

General Faculties Council
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Approved Minutes

Meeting #109
October 21, 2019, 2:00 p.m.

A167

Voting Members

Dru Marshall, Co-Chair
Tara Beattie, Academic Co-Chair
Elena Braverman
Nicole Culos-Reed
Dawn Johnston
Andy Knight
Jessica Revington
Jackie Sieppert

Non-Voting Members

Paul Rogers
Florentine Strzelczyk

Secretary

Susan Belcher

Scribe

Cherie Tutt

Regrets

Mohammed Mansouri
Barry Wylant
Melanie Zimmer

Guests

Susan Barker, Co-Chair of the Calendar and Curriculum Subcommittee – present for Items 4 & 5
Deborah Book, Legal Counsel – present for Item 11
Danelle Greebe, Associate Director, Domestic Programs, Continuing Education – present for Item 8
Erin Kaipainen, Senior Specialist, Taylor Institute for Teaching and Learning – present for Item 9
Ellie Khaksar, Program Manager, Continuing Education – present for Item 8
Christine Johns, Senior Director (Academic & International Strategies)
Sheila Leblanc, Director, Continuing Education – present for Item 6
Jon Meddings, Dean, Cumming School of Medicine – present for Item 10
Leslie Reid, Co-Chair of the Academic Program Subcommittee – present for Items 7 -9
Lisa Stowe, Director of Experiential Education, Taylor Institute for Teaching and Learning – present for Item 9
Robin Yates, Interim Dean and Vice-Provost (Graduate Studies) – present for Item 11

Observers

Sara Fedoruk, Analyst, Planning and Reviews – present for Items 8-10

The Co-Chair called the meeting to order at 2:02 p.m. and confirmed quorum.

1. Approval of the Agenda**Moved/Seconded**

That the Agenda for the October 21, 2019 Academic Planning and Priorities Committee meeting be approved.

Carried**2. Remarks of the Co-Chair and Academic Co-Chair**

The Co-Chair included the following in her remarks:

- The federal election is being held today
- The provincial budget will be announced later this week. The University's pre-budget town hall held last week was well attended and generated good discussion. Following the budget announcement, the University will publish a UToday Story and host another budget town hall to update the University community.
- The Provost and Vice-President (Academic) will be travelling to Doha in early November to attend a University of Calgary in Qatar Board meeting
- In response to a question, it was confirmed that a story launching the University's budget IdeaScale will be published in UToday tomorrow, members were encouraged to submit their ideas through the website <https://ucalgary.ideascale.com/>

The Academic Co-Chair made no remarks.

3. Approval of the September 30, 2019 Meeting Minutes

Documentation for this item was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Academic Planning and Priorities Committee meeting held on September 30, 2019 be approved.

Carried**4. Calendar and Curriculum Subcommittee Report for the September 19, 2019 Meeting**

Documentation for this item was circulated with the Agenda. Susan Barker presented this item.

In response to a question, it was explained that the proposed changes to the 'Required to Withdraw Students' and 'General Admissions' regulations were brought to the Calendar and Curriculum Subcommittee (CCS) for discussion first, in order to allow members to gather feedback from their Faculties, and will be brought back to the next CCS for recommendation to the Academic Planning and Priorities Committee (APPC).

5. Approval of 2019-2020 Calendar and Curriculum Subcommittee Work Plan

Documentation for this item was circulated with the Agenda. Susan Barker presented this item.

Highlights:

- The proponent explained that the CCS Work Plan includes both routine Calendar changes for the Faculties and changes which require broad consultation and review, such as the Waitlists item or the 'Transfer Credit' regulations
- In response to a question, it was clarified that the work plan item labelled 'Review and Recommend changes to the Academic/Transcript Notations' will focus on the use of the transcript notations available in the PeopleSoft system and that it is connected to, but separate from, the large scale review of transcripts in relation to assessment and grading

Moved/Seconded

That the Academic Planning and Priorities Committee (APPC) approve the Calendar and Curriculum Subcommittee Work Plan for the 2019-2020 academic year, in the form provided to the APPC.

Carried

6. Recommendation of Revisions to the Program Proposal Approval Process (for Continuing Education/Non-Credit Credentials)

Documentation for this item was circulated with the Agenda. Dru Marshall, Provost and Vice-President (Academic), Sheila Leblanc, and Christine Johns presented this item.

Highlights:

- The proponents explained that the proposed change to the Program Proposal Approval Process eliminates the Academic Program Subcommittee (APS) from the routing of Continuing Education/Non-Credit credentials. Before coming to the APPC for final approval, these proposals will go to the Decision Support Team and the Faculty/educational unit council. The proposed changes continue to ensure program quality is maintained while also allowing the University to be more responsive when developing these types of programs.
- In response to questions, it was explained that:
 - Removing the requirement for proposals to be taken to the APS should speed up the process by six to eight weeks
 - As per the Non-credit Professional and Continuing Education Credentials Framework only Certificate and Diploma credentials will be brought to the APPC for approval
 - At this time the University is not required to submit Continuing Education/Non-Credit credentials to the provincial government for approval or information
 - Typically, the amount and nature of revisions requested by the APS have been minimal, and the majority of the revisions to proposals come from the Faculty/educational unit level

- Other examples of educational units aside from Continuing Education include the Taylor Institute and the School of Public Policy
- The use of the term 'educational unit' is consistent with the nomenclature used in the Non-credit Professional and Continuing Education Credentials Framework
- Continuing Education/Non-Credit credentials are suspended and terminated at the Faculty/educational unit level, based on demand. In order to improve transparency, the proponents are considering options for reporting this information.
- The Committee discussed the importance of ensuring the University is offering quality Continuing Education/Non-Credit credentials, while not creating bureaucratic processes for developing these types of credentials

Moved/Seconded

That the Academic Planning and Priorities Committee recommend that the General Faculties Council approve the revised Program Proposal Approval Process, in the proposal provided to the Committee.

Carried

7. Academic Program Subcommittee Report for the October 7, 2019 Meeting

Documentation for this item was circulated with the Agenda. Leslie Reid presented this item.

In response to a question, it was explained that the Embedded Certificate in Entrepreneurial Thinking proposal requires further work before it will be ready to come forward for recommendation and approval. It was reported a team has now been put in place to assist the proponents with preparing the proposal.

8. Approval of the Creation of a Digital Marketing Non-Credit Certificate

Documentation for this item was circulated with the Agenda. Leslie Reid, Danelle Greebe, and Ellie Khaksar presented this item.

Highlights:

- The proponents provided a brief overview of Continuing Education. It was reported that the 100-hour non-credit Digital Marketing Certificate (DMC) is being proposed, at this time, due to the changing needs of the marketing industry and increasing student demand. It was explained that the new certificate is also complementary to the existing Marketing non-credit Certificate.
- In response to questions, it was reported that:
 - Students are able to complete both the Digital Marketing and the Marketing certificates
 - The five core courses associated with the DMC are all new
 - Continuing Education does not have an assessment process during admission to gauge a student's marketing knowledge, but the program website will specify the audience the certificate is intended for and suggest that students without a background complete the Marketing Principles course prior to enrolling in the Digital Marketing Certificate. The BCM

380 Foundations of Digital Marketing course will also serve as a good checkpoint for students to self-assess their knowledge base.

- It is hoped that both certificate programs will create demand for each other
- The Committee discussed:
 - The different audiences for the Digital Marketing and Marketing certificates
 - The risk of reducing demand for the Marketing Certificate if students can opt to do a shorter Digital Marketing Certificate

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the non-credit Digital Marketing Certificate (Continuing Education), as set out in the proposal provided to the Committee, and as recommended by the Academic Program Subcommittee.

Carried

9. Experiential Learning Plan

Documentation for this item was circulated with the Agenda. Leslie Reid, Erin Kaipainen, and Lisa Stowe presented this item.

Highlights:

- The proponents reviewed the increasing focus on the value of Experiential Learning (EL) from industry and governments and the need for moving the University's plans in this area further forward
- The proponents explained that the proposed EL Plan sets out two bold targets: 1.) All undergraduate students have the opportunity to participate in at least two EL activities before graduate, and 2.) All graduate students have the opportunity to participate in at least one EL activity before graduation. The plan also provides a framework and definition for EL at the University and sets priorities for scaling EL.
- The Committee discussed:
 - Other post-secondary institutions' responses to the EL movement, in particular concerning the two proposed targets
 - The EL definition and the five categories of EL, which the 28 different types of EL activities have been sorted into 1.) Work-integrated learning, 2.) Co-curricular EL 3.) Research-based EL, 4.) Curriculum-integrated EL, and 5.) Community-engaged EL. It was noted that a sixth category relating to Entrepreneurial Thinking had been discussed in another forum.
 - The use of the words *opportunity to participate* in the targets and if this should be replaced with *will participate*. In general, the Committee was in favour of using the word *opportunity*, at this time, to allow time for training and supports to put in place for academic staff and to create better visibility and raise awareness of EL activities, but that *will participate* should be a longer-term goal.

- What category 300 or 400 design courses would fit into, and the proponents agreed to connect with the Schulich School of Engineering to further discuss where these types of courses fit
- The graduate student target, the challenges associated with meeting it, and how to convert graduate student research into a high-impact EL activity
- The importance of adapting/modifying activities, which are already in place so that they meet the requirements of a high-impact EL activity
- The Committee suggested that:
 - It be clarified that the targets refer to two high-impact EL activities
 - The EL Plan be taken to a Faculty of Graduate Studies Council meeting to seek further feedback on how to incorporate a high-level EL activity for all graduate students
 - Idea sharing events be organized for professional schools to share examples of how they approach EL
 - A system needs to be put in place to ensure that different areas on campus are coordinating when connecting with community partners regarding EL opportunities
- It was reported that the EL Plan will be taken to several other committees for consultation prior to being brought to General Faculties Council for approval in December

10. Quality Assurance Mid-Term Review Report: Cumming School of Medicine

Documentation for this item was circulated with the Agenda. Dru Marshall and Jon Meddings presented this item.

Highlights:

- The proponents reported on the progress made on the recommendations from the Cumming School of Medicine (CSM) 2016-2017 unit review. It was noted that the 2016-2017 review was very positive and identified several recommendations that the CSM was already moving forward with or has since implemented.
- In response to questions, the proponents explained:
 - The process for setting the review team's mandate and in what type of circumstances recommendations relating to creating specific curriculum or programs may be appropriate
 - The issues associated with managing accreditation requirements and trying to incorporate elective options earlier into the University's 3-year Undergraduate Medical Education program and the impact that this has on students when they are applying to the Canadian Resident Matching Service (CaRMS). The CSM noted the advocacy being done at a national level to help improve the CaRMS process.
 - An accreditation review for the Postgraduate Medical Education program will take place in 2023 and 2024 for the Undergraduate Medical Education program
- The Committee discussed how the Centre for Health Informatics will help to move the Faculty forward and the value of data in transforming healthcare

11. Revisions to the Graduate Student Supervision Policy and Procedure

Documentation for this item was circulated with the Agenda. Robin Yates and Deborah Book presented this item.

Highlights:

- The proponents reported that the Graduate Student Supervision Policy came into effect in 2015 and that the proposed revisions are focused on addressing expectations and processes relating to close personal relationships between students and their supervisors, co-supervisors, and supervisory committee members
- It was explained that the revised policy outlines the requirements of a supervisor, co-supervisor or supervisory committee member if a close personal relationship does develop with a student
- It was noted that in conjunction with these changes and the work being done by the Provost's Taskforce on Relationships, other changes may be identified for other University policies, such as the Code of Conduct
- The Committee discussed:
 - The number of complaints that arise as a result of these types of relationships and the importance of addressing standards and expectations in University policy
 - Ensuring that students are not penalized as a result of these relationships coming to light and the importance of maintaining discretion in these situations
- In response to a question, it was explained that relationships between members of a supervisory committee are addressed in the Best Practices for Supervisory Committees document and may be dealt with as a conflict of interest if they arise
- The Committee suggested that:
 - Under the 'Related Operating Standards' section of the Policy that the Best Practices for Students document be added to ensure that students are aware of the disclosure mechanisms
 - Prior to the proposal moving forward to the General Faculties Council that the language in the briefing note related to the Taskforce on Relationships be revised

12. Approved APPC 2019-20 Work Plan

Documentation for this item was circulated with the Agenda for information only.

13. Status of Program Approval Report

Documentation for this item was circulated with the Agenda for information only.

14. Other Business

There was no other business.

15. Adjournment

Moved/Seconded

That the Academic Planning and Priorities Committee adjourn the October 21, 2019 meeting.

Carried

The meeting was adjourned at 3:53 p.m.

Susan Belcher
University Secretary