



UNIVERSITY OF
CALGARY

General Faculties Council
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Approved Minutes

Meeting #130
February 22, 2021, 2:00 p.m.

By Zoom platform

Voting Members

Dru Marshall, Co-Chair
Tara Beattie, Academic Co-Chair
Elena Braverman
Nicole Culos-Reed
Frank Finley
Andy Knight
Amy Warren
Penny Werthner – arrived during Item 8
Barry Wylant

Non-Voting Members

Violet Baron
David Stewart
Melanie Zimmer

Secretary

Susan Belcher

Scribe

Jaclyn Carter

Regrets

Tanille Shandro
Florentine Strzelczyk

Staff

Elizabeth Sjogren

Guests

Robin Arseneault, Teaching and Learning Project Coordinator, Taylor Institute for Teaching and Learning – present for Item 8
Susan Barker, Vice-Provost (Student Experience) – present for Items 8-10
Melissa Boyce, Associate Dean (Undergraduate Programs and Student Affairs), Faculty of Arts – present for Items 5 and 6
Mark Conliffe, Director, School of Languages, Linguistics, Literatures and Cultures, Faculty of Arts – present for Item 6
Danelle Greebe, Associate Director, Domestic Programs, University of Calgary Continuing Education – present for Item 7
Ellie Khaksar, Program Manager, University of Calgary Continuing Education – present for Item 7
Jacqueline Lambert, Institutional Analyst, Office of Institutional Analysis – Present for Item 8
Leslie Reid, Vice-Provost (Teaching and Learning) – present for Items 4-6 and 8
Angelique Saweczko, Registrar – present for Item 13
Jeff Stransky, Student Ombuds – present for Item 10

Observers

Kimberley Grant, Educational Development Consultant, Taylor Institute for Teaching and Learning – present for Item 8
Christine Johns, Senior Director (Academic & International Strategies)
Elizabeth Pando, Program Proposal Specialist, Office of the Provost – present for Items 5-7
Jessica Revington, Program Proposal Specialist, Office of the Provost – present for Items 5-7

The Co-Chair called the meeting to order at 2:04 p.m. and confirmed quorum.

1. Approval of the Agenda

Moved/Seconded

That the Agenda for the February 22, 2021 Academic Planning and Priorities Committee meeting be approved, with the reported amendment.

Carried

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

The Co-Chair provided an update on the status of the University budget, which is currently on schedule for approval by the Board of Governors in March.

The Academic Co-Chair reminded Committee members to return their midterm membership surveys, which will be discussed at the March 15 meeting.

In response to a question, it was explained that the University does not use comparator data to determine program closures, but does consult within the province regarding the creation of new programs across institutions. It was noted that all postsecondary institutions are obligated to ensure their programs are current, meaningful and relevant.

3. Approval of the February 1, 2021 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 February 1, 2021 be approved.

Carried

4. Academic Program Subcommittee Report for the January 25, 2021 Meeting

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

There were no questions.

5. Suspension/Termination of the Programs in Earth Science

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

Highlights:

- The proponents provided an overview of the proposal, noting the low enrolment in the Earth Science programs and a higher interest in the Geology and Geophysics programs as key reasons for the programs' proposed closures
- In response to questions, it was explained that:
 - Because of the multidisciplinary nature of the program, courses will continue to be offered following the termination and all students currently in-program will be able to complete their degrees if they wish to do so
 - There are no staffing implications as a result of this program closure
 - When the Earth Science programs required a less competitive admission average, students would often use the programs as a stepping stone to Geology and Geophysics programs. This has stopped since these programs' admission averages became comparable and there is also a decrease in interest in the Earth Science programs generally.
- The Committee discussed the:
 - Student survey data used to measure program engagement and interest
 - University's efforts to provide current, meaningful, and relevant programming to students

Moved/Seconded

That the Academic Planning and Priorities Committee approve the suspension, effective for Fall 2022 admissions, and eventual termination of the following programs in Earth Science; Bachelor of Science (BSc), BSc Honours (Hons), BSc and BSc Hons with Co-operative Education, and Minor, as set out in the proposal provided to the Committee and as recommended by the Academic Program Subcommittee.

Carried

6. Consolidation of Programs in German, Italian Studies and Russian

- **Suspension/Termination of the BA, BA Hons, BA and BA Hons Co-op in German**
- **Suspension/Termination of the BA and BA Co-op in Italian Studies**
- **Suspension/Termination of the BA, BA Hons, BA and BA Hons Co-op in Russian**
- **Creation of the BA, BA Hons, BA and BA Hons Co-op in Language and Culture**

Documentation for this item was circulated with the Agenda. Leslie Reid, Melissa Boyce and Mark Conliffe presented this item.

Highlights:

- The proponents provided an overview of the proposal, explaining that the proposed Bachelor of Arts (BA) in Language and Culture consolidates the current Majors in German, Italian Studies, and Russian, as well as the Minor in Arabic Language and Muslim Cultures into one BA program. It was noted that the proposed program reflects an ethnically diverse city, integrates with key University strategies and frameworks, is multidisciplinary and flexible, and prepares students well for future studies at the graduate level and for entrance to the workforce.
- In response to questions, it was explained that:
 - There are no staffing implications as a result of the proposed consolidation of programs
 - Students may complete both the Honours program and the Co-operative Education option in

- one BA, though most students choose one or the other
- Accommodations will be available to students, just like those available to students in combined degrees
- In the future, the School of Languages, Linguistics, Literatures and Cultures (the School) does intend to incorporate other languages, such as French and Spanish, into the BA in Language and Culture. It was noted that enrolment in these standalone majors is currently very strong, and the School is not equipped to extend its resources in these areas any further at this time.
- The Committee discussed the proposed enrolment targets and the rationale for providing conservative estimates
- The Committee suggested:
 - That it be made clear to the Ministry of Advanced Education that enrolment estimates are purposely conservative, but that the School anticipates enrolment growth over time as the benefits of the program are realized
 - Minor editorial changes

Moved/Seconded

That the Academic Planning and Priorities Committee approve the suspension, effective for Fall 2022 admissions, and eventual termination of the Bachelor of Arts (BA), BA Honours (Hons), and BA and BA Hons with Co-operative Education in German, as set out in the proposal provided to the Committee and as recommended by the Academic Program Subcommittee.

Carried**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the suspension, effective for Fall 2022 admissions, and eventual termination of the Bachelor of Arts (BA) and BA with Co-operative Education in Italian Studies, as set out in the proposal provided to the Committee and as recommended by the Academic Program Subcommittee.

Carried**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the suspension, effective for Fall 2022 admissions, and eventual termination of the Bachelor of Arts (BA), BA Honours (Hons), and BA and BA Hons with Co-operative Education in Russian, as set out in the proposal provided to the Committee and as recommended by the Academic Program Subcommittee.

Carried**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of the Bachelor of Arts (BA), BA Honours (Hons), and BA and BA Hons with Co-operative Education in Language and Culture, as set out in the proposal provided to the Committee and as recommended by the Academic Program Subcommittee.

Carried

7. Creation of a Non-Credit Marketing Fundamentals Certificate

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

Highlights:

- The proponents provided an overview of the proposal, explaining that the proposed certificate will offer five core courses over 100 hours that are designed for individuals with little to no experience with or knowledge about marketing. It was noted that there is strong appetite amongst Continuing Education students for more concentrated programs that provide credentials in a shorter timeframe.
- In response to questions, it was explained that:
 - Continuing Education has an advanced standing process that examines prior learning for an 80% match on course learning outcomes, which includes ensuring prior learning is within to the last ten years, and that prior learning meets minimum grade and hour requirements equivalent to the program offering advanced standing
 - Continuing Education offers open enrolment, where students do not have to apply for a certificate in order to take a course, and this impacts the number of expected applicants to, and graduates of, the program
- The Committee discussed the value of Burning Glass Technologies for the purposes of labour market analyses

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the non-credit Marketing Fundamentals Certificate, as set out in the documents provided to the Committee.

Carried

8. 2020 National Survey of Student Engagement (NSSE) Institutional Results

Documentation for this item was circulated with the Agenda. Dru Marshall, Provost and Vice-President (Academic), Leslie Reid, Susan Barker, Jacqueline Lambert and Robin Arseneault presented this item.

Highlights:

- The presenters reported on the 2020 National Survey of Student Engagement (NSSE) Institutional Results, highlighting:
 - The NSSE is done every two to three years at the University, targets first-year and senior students, and encourages students to consider their learning and experience
 - The details of the survey instrument, which features engagement indicators organized into thematic areas and both multiple-choice and open-response questions
 - The history of the NSSE at the University and the timeline of the 2020 survey, which captures data from before the COVID-19 shift to online learning
 - That a strong 2020 response rate is likely the result of a thoughtful communication campaign
 - How the University compares to the Top 5 comparator institutions, other institutions in the U15, all institutions across Canada that completed the NSSE, and previous results at the University

- The University's process for analyzing qualitative data drawn from open response questions and how this data may be used
- Next steps in the reporting process, including distribution of this data as well as Faculty-level reports
- In response to questions, it was explained that:
 - Several factors are thought to have impacted the results of the survey, including the diverse ethnic origins of the student body, the number of first-generation students and the split between full and part-time registrants, as well as Calgary and Alberta's challenging economic circumstances and the nature of the University as a commuter campus
 - The phrasing of certain questions makes them difficult to analyse or comprehend fully, including where students indicated they would not choose the University again for their studies
 - The University has considered participating in the Faculty Survey of Student Engagement (FSSE), but for several reasons has not yet done so, including that there is no Canadian version and that the current FSSE is geared towards four-year, undergraduate-focused, liberal arts colleges rather than large, research-intensive universities. It was noted that the University may adapt a FSSE-like questionnaire in the future.
 - It is difficult to improve on the survey results from year to year, particularly for large institutions with robust student services. It was noted that the University has worked hard to encourage lockstep enhancements to student services across units.

9. Calendar and Curriculum Subcommittee Report for the January 21, 2021 and January 28, 2021 Meetings

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

There were no questions.

10. Report of the Student Ombuds

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

Highlights:

- The presenters reported on business of the Student Ombuds Office (SOO) for the 2019-2020 year, highlighting:
 - The history of the SOO, how it is supported and funded, and how it compares to other Canadian postsecondary institutions
 - The purpose of the office as a neutral space that provides independent, impartial, confidential and accessible information to students under an umbrella of fairness
 - That the Ombudsperson does not conduct investigations, but serves as a neutral party in a confidential setting to try to help students solve problems and arrive at reasonable outcomes
 - The SOO's partnerships on campus, including the Student Appeals Office, the Registrar's Office, the Faculty of Graduate Studies (FGS), and the Office of Student Conduct
 - Recent changes that impacted the SOO prior to the onset of COVID-19, including the relocation of the SOO to the MacEwan Student Centre, the onboarding of a new Student Appeals Officer in

- 2019, and a decline in graduate student consultations as a result of strong support for students by the FGS
- The peaks and declines in the number of students accessing the SOO over the last few years, noting that this year is on track to be the busiest year in the history of the SOO
- Trends in case distribution, noting an increase in academic misconduct cases in the online learning environment, that changes to regulations resulting from COVID-19 decreased the number of students reaching out because of a requirement to withdraw, and that many students just want a place to go to vent their frustrations
- In response to questions, it was explained that:
 - Postsecondary institutions are not required to employ an Ombudsperson, but many institutions in Alberta do
 - Students on remote or satellite campuses do sometimes contact the SOO for support, but currently demand is not high enough to offer office hours on satellite campuses, such as the Foothills. It was noted that the SOO does remotely support students on campus in Doha, Qatar.

11. Campus and Facilities Development Subcommittee Report for the February 9, 2021 Meeting

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

There were no questions.

12. Status of Program Approvals Report

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

There were no questions.

13. Other Business

a. Changes to Section P. Tuition and General Fees in the University Calendar

Documentation for this item was circulated with the Agenda. Angelique Saweczko presented this item.

Highlights:

- The proponent provided an overview of the proposal, explaining that these changes respond to new 2021-2022 tuition and fees structures approved by the Board of Governors, as well as present a reorganization of information for better flow, to capture new programs, and to ensure compliance with the Alberta tuition framework
- In response to a question, it was explained that certain programs do require differential general fees for distance education, but only Social Work is pre-approved for partnerships across the province, which is why it is listed in this section

Moved/Seconded

That the Academic Planning and Priorities Committee approve the changes to section P. *Tuition and General Fees* in the University Calendar, as set out in the document provided to the Committee and as recommended by the Graduate Academic Program Subcommittee and the Calendar and Curriculum Subcommittee.

Carried

b. Changes to Indigenous Admission Regulations

Documentation for this item was circulated with the Agenda. Angelique Saweczko presented this item.

Highlights:

- The proponent provided an overview of the proposal, explaining that these changes respond to a review completed in 2018 that uncovered key issues Indigenous students face when applying for admission, such as knowing which admissions process to follow, the availability of appropriate courses, and access to courses in Indigenous communities
- The Indigenous Admissions Principles were established in consultation with the Vice-Provost (Indigenous Engagement) and a Circle of Advisors, as well as with input from Elders and Knowledge Keepers associated with the University's Indigenous community. The proposed admissions regulations align with these Indigenous Admissions Principles and are organized into three parts:
 - The Indigenous Admissions Process (IAP), an existing practice that will now be captured in the University Calendar and which sets a lower admission average for Indigenous students
 - The Indigenous Student Access Program (ISAP), an existing practice that offers support to students transitioning to the University who may not want to enter straight into a program upon admission
 - The Indigenous Admissions Supplementary Process, which lays out very basic requirements that Faculties can use to develop Faculty-specific admission requirements for their programs that are holistic, offer bridging options, and provide support programs specific to Indigenous students. It was noted that the Werklund School of Education, which offers a bridging option to its community-based Bachelor of Education, is a leader in this.
- In response to questions, it was explained that:
 - The Indigenous recruiter in the Office of the Registrar is the primary point of contact for potential Indigenous students. It was noted that all Indigenous students are automatically considered for the IAP and ISAP when they apply to the University, and that other members of the recruitment team are trained to support the Indigenous recruiter during peak times.
 - Requests in these processes for supplemental information are carefully worded to allow flexibility in what Indigenous students choose to provide. It was noted that this was piloted in the ISAP and has been well-received in the Indigenous community, as students can choose how they tell their story. It was also noted that it is generally understood that supplemental information is not meant to create extra work for an equity-deserving group, but instead helps the University learn more about a student's background and their ability to succeed in a post-secondary environment.
- The Committee discussed the Indigenous Strategy's goal to make the University campus more welcoming to Indigenous students and the positive effect this has had on Indigenous enrolment

Moved/Seconded

That the Academic Planning and Priorities Committee approve the changes to the Indigenous Admission Regulations, as set out in the document provided to the Committee and as recommended by the Calendar and Curriculum Subcommittee, effective for the Fall 2022 intake.

Carried**14. Adjournment****Moved/Seconded**

That the Academic Planning and Priorities Committee adjourn the February 22, 2021 meeting.

Carried

The meeting was adjourned at 4:15 p.m.

Susan Belcher
University Secretary