

General Faculties Council
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Approved Minutes

Meeting #115
February 24, 2020, 2:00 p.m.

A167

Voting Members

Tara Beattie, Academic Co-Chair
Elena Braverman
Nicole Culos-Reed
Dawn Johnston – left after Item 4
Mohammed Mansouri
Jessica Revington
Jackie Sieppert
Barry Wylant

Non-Voting Members

Violet Baron
Paul Rogers
Melanie Zimmer – arrived during Item 4

Secretary

Susan Belcher

Scribe

Jaclyn Carter

Regrets

Dru Marshall
Andy Knight
Florentine Strzelczyk

Guests

Susan Barker, Vice Provost, Student Experience – present for Item 9
John Brown, Dean, School of Architecture, Planning and Landscape – present for Item 4
Amy Burns, Associate Dean, Undergraduate Programs in Education, Werklund School of Education – present for Items 6-7
Elena Di Martino, Associate Professor, Department of Civil Engineering; Director, Centre for Bioengineering Research and Education (CBRE), Schulich School of Engineering – present for Item 8
Kimberly Johnston, Associate Dean, Academic and Planning; Teaching and Learning, Schulich School of Engineering – present for Item 8
Michael Kallos, Professor, Department of Chemical and Petroleum Engineering; Director, Biomedical Engineering Graduate Program, Schulich School of Engineering – present for Item 8
Leslie Reid, Co-Chair, Academic Program Subcommittee and Chair, Decision Support Team – present for Items 5-8
Jeff Stransky, Student Ombudsperson – present for Item 9
Robin Yates, Co-Chair, Graduate Academic Program Subcommittee – present for Item 4

Observers

Sara Fedoruk, Analyst, Planning and Reviews – present for Items 4-8
Kelly Hoglund, Program Proposal Specialist – present for Items 4-8
Christine Johns, Senior Director (Academic & International Strategies) – arrived during Item 4

The Co-Chair called the meeting to order at 1:59 p.m. and confirmed quorum.

1. Approval of the Agenda

Moved/Seconded

That the Agenda for the February 24, 2020 Academic Planning and Priorities Committee meeting be approved.

Carried

2. Remarks of the Academic Co-Chair

The Academic Co-Chair provided a brief overview of the University's preparations for the upcoming provincial budget and reported that searches are currently underway for the Dean of the Faculty of Social Work and the Vice-Provost (Equity, Diversity and Inclusion).

3. Approval of the February 3, 2020 Meeting Minutes

Documentation for this item was circulated with the Agenda.

The Academic Co-Chair gave a follow-up report on the Committee's requests under Item 11 of the previous meeting.

Moved/Seconded

That the Minutes of the Academic Planning and Priorities Committee meeting held on February 3, 2020 be approved.

Carried

4. Approval of the Curriculum Revisions and Load Changes to the Master of Architecture, Master of Landscape Architecture and Master of Planning Programs

Documentation for this item was circulated with the Agenda. Robin Yates and John Brown presented this item.

Highlights:

- The proponents outlined the proposed curriculum and load changes to the Master of Architecture (MArch), Master of Landscape Architecture (MLA) and Master of Planning (MPlan) programs, noting that the proposed changes will better prepare graduates to respond to the various current social challenges that are part of their discipline. The proponents also highlighted the changes to work integrated learning opportunities and the timeline for students in the study abroad program.
- The Committee discussed:
 - That the MArch proposal is a curriculum change rather than a load change because of the

way it is categorized in the provincial program registry

- That the MPlan is required to go to government while the MArch and MLA are not
 - Current enrolment in each of these programs
 - The implications on workload for academic staff members. The proponents explained that all new courses will be taught by sessional instructors who are international experts and practicing professionals, as all current full-time faculty members are teaching at capacity, and, as an accredited professional school, it is critical that professional experts teach in the professional programs.
- The Committee suggested that in the MArch proposal, the proponent check that proposed courses are not duplicated in error

Moved/Seconded

That the Academic Planning and Priorities Committee approve the curriculum revisions to the Master of Architecture program, as set out in the proposal provided to the Committee, and as recommended by the Graduate Academic Program Subcommittee.

Carried

Barry Wylant abstained.

Moved/Seconded

That the Academic Planning and Priorities Committee approve the load change to the Master of Landscape Architecture program, as set out in the proposal provided to the Committee, and as recommended by the Graduate Academic Program Subcommittee.

Carried

Barry Wylant abstained.

Moved/Seconded

That the Academic Planning and Priorities Committee approve the load change to the Master of Planning program, as set out in the proposal provided to the Committee, and as recommended by the Graduate Academic Program Subcommittee.

Carried

Barry Wylant abstained.

5. APS Report for the January 27, 2020 Meeting

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

In response to a question, the presenter reported that it is anticipated that student advising will be able to handle the addition of a new undergraduate program in Biomedical Engineering in the Schulich School

of Engineering (SSE), noting that this program will not increase the number of students in the SSE, but presents an additional choice of specialization for existing students.

It was also noted that the Decision Support Team has been encouraging all proponents to consider impacts to student services early in their program development.

6. Approval of the Addition of the Teachable Subject Area in Early Childhood Education within all Bachelor of Education (BEd) Degree Pathways (Elementary and K-12 Routes)

Documentation for this item was circulated with the Agenda. Leslie Reid, Amy Burns and Violet Baron, Director of Strategic Education Initiatives, presented this item.

Highlights:

- The proponents outlined the proposal to add a Teachable Subject Area in Early Childhood Education (ECE) to the Four-Year 120 credit BEd degree (community-based) and Two-Year 60 credit BEd After-Degree (community-based), reporting that consultations revealed that a teacher shortage exists in this area in rural and remote communities.
- In response to questions, it was explained that:
 - The proponents consider consultation with school divisions who will employ ECE students and the current interest in the on-campus ECE program to be good evidence of interest in the proposed program
 - Students can only study one teachable subject area over the course of their degree program
 - Enrolment in each teachable subject area depends on class sizes and the number of available course sections, and students are required to provide a first and second choice of teachable subject area when they apply into the programs
- The Committee discussed:
 - The impact of the new teachable subject area on the Registrar staff and student advising staff
 - That residency requirements are fulfilled in the Spring/Summer term, and the Fall and Winter terms are reserved for coursework, primarily via an online platform. This schedule aligns with all other community-based teachable subject areas offered by the Werklund School of Education (WSE).

Moved/Seconded

That the Academic Planning and Priorities Committee approve the addition of the Early Childhood Education (Elementary and K-12 Routes) teachable subject area in the Four-Year 120 credit Bachelor of Education (BEd) Degree (community-based) and Two-Year 60 credit BEd After-Degree (community-based), as set out in the proposal provided to the Committee, and as recommended by the Academic Program Subcommittee.

Carried

7. Approval of the Addition of the Teachable Subject Area in Social Studies – Revitalization of Indigenous Languages within all BEd Degree Pathways (Elementary and K-12 Routes)

Documentation for this item was circulated with the Agenda. Leslie Reid, Amy Burns and Violet Baron, Director of Strategic Education Initiatives, presented this item.

Highlights:

- The proponents outlined the proposal to create an additional Teachable Subject Area in Social Studies – Revitalization of Indigenous Languages within all BEd degree pathways (Elementary and K-12 Routes), explaining that students will learn the sensibilities required to support the work of revitalizing Indigenous languages rather than being trained to teach languages. The WSE aims to make this teachable subject area accessible to all students.
- In response a question, it was explained how the proposal fits with the University’s Indigenous Strategy and that the WSE does not anticipate that all students who choose this teachable subject area will be Indigenous
- The Committee discussed:
 - The positive benefit of the interdisciplinary collaboration between the Faculty of Arts and the WSE in this teachable subject area
 - The extensive and positive consultation conducted with indigenous communities

Moved/Seconded

That the Academic Planning and Priorities Committee approve the addition of the Social Studies – Revitalization of Indigenous Languages (Elementary and K-12 Routes) teachable subject area in the Four-Year 120 credit Bachelor of Education (BEd) Degree (community-based), Two-Year 60 credit BEd After-Degree (on campus and community-based), and Five-Year 150 credit BEd Concurrent Degree (on campus), as set out in the proposal provided to the Committee, and as recommended by the Academic Program Subcommittee.

Carried

8. Approval of the Creation of the Bachelor of Science (BSc) in Biomedical Engineering and BSc in Biomedical Engineering Internship Programs

Documentation for this item was circulated with the Agenda. Leslie Reid, Michael Kallos, Kimberly Johnston and Elena Di Martino presented this item.

Highlights:

- The proponents outlined the proposal to create a BSc in Biomedical Engineering and a BSc in Biomedical Engineering Internship Program in the SSE, explaining that the programs have been designed to meet the needs of industry, which has demonstrated demand for trained professionals in this field and that there is high student demand evidenced by the current minor
- In response to questions, it was explained that:
 - The internship program is 12 to 16 months of full-time work, and students are able to

- intern with multiple employers and break up their program into smaller periods of time
- Nine new courses will be created for these programs. A reduction in quotas in other SSE programs will allow for teaching reallocations to cover the additional teaching load required for these programs, and the SSE has the teaching expertise for these programs.
- The budget is based on 100% domestic enrolment to provide the most conservative estimate of the resources required to run the programs. The proponents noted that about 20% of SSE undergraduate students are international, and the programs are open to international students.
- Students currently enrolled in the minor are not able to switch into these programs because of the delay this would cause to their progress. The proponents noted that this information would be communicated to all students currently enrolled in the minor once the programs have been approved.
- The Committee discussed:
 - The internship opportunity, including that it would take place between students' third and fourth years in their program
 - What type of VISA international students would need in order to participate in the internship program
 - That the only course that requires external expertise or additional funds is a Biology course, and the budget accounts for the funds to cover the cost of teaching this course by sessional instructors
 - The anticipated impact on student advising services given recent staffing changes across campus. The proponents noted that based on discussions with the manager in the advising office it is not anticipated that the new programs will increase the office's current workload.
 - Whether students in the program who are accepted early to medical school pose a concern for enrolment in the program. The Committee noted that early acceptance to medical school is extremely rare regardless of the undergraduate discipline, and the proponents also noted that all students in the Minor in Biomedical Engineering who went on to medical school completed their undergraduate degree before gaining acceptance to medical school.
- The Committee suggested that:
 - The proponents clarify in the documents that SSE departments were consulted on the proposal but did not provide approval before it was approved by the SSE Faculty Council and CBRE
 - The proponents consider increasing the anticipated cost of a laptop computer to account for software fees. The proponents agreed and noted that there are also many computer labs available in the SSE where students have access to all of the specialized software programs required.

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the Bachelor of Science in Biomedical Engineering program and Bachelor of Science in Biomedical Engineering Internship program, as set out in the proposal provided to the committee, and as recommended by the Academic Program Subcommittee, with the requested amendments to the proposal documents.

Carried

9. Report of the Student Ombuds

Susan Barker and Jeff Stransky presented this item.

Highlights:

- The presenters reported on the activities of the Student Ombuds Office for the period of July 2018 to June 2019, highlighting:
 - that the Student Ombuds Office has recently shifted from a tripartite-funded model to a university-provided service
 - that the Student Ombuds is independent, impartial, confidential, and accessible, with arm's-length reporting up to the Vice-Provost (Student Experience)
 - that the changes to University staffing, policies and procedures have had an effect on Ombuds operations
 - the different students utilizing the service and the types of issues students bring forward
 - recent trends in operations from month to month
 - the types of information captured for data analysis purposes
- In response to questions, it was explained that:
 - The Ombuds is a long-term student advisor with extensive knowledge of and experience at the University of Calgary
 - The main issues for which graduate students use the Ombuds Office are unfairness in conflict, required-to-withdraw decisions, and supervisor issues
 - Students do not need to declare their personal information or their program in order to use the Ombuds service, which can make it difficult to track usage by different groups of students and to capture reliable data
 - The Ombuds provides a lot of assistance to international students, largely because they are not aware of the supports available to them
 - The Ombuds supports students through Grade Reappraisal decisions as it relates to interpreting the policies and procedures that govern these decisions
 - The recent introduction of a fee to take the Academic Turnaround Program has not created a barrier to students proceeding through this program

10. Status of Program Approvals Report

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

11. Other Business

There was no other business.

12. Adjournment

Moved/Seconded

That the Academic Planning and Priorities Committee adjourn the February 24, 2020 meeting.

Carried

The meeting was adjourned at 3:39 p.m.

Susan Belcher
University Secretary