



General Faculties Council  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**  
Approved Minutes

January 15, 2024, 2:00-4:30 p.m.

AD 167 (Governors Boardroom)/Zoom

---

***Voting Members***

Robin Yates (Co-Chair)  
Dawn Johnston (Academic Co-Chair)  
Mark Bauer\*  
Marjan Eggermont\* – left during Item 7  
Barbara Brown  
Sheri Madigan – arrived during Item 7  
Malinda Smith  
Shawna Cunningham  
Kristin Baetz  
Shazia Jinnah Morsette\*

***Regrets***

Christine Johns  
Kirsten Nepriily  
Cydnee Seneviratne  
Leighton Wilks  
Melanie Zimmer

***Guests***

Jeffrey Priest (Associate Dean, Graduate Studies & MEng Program, Schulich School of Engineering) – for Item 4  
Alanna Wall (Senior Manager, Experiential & Work-Integrated Learning, Schulich School of Engineering) – for Item 4  
Marlon Simmons (Associate Dean, Graduate Programs, Werklund School of Education) – for Item 5  
Violet Baron (Director of Strategic Education Initiatives, Werklund School of Education) – for Item 5  
Signe Bray\* (Associate Professor, Department of Radiology, Cumming School of Medicine) – for Item 6  
Tara Beattie (Interim Dean & Vice-Provost, Graduate Studies and Co-Chair of Graduate Academic Program Subcommittee) – for Items 4, 5, and 6  
Penny Werthner (Interim Provost & Vice-President Academic) – for Item 7  
Buffy St-Amand (Director, Strategic Global Initiatives, University of Calgary International) – for Item 8

***Non-Voting Members***

Hannah Ashton\*

***Secretary***

Courtney McVie

***Scribe***

Holly Lywin

***Observers & Resource Personnel***

Kelly Hoglund\*  
Elizabeth Pando  
Karen Quinn\*  
Jaclyn Carter\*

---

*\*Attended virtually*

The Academic Co-Chair called the meeting to order at 2:08 p.m. and confirmed quorum.

### **1. Approval of the Agenda & Traditional Land Acknowledgement**

The Academic Co-Chair provided the traditional land acknowledgement.

#### **Moved/Seconded**

That the Agenda for the January 15, 2024 Academic Planning and Priorities Committee meeting be approved.

**Carried**

### **2. Remarks of the Co-Chairs**

The Co-Chair welcomed Hannah Ashton, the Management and Professional Staff (MaPS) Representative, who has returned from a leave.

The Co-Chair shared that Wendy Benoit has commenced her role as the Interim Vice-Provost (Teaching and Learning) and that the new Director of the School of Public Policy, Martha Hall Findlay, has also started in her role. The decanal searches for the Schulich School of Engineering, the Faculty of Law, and Faculty of Graduate Studies are underway.

Finally, the Co-Chair shared that a Principles of Program Priorities document is being developed to help address some of the questions routinely posed to proponents of new programs, and to provide guidance to proponents at the outset of the proposal creation process.

### **3. Approval of the December 11, 2023 Meeting Minutes**

Documentation was circulated with the Agenda.

An editorial amendment was noted to correct "SUSE 469" to "SUSE 409".

#### **Moved/Seconded**

That the Minutes from the December 11, 2023 Academic Planning and Priorities Committee meeting be approved, with the requested amendment.

**Carried**

### **4. Approval of the Creation of the Master of Engineering (MEng) with Internship Degree Program**

Documentation was circulated with the Agenda. Jeffrey Priest, Associate Dean, Graduate Studies & MEng Program, Schulich School of Engineering (SSE), and Alanna Wall, Senior Manager, Experiential and Work-Integrated Learning, Schulich School of Engineering, presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS) provided a preamble on the GAPS recommendation.

Highlights:

- The GAPS Co-Chair provided an overview of the Subcommittee's recommendations to the proposal, which included the addition of:

- Information regarding the expected benefits to the community as a complement to the outlined learner benefits
- Clarification on admission qualifiers
- Details regarding in-program supports for Indigenous students
- Information on how students will be supported if they encounter difficulties with employers during their internships
- The presenters provided an overview of the program proposal, noting that it addresses the need to expand Work-Integrated Learning opportunities for international students in particular and that the expected initial enrolment is 150 students with plans to expand
- In response to questions, it was explained that:
  - Graduate student internship placements are not expected to take away from undergraduate opportunities because positions for graduate students require a higher level of technical understanding and skill. Industry consultation indicates there is demand for interns at both the graduate and undergraduate level and the Engineering Career Centre will work with employers on delineating the level of internship positions.
  - The SSE is highly engaged with employers involved in its internship programs which facilitates the identification of students that need more support. The SSE is planning to build an inventory of supports available to students by internship employers through a forthcoming survey of undergraduates currently participating in the Internship Program.
  - The Engineering Career Centre vets all internship positions, which includes a review of the job description as well as harassment and safety policies
  - EDIA supports will be expanded as the program unfolds, working closely with the SSE's Associate Dean for Equity, Diversity, Inclusion and Accessibility
- The Committee suggested further consideration be given to relationship-building with Indigenous communities to foster mentorship and work opportunities for students. It was noted that many Indigenous alumni working in the industry are doing Indigenous Relations work rather than engineering, which is not the type of work experience this program is intending to target. The proponents clarified that job profile reviews are done to ensure opportunities are for engineering roles.
- It was also suggested that the proponents connect with the Director for Research Security in the Research Services Office as new limitations from the federal government may have implications for international students in internships
- A typographical correction was requested to strike the word "undergraduate" from references to the appeals process on page 14 of the proposal. It was also noted that the budgeted cost-of-living increases in the proposal should be revised to align with the University's Collective Agreements.
- The Co-Chairs commended the proponents for all the work that went into the development of this program

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of the Master of Engineering (course-based) with Internship, effective September 2024, as recommended by the Graduate Academic Program Subcommittee and as set out in the documents provided to the Committee.

**Carried**

### **5. Approval of the Creation of the Specialization in School Counselling within the Master of Education (MEd) in Educational Research (EDER) Degree Program**

Documentation was circulated with the Agenda. Marlon Simmons, Associate Dean, Graduate Programs, and Violet Baron, Director of Strategic Education Initiatives, from the Werklund School of Education, presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS) provided a preamble on the GAPS recommendation.

#### Highlights:

- The presenters outlined the new specialization proposed for the Master of Education (MEd) in Educational Research (EDER) degree program, which has been designed to appeal to teachers who are aspiring to become school counsellors. Completion of this specialization will not lead to registration as a professional psychologist.
- This specialization will be one of seven options available to students in the certificate to diploma to MEd ladder pathway program (also referred to as the MEd Interdisciplinary Route)
- The curriculum underscores research, working alliance skills, ethical considerations, health promotion, and social justice, aligning with the expertise of the Werklund School of Education (WSE) in educational research and psychology
- In response to questions, it was explained that:
  - The curriculum has been designed to incorporate decolonization and the Indigenous lens with community-engaged perspectives
  - The program is targeting those who are already employed as educators and was developed in consultation with the Calgary Board of Education (CBE). School counselling is not a regulated profession in Alberta and most school counsellors in the CBE are teachers who do not have specific training in this regard.
  - The intention of this program is not specifically to get graduates hired as school counsellors but rather to provide professional development for current teachers that allows them to better support their students
  - Admission is not limited to those who are working teachers to ensure that the program is open to individuals who are interested in developing these skills for other reasons (e.g., those working with community groups)
- The Committee requested clarification in the proposal to separate Indigenous from broader EDIA topics, as well as clear guidance in the admissions process to ensure applicants are aware this program will not lead to registration as a professional psychologist and that only those who are teachers can be employed as school counsellors

#### **Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of the Specialization in School Counselling within the Master of Education in Educational Research (Interdisciplinary Route), effective Summer 2024, as recommended by the Graduate Academic Program Subcommittee and as set out in the proposal provided to the Committee.

**Carried**

**6. Approval of the Addition of the Interdisciplinary Specialization in Computational Neuroscience (CNEU) to the MSc and PhD programs in Biomedical Engineering (BMEN), Computer Science (CPSC), and Psychology (PSYC)**

Documentation was circulated with the Agenda. Signe Bray, Associate Professor, Department of Radiology, Cumming School of Medicine, presented these items. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS) provided a preamble on the GAPS recommendation.

Highlights:

- The presenter provided an overview of the existing interdisciplinary graduate specialization in Computational Neuroscience (CNEU), which is currently only available to thesis-based graduate students in the Physics and Astronomy and Neuroscience programs. The curriculum spans neuroscience fundamentals, advanced statistics, mathematical modelling, network sciences, computational physics, and machine learning.
- The specialization was launched in September 2023 and currently has four students
- Members of the Committee expressed appreciation for the interdisciplinary nature and strength of the program

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the proposal to add the Interdisciplinary Specialization in Computational Neuroscience to the MSc (thesis-based) and PhD programs in Biomedical Engineering, Computer Science, and Psychology, effective September 2024, as recommended by the Graduate Academic Program Subcommittee and as set out in the documents provided to the Committee.

**Carried**

**7. Recommendation of the Academic Innovation Plan**

Documentation was circulated with the Agenda. Penny Werthner, Interim Provost and Vice-President (Academic) presented this item.

Highlights:

- The Academic Innovation Plan is a three-year strategy that focuses on operationalizing the goals of the overarching seven-year institutional strategic plan, *Ahead of Tomorrow*. The shorter timeline will ensure flexibility for the University with strategic objectives across four domains: Transformative Student Experience, Innovative Academic Programs, Leading in Teaching and Learning, and Inclusive, Caring, and Sustainable Campus Culture.
- The plan underwent community feedback leading to several key themes that underscored the importance of providing sufficient resources, precise definitions, and a well-defined roadmap to ensure the plan's successful execution. In response to this feedback, adjustments were made including language refinement, metric definitions, and the addition of activities related to faculty and staff engagement. Changes were also made to ensure clarity. The proponent reported these amendments to the Committee.
- The Committee reviewed the proposal and shared that the incorporation of the feedback received to date has strengthened the plan. The Committee also noted that:

- Key Initiative 3.1 is broader than Teaching and Learning but there was an understanding that this has to sit somewhere even though it expands beyond this one Domain. The importance of this initiative related to research and what recognition will mean was discussed. It was noted this will be expanded upon as the plan moves to implementation.
- Initiative 4.1 should be expanded once the Equity, Diversity, Inclusion, and Accessibility strategy is in place
- In response to questions, the presenter explained that:
  - Regarding Domain #3: Leading in Teaching and Learning, it was clarified that although workload increases resulting from staff cuts were not explicitly brought up during stakeholder consultation, University leadership is aware of this issue. It was acknowledged that increases in student enrolment will require increases in resources.
  - Domain #3 underscores the University's commitment to attracting, engaging, and retaining a diverse and talented faculty and staff. This initiative serves as a nexus, providing enriched opportunities for professional development, fostering community engagement, and aligning with the Research and Innovation Plan.
  - Key Initiative 1.2.a only applies to undergraduate students
  - Postdoctoral Fellows (postdocs) are included in the Academic Innovation Plan as staff members and are not referred to separately as a specific group, but consideration will be given to where it would be prudent to specifically identify them
- Requested amendments included:
  - Within Key Initiative 4.2.a, the term "cultural competency" should be replaced with "inter-cultural capacity" to align with other University documents including *ii' taa'poh'to'p*, and "partnerships" should be added to the list of Indigenous ways
  - Key Initiative 4.2.b should clarify that the commitment is *ii' taa'poh'to'p* and Indigenous Engagement is part of that commitment
  - An addition to Domain #2 regarding course materials for undergraduates that captures work already being done through the Taylor Institute of Teaching and Learning. The member appointed by the Students' Union will send proposed language to the proponent.

#### **Moved/Seconded**

That the Academic Planning and Priorities Committee (APPC) recommend that the General Faculties Council (GFC) approve the Academic Innovation Plan, in the form provided to the APPC, with the reported and requested amendments, and authorize the proponent to make non-substantive changes to the Academic Innovation Plan prior to its presentation to the GFC.

**Carried**

#### **8. Mid-Term Review Report for the International Strategy**

Documentation was circulated with the Agenda. Robin Yates, Deputy Provost, and Buffy St-Amand, Director, Strategic Global Initiatives, University of Calgary International (UCI), presented this item for discussion.

Highlights:

- The presenters provided an overview of the midterm report on the International Strategy’s quality assurance review, which was completed in 2019. There were 23 recommendations made by the reviewers and several recommendations have now been implemented, informing the Global Engagement Plan 2020-2025.
- Progress on the recommendations has been impacted by the COVID-19 pandemic, leadership transitions, and budget challenges. With the launch of the University’s new Strategic Plan, *Ahead of Tomorrow*, there is an opportunity to reassess the recommendations and align them with current operations and emerging priorities going forward.
- The report includes seven years of data, as well as a response to the recommendations from the Provost’s International Strategy Committee (PISC)
- Challenges pertaining to student housing were not included in the report as it was not an issue at the time of the review. It was noted that this is now an issue on which UCI is fully engaged.

**9. Status of Program Approvals Report**

Documentation was circulated with the Agenda for information only.

**10. Subcommittee Reports**

Documentation was circulated with the Agenda for information only.

The Graduate Academic Program Subcommittee provided a report for the meeting held December 13, 2023. The Calendar and Curriculum Subcommittee provided a report for the meeting held December 14, 2023.

**11. Other Business**

There was no other business.

**12. Adjournment**

**Moved/Seconded**

That the Academic Planning and Priorities Committee adjourn the January 15, 2024 meeting.

**Carried**

The meeting was adjourned at 4:27 p.m.

---

Courtney McVie, University Secretary