GENERAL FACULTIES COUNCIL
AGENDA

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˝ Exhibits personal safety behaviors, and inspires others to do the same

˝ Demonstrates safety as a top priority by working and communicating with team members to identify and limit hazardous situations, even in the presence of other job pressures such as scheduling and costs.

- " safety moments

- " ask if anyone has any safety concerns when appropriate

- " report a hazard to Facilities or Security such as an icy patch on a sidewalk or a coyote near the daycare, and encourage your team to do the same

- " get out of your office and talk with your staff about safety where they work; attend their team meetings

- " participate in a safety inspection

- " acknowledge staff who make contributions such as:
  - " raising a safety concern
  - " addressing a safety hazard in the office
  - " doing a good investigation into a safety incident
  - " participate on a safety team/committee

″ we have 7 leading indicators that we track on our EHS dashboard; hold yourself and your staff accountable to meet the safety standards that are tracked by the dashboard in the areas of:

  ″ Completion and closing out of incident investigations; Completion of mandatory EHS training; Completion of lab self inspections and chemical reconciliations

″ Set the expectation that safety procedures and rules are followed all the time

″ Communicate your safety expectations, goals, how safety issues were resolved

″ Open, honest, direct style

″ Two way communication   encourage staff to ask questions, raise concerns

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″ Being proactive will help to avoid safety complacency

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2022-01-26		X		
X	General Faculties Council	2022-02-10	X			

NEXT STEPS

Once the distribution is approved by the GFC, the University Secretariat will contact the Deans to communicate the number of academic staff member seats assigned to their Faculty and to request that elections be held as necessary.

SUPPORTING MATERIALS

1. Distribution of Elected GFC Membership, 2022-2023

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meetings held on January 10, 2022 and January 31, 2022

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

January 10, 2022

Approval for the Suspension of the PhD in Music Specializations in Composition, Musicology and Sonic Arts

The APPC reviewed the proposal from the School of Creative and Performing Arts (SCPA) to suspend three specializations in the Doctor of Philosophy (PhD) in Music: the Specialization in Composition, the Specialization in Musicology, and the Specialization in Sonic Arts.

The APPC learned that the suspensions were based on reduced supervisory capacity and that the three-year suspension period will allow time to review the sustainability of the specializations.

The APPC approved the three-year suspension of the specializations within the PhD in Music for the Specialization in Composition, the Specialization in Musicology, and the Specialization in Sonic Arts.

Approval for the Suspension of the Master of Music - Specialization in Conducting

The APPC reviewed the proposal from the SCPA for the suspension of the MMus Specialization in Conducting.

The APPC learned that the decision to suspend the specialization is based on limited supervisory capacity and that the SCPA will review the specialization during the three-year suspension period to determine if it can be sustainable.

The APPC approved a three-year suspension of the Specialization in Conducting within the Master of Music.

Approval of the Change in Course Requirements for the Master of Arts - Specialization in Musicology

The APPC reviewed the proposal from the SCPA to change the current course requirements for the thesis-based MA in Musicology, which reduces the required course work from 24 to 18 units.

The APPC learned that the reduction in units of course work will streamline the program, allow students to begin their thesis research
Division.

The APPC approved the change in course requirements for the Master of Arts (Specialization in Musicology).

Approval of the Creation of a Course-Based Master of Arts (MA) in Sociology

The APPC reviewed the proposal for the creation of a course-based MA in Sociology.

The APPC learned that the course-based MA in Sociology option will provide students with an alternate program route that is shorter in duration compared to the thesis-based program; the research component is sufficient for students to progress to a PhD; and the course-based program is eligible for the Social Sciences and Humanities Research Council (SSHRC) funding.

The APPC discussed the importance of recognizing the distinctions between Indigenous engagement and Equity, Diversity and Inclusion (EDI), and the need to address each of these principles and values separately and intentionally include information on these principles within program proposals to formally recognize the .

The APPC recommend that amendments be made to the proposal to address Indigenous engagement and EDI separately; expand on how the Department/program and Faculty is working to advance institutional initiatives; explain how the proposed program aligns with national trends in the discipline of Sociology on matters of decolonization, globalization, equity, etc.

Due to the significant nature of the requested amendments, the APPC provisionally approved the proposal for the creation of a course-based MA in Sociology and requested the revised proposal documents be provided to the Co-Chairs for review and final sign-off.

<u>Approval for the Revisions to the Academic Regulations Section M of the Graduate Chapter of the University Calendar</u>

The APPC reviewed the proposed changes to Section M. *Thesis Examinations* of the Graduate Chapter of the University Calendar, learning that the changes include the addition of an Advisory Member to the thesis examination committee to serve as a knowledge expert. The APPC also learned that the Guidelines for Examiners is being revised by the Faculty of Graduate Studies (FGS) to include specific instructions on when examiners and advisory member(s) will be present during thesis examinations.

The APPC approved the revisions to the Academic Regulations Section M. *Thesis Examinations* in the Graduate Chapter of the University Calendar.

<u>Approval of the Addition of Section A.7 to the Graduate Chapter of the University Calendar</u>

The APPC reviewed the proposed changes, which include the addition of a new section titled A.7 *Laddered Pathway* in the Admissions section of the Graduate Chapter of the University Calendar. The APPC learned that the changes create consistent terminology and structure for stackable credentials across graduate and undergraduate programs.

The APPC approved the addition of Section A.7 *Laddered Pathway* to be included in the Admissions Section of the Graduate Chapter of the University Calendar.

<u>Approval of the Revisions to Section A.6 of the Graduate Chapter of the University Calendar</u>

The APPC reviewed the proposed changes to Section *A.6 Advanced Credit* of the Graduate Chapter of the University Calendar, which include clarifying information for course exemptions and distinguishes between advanced credit and course exemptions.

Approval of the Revisions to Academic Regulations Section F.1.3   in the
University Calendar

The APPC reviewed the proposed changes to Section *F.1.3 Flexible Grade Option (CG Grade)* in the University Calendar, which include adding the option to use the Credit Granted (CG) grade in certain graduate programs. The APPC learned that the changes would permit graduate students to elect a CG grade up to a maximum of 3 units per credential and that each program will determine if a CG grade is appropriate, and programs will not be required to implement a CG grade.

The APPC approved the revisions to the Academic Regulations Section F.1.3 *Flexible Grade Option (CG Grade)* in the University Calendar.

<div align="center">January 31, 2022</div>

Approval of the Creation of the Minor in Software Engineering

The APPC reviewed the proposal for the Creation of a Minor in Software Engin q 0 0 612 7nlT Gq ( )-5996 Gq ((((((i-5(r)12.0

the successful completion of the MMgmt at UCalgary. It was reported that there are no changes to the MMgmt being proposed, and that this is a change to delivery only.

The APPC discussed the format of the program; why the HSB believes this will be an attractive option for students given the extended time in program and cost; the differential experience students from equity seeking groups may have in an international environment; who is accountable for students who participate in Dual Degrees; and supports in place for students through UCalgary International and reputational risk.

The APPC approved the Dual Degree delivery of the Master of Management (University of Calgary) and the Master of Science (Technical University of Munich), effective Fall Term 2022 with the condition that the program address the resources and supports that are or will be put in place to prepare UCalgary students before they begin studying at TUM and what supports will be in place should students face challenges while at TUM, in particular with Indigenous students and students from other equity seeking groups in mind.

<u>Approval of the Creation of the Interdisciplinary Specialization in Computational Neuroscience</u>

The APPC received the proposal for the creation of the Interdisciplinary Specialization in Computational Neuroscience, which will be hosted by Physics and Astronomy (PHAS), Faculty of Science and the Neuroscience

for the meeting held January 18, 2022

This report is submitted on behalf of the Teaching and Learning Committee (TLC).

Discussion included:

- Barriers to EL include scheduling issues, geographical barriers, and a lack of accommodations for students with disabilities

- The scalability of EL programs can be a challenge, and it can take time to develop strong EL programs

- During this period of reduced institutional resources it can be difficult to operate EL programs, however there are some funding opportunities available

- It is desired for all students to have at least one EL opportunity, but at this time it is necessary to consider where EL opportunities are most needed

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