7-218.
Policy	n/a
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.
Attachment(s)	

MOTION

THAT THE Academic Governance Council approve the open session minutes for the November 27, 2018 meeting as presented.

OPEN SESSION

Tuesday, November 27, 2018

5:00 – 8:00 p.m.

Room 9-201, CCC

Draft Minutes**Chair:** Deborah Saucier**Vice-Chair:** Raymond Baril

Present: Nina Bernstein
Karen Buro
Sarah Copland
Wanda Costen
Nancy Digdon
Debbie Couves
Pam Farvolden
Lucio Gelmini
Allan Gilliland
Bob Graves
Emily Gryba
Krista Hanscomb
Kimberley Harcombe
Catherine Hedlin

Kevin Hood
Robert Irwin
Shahidul Islam
David Johnson
Dave Kato
Jackie Kent
Kari Krell
Tamara Lane
Annetta Latham
Fred McGinn
Debbie McGugan
David McLaughlin
Heather McRae
Kathleen Miller
Susan Mills
Craig Monk
Peter Myhre
Albena Pergelova
Raina Rudko
Vince Salyers
Melike Schalomon
Masoud Shadnam
Josh Toth
Andrea Wagner
Lindsey Whitson
Randi Ziorio Dunlop

Student Alternates: Emma Patterson

Aaron Peck

Regrets: Rickard Enstroem
Bekah Rychliski

Samantha Hay
Deborah Saucier

Taegan Lloyd

Guests/Speakers: Roxanne Tootoosis, Indigenous Knowledge Keeper and Facilitator, kihêw waciston
Michelle Plouffe, Vice-President and General Counsel
Jenny McGrath, Chair, MacEwan Committee on Internationalization

University**Governance:** Gina DeVeaux

David Epp, Scribe

Raymond Baril, Vice-Chair, Academic Governance Council (AGC), presented ceremony protocol to Roxanne Tootoosis, Indigenous Knowledge Keeper and Facilitator, kihêw waciston, and requested a blessing for the meeting. R. Tootoosis led a ceremony and prayer in Plains Cree and in English.

1.0 Call to Order

The meeting of Academic Governance Council (AGC) was called to order at 5:08 p.m.

The Chair gave regrets for Deborah Saucier, President and Chair, Academic Governance Council.

2.0 Declarations of Conflict

No conflicts were declared.

3.0 Approval of Agenda

AGC-01-11-27-2018

Mover/Seconder: Debbie Couves, Dave Kato

THAT THE Academic Governance Council approve the November 27, 2018 open meeting agenda as presented.

— Carried

4.0 Approval of Consent Agenda

The following items were approved or received as information on the consent agenda:

- 4.1 AGC Executive Committee Minutes, November 6, 2018
- 4.2 Student application to graduate withdrawn
- 4.3 Faculty of Arts and Science Curriculum Changes
- 4.4 Faculty of Health and Community Studies Curriculum Changes
- 4.5 School of Business Curriculum Changes

AGC-02-11-27-2018

Mover/Seconder: Karen Buro, Shahidul Islam

THAT THE Academic Governance Council approve the items on the consent agenda, as presented.

— Carried

5.0 Approval of AGC Open Minutes

5.1 October 30, 2018 AGC Minutes

The October 30, 2018 minutes were presented for approval.

AGC-03-11-27-2018

Mover/Seconder: Fred McGinn, Bob Graves

THAT THE Academic Governance Council approve the open session minutes for the October 30, 2018 meeting as presented.

— Carried

6.0 Post-secondary Learning Act Update

Michelle Plouffe, Vice-President and General Counsel, presented an update on the changes to the Post-secondary Learning Act (PSLA), and MacEwan's preparations for the change, with an in force date of February 1, 2019. Updates will be presented at AGC meetings for the remainder of this academic year.

The following points arose during discussion:

- Revising the student appeal process including the Board of Governors is under consideration; and
- AGC membership categories are under review to identify the requirements for transition to a General Faculties Council (GFC).

7.0 President's Report

Deborah Saucier, President, MacEwan University, recorded a video that was played at the meeting and reported on the following activities that she has been involved in since the last AGC meeting:

- Hosted the first annual MacEwan Dreamcatcher Round Dance on October 12;
- Published an op-ed in the October 11 *Maclean's Magazine* on advancing reconciliation on campus;
- Participated in the following events:
 - Introductory meeting with Assembly of First Nations (AFN) Regional Chief Marlene Poitras and Jed Johns, her Chief of Staff;
 - Commonwealth Peace and Reconciliation Network for the Association of Commonwealth Universities in Melbourne, Australia;
 - Universities Canada meeting in Ottawa on October 23-24;
 - Indigenous Knowledge and Wisdom Centre (IKWC) Official Launch on October 26.
 - Edmonton Journal Editorial Board meeting;
 - At the Lieutenant Governor's invitation, met with Princess Anne, the Princess Regent, to discuss MacEwan's vision for inclusion, equity, and diversity;
 - Keynote speaker at the Golden Key International Honour Society New Member Recognition event and was recognized by the chapter as an Honorary Member;
 - Judge for *Avenue Magazine's* annual Top 40 Under 40 awards; and
 - Community Art Night at the Nina Haggerty Arts Centre.

8.0 Report of the Provost and Vice-President Academic *pro tempore*

Craig Monk, Provost and Vice-President Academic *pro tempore*, reported on the following items:

- Update on Appointments and Reappointments
 - Dr. Heather McRae has been reappointed Dean, School of Continuing Education, through June 30, 2024;
 - Anticipate short-listing potential candidates for Dean, University Library, in early 2019;
 - Consultation on Associate Vice-President, Research, recruitment began with plans to publish an advertisement before Christmas and to short-list by March;
- Development of the Office of the Provost
 - Through retraining and repurposing of vacancies, restructured the Provost's Office by adding only one new position;
- Academic Staffing Plan
 - Presented to Budget Committee a five-year plan to add nearly 50 new Assistant Professorships over the next five years. The positions are exclusive of vacancy replacements;
 - Hiring more than 35 new instructional staff and vacancy replacements during the current academic year; and
 - The 5-year goal is to have 60% of Instructional Hours taught by the tenure-track and tenured.

Questions were welcomed, and the following points arose in the discussion:

- Adopting a consistent approach to calculating the number of instructional hours taught by different categories of instructors;
- Considering several scenarios for allocating space for new faculty hires; and

- Faculties and Schools have the autonomy to set their own priorities on how they fill new staffing positions.

9.0 Committee Reports

9.1 Executive Committee

9.1.1 Academic Policy Committee Membership

Raymond Baril, Vice-Chair, AGC Executive Committee, requested a motion to approve the Academic Policy Committee membership list.

AGC-04-11-27-2018

Mover/Seconder: Kevin Hood, Kathleen Miller

THAT THE Academic Governance Council approve the proposed membership of the Academic Policy Committee.

— Carried

9.2 MacEwan Committee on Internationalization (MCI)

9.2.1 Focus Statement 2018-2019

Jenny McGrath, Chair, MacEwan Committee on Internationalization, presented the MCI Focus Statement 2018-2019 for information.

10.0 Faculty and School Councils

10.1 School of Continuing Education

10.1.1 Curriculum Changes

Heather McRae, Dean, School of Continuing Education, and Krista Hanscomb, student advisor, kihêw waciston, presented the proposed curriculum changes and provided background information on the proposed pimâcihisowin Foundation 100 course.

The following points arose during discussion:

- The pimâcihisowin Foundation Program is set up to be an entry program to provide students with skills to be successful in their future studies; and
- Reviewing the University registration system to identify opportunities to clarify the classification of courses.

AGC-05-11-27-2018

Mover/Seconder: Vince Salyers, David McLaughlin

THAT THE Academic Governance Council approve the School of Continuing Education curriculum changes as presented.

— Carried

11.0 Question Period

No questions were asked.

12.0 Future Agenda Items/Next Meeting

The next meeting is January 22, 2019.

13.0 Adjournment

Moved by Randi Ziorio Dunlop to adjourn the meeting at 6:20 p.m.

President's Report

Report of the Provost

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Allan Gilliland, Chair, Faculty of Fine Arts and Communications Council
Agenda Item	Bachelor of Music Baccalaureate Program Review Action Plan
Resource Staff	<ul style="list-style-type: none"> • Bill Richards, Chair, Department of Music • Christine Valentine, Faculty Governance Administrator
Action Requested	For Final Approval
Recommendation/ Motion	THAT THE Academic Governance Council approve the Bachelor of Music Baccalaureate Program Review action plan.
Context and Background	As required in the Baccalaureate Program Review (BPR) Handbook and Baccalaureate Program Review procedures (4.3.3) for phase three: Implementation and Monitoring, the action plan is developed in consultation with the Dean and Provost, and is based on the self-study report, external reviewer's report, dean's response, and feedback received from the Academic Planning and Priorities Committee (APPC). The action plan summarizes: recommendations, objectives, and goals; a timeline for implementation; and, relevant metrics and a comprehensive review/monitoring strategy covering the period up to the next scheduled baccalaureate program review.
Summary	<p>The Bachelor of Music action plan makes the following recommendations:</p> <ul style="list-style-type: none"> • Faculty review, and potentially renew, their original mission statement (designed for original degree proposal in 2006) • Continue developing new program offerings in order to meet increased student demand • Establish an assessment process for program learning outcomes • Create a culture of engagement centered in Allard Hall • Faculty define and examine parameters and definitions around service • Create a faculty group that examines the findings of the self-study • Create mechanisms for data collection on alumni • Work closely with students to identify potential needs in order to stay current on trends in technology • Define the "MacEwan Music" brand
Implications	If approved, the Dean will monitor progress of the action plan and will provide updates to Faculty Council, and by way of the annual report, to APPC and Academic Governance Council (AGC).
Review History	<ul style="list-style-type: none"> • AGC Executive (motion EC-01-01-08-2019) • APPC (motion APPC-03-12-07-2018) • FFAC Council (motion FFACFC-03-10-23-2018)
Next Steps	N/A
Policy	<ul style="list-style-type: none"> • Baccalaureate Program Review
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.
Attachment(s)	1. Bachelor of Music Baccalaureate Program Review Action Plan



BACCALAUREATE PROGRAM REVIEW

ACTION PLAN

Bachelor of Music in Jazz and Contemporary Popular Music

September 2018

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6.	Create a faculty group that examines the findings of the self-study, examining implications and recommendations for future, including multi-year strategic planning, and enrolment growth and retention models	5
7.	Create mechanisms for data collection on alumni (e.g. focus groups, alumni advisory boards [sic]) in a longitudinal sense, to assess the impact of the program learning outcomes	5
8.	Work closely with students to identify potential needs in order to stay current on trends in technology, particularly social media, as it relates to music media and marketing	5
9.	Define the “MacEwan Music” brand	5
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I. INTRODUCTION

The MacEwan University Department of Music *Bachelor of Music Action Plan* was developed by the Baccalaureate Program Review Committee in consultation with the Dean of the Faculty of Fine Arts and Communications and meets MacEwan University's Academic Policy C3010: Baccalaureate Program Review and Campus Alberta Quality Council (CAQC) requirements for degree-granting institutions.

The Department of Music *Bachelor of Music Action Plan* (hereafter referred to as the *Action Plan*) comprises the final recommendations identified by the Baccalaureate Program Review Committee in the Self-Study Report, as well as responses from the External Site Reviewers, Academic Priorities and Planning Committee (APPC), and Dean of the Faculty of Fine Arts and Communications.

The recommendations presented in this document are taken verbatim from the various reviewers' reports as well as advice summations better served categorized and aligned under the nine focus areas. These nine recommendations resulted into 24 actionable items aimed to improve the quality of teaching and learning, and the quality of services and support for students and the faculty within the Department of Music. This Action Plan continues to align itself with MacEwan's Integrated Strategic Plan, which emphasizes the overarching, genuine "focus on and dedication to teaching and learning" with provisions within the institution for "an outstanding student experience combining personal growth with career preparation"¹

The various recommendations put forward through this review process and subsequent action tasks presented in this document will also shape the direction of the Faculty of Fine Arts and Communications (FFAC) for both collective and individual department improvement, as well as guide the development of new programming and other initiatives undertaken by the Department of Music, FFAC, and the University as a whole. Thus, the Department of Music acknowledges the broader implications of the Action Plan and vital importance of communication and collaboration amongst the various units and responding to the guidance of the FFAC Dean's office and institutional mandates that may influence the Department's deliverables.

The FFAC Associate Dean, Rose Ginther, will be responsible for monitoring and recording the Department's accountability to the deliverables of this Action Plan.

II. RECOMMENDATIONS

1. Faculty review, and potentially renew, their original mission statement (see 2006 CAQC).

Noted early in the Baccalaureate Program Review Committee's data analysis and report preparation, the original mission statement that was designed for the original degree proposal in 2006 is still relevant and continues to shape the Department's objectives and program of study. Given the recent changes to the BMus programs of study, the University's status (college to university) and its institutional mandates, and given the advice and critique arising from the self-study process, the Department of Music acknowledges that the mission statement should be reviewed and (potentially) renewed. The mission statement will continue to guide the quality of learning and programming over the next reporting period, and for years to come. A Department of Music ad hoc committee will be tasked with this action item and will prepare and present a summation report for the Department of Music Council. Once a motion has been approved, the Associate Dean will be advised.

¹ MacEwan University, An Integrated Strategic Plan (ISP) to Develop a Distinctive, Student-Focused Undergraduate University, 2014-15 to 2018-19: MacEwan University Priorities, 2014 (Edmonton, AB: MU, 2014), 6.

2. Continue developing new program offerings in order to meet increased student demand.

This recommendation has multiple components and, to best meet these demands, the Action Plan outlines a broad yet targeted, forward-thinking, student-centered approach with an eye on costs and resources, and sustainability. Areas of focus include: evaluate the need for and create potential new minors; management of in-demand or oversubscribed majors and minors; implementation and/or retention of caps on existing majors and minors; monitor student retention; monitor demand of new minors and majors; examine staffing and other resource considerations. The Department recognizes this unique situation as challenge and opportunity and will continue to work collaboratively with the necessary academic and administrative units for quality assurance.

3. Establish an assessment process for program learning outcomes.

The call for greater accountability at the post-secondary level has led to new discussions around quality frameworks, placing a greater emphasis on assessment and ensuring that students are meeting the program-level learning outcomes upon completion of their studies. To achieve this, the Department of Music, in alignment with the Dean's recommendation, will closely monitor the Department's revised BMus outcomes and "continue to make sure every single course aligns with the program-level learning outcomes."² During the 2018/2019 academic year, the Department will align its BMus mission statement with the new program-level learning outcomes in order to move forward into the next review period (see Action 1).

The Department will also explore best methods and practices in order to create an effective system for tracking portfolios and capstone courses since these provide strong evidence for assessing program-level learning outcomes in the various programs of study. As noted in the self-study report, the Baccalaureate Program Review Committee found it challenging to demonstrate successful attainment of program-level learning outcomes due to limited data made available by the University. Moving into this next review cycle, it is imperative that the Department works with the Office of Institutional Analysis and Planning in order to acquire more robust data.

Finally, while there has been a call for greater accountability with regard to the assessment of program-level learning outcomes, the Department looks for guidance from the University on this matter (Dean's initiatives, Institutional Strategic Plan) and will work closely with the University in establishing these processes, frameworks and academic cultures.

4. Create a culture of engagement centered in Allard Hall.

The Department of Music faculty are fully committed to initiatives that develop community learning opportunities, enhance existing relationships, and build new alliances in context of FFAC's new home in Allard Hall.

The Dean has also indicated divisional initiatives to build this culture and, while the faculty remain mindful of service (see recommendation number 5), the Department will respond to forthcoming initiatives from the Office of the Dean.

5. Faculty define and examine parameters and definitions around service.

With the needs of our students in mind, Music faculty are extremely dedicated to fulfilling the service needs of all levels of University governance and administration. In many cases, Music faculty contribute service that exceeds typical operational requirements. Historically and currently, Music faculty do what is needed for the sustainability, growth and development of the Department and its programs of study, FFAC, the University, and the various (external) professional and academic music communities without questioning these service overburdens. The faculty are grateful to the external reviewers for this acknowledgement and are pleased to have this recommendation come forward.

² Allan Gilliland: Dean's Response, June 2018

Although examining and defining the parameters and definitions around service are colossal undertakings, the issues around service clearly need to be addressed since service has a significant impact on workload and a healthy work/life balance (as articulated by the Dean). For example, the Department will need to quantify and qualify service that is reflective of the unique needs and responsibilities of the full-time faculty and the Department's operational units (section heads, directors, etc.). To this end, the Department will work alongside with and respond to initiatives put forward by the Dean (see Dean's response) and will work closely with and seek support from the Faculty Association.

6. Create a faculty group that examines the findings of the self-study, examining implications and recommendations for future, including multi-year strategic planning, and enrolment growth and retention models.

The Department of Music faculty considers this recommendation (examine findings of self-study, examine implications and recommendations for the future) as part of the built-in mechanisms of the self-study review process. Notwithstanding these internal structures, faculty discussions have been rich following our annual retreat (May 2018) and we anticipate continued conversations surrounding the findings of the review for years to come. Enrollment growth and retention models are addressed in this Action Plan (see recommendation 2, above, and Process Map, below).

The Dean is currently engaged in strategic planning exercises with faculty and other stakeholders in order to produce a FFAC multi-year strategic plan that will align to the anticipated University's Institutional Strategic Plan for 2019/20 – 2023/24. At this time, the Department of Music Council and Baccalaureate Program Review Committee has determined that it is best to delay the design and implementation of a Department of Music strategic plan until the FFAC plan is in place.

7. Create mechanisms for data collection on alumni (e.g., focus groups, alumni advisory boards [sic]) in a longitudinal sense, to assess the impact of the Program Learning Outcomes in the long term.

The Department of Music considers this recommendation outside of scope. The University has administrative departments such as the Office of Institutional Analysis and Planning, Alumni Office, etc., that are responsible for these mechanisms and whose roles are to provide leadership, support, information and data to all of the University's units. Nonetheless, the Department of Music acknowledges the interconnected nature of our functions and will work with these administrative departments in order to support, strategize and meet our long-term assessment measurement needs.

8. Work closely with students to identify potential needs in order to stay current on trends in technology, particularly social media, as it relates to music media and marketing.

Department of Music faculty who are closely involved in teaching technology, music media and marketing will form a working group with students to identify potential needs. The roll out of the new BMus Recording and Production major in Fall 2019 will address most of the issues highlighted in this recommendation and will unquestionably offer students new potentials in technology. The Department of Music will monitor these two key aspects and continue initiatives that intensify media presence (e.g., YouTube channel, Instagram, live streaming, etc.).

9. Define the "MacEwan Music" brand.

Discussions to change the credential name from its approved and current long form "Bachelor of Music in Jazz and Contemporary Popular Music" to simply "Bachelor of Music" have been circulating among the Department faculty, FFAC, and the Office of the Registrar for years. Action was not taken, however, in order to ensure that the MacEwan University BMus clearly establishes itself among similar credentials offered at other post-secondary institutions within the provincial and federal sectors, as well as outside of Canada (UK, Europe, USA, NZ, etc.). The Department was very pleased to receive this recommendation from the external reviewers as a validation of the significance and uniqueness of the MacEwan BMus.

Action to continue to build the “MacEwan Music” brand will begin immediately. The Department, in conversation with the Registrar and other stakeholders, will recommend the adopting the simple credential name, Bachelor of Music, which will allow the Department to define its brand. Messaging around our curricular focus, “Jazz and Contemporary Popular Music,” can continue as part of program descriptions and marketing. Over the next review period, the Department, with the support of the Office of the Dean and Office of Communications and Marketing, will work to re-establish the long-standing, successful and omnipresent brand, **MacEwan Music**.

III. PROCESS MAP

The following process map summarizes the recommendations and subsequent actionable items emerging from each recommendation. Additionally, it details a realistic schedule and acknowledges the individuals responsible for said items and collaborative cohorts needed to inform, support, guide and/or implement the action items.

Item	Recommendations	Action Item	Timeline	Reporting Schedule	Responsible Individual/s
1	Faculty review, and potentially renew, their original mission statement (see 2006 CAQC).	<u>Action 1</u> : Effective Sept. 1, 2018, an ad hoc working group will be established to review and potentially renew the BMus mission statement. (Approved May 11, 2018)	Dec 2018 Jan - May 2019	Summation Report to Department Council Motion for approval Department of Music Council	Ad hoc working groups Department of Music Council
2	Continue developing new program offerings in order to meet increased student demand. Key areas of focus:	5-year ongoing			
	a) New program offerings	<u>Action 2</u> : Assess need for potential new minor in Songwriting	2018/22	Next review cycle (2022/23)	Department of Music Ad hoc working groups Institutional Analysis and Planning (IAP) Office of the Dean

Bachelor of Music Baccalaureate Program Review Action Plan

Item	Recommendations	Action Item	Timeline	Reporting Schedule	Responsible Individual/s
	b) Enrollment management plan	<u>Action 3:</u> Enrollment Management plan			
		i. Institute caps in Performance ii. Institute caps in Composition iii. Institute caps in Recording major (and MTP minor) iv. Assess demand and monitor retention in MusEd minor v. Monitor, analyze and review all streams	2018/19 <i>Completed</i> 2018/19 <i>Completed</i> 2019/20 2019/22 2018/22	Next review cycle (2022/23)	Department of Music Ad hoc working groups Department Administration and Management Team (DAM) – <i>Music advisors and Chair</i>
		<u>Action 4:</u> Review student progress in context of completion of BMus and Diploma Exit (Retention)	5-year ongoing	Next review cycle (2022/23)	Director, Finance and Business Operations, FFAC
	c) Monitor demand	<u>Action 5:</u> Monitor demand i. Completion of BMUS POS transition phase ii. IAP supplies robust data iii. See item 2.a iv. See item 2.b	5-year ongoing	Next review cycle (2022/23)	Office of the Dean IAP (monitor demand)
	d) Financial support/budget	<u>Action 6:</u> Chair, in consultation with key faculty, works closely with the Office of the Dean.	5-year ongoing	Next review cycle (2022/23)	
	e) Staffing considerations	<u>Action 7:</u> Hire new FT tenure-track position in Composition, effective July 1, 2018.	2017/18 <i>Completed</i>	Next review cycle (2022/23)	Department of Music
		<u>Action 8:</u> Hire new FT tenure-track position for Recording Major 2018/2019 (search) to begin July 1, 2019.	2018/19 <i>In progress</i>		Chair
		<u>Action 9:</u> Review need for sessional appointments	ongoing		Ad hoc working groups Office of Dean
3	Establish an assessment process for program learning outcomes.	<u>Action 10:</u> Renew mission and vision statement (see item 1) <u>Action 11:</u> Institutional guidance required <u>Action 12:</u> Department will track portfolios and capstone courses.	5-year ongoing	Next review cycle (2022/23)	Department of Music Ad hoc working groups Office of the Dean Institution IAP

Item	Recommendations	Action Item	Timeline	Reporting Schedule	Responsible Individual/s
4	Create a culture of engagement centered in Allard Hall.	<p><u>Action 13</u>: Respond to ISP and strategic plan (President/University)</p> <p><u>Action 14</u>: Respond to Dean's initiative – Strategic Plan</p> <p><u>Action 15</u>: Department of Music faculty initiatives (completed, in progress and/or anticipated) in alignment with FFAC and institutional plans</p>	<p>5-year ongoing;</p> <p>TBD – guidance from the Office of the Dean</p>	Next review cycle (2022/23)	<p>Department of Music</p> <p>Office of Dean</p> <p>Institution</p>
5	Faculty define and examine parameters and definitions around service.	<p><u>Action 16</u>: Quantify and qualify service that is reflective of the unique needs and responsibilities of the Department's full-time faculty and its operational units (section heads, directors, etc.)</p>	<p>Periodic meetings FT faculty and FA 2018/19 academic year</p>	<p>June 2019 Report to the Dean</p>	<p>Full Time Department of Music Faculty</p> <p>Faculty Association Representative</p> <p>Office of the Dean</p>
6	Create a faculty group that examines the findings of the self-study, examining implications and recommendations for future, including multi-year strategic planning, and enrolment growth and retention models.	<p><i>No action required; built in mechanism of self-study review process however the Department will act upon:</i></p> <p><u>Action 17</u>: Implementation of approved Recording Major and Minor in Music Education (2019/20)</p> <p><u>Action 18</u>: Respond to Dean's initiative – Strategic Plan</p> <p><u>Action 19</u>: see item 2.b (Enrollment and Retention)</p>	<p>TBD</p> <p>Department will monitor and respond as Dean implements Strategic plan</p>	Next review cycle (2022/23)	<p>Self-study Committee</p> <p>IAP</p> <p>Department of Music Council</p> <p>Office of the Dean</p> <p>DAM</p> <p>Ad hoc working groups</p>
7	Create mechanisms for data collection on alumni (e.g. focus groups, alumni advisory boards [sic]) in a longitudinal sense, to assess the impact of the Program Learning Outcomes in the long term.	<p><i>No action required; beyond Department of Music's capacity (see Item 5, Service) and scope.</i></p>	n/a	n/a	<p>IAP</p> <p>Dean</p> <p>Institution</p> <p>Student Association MacEwan University (SAMU) – Alumni</p>

Item	Recommendations	Action Item	Timeline	Reporting Schedule	Responsible Individual/s
8	Work closely with students to identify potential needs in order to stay current on trends in technology, particularly social media, as it relates to music media and marketing.	<u>Action 20:</u> Create working group with students to assess the scope of this recommendation <u>Action 21:</u> Monitor roll-out of new Major in Music Production <i>fall 2019</i> <u>Action 22:</u> Continue Department of Music faculty initiatives to include media presence (e.g., YouTube channel; Instagram, live streaming, etc.)	5-year ongoing discussions	Next review cycle (2022/23)	Department of Music Dean/Chair
9	Define the “MacEwan Music” brand	<u>Action 23:</u> Begin the process of changing the credential from Bachelor of Music in Jazz and Contemporary Popular Styles to Bachelor of Music; <u>Action 24:</u> Re-establish and market the brand name: MacEwan Music	2020/21	Dec 2018 Fall 2019	Faculty, Chair and Dean Office of University Registrar Office of Communications and Marketing (OCM)

IV. CONCLUSION

The actionable items presented in the Action Plan are doable, responsible and sustainable, and reflect the values, best practices and high standards the Department of Music has demonstrated through this reporting period. The Action Plan demonstrates that the Department of Music aligns to the current Institution Strategic Plan (ISP) and anticipates the 2019-2024 ISP and the forthcoming FFAC Strategic Plan. The Action Plan is focused on student experience and achievement, positions the Department and its programs of study for sustainability and growth, identifies areas for improvement, and strengthens the Department and its processes.

Through these actionable items, the Department of Music continues to be a dedicated, conscientious and collaborative player in advancing MacEwan University’s vision to provide world-class learning experiences within the contexts of Campus Alberta, the Canadian post-secondary sector, the creative industries, and the music profession, while keeping in mind the goals of the Alberta Advanced Education Adult Learning System: accessible, affordable and quality learning opportunities for Albertans; enhanced learner transitions into and movement within the adult learning system; assist learners to succeed in their chosen learning pathways; (and) facilitate lifelong participation in the adult learning system by all who have the desire and skills to succeed.³

It is incumbent upon us that we continue to monitor, assess, and manage all aspects of the BMus programs of study, curriculum and resources, and the potential impacts on students, faculty and staff as we prepare to move into the next reporting period and look towards the future.

³ <http://advancededucation.alberta.ca/post-secondary/campusalberta/>

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Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Heather McRae, Dean, School of Continuing Education; Acting Chair, Working Group on Open Studies
Agenda Item	Open Studies Review and Recommendations
Resource Staff	<ul style="list-style-type: none"> Open Studies Working Group: John Corlett (Former Chair), Mike Sekulic, Naomi Beke, Terri Suntjens, Kimberley Howard, Gordon Lucyk, Sonia Collett, Ryan Pede, David McLaughlin
Action Requested	For Final Approval
Recommendation/Motion	THAT THE Academic Governance Council approve the recommendations outlined in the “Open Studies Review and Recommendations” for implementation commencing September 2019.
Context and Background	<ul style="list-style-type: none"> Open Studies is now the third largest “program” at MacEwan University; previously it was the largest program. Students who are visiting, exploring options, involved in athletics and participating in special contract programs (i.e. Special Needs Educational Assistant) as well as students who are not accepted into a degree or diploma program are all within the Open Studies category. This proposal includes recommendations to create three different categories: <i>Exploratory</i>, <i>Partnership</i>, and <i>Contract and Preparatory</i> for students within Open Studies to improve communication and access to services including advising and faculty/school supports. All Faculties and Schools will be impacted by these changes as well as services such as the Office of the University Registrar (OUR) and MacEwan International.
Summary	<p>Following discussion at a Deans’ Council meeting in December 2017, a working group initially chaired by the Provost examined the interrelated issues of Open Studies admissions, registrations, advising and administrative structure during the spring and summer of 2018. In late summer the review and recommendations by the working group were shared with staff from IT, the OUR, Student Affairs, the Ombudsperson and members of the Provost’s Group.</p> <ul style="list-style-type: none"> Open Studies has grown in scope to include a range of student types including visiting, exploratory students and those who are unable to gain admission to their program of choice. Based on data from IAP many students remain in Open Studies for years and do not complete a program of study. Students in Open Studies do not have access to faculty/school advising. A preliminary review of the Open Studies completed in December 2017 included a scan of open studies information from universities in Alberta as posted on their websites (see appendix B)

Implications	<p>If approved the following discussions/decisions will be required:</p> <ul style="list-style-type: none"> • A communication plan for students currently in Open Studies regarding the changes • Information for faculty and staff • Establishment of the OUR as the “home” for Open Studies Explore students; staffing plan for advising and other support • Changes to the webpages for Open Studies • Changes to requirements in PeopleSoft <p>If not approved: Discussions are required regarding the lack of student access to advising and support, inability to access courses (few are available for OS students); issues relating to lack of success in meeting admission requirements for diplomas and degrees; and lack of a faculty home or contact regarding individual issues.</p>
Review History	<ul style="list-style-type: none"> • Consultation with: Chris Harrison (IT) – August 2018; Michelle Fraser (OUR) – Sept. 2018; Lynn Wells (AVP Students) and Ken Schildroth, Director of Athletics, Sept. 2018; Cathryn Heslep (Ombudsperson) Sept. 2018 • Approval by Provost’s Group – Sept. 24, 2018 • Approval by Dean’s Council – Oct. 15, 2018 (20181015-07) • Further consultation with David McLaughlin (AVP) and Anthony Norrad (Associate Registrar) – Oct. 25, 2018 • Approval by APPC – Dec. 7, 2018 (APPC-05-12-07-2018) • AGC Executive Committee – Jan 8, 2019 (EC-02-01-08-2019)
Next Steps	<ul style="list-style-type: none"> • Implementation of the new approach in the 2019-20 academic year.
Policy	N/A (Not Applicable)
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Internal distribution.
Attachment(s)	<ol style="list-style-type: none"> 1. Open Studies Review and Recommendations: Report from the Open Studies Working Group (Appendix A) 2. Scan of open studies information from selected institutions in Alberta (Appendix B)

Appendix A: Open Studies Review and Recommendations

Prepared by: Heather McRae, Dean, School of Continuing Education, October 2018

Background: Following discussion at a Dean's Council in December 2017, a working group chaired by the Provost examined the interrelated issues of Open Studies admissions, registrations, advising, and administrative structure during the spring and summer, 2018. In August/September the review and recommendations by the working group were shared with staff from IT, the OUR, Student Services and with members of the Provost Group. The following outlines the primary issues associated with Open Studies.

The current Open Studies system requires a substantive change to its purpose and its practices.

Over the years, Open Studies has grown in scope to include a variety of "student types" including visiting students, exploratory students and those unable to gain admission to their program of choice. To clearly understand, differentiate and better serve student needs the working group has defined three major groups and is recommending specific criteria for these groups.

The working group recommends consideration of and approval to differentiate the types of students and number of units allowed based on the student type; changing requirements in PeopleSoft (i.e. to the program plans) as necessary to accommodate these changes; removing some groups from Open Studies (contract students) and designating the Office of the Registrar as the home for exploratory students and faculties and schools as the home for program partnership students.

Over the summer and early fall, members of the working group along with additional stakeholders continued to discuss issues and concerns. The working group identified three general categories: Exploratory, Partnership and Contract and Preparatory. The recommendations and rationale for changes to Open Studies (OS) are outlined in the following sections:

A. Open Studies Exploratory

This category includes students who are interested in taking courses for interest or to meet requirements for another institution or external group (i.e. visiting students, athletes, dual credit students). While the overall number of courses per term and overall will be limited; students can request an exemption based on their individual circumstances.

Types:

- a. *Visiting Students* who come to MacEwan most often to fulfill the requirements from a home institution (usually in Alberta) and whose needs are specified by a pre-approved credit transfer equivalency in a letter of permission from their home

institution. MacEwan students benefit from the same opportunity at other PSE institutions.

- b. *Exploratory Students* include those who wish to take a course for interest or a specific goal and whose participation in courses often does not necessarily reflect a goal of entering a certificate, diploma, or degree program.
- c. Currently, *Dual Credit Students* are in Open Studies. They typically have a contact person at the University who collects paper applications that are received through Apply Alberta. These students are enrolled in a high school program in Alberta.
- d. Open Studies can provide a temporary academic home for *Student-Athletes* who have been accepted to the university but are not admitted to a degree or diploma program because they have not completed all the admission requirements, require additional preparatory requirements, or have applied late to a competitive program. There are a limited number of student athletes enrolled in Open Studies (six students in 2017-8); however, these students are required to successfully complete a minimum of 18 units over two terms to maintain their eligibility. In order to comply with criteria set by sporting associations, these students can apply for an exemption of the course load requirements. Approval for such exemptions will be authorized by the Associate Vice President Students.

Recommended course load requirements:

There currently is a large number of students in OS who have not met admissions requirements for the credential programs in which they want to study and are using Open Studies as a means to be in school and/or attempt to gain entry into those goal programs, or have previously been in a credential program but, for reasons of insufficient academic performance, have been required to withdraw and are attempting to regain admission, or are swirling in the postsecondary education system for reasons that are not necessarily academic. Many of these students are not successful in achieving the marks required for admission into their goal program and would likely benefit from taking fewer courses and receiving additional student support and advising.

To support student success the following course load changes are recommended:

- Lower the maximum total number of Open Studies credit units that a student may take at MacEwan from 30 to 24
- Lower the maximum number of credit units that a student may take in an individual semester from 15 to 6

Advising and support:

Specify the Office of the University Registrar as the administrative home for these Open Studies students and build the appropriate mechanism for advising (in collaboration, where appropriate, with other academic and administrative units such as the School of

Continuing Education, MacEwan International, and Student Affairs) into the operations of the OUR.

Rationale:

These students will be considered as “exploratory students” with the proposed limitations to the numbers of courses taken overall and in each semester. The reduction of both semester and total limits to the amount of study possible while an Open Studies student will help to clarify the role of OS and reduce the pressure on providing course section spaces for OS purposes that are increasingly needed by students in credential programs. Once students have reached the limit permissible for credit hours to be taken under the OS umbrella, they must either gain admission to a credential program to continue studying at MacEwan or explore other PSE study options more suitable to their qualifications and educational needs.

The provision of a defined “home” for Open Studies Exploratory students, specifically the Office of the University Registrar, will ensure that there is no confusion about where the advising responsibilities lie nor where definitive answers to Open Studies students’ questions are to be provided. This will not, on its own, prevent students from attempting to gain permission for their study wants and needs from other areas of administrative responsibility (e.g., MacEwan International) but when this structural change is made and communicated, it will allow everyone to know that there is only one definitive source of authority and responsibility to adjudicate Open Studies policy and practice for students studying under that category.

To facilitate access for Open Studies students, seats in courses within the Faculty of Arts and Science and the School of Business will be reserved until the end of August each year. Other students will be accommodated as possible using exception rules.

B. Open Studies Partnership Program

Types:

- a. *Exchange Students* who come to MacEwan as the result of agreements with institutions abroad, who pay their fees to their home institutions, who are usually known in advance to be coming to take courses, and who have a specific purpose for their study time here. MacEwan students benefit from the same opportunity at our partner institutions.
- b. *Special Program Students* (i.e. Behavioral Interventions Certificate of Achievement – BICA) include students who are not in an undergraduate program at MacEwan but who apply and are accepted into a credit certificate program and are taking undergraduate courses as part of the program.

Course load requirements:

As per the program requirements.

Advising and support:

Special Program Students will be supported by the faculty or school offering the program; Exchange Students will continue to be supported by MacEwan International.

Rationale:

Exchange and program students take specific courses based on an agreement with a host institution or due to participation in a specialized program of study. Enrolment in courses is time limited based on the agreement or program of study. Identification as Open Studies Partnership will provide clarification regarding the academic home and advising supports available to these students.

C. Contract and Preparatory Programs (i.e. SNEA, Foundation Year)

It is recommended that students in contract courses or preparatory programs offered by faculties or schools including off-site and/or cohort-based programs for specific groups (i.e. SNEA) and the Foundation program for Indigenous students and International Students will be admitted in the following ways:

- a. Students in programs such as SNEA will be admitted directly to their program and managed as a cohort; the faculty offering the program will determine the admission criteria in consultation with the Office of the University Registrar (i.e. Special Admission).
- b. Plans within the existing OS program in PeopleSoft have been built for Foundation programs that will allow these students to take both preparatory courses (i.e. upgrading) as well as credit courses. Typically, the credit units will not exceed the requirements recommended for Exploratory students. These students will continue to be counted as OS students for LERS reporting. It is the intent of these programs that students achieve the requirements for acceptance into their goal program. For Foundation students, services may be provided by both kihêw waciston or MacEwan International and the School of Continuing Education. The School of Continuing Studies will be the academic home for all students in Foundation programs.

Rationale: These students are admitted to a cohort-based program often in partnership with another organization. These students will receive support from the faculty or school and may also have supports provided from their host or sponsoring organization.

Next Steps:

The working group recommends that these changes to Open Studies be considered by the Provost's Group with a view to developing a briefing note and plan for further discussion and approval within the university. It is recommended that these changes be implemented in September 2019 and that information be provided to students to ensure the changes are understood. It will be important to ensure that international students are informed of changes to the maximum number of units per term given that these students are required to pay a tuition fee based on 9 units/term. There are some outstanding issues that need to be further explored including the implications of

changing the rules within PeopleSoft to differentiate the student types. Some options have been discussed by members of the OUR and IT; a project may need to be identified to implement the changes required.

Members of the working group: John Corlett (former Chair), Mike Sekulic, Naomi Beke, Terri Suntjens, Kimberley Howard, Gordon Lucyk, David McLaughlin, Sonia Collett, Ryan Pede, Heather McRae (acting Chair)

Additional staff and faculty consulted: Chris Harrison, Michelle Fraser, Cathryn Heslep, Lynn Wells, Tony Norrad, Sherif Elbarrad

Reviewed by: Provost's Group, Sept. 24, 2018

Approved by: Dean's Council, Oct. 15, 2018 (with further follow-up with D. McLaughlin regarding admission policy, completed Oct. 25, 2018)

APPC, Dec, 7, 2018

Appendix B: Scan of open studies information on websites from selected institutions (December 2017):

	MacEwan University	University of Alberta	NAIT	Mt. Royal University	University of Calgary	University of Lethbridge
Stated purpose	Open to anyone – generally for personal development, explore courses and visiting students	For professional development, upgrading and visiting students	For general interest, transfer credit, experience and professional accreditation	To explore credit options and for upgrading	For pathway students, visiting, upgrading and personal development	Courses for general interest without formal admission
Admission by	Registrar	Registrar	Registrar	Registrar	Registrar	Registrar
Identified faculty or unit “home”	None identified	Office of the Registrar	None identified	None identified	Office of the Registrar	None identified
Supports provided	Indigenous students are supported by kihêw waciston	Note: Special program for Indigenous Students		New student advising recommended	Provide OS advising and workshops**	
Credit limit/term		6*	15	15	9 for OS/15 for degree or visiting	3 or more
Credit limit in Open Studies	30	30	30 in lifetime	30 -no limit for upgrading	30	None identified
Application requirements	Apply through Apply Alberta	Transcripts not usually required	No application process; not a program	Transcripts required	Transcripts required; current OS students can have program application fees waived	Must re-register each term
Course restrictions	Some course restrictions for diploma, degree or certificates should take a max of 2-3 courses	Designated courses only; must meet prerequisites; some courses only available in last week prior to start of term	Courses for OS are designated; need to meet entrance requirements	Some courses are restricted to program students only; must meet pre-requisites	Enrolment appointment is assigned prior to course selection; not permitted in 700 level and higher	Courses transferred to a program must be approved by the Faculty

*The U of A has a specific transition program for Indigenous students – the 6-credit limit does not apply.

**Workshops include: Open Studies Welcome, Transitioning from Open Students to Undergraduate Degree, How to Choose a Major

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Vince Salyers, Dean, Faculty of Nursing
Agenda Item	Disability Management Certificate Suspension Extension
Resource Staff	<ul style="list-style-type: none"> • Cheryl Pollard, Associate Dean, Faculty of Nursing • Jill Vihos, Chair - DIESL • CPNE Faculty and Staff Committee • Linda Janz, Institutional Analysis and Planning
Action Requested	For Final Approval
Recommendation/ Motion	THAT Academic Governance Council approve the Disability Management Certificate suspension extension to July 1, 2020.
Context and Background	<p>Disability Management Certificate (also referred to as Disability Management in the Workplace) is currently under suspension (July 1, 2016 – June 30, 2019). There is renewed interest in the program. One of our international community partners, Everest Educational Services Inc. (an organization that specializes in recruiting international students for specialized cohort programs with Canadian institutions), has indicated that they would have at least 30 qualified students per year seeking admission into this program. As such, there is interest in re-activating the program and revising it to face-to-face delivery. Domestic students could also enroll if this program is reopened.</p> <p>More time is required to work on this issue.</p>
Summary	If this extension of suspension is supported by MacEwan and Advanced Education, the Disability Management Certificate would be suspended for an additional year. During this time the curriculum would be reviewed and revised as necessary, courses would be revised to update content and to adjust delivery modality to face-to-face, and faculty workload assignments would be planned to start program delivery in September 2020. Additionally, the implications for international student admissions will also be further investigated.
Implications	<ul style="list-style-type: none"> • Marketing changes, and perhaps even a name change, may be required to ensure that potential applicants are aware that this is a course to advance students' case management skills rather than learning how to assist an individual with a disability with their personal care needs. • Workload for curriculum and course refreshing would need to be assigned.

Review History	<p>Between 2011/2012 and 2014/2015 annual enrollments ranged between 20 and 29 students. Over the course of these years a total of 19 students graduated. Many students who initially enrolled in courses did not follow through to graduation. Individual course sizes ranges from 2 to 22 students per semester. Those numbers were too low to maintain course offerings and the program enrolment was no longer at sustainable levels.</p> <p>The Ministry response to the suspension request clearly identified that this was a unique program in Alberta and that graduates of the program could have an important role to play in creating effective workplace disability management programs. The Ministry encouraged discussions with other Campus Alberta institutions about transferring program delivery. Discussions occurred with Bow Valley College and due to the case management focus of the program rather than the personal care nature of course offerings there was not sufficient alignment with their current programming.</p> <ul style="list-style-type: none"> • Approved by Faculty of Nursing Council on October 17, 2018 • Recommended by APPC on December 7, 2018, motion # APPC 04-12-07-2018 • Recommended by AGC Executive on January 8, 2019, motion # EC-03-01-08-2019
Next Steps	<ul style="list-style-type: none"> • Request Ministry approval for suspension extension until July 1, 2020.
Policy	<ul style="list-style-type: none"> • C1010-1: <i>Program Approvals and Changes Procedures</i> of the MacEwan University Policy Manual.
FOIP	<p>This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.</p>
Attachment(s)	<ol style="list-style-type: none"> 1. Proposal Template: Program Suspension and Extension of Suspension 2. Government of Alberta Ministry of Advanced Education Letter July 21, 2016 to Dr. Atkinson – approving suspension 3. Proposal Template: Program Suspension, Reactivation and Termination – approved by AGC (motion AGC-03-11-24-2015)



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	Grant MacEwan University
Program/specialization name	Disability Management Certificate
Credential awarded	Certificate
Proposed start date of suspension	July 1, 2019 (Note: Program is currently under Suspension: January 1, 2016 to June 30, 2019)
Proposed end date of suspension	June 30, 2020

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.).

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

Enrolment	20XX	20XX	20XX	20XX	20XX
Total head count	0	0	0	0	0
• Full-Time Year 1	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0
• Full-Time Year 3	0	0	0	0	0

• Full-Time Year 4	0	0	0	0	0
Total FLE	0	0	0	0	0
• FLE Year 1	0	0	0	0	0
• FLE Year 2	0	0	0	0	0
• FLE Year 3	0	0	0	0	0
• FLE Year 4	0	0	0	0	0

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

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

1.1.4 Provide specific information about which internal governance body approved the suspension, and provide date of approval. (Attach copy of minutes or motions.)

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).

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.

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

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.

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

SECTION 3: IMPACT

3.1 Identify which stakeholder groups were consulted:

☐ Faculty

☐ Regulatory and other Accreditation Bodies



☐ Employers and Professional Associations

☐ Advisory Committee(s)

☐ Other (identify below)

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

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

SECTION B: SUSPENSION EXTENSION

SECTION 1: RATIONALE

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

Program enrolment had declined to unsustainable levels. Between 2011/2012 and 2014/2015 annual enrollments ranged between 20 and 29 students. Over the course of these years a total of 19 students graduated. Many students who initially enrolled in courses did not follow through to graduation. Individual course sizes ranges from 2 to 22 students per semester. Those numbers were too low to maintain course offerings.

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

There is renewed interest in the program. One of our community partners, Everest Educational Services Inc. (an organization that specializes in recruiting international students for specialized cohort programs with Canadian institutions), has indicated that they would have at least 30 qualified students per year seeking admission into this program. As such, there is interest in re-activating the program and revising it to face-to-face delivery. Domestic students could also enroll if this program is reopened. There has been an expression of interest from the Continuing Nursing Education Advisory Committee regarding once again offering the program. Marketing changes, and perhaps even a name change, may be required to ensure that potential applicants are aware that this is a course to advance students' case management skills rather than learning how to assist an individual with a disability with their personal care needs.

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.

There are no students currently enrolled in the program.

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

An extension of the suspension (until June 30, 2020), will accommodate the need to update courses, plan for face-to-face delivery, and reassign teaching faculty.

OTHER CONSIDERATIONS

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

As indicated in the suspension approval letter preliminary discussions did occur with Bow Valley College. Once identifying that the focus of the certificate was on disability management rather than rehabilitation and direct personal care, the interest in transferring responsibility for certificate delivery decreased.

With the interest from the international community, sustained program enrollment will support ongoing program viability. Additional marketing strategies for Canadian/Albertan students will also be reviewed during the suspension extension.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s)

Rationale for Recommendation:

Reviewer(s)

Date Completed



Deputy Minister
6th Floor, Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-415-4744
Fax 780-422-1801
www.advancededucation.alberta.ca

July 21, 2016

AR 49089

Dr. David Atkinson
President
Grant MacEwan University
10700 104 Avenue NW
Edmonton AB T5J 4P2

Dear Dr. Atkinson:

Advanced Education has completed its review of Grant MacEwan University's proposal to suspend the Disability Management Certificate program. The department approves the program suspension for the term of January 1, 2016 to June 30, 2019.

The department approves the program suspension due to unsustainable enrolment and low labour market demand. Six months prior to the suspension end date, please submit a proposal through the Provider and Program Registry System to reactivate or terminate the program.

Under the Programs of Study Regulation, proposed changes to the Disability Management Certificate program require ministry approval. This includes changes to the program of study, program/specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

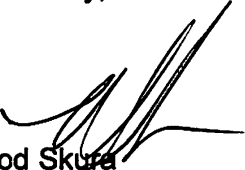
It is my understanding that your institution has had preliminary discussions with Bow Valley College officials, who have expressed some interest in delivering the Disability Management Certificate program in the future. Given the unique nature of the program in Alberta and the important role that graduates of the program can play in creating effective workplace disability management programs, I encourage these discussions with Bow Valley College or other interested Campus Alberta institutions to continue during the suspension period.

.../2

Dr. David Atkinson
Page 2

I appreciate Grant MacEwan University's commitment to high-quality programming and your ongoing processes of program review and renewal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rod Skura', with a stylized flourish at the end.

Rod Skura
Deputy Minister

cc: Honourable Marlin Schmidt
Minister of Advanced Education

John Day, QC
Chair, Board of Governors, Grant MacEwan University



Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

Institution	Grant MacEwan University
Program/specialization title	Disability Management Certificate
Credential awarded	Certificate
Proposed date(s) of suspension term, reactivation or termination	Suspension: January 1, 2016 to June 30, 2019

A: Suspension

- 1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.*

Program Overview

The Disability Management Certificate focuses on a range of knowledge and skills from coordinating return to work plans, to developing and implementing a disability management program in the workplace. The program was designed for individuals who are involved in or are responsible for managing worker's injuries and illnesses. The individual works as part of a team within human resource management, labour organizations, healthcare or the health and safety industry, government agencies, oil and gas sectors, workers compensation and insurance providers. Position titles include: claims coordinator, disability management specialist/coordinator, return-to-work coordinator, workers compensation advisor, rehabilitation coordinator, or human resources advisor.

Disability Management programming evolved from stakeholder support in 2001 and was originally developed in 2003 as a one-year 30 credit certificate and a two-year 60 credit diploma offered as distance education. In 2009, due to declining enrolment, faculty, service providers, and program advisory committee members were surveyed and a needs assessment were conducted. Based on the results, the diploma program was suspended in the spring of 2010 with the last courses being offered in Fall 2012.



The one year certificate program has continued to be offered since that time. The program is completed on-line with one 100-hour field placement.

Rationale

Professional licensure for disability management does not exist in Canada, and a certificate is not required for employment. Several groups do provide standards, education, and certification on a national and international basis including the National Institute for Disability Management (NIDMAR), the Canadian Society for Professionals in Disability Management (CSPDM) and the International Association of Professionals in Disability Management (IAPDM).

In spite of support for the program within the disability management sector, the DM certificate program has consistently not met sustainable enrolment numbers of 100 or more students per year. Enrolment data for the program over the past 4 years is reflected below in Table 1. Many students who apply either do not enroll in courses, or do not follow through to graduation. Individual course sizes range from two to 22 students per semester offered. These numbers are too low to maintain course offerings. The number of graduates per year is low (see Table 2)

Table 1: DMC program applications and enrolment by semester Fall 2011-Fall 2015

Term/Year	2011/ 2012				2012/2013				2013/2014				2014/2015				2015/ 2016**
	Fall	Winter	Spring	Total 11/12	Fall	Winter	Spring	Total 12/13	Fall	Winter	Spring	Total 13/14	Fall	Winter	Spring	Total 14/15	Fall***
Applications	14	17	11	42	25	22	20	67	31	22	18	71	35	25	12	72	26
Admitted	12	14	7	33	17	17	12	46	26	9	8	43	22	16	4	42	20
Enrolled	6	11	3	20	13	12	6	31	21	6	5	32	16	12	1	29	16

Source: Institutional Analysis and Planning, MacEwan University. April 15, 2015

** Last proposed intake

***Data to August 12, 2015: Source: OHN University Advisor- new students enrolled to this date

Table 2: DM Certificate: Graduates by Year

Year	# of Graduates
2014	5
2013	6
2012	6
2011	2
2010	3
2009	2
2008	7
2007	3
2006	15
Total	49

Source: Institutional Analysis and Planning, MacEwan University, April 15, 2015



2. *Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.*

Our Students: Description/Enrolments/Graduates

Students in the DM certificate program come from across Canada. They are generally part-time mature students who are employed in a variety of full-time or part-time jobs. They may be currently working in the disability management field or seeking a career change. Program applicants must possess a high school diploma for admission.

The DM program will continue to operate from September 2015 to June 30, 2019 to allow active students to complete the program. There will be no admission to the program after the Fall 2015 term while the suspension is in place. As of August 12, 2015 there are 71 active students in the program. A plan will be developed for students to map out their completion timelines; new students entering the program in Fall 2015 will be advised that they will have until June 30, 2019 to complete all requirements for the program. This will be communicated in writing to students if approval for suspension is received.

Our Faculty

DM instructors are all sessional, off-campus faculty, who are generally employed full or part time in other positions. The majority of them are registered nurses who are also occupational health nurses and who are currently working, or have worked, in positions that have components of disability management responsibilities. It has been a challenge to obtain faculty with appropriate credentials and specialty knowledge in DMWP. Faculty availability is limited and difficult to replace when needed.

Faculty were advised of the proposed suspension of the program at a faculty meeting held on Tuesday, June 23, 2015. While they recognize the value of the program, they support the decision to suspend the program as enrolment in their courses has been low. As students complete courses they will no longer be offered and faculty will not be required. As most faculty are otherwise employed this should not have a major financial impact.



3. *Identify anticipated impacts on external stakeholders (e.g. employers, professional/ regulatory organizations, other post-secondary institutions) and provide evidence of consultation.*

Disability Management Advisory Committee members were informed at an advisory committee meeting on Wednesday, June 17, 2015 of the proposed suspension of the program. They have been apprised of the low enrolment numbers and reasons for suspending the program. Although they understand and support the decision, they are disappointed and would continue support for the program.

Members of the DM Advisory Committee recommend that consideration be given to continuing to offer some of the courses as one-offs through continuing education. In particular they believe that the following courses would support the industry in ensuring key education on principles of disability management in the workplace is available:

- DMWP104: Introduction to Disability Management
- DMWP110: Ethics and Professionalism in Disability Management
- DMWP114: Conflict & Crisis Management in Return to Work
- DMWP116: Return to Work Management

The program would support offering these courses as continuing education.

4. *Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.*

It is proposed that the last student intake be in September 2015. The DM certificate program will operate from September 2015 to June 30, 2019 as required to allow active students to complete the program within the three-year time frame. As students complete courses they will no longer be offered and faculty will not be required. The program is provided through distance learning only, so it does not have any classrooms or lab resources.



C: Termination

1. *Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.*

2. *Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.*

Approved by Academic Governance Council
November 24, 2015 (motion AGC-03-11-24-2015)

Department Comments

December 12, 2015

This program is unique in Alberta. Not many other institutions in Canada offer similar programming. The University of Fredricton in New Brunswick offers an online professional diploma in integrated disability management. While professional licensure may not be available at present for this program, there is a need in the workplace for individuals with skills and knowledge to be able to assist persons with disabilities transitioning into employment.

Effective and comprehensive workplace disability management programs can help employers control health-related costs. Disability management policies, procedures and strategies, when properly integrated within the employer's organization, provide the infrastructure which enables employers to effectively manage disability and continue to compete in a global environment.

As indicated by GMU, the National Institute of Disability Management and Research (NIDMAR) is a Canadian organization governed by a joint labour-management board of directors. Over the past 20 years, it has developed education, professional certification, and return-to-work/disability management program assessment protocols that have been broadly adopted.

Following the International Organization for Standardization (ISO) model, NIDMAR's professional and program standards provide the basis for the International Disability Management Standards Council (IDMSC), which is jointly governed by senior executives from Canada, Germany, and the United States. At present, the IDMSC oversees the implementation of return-to-work/disability management protocols in 18 countries.

The International Social Security Association (ISSA) is currently leading the rollout of the United Nations best practice guidelines for return-to-work/disability management. NIDMAR and ISSA recently signed an agreement, under which NIDMAR will become a global centre of excellence for ISSA and will support the international rollout of best practices to ISSA's 158 member countries.



In 2013, the Conference Board of Canada released the report “Creating an Effective Workplace Disability Management Program. It is attached in PAPRS for reference.

While enrolment numbers have been on the decline in this program at GMU as evidenced by the tables provided, it is uncertain whether the decline is being caused by the downturn in the economy or because of a lack on marketing of the program by Grant MacEwan University.

Another factor in enrolment may be a tendency of large employers to be cutting back on human resource service professionals who specialize in disability management in the workplace in the current period of budget constraints.

The proposed suspension and ultimate termination of this program is in keeping with GMU’s stated direction of discontinuing certificates and diplomas and moving towards a future state where undergraduate degrees are the primary programs being delivered.

While the ministry may support the proposed suspension based on the rationale provided, Grant Management University officials should be encouraged to engage in discussions during the suspension period with either NorQuest College or Bow Valley College to see if interest exists to add such a program to their respective institutional offerings. Such a recommendation will be suggested for the letter to GMU.

April 15, 2016

Grant MacEwan officials have informed the ministry that a meeting was held earlier in April with officials from Bow Valley College. GMU has indicated that while Bow Valley would like to see this program transitioned to them, the fall of 2018 would be the earliest timeframe that they could consider. GMU and BVC officials have agreed to continue to meet during the period of suspension.

Correspondence will be drafted for review by senior department officials.

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Dr. Calin Anton, Chair, Committee on Admissions and Transfer
Agenda Item	Accounting and Strategic Measurement Diploma Admission Criteria
Resource Staff	Dr. Eloisa Perez, Chair, Accounting & Finance Department Shelly Brownlee – Academic Coordinator
Action Requested	For Final Approval
Recommendation/ Motion	THAT THE Academic Governance Council approve the unchanged admission criteria for the Accounting and Strategic Measurement diploma program.
Context and Background	Since the Skills Appraisal was no longer being used by the University as a route to admission as of Fall 2018, the School of Business revised all admission criteria for its diploma programs during the 2016/17 year. Its review this year is due to its place on the Admission Criteria Review Cycle used by the Committee for Admissions and Transfer (CAT).
Summary	Since the admission criteria has been recently reviewed, no changes are proposed at this time.
Implications	None
Review History	Accounting & Finance Department Committee – August 29/18 BPCC – September 27/18 School of Business Executive – October 23/18 School of Business Council – November 1/18 CAT – December 5/18, motion CAT-05-12-05-2018 AGC Executive – January 8/19 motion EC-04-01-08-2019
Next Steps	N/A
Policy	Policy C5010 Admissions
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.
Attachment(s)	1. 2020/21 Admission Criteria for the Accounting & Strategic Measurement Diploma

Accounting and Strategic Measurement

Approved program name: Accounting and Strategic Measurement
Intake term effective: Fall ~~2018~~ 2020
Credential: Certificate
Diploma

CATEGORIES OF ADMISSION

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2
3. Three Subjects from Group A, B, C, or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least five credits (e.g.: two 3-credit subjects).

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1 or ELA 30-2
2. Mathematics 30-1 or Mathematics 30-2

Applicants with nine or more post-secondary level credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

~~Recommended by Committee on Admissions and Transfer~~

~~Approved by Academic Governance Council June 6, 2017 (motion AGC-02-06-06-2017)~~

Chair: ~~Sherif Elbarrad~~ Eloisa Perez

Dean: ~~Elsie Elford~~ Wanda Costen

~~18-19 APPROVED Admission Criteria~~

Accounting and Strategic Measurement

Previous Post-Secondary Admission

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

ADDITIONAL ADMISSION CRITERIA

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP.

~~Recommended by Committee on Admissions and Transfer~~

~~Approved by Academic Governance Council June 6, 2017 (motion AGC-02-06-06-2017)~~

Chair: ~~Sherif Elbarrad~~ Eloisa Perez

Dean: ~~Elsie Elford~~ Wanda Costen

~~18-19 APPROVED Admission Criteria~~

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Dr. Calin Anton, Chair, Committee on Admissions and Transfer
Agenda Item	Library and Information Technology Diploma Admission Criteria
Resource Staff	Dr. Evandro Bocatto, Chair – OB, HR & MGMT Department Shelly Brownlee – Academic Coordinator
Action Requested	For Final Approval
Recommendation/ Motion	THAT THE Academic Governance Council approve the unchanged admission criteria for the Library and Information Technology diploma program.
Context and Background	Since the Skills Appraisal was no longer being used by the University as a route to admission as of Fall 2018, the School of Business revised all admission criteria for its diploma programs during the 2016/17 year. Its review this year is due to its place on the Admission Criteria Review Cycle used by the Committee for Admissions and Transfer (CAT).
Summary	Since the admission criteria has been recently reviewed, no changes are proposed at this time.
Implications	None
Review History	OB, HR & MGMT Department Council – August 28/18 BPCC – September 27/18 School of Business Executive – October 23/18 School of Business Council – November 1/18 CAT – December 5/18 motion CAT-06-12-05-2018 AGC Executive – January 8/19 motion EC-05-01-08-2019
Next Steps	N/A
Policy	Policy C5010 Admissions
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.
Attachment(s)	2020/21 Admission Criteria for the Library & Information Technology Diploma

Library and Information Technology

Approved program name: Library and Information Technology
Intake term effective: Fall ~~2018~~ 2020
Credential: Diploma

CATEGORIES OF ADMISSION

Applicants may be admitted to one of the following:

Regular Admission

To be evaluated through the Office of the University Registrar

Applicants must have a minimum overall average of 65 percent, with no course grade lower than 50 percent, in the following high school courses:

1. ELA 30-1
2. Four subjects from Group A, B, C, or D

Notes:

- Applicants are strongly encouraged to present a broad range of subjects in order to benefit from the breadth of learning and to increase flexibility of future program and course choices.
- A maximum of two Group B subjects may be presented; they must be from different disciplines.
- A maximum of one Group D subject may be presented. Group D subjects used for admission must be 5-credit or any credit combination of at least 5 credits (e.g., two 3-credit subjects).

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

Mature Admission

To be evaluated through the Office of the University Registrar

Applicants must be 20 years of age or older and have been out of full-time high school at least one year by the beginning of the intake term. Applicants must have the following:

ELA 30-1 with a minimum grade of 65 percent (or equivalent)

OR

Six credits of university-level English with no grade less than C-

Applicants with nine or more post-secondary credits must also present a minimum Admission Grade Point Average (AGPA) of 2.0 on a 4.0 scale.

~~Recommended by Committee on Admissions and Transfer~~

~~Approved by Academic Governance Council June 6, 2017 (motion AGC-02-06-06-2017)~~

Chair: ~~Noufou Ouedraogo~~ Evandro Bocatto

Dean: ~~Elsie Elford~~ Wanda Costen

~~18-19 APPROVED Admission Criteria~~

Library and Information Technology

Previous Post-Secondary Admission

To be evaluated through the Office of the University Registrar

Admission in this category does not imply or guarantee the transfer of any coursework and/or credential unless a block transfer agreement (internal or external) is in effect and published in the Calendar by the Office of the University Registrar. In addition, transfer of coursework does not imply or guarantee that an applicant will be admitted.

Applicants must present a minimum of 24 post-secondary credits with a minimum Admission Grade Point Average (AGPA) of 2.0 on the 4.0 scale and must have completed the required core courses listed under the Regular or Mature Category.

ADDITIONAL ADMISSION CRITERIA

All applicants must meet the following:

1. English Language Proficiency

To be evaluated through the Office of the University Registrar

Applicable to all admission categories

All applicants must meet an acceptable level of English language proficiency. We will require official documents such as high school or post-secondary transcripts or proof of successful completion of standardized language evaluation. Full details are available in MacEwan University's academic calendar or online at MacEwan.ca/ELP.

~~Recommended by Committee on Admissions and Transfer~~

~~Approved by Academic Governance Council June 6, 2017 (motion AGC-02-06-06-2017)~~

Chair: ~~Neufou Ouedraogo~~ Evandro Bocatto

Dean: ~~Elsie Elford~~ Wanda Costen

~~18-19 APPROVED Admission Criteria~~

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Valla McLean, Chair, Faculty Development Committee
Agenda Item	Faculty Development Committee Annual Report 2017-2018
Resource Staff	Shelley Josey, Faculty Development Administrator
Action Requested	For Information
Recommendation/ Motion	N/A
Context and Background	<ul style="list-style-type: none"> As a committee of the Academic Governance Council, the Faculty Development Committee submits its annual report for information.
Summary	<p>The Faculty Development Committee Annual Report for 2017-18 summarizes its work that year to carry out the mandate outlined in C5090.</p> <p>Highlights of the annual report include:</p> <ul style="list-style-type: none"> Distribution of professional development funding, including annual allocations for eligible faculty and supplemental and sessional professional development grants. The organization and execution of core events and programs including Faculty Development Day, New Faculty Orientation, MacEwan Book of the Year, and the National Great Teachers Seminar in the Canadian Rockies.
Implications	N/A
Review History	<ul style="list-style-type: none"> New Item
Next Steps	<ul style="list-style-type: none"> N/A
Policy	<ul style="list-style-type: none"> C5090 Faculty Development
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for public distribution.
Attachment(s)	1. Faculty Development Committee Annual Report 2017-2018



FACULTY DEVELOPMENT COMMITTEE

Annual Report 2017-18

October 1, 2018

Report prepared by Shelley Josey, Faculty Development Administrator

Mandate As per its Terms of Reference, “[the] Faculty Development Committee fosters faculty development, including the scholarship of teaching and learning, provides advice and feedback about faculty development programming to the Faculty Development Coordinator and the Centre for the Advancement of Faculty Excellence, and establishes professional development in compliance with the Grant MacEwan University Faculty Association Collective Agreement and policy C5090: Faculty Development.”

Chair Dr. Paul Martin, Faculty Development Coordinator

Committee Structure and Organization

The structure of the Faculty Development Committee is articulated in the Committee’s Terms of Reference, and is comprised of faculty representation from Faculty/School/Departments, the Centre for the Advancement of Faculty Excellence (CAFÉ), and administration. As mandated in Policy C5090 each Faculty/School or equivalent entity also has a Faculty Development Committee, but these are not subcommittees of the central Faculty Development Committee; the faculty members elected to the University committee sit on their respective Faculty/School/Department committees and typically serve as a liaison between the two.

Faculty Development Committee Membership 2017-18

Faculty (voting)

Jeffrey Davis	Faculty Representative – Faculty of Arts and Science
Tom Van Seters	Faculty Representative – Faculty of Fine Arts and Communication
Jody Marshall	Faculty Representative – Faculty of Health and Community Studies
Colleen Maykut	Faculty Representative – Faculty of Nursing
Makarand Gulawani	Faculty Representative – School of Business
Suzanne Oswald	Faculty Representative – School of Continuing Education
Valla McLean	Faculty Representative – Professional Resource Faculty

Dean (voting)

Fred McGinn	Dean Representative – Faculty of Health and Community Studies
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Ex-officio (voting)

Deborah Saucier	President and Chair of the Academic Governance Council
Cynthia Zutter	Provost designate – Associate Vice President, Research and Teaching
Paul Martin	Faculty Development Coordinator – Committee Chair

Ex-officio (non-voting)

Carrie Hunting	Director, Office of the Provost
Carolyn Ives	Interim Director, CAFÉ

Admin Support (non-voting)

Shelley Josey	Faculty Development Administrator
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Faculty Development Committee – Key Activities 2017-18

Meetings

Over the 2017-18 academic year, the Faculty Development Committee held scheduled meetings in October, November, January, March, April, and May.

Regular information items included reports from the Faculty Development Coordinator on administration and programs/services. While the C5090 Faculty Development policy does not mandate that the FD Coordinator be Chair of the FD Committee, Paul Martin was elected by the committee as Chair for 2017-18.

This year smaller subcommittees were created under the umbrella of the Faculty Development Committee. Terms of reference were written for an adjudication committee, a funding committee, an events and programming committee, and additionally, the book of the year committee was pulled under the Faculty Development Committee. The committee also oversaw the adjudication of three rounds of funding for the Sessional PD Fund and two for the Supplemental PD Fund and the funding competition for the Teaching Innovation Fund. Other topics discussed included Faculty Development programming, review of the Faculty Development Coordinator's position description, the impact of an external review carried out on the Centre for the Advancement of Faculty Excellence, new application forms for PD funds, eligibility of membership dues paid from PD funds, and the future of sabbatical funding.

Approval items included the annual spending plan (including PD funding allocations), the annual report for 2016-2017 and focus statement for 2017-18, and funding decisions from the Supplemental PD fund, Sessional PD fund, and the Teaching Innovation fund competitions.

Regular Faculty Development programming

Faculty Development Day

Faculty Development's showcase event of 2017-18, Faculty Development Day, was a success. With 88 fewer registrations overall than the previous year, there were still 272 faculty registered for the August 30th event including 19 from Concordia University of Edmonton. Concordia had 61 fewer registrations than the previous year and this may be attributed to the fact that they held their own faculty development event earlier in the year. Highlights of the day included a morning keynote and workshop on open educational practices from Dr. Rajiv Jhangiani, Kwantlen Polytechnic University, British Columbia, a lunchtime keynote and afternoon workshop on motivation and learning from Dr. Kevin Gannon (also known as the Tattooed Professor), Director of the Center for Excellence in Teaching and Learning and Professor of History at Grand View University in Des Moines, Iowa, 16 sessions and workshops, and the day ended with a reception with live music by MacEwan faculty.

New Faculty Orientation

The two-day August 28th and 29th sessions of New Faculty Orientation was attended by 49 new probationary and sessional faculty members on the first day and 46 on the second day. Following the two-day orientation, monthly sessions ran from September through April, one day per month, 4:30-6:30 p.m. Typically, time commitment and scheduling results in a low and varying attendance to these sessions but this year's attendance was robust, anywhere from 15 to 30 per session. Topics included student engagement, assessment, faculty evaluation, academic integrity, use of technology in pedagogy, information from Research Services, and an informative exercise from our indigenous center, kihêw waciston.



MacEwan Book of the Year

The Faculty Development Program again sponsored and oversaw the MacEwan Book of the Year Program. This year's Book of the Year was *Love Enough* by Dionne Brand. Approximately 400 students studied the book and were able to have a one-on-one with the author who visited each of their classrooms. The book was also used as inspiration in a design course that resulted in amazing graphics from students which were displayed at the Public Reading event. In the week leading up to the author visit three faculty members spoke in a panel discussion to students on varying aspects of the book. During the author visit there was an intimate writing workshop with approximately a dozen faculty and students, a plaque unveiling hosted by the library, and the Public Reading event and author interview with one of MacEwan's own authors and English instructor, Jacqueline Baker. All 125 people in attendance were very interactive and lined up for autographs at the end of the evening.

The National Great Teachers Seminar in the Canadian Rockies

The 2017 National Great Teachers Seminar in the Canadian Rockies was the 32nd time that the workshop has been hosted by MacEwan University. This year's seminar was attended by 37 participants who were locally from MacEwan, NorQuest, NAIT, Red Deer College, Lethbridge College, Medicine Hat College, and Bow Valley College, nationally from Assiniboine Community College, Manitoba, and Selkirk College, British Columbia, internationally from Marquette University, Wisconsin, Queens University of Charlotte, North Carolina, Western Wyoming Community College, Wyoming, Ukrainian Catholic University, Ukraine, and National University of Kyiv Mohyla Academy, Ukraine. Although we have participants from some of the same institutions from year to year, we also continue to attract new and varied educational academies.

FUNDING FOR FACULTY

Over 2017-18, the Faculty Development Committee distributed roughly \$70,000 to faculty through the Supplemental Professional Development Fund (\$30,000) and the Sessional Professional Development Fund (\$40,000). These funds supported faculty in projects ranging from research travel and attendance at professional development workshops to supporting the completion of graduate degrees and other certifications.

Through the annual individual professional development allocation received by continuing and probationary faculty, the Faculty Development portfolio oversaw the distribution \$628,550. These funds help to support faculty in their research, teaching, professional practice and service.

The Faculty Development Committee also sets aside dedicated professional development funding for Sessional Faculty in addition to our competitive Sessional PD Fund grants. In 2017-18, we distributed \$133,650 to the various schools and faculties. Each has their own procedure by which Sessionals can access these funds with the goal of ensuring that 100% of the funds goes directly to Sessionals. The division of this amount was determined according to the number of Sessional FTE employed by each unit.

2017-18 is the fourth year of the Teaching and Learning Innovation Fund through which Faculty Development distributes up to \$20,000 (a maximum of \$5000 per award) of funding to projects involving innovative tools or techniques focussed on improving student learning.

During the 2017-18 academic year, the Faculty Development Committee disbursed these funds as follows:

SUPPLEMENTAL PD FUND SUMMARY				
Date	Requested	Awarded	# applications	# fully or partly funded
Oct 2017	\$21,535.85	\$16,087.97	12	12
Jan 2018	\$28,436.41	\$13,498.24	16	13
TOTAL	\$49,972.26	\$29,586.21	28	25
SESSIONAL PD FUND SUMMARY				
Date	Requested	Awarded	# applications	# fully or partly funded
Oct 2017	\$11,993.32	\$10,993.32	7	7
Jan 2018	\$23,561.30	\$14,425.00	11	10
April 2018	\$20,157.73	\$14,544.73	11	10
TOTAL	\$55,712.35	\$39,963.05	29	27
TEACHING INNOVATION FUND SUMMARY				
Date	Requested	Awarded	# applications	# fully or partly funded
April 2018	\$35,087.00	\$20,000.00	8	6
TOTAL	\$35,087.00	\$20,000.00	8	6

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Valla McLean, Chair, Faculty Development Committee
Agenda Item	Faculty Development Committee Focus Statement 2018-2019
Resource Staff	Shelley Josey, Faculty Development Administrator
Action Requested	For Information
Recommendation/ Motion	N/A
Context and Background	<ul style="list-style-type: none"> As a committee of the Academic Governance Council, the Faculty Development Committee submits its focus statement for information.
Summary	<p>Over the 2018-19 academic year, the Faculty Development (FD) Committee will shift to accommodate changes in institutional organization; work with the Office of Teaching and Learning Services (formerly CAFÉ) to support ongoing initiatives and programming; and revise procedures for allocation of Faculty Development Funding.</p> <p>The FD Committee will revise its Terms of Reference to reflect changes in organizational structure, and personnel.</p> <p>The FD Committee will continue to advise on programming for events such as the National Great Teachers Seminar in the Canadian Rockies, New Faculty Orientation, and a Celebration of Teaching and Learning. The FD Committee will also adjudicate FD awards from the FD Fund, including Sessional and Supplemental PD funds, and the Teaching Innovation Fund.</p> <p>The FD Committee will create new procedures for decisions about allocation of FD funds, and priorities for FD funds, events, and programming.</p> <p>The FD Committee may also create or adapt new procedures for funds or events, if changes are made to the Faculty Development Policy (C5090) or to the Collective Agreement between the University and the Grant MacEwan University Faculty Association. Such changes may also necessitate further revisions to the Terms of Reference for the FD Committee.</p>
Implications	N/A
Review History	
Next Steps	<ul style="list-style-type: none"> N/A
Policy	<ul style="list-style-type: none"> C5090 Faculty Development
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for public distribution.
Attachment(s)	N/A

Submission to	Academic Governance Council
Meeting Date	Submitted by
2019-01-22	Jenny McGrath, Chair, MacEwan Committee on Internationalization
Agenda Item	Terms of Reference Amendments
Resource Staff	Kimberley Howard, Executive Director, MacEwan International
Action Requested	For Final Approval
Recommendation/ Motion	THAT THE MacEwan Committee on Internationalization Terms of Reference amendments be approved by the Academic Governance Council as presented.
Context and Background	<p>In the September 19, 2018 MacEwan Committee on Internationalization (MCI) meeting there was discussion regarding drafting a general focus statement that would support the Integrated Strategic Plan without requiring significant annual modifications. In the draft agenda planning meeting for the October 17, 2018 MCI meeting the Chair and Vice-Chairs agreed that this same logic could be applied to the committee's terms of reference.</p> <p>In the October 17, 2018 MCI meeting the committee passed motion MCI-04-10-17-2018 which included an editorial amendment which reflected a reporting change within the University and chose to remove the ex-officio position for the Centre for the Advancement of Faculty Excellence. The CAFÉ position no longer exists, and the committee felt that the intent may be better served through engaging external experts as needed (rather than through an ex-officio position).</p>
Summary	<ul style="list-style-type: none"> • Specific references to the outgoing Integrated Strategic Plan were removed. • An editorial amendment was also made to the listed offices under item 3.4. • Removal of 3.1(h) Executive Director, Centre for the Advancement of the Faculty Excellence (ex-officio, non-voting).
Implications	N/A
Review History	<ul style="list-style-type: none"> • MCI October 17, 2018 meeting, motion MCI-04-10-17-2018. • AGC Executive – January 8, 2019 motion EC-06-01-08-2019
Next Steps	N/A
Policy	N/A
FOIP	This item has been assessed relative to the Guidelines and Practices for the application of the FOIP Act, Chapter 4: Exceptions to the Right of Access. This information is in compliance and deemed to be appropriate for Public distribution.
Attachment(s)	1. MacEwan Committee on Internationalization Terms of Reference

MacEwan Committee on Internationalization Terms of Reference

~~(Effective November 29, 2017)~~

1.0 Mandate

The mandate of the MacEwan Committee on Internationalization is to provide guidance on the internationalization of MacEwan University. ~~This guidance should consider the direction of the University's Integrated Strategic Plan, as outlined in the Integrated Strategic Plan. Specifically, the Committee shall:~~

~~1.1 Develop initiatives that support MacEwan University's strategy to "become a university of global significance, relevance and value" by advising on:~~

~~1.1.1 — strategies and initiatives to increase international student enrolment to established goals.~~

~~1.1.2 — strategies and initiatives to research, develop, implement and evaluate a wide range of services to support international students.~~

~~1.1.3 — strategies and initiatives to achieve an internationally and culturally diverse campus and to create opportunities for students and faculty to learn and grow internationally.~~

~~1.1.4 — strategies and initiatives to become a leader in providing opportunities for students to study abroad and to expand and enhance study abroad as part of students' programs.~~

~~1.1.5 — strategies and initiatives to inspire students to be engaged global citizens and promote intercultural understanding.~~

~~1.1.6 — strategies and initiatives to expand scholarly networks internationally and to increase the number of academic international collaborations.~~

~~1.1.7 — University policy, as required.~~

2.0 Accountability

2.1 MacEwan Committee on Internationalization (the Committee) is a standing committee accountable to the Academic Governance Council (AGC).

2.2 The Chair will report on the Committee's activities to AGC and submit recommendations as required for the Academic Governance Council's consideration.

2.3 The Chair will submit Annual Reports for information, submit changes to Terms of Reference for approval, and submit recommendations as they arise for approval by the Academic Governance Council.

3.0 Composition

3.1 MacEwan Committee on Internationalization shall consist of the following:

(a) A minimum of ten faculty members. A minimum of one from each Faculty/ School, and a minimum of one professional resource faculty, preferably with international experience. One faculty member will Chair the Committee.

(b) Two students (one domestic, one international)

(c) One Dean or Associate Dean

(d) One staff member with expertise relevant to the mandate of the Committee (non-voting)

(e) President (ex-officio, voting)

(f) Provost and Vice President Academic (ex-officio, voting)

(g) Executive Director, MacEwan International (ex-officio, voting)

- (h) ~~Executive Director, Centre for the Advancement of Faculty Excellence (ex-officio, non-voting)~~

- 3.2 All Committee members, including faculty, deans, and staff members, must be elected by AGC; all student members must be appointed by Students' Association of MacEwan University.
- 3.3 The Committee may form subcommittees to achieve its Mandate. Subcommittee membership is not limited to MacEwan Committee on Internationalization members.
- 3.4 The Committee will consult with other areas of the University (e.g., Office of the University Registrar, Student ~~Affairs~~Life, and Facilities) as appropriate.
- 3.5 The Committee has the discretion to invite resource persons to the Committee as non-voting members.
- 3.6 Members of MacEwan Committee on Internationalization are not required to be members of the Academic Governance Council.

4.0 Terms of Office

- 4.1 Appointed and elected members shall serve three-year terms, except for student members who shall serve one-year terms and those serving by virtue of their positions. Terms may be renewed once. Initially, some members may be selected for two-year terms to provide for ongoing renewal of membership over time.

5.0 Operations of Committee

- 5.1 The Academic Governance Council Secretariat shall provide administrative and resource support to the MacEwan Committee on Internationalization.
- 5.2 The Executive Director, MacEwan International will provide executive advice and support as needed.
- 5.3 The Committee shall meet a minimum of three times per year.
- 5.4 Quorum is set at a simple majority of voting members. Ex-officio and School of Continuing Education faculty members do not count toward or against quorum.
- 5.5 Meeting notes will be filed with the Academic Governance Council Secretariat.

Approved by Academic Governance Council

April 14, 2009 (Motion AGC-04-04-14-2009), to replace the Global College Council with MacEwan International Council

Amendments: May 26, 2009 (Motion AGC-03-05-26-2009)

Amendments: December 1, 2009: Updated as result of change of name to Grant MacEwan University (Motion AGC-09-11-17-2009)

Amendments: May 19, 2015: Updated composition; change of mandate from an administrative focus to a strategic focus; and, also change of name from MacEwan International Council to MacEwan Committee on Internationalization (motion AGC-02-05-19-2015), effective July 1, 2015

Amendments to composition, regarding supernumerary, and quorum, effective July 1, 2017: January 24, 2017 (motion AGC-13-01-24-2017)

Amendment to remove Work Plans, effective September 1, 2017: April 18, 2017 (motion AGC-09-04-18-2017)

Amendment to change wording of faculty complement, effective November 29, 2017 (motion AGC-05-11-28-2017)

Amendment to update mandate to reflect new Integrated Strategic Plan, editorial amendment to item 3.4, and removal of 3.1(h) Executive Director, Centre for the Advancement of the Faculty of Excellence (ex-officio, non-voting) (MCI-04-10-17-2018)

Question Period

Next Meeting
February 26, 2019 (contingency)
March 19, 2019

Future Agenda Items

Adjournment

Membership	Position	Term End
President		
Deborah Saucier	President (Chair of AGC)	ex-officio
Provost and Vice President Academic		
Craig Monk	Provost and Vice President Academic <i>pro tem</i>	ex-officio
Academic Staff (29)		
Faculty of Arts and Science (12)		
Nina Bernstein	Assistant Professor, Biological Sciences	31/Aug/19
Karen Buro	Chair, Mathematics and Statistics	31/Aug/19
Sarah Copland	Associate Professor, English	31/Aug/20
Nancy Digdon	Professor, Psychology	31/Aug/19
Pamela Farvolden	Associate Professor, English	31/Aug/20
Lucio Gelmini	Associate Professor, Physical Sciences	31/Aug/20
Kimberley Harcombe	Assistant Professor, Biological Sciences	31/Aug/20
Robert Irwin	Associate Professor, History	31/Aug/19
Shahidul Islam	Associate Professor, Economics	31/Aug/19
Susan Mills	Associate Professor, Philosophy	31/Aug/19
Josh Toth	Associate Professor, English	31/Aug/20
Andrea Wagner	Assistant Professor, Political Science	31/Aug/20
Faculty of Fine Arts and Communications (3)		
Raymond Baril	Assistant Professor, Music (Vice-Chair of AGC)	31/Aug/19
Travis Hatt	Assistant Professor, Theatre Production	31/Aug/21
Annetta Latham	Assistant Professor, Arts and Cultural Management	31/Aug/20
Faculty of Health and Community Studies (3)		
Catherine Hedlin	Assistant Professor, Child and Youth Care	31/Aug/19
Dave Kato	Interim Chair, Physical Education	31/Aug/19
Kevin Hood	Chair, Public Safety and Justice Studies	31/Aug/20
Faculty of Nursing (3)		
Kari Krell	Faculty, Interprofessional Education and Simulation Learning	31/Aug/20
Kathleen Miller	Assistant Professor, Bachelor of Science in Nursing	31/Aug/20
Randi Ziorio Dunlop	Assistant Professor, Psychiatric Nursing	31/Aug/19
School of Business (5)		
Rickard Enstroem	Associate Professor, Decision Sciences	31/Aug/19
	Associate Professor, International Business, Marketing, Strategy and Law	
Bob Graves		31/Aug/20
Albena Pergelova	Chair, International Business, Marketing, Strategy and Law	31/Aug/20
Raina Rudko	Associate Professor, Accounting and Finance	31/Aug/19
	Assistant Professor, Organizational Behaviour, Human Resources Management and Management	
Masoud Shadnam		31/Aug/19
School of Continuing Education (1)		
Peter Myhre	Instructor, English as an Additional Language	31/Aug/20
Professional Resource Faculty (2)		
Tamara Lane	Counsellor, Student Affairs	31/Aug/20
Lindsey Whitson	University Library	31/Aug/19

Membership	Position	Term End
Student Members (5)		
Jackie Kent	SAMU Vice-President Academic	30/Apr/19
Taegan Lloyd	Faculty of Nursing	31/Aug/19
Emily Gryba	Faculty of Fine Arts and Communications	31/Aug/19
Samantha Hay	Faculty of Health and Community Studies	31/Aug/19
Bekah Rychliski	Faculty of Arts and Science	31/Aug/19
Senior Officials (2)		
John McGrath	Vice-President, Resources and People	31/Aug/20
David McLaughlin	University Registrar	31/Aug/20
Deans (7)		
Melike Schalomon	Acting Dean, Faculty of Arts and Science	31/Aug/20
Allan Gilliland	Dean, Faculty of Fine Arts and Communications	31/Aug/20
Fred McGinn	Dean, Faculty of Health and Community Studies	31/Aug/20
Vince Salyers	Dean, Faculty of Nursing	31/Aug/20
Debbie McGugan	Dean of Libraries	31/Aug/20
Wanda Costen	Dean, School of Business	31/Aug/20
Heather McRae	Dean, School of Continuing Education	31/Aug/20
Support/ Supervisory Staff (2)		
Debbie Couves	Manager, Domestic Admissions	31/Aug/19
Krista Hanscomb	Student Advisor/ Recruiter, kihêw waciston	31/Aug/20
Alumnus (1)		
David Johnson	Management Studies Diploma - 2003	31-Aug-19

As of 28 November 2018

Attendance Record



ACADEMIC
GOVERNANCE COUNCIL

AGC Meeting Attendance Record 2018-2019

Last Name	First Name	Sep 25, 2018	Oct 30, 2018	Nov 27, 2018	Jan 22, 2019	Mar 19, 2019	Apr 16, 2019	May 9, 2019	Jun 7, 2019
Baril	Raymond	x	x	x					
Bernstein	Nina	R	x	x					
Buro	Karen	x	x	x					
Copland	Sarah	x	x	x					
Costen	Wanda	x	x	x					
Couves	Debbie	x	R	x					
Digdon	Nancy	x	x	x					
Enstroem	Rickard	R	R	R					
Farvolden	Pam	x	x	x					
Gelmini	Lucio	x	x	x					
Gilliland	Allan	x	x	x					
Graves	Bob	x	x	x					
Gryba	Emily	x	x	x					
Hanscomb	Krista	x	x	x					
Harcombe	Kimberley	x	x	x					
Hay	Samantha	x	x	R					
Hatt	Travis	-	x	x					
Hedlin	Catherine	x	x	x					
Hood	Kevin	x	x	x					
Irwin	Robert	x	x	x					
Islam	Shahidul	x	x	x					
Johnson	David	x	x	x					
Kato	Dave	x	x	x					
Kent	Jackie	x	x	x					
Krell	Kari	x	x	x					
Lane	Tamara	x	x	x					
Latham	Annetta	x	R	x					
Lloyd	Taegan	x	R	R					
McGinn	Fred	x	x	x					
McGrath	John	-	x	x					
McGugan	Debbie	x	x	x					
McLaughlin	David	x	x	x					
McRae	Heather	x	x	x					
Miller	Kathleen	x	x	x					
Mills	Susan	x	x	x					
Monk	Craig	x	x	x					
Myhre	Peter	x	x	x					
Pergelova	Albena	x	x	x					
Rudko	Raina	x	x	x					
Rychliski	Bekah	x	x	R					
Salyers	Vince	x	x	x	R				
Saucier	Deborah	x	x	R					
Schalomon	Melike	x	x	x					
Shadnam	Masoud	x	x	x					
Toth	Josh	x	x	x					
Wagner	Andrea	x	x	x					
Whitson	Lindsey	R	x	x					
Ziorio Dunlop	Randi	x	R	x					
"- " = N/A, x=Present, R=Regrets Provided, A=Absence without notice									



2018-2019 Meeting Schedule

Meeting	Time	Room	Material Deadline
Tue, September 25, 2018	5:30 -8:00 pm	9-201	August 27, 2018
Tue, October 30, 2018	5:00-8:00 pm	9-201	October 1, 2018
Tue, November 27, 2018	5:00-8:00 pm	9-201	October 29, 2018
Tue, January 22, 2019	5:00-8:00 pm	9-201	December 17, 2018
<i>Tue, February 26, 2019 (c)</i>	<i>5:00-7:00 pm</i>	<i>9-201</i>	<i>February 19, 2019</i>
Tue, March 19, 2019	5:00-8:00 pm	9-201	February 19, 2019
Tue, April 16, 2019	5:00-8:00 pm	9-201	March 18, 2019
Thu , May 9, 2019	5:00-8:00 pm	9-201	April 8, 2019
Fri , June 7, 2019	1:00-4:00 pm	9-201	May 13, 2019

(c) = contingency

Updated September 24, 2018