



UNIVERSITY OF  
CALGARY

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

Meeting #140  
November 1, 2021, 2:00 p.m.

By Zoom platform

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***Voting Members***

Teri Balsler, Co-Chair  
Tara Beattie, Academic Co-Chair  
Elena Braverman  
Nicole Culos-Reed  
Michael Hart  
Nicole Schmidt  
Tanille Shandro – left during Item 4, returned during Item 9  
Malinda Smith  
Dora Tam  
Barry Wylant

***Non-Voting Members***

Violet Baron  
David Stewart  
Melanie Zimmer

***Meeting Secretary***

Elizabeth Sjogren

***Scribe***

Tasha Hodzic

***Regrets***

Amy Warren  
Penny Werthner

***Guests***

Susan Barker, Vice-Provost (Student Experience) – present for Items 4-6  
Amy Dambrowitz, Registrar – present for Item 6  
Jennifer de Roaldes, Associate Registrar, Admissions and Recruitment – present for Item 6  
Boris Dragicevic, Associate Vice-President, Facilities Development – present for Items 8 and 9  
William Rosehart, Dean, Schulich School of Engineering – present for Item 4  
Zahra Shajani, Associate Dean (Undergraduate Practice Education), Faculty of Nursing – present for Item 5  
Meera Singh, Associate Dean, Student Affairs & Academic, Schulich School of Engineering

***Observers***

Christine Johns, Senior Director (Academic & International Strategies)  
Carrie MacKay, Undergraduate and Graduate Programs Manager, Faculty of Nursing – present for Item 5  
Elizabeth Pando, Program Proposal Specialist, Office of the Provost – present for Items 4 and 5  
Kelly Kay Spurlock, Analyst, Planning & Reviews, Office of the Provost – present for Items 4-6  
Jessica Revington, Program Proposal Specialist – present for Item 5

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The Co-Chair called the meeting to order at 2:03 p.m. and confirmed quorum.

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

That the Agenda for the November 1, 2021 Academic Planning and Priorities Committee meeting be approved.

**Carried**

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

The Co-Chair and the Academic Co-Chair reminded members to reach out should they have any questions regarding the Committee.

**3. Approval of the October 18, 2021 Meeting Minutes**

Documentation for this item was circulated with the Agenda. One revision to the Minutes was made.

**Moved/Seconded**

That the Minutes of the Academic Planning and Priorities Committee meeting held on October 18, 2021 be approved with the requested amendment.

**Carried**

**4. Approval of the Schulich School of Engineering Indigenous Student Admissions Pathway Program**

Documentation for this item was circulated with the Agenda. Susan Barker, Bill Rosehart and Meera Singh presented this item.

Highlights:

- The proponents provided an overview of the proposal to create an Indigenous Student Bridging Pathway for admission into the Schulich School of Engineering (SSE). It was reported that the SSE Bridging Pathway aligns with institutional initiatives to reduce barriers and increase access for Indigenous students to post-secondary programs. The proponents highlighted the extensive consultation and engagement while developing the SSE Bridging Pathway, specifically with the Office of Indigenous Engagement and Writing Symbols Lodge, and the efforts of the working group.
- The proponents gave a presentation providing an overview of the structure of the SSE Bridging Pathway which includes up to four foundational courses to provide Indigenous students with requisite programming for admission into the Engineering program and highlighted the flexibility of the foundational course offerings which are taken along with common core courses as well as career development, financial and wellness supports available for Indigenous students
- In response to questions, it was explained that:
  - The Writing Symbols Lodge has been part of the consultations in developing the SSE Bridging Pathway and the SSE will continue to partner with the Writing Symbols Lodge for Indigenous student access to their resources
  - The Indigenous Pathways Program Coordinator will be a new position within the SSE

- The SSE is working with the Registrar's office and recruitment team to inform high school students of the SSE Bridging Pathway as well as coordinating outreach initiatives with Indigenous communities
- The targeted enrollment for the SSE Bridging pathway is 20-25 students
- In addition to peer supports and mentoring available from the Writing Symbols Lodge and the University of Calgary's Indigenous STEAM Student's Association (CISSA), the SSE will also have student peer supports, and culturally specific spaces for Indigenous students to engage with peer supports and gather for events
- Retention rates for Engineering students have been increasing and the SSE will work with Indigenous students to provide individualized supports that may include mentoring and changes to course scheduling
- The SSE Bridging Pathway is individualized for Engineering course offerings, however there is the potential for partnerships to be developed with the Indigenous Student Access Program
- The personal statement provided by applicants will be written to demonstrate skills and identify areas of support for the student
- The Committee discussed the positive impact the SSE Bridging Pathway will have for Indigenous students
- The Committee suggested that:
  - Other Faculties or units utilize the SSE development model for Indigenous consultation and engagement
  - The SSE establish additional mentorship opportunities beyond the University, specifically with practicing engineers

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of an Indigenous Student Bridging Pathway in the Schulich School of Engineering, effective for the 2021-2022 Calendar, as set out in the documents provided to the Committee and as recommended by the Calendar and Curriculum Subcommittee.

**Carried****5. Approval of the Faculty of Nursing Indigenous Community Entry Route and Rural Community Entry Route**

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

**Highlights:**

- The proponents provided an overview of the proposals, which provide an Indigenous Community Entry Route and a Rural Community Entry Route for admission into the Bachelor of Nursing (BN)
- The proponents highlighted that:
  - The Rural Community Entry Route expands on a pilot program in Wainwright, Alberta and in partnership with Alberta Health Services (AHS) to offer the BN program in other remote communities where needed through virtual learning, in-person labs and clinical practice at designated AHS sites

- The Indigenous Community Entry Route is also being piloted in partnership with AHS, Old Sun Community College and the Siksika Nation to provide greater access to the BN program in remote communities and provides a supplementary admission pathway for the BN program, and Indigenous students will be able to access the courses remotely through virtual learning, in-person labs and clinical practice at designated AHS sites
- In response to questions, it was explained that:
  - The partnership with Old Sun Community College is a pilot initiative that provides spaces to offer programming for the BN and is available to students within the Siksika, Treaty 7 or Metis Nation of Alberta Region 3. This entry route can be expanded to other Indigenous communities, however, access to space for instruction needs to be considered before expanding to other communities.
  - The upgrading courses are offered by Old Sun Community College and not the University of Calgary
- The Committee discussed:
  - Concerns regarding the consultation process, specifically the lack of consultation with the Office of Indigenous Engagement, and the limited eligibility for the Indigenous Community Entry Route
  - The impact to the partnership with Old Sun College and current students upgrading if the approval of the Indigenous Community Entry Route is postponed
  - That Faculties may have an individualized approach when developing models for admission pathways that may differ based on program needs and partnerships
- The Committee requested that:
  - The proposal clarify that the Rural Community Entry Route is a pilot program currently being offered at one site in Wainwright, Alberta
  - The proposal clarify the Indigenous Community Entry Route is a pilot program with Old Sun Community College
  - Additional consultations occur before expanding the Indigenous Community Entry Route to other communities or seeking approval of a permanent admission pathway

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the Indigenous Community Entry Route for the Siksika Nation pilot for the Faculty of Nursing, as set out in the documents provided to the Committee and as recommended by the Calendar and Curriculum Subcommittee, with the requested amendment.

**Carried**

Malinda Smith abstained

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the proposed changes to the Rural Community Entry Route for the Faculty of Nursing, as set out in the documents provided to the Committee and as recommended by the Calendar and Curriculum Subcommittee, with the requested amendment.

**Carried**

## **6. Approval of Changes to the Undergraduate Admission Requirements Section A.5.3.1 Transfer Admission Requirements**

Documentation for this item was circulated with the Agenda. Susan Barker, Amy Dambrowitz and Jennifer de Roaldes presented this item.

Highlights:

- The proponents provided an overview of the proposed changes, which clarify that courses taken after Winter 2021 and evaluated with an alternate grading system cannot be used to meet specific required courses for transfer admissions and non-specific courses assessed with an alternate grading scale can be used towards transfer credit
- In response to a question, the proponents explained that these changes are applicable to students applying for admission from other institutions to the University of Calgary, noting that exemptions for internal transfer admissions will be submitted by the Faculties to the Calendar and Curriculum Subcommittee for review by the end of the Fall 2021 term
- The Committee reported concerns with restricting students seeking to transfer programs by excluding Credit Given (CG) grades from meeting admission requirements

### **Moved/Seconded**

That the Academic Planning and Priorities Committee approve the revisions to the Admission Requirements listed under Section A.5.3.1 *Transfer Admission Requirements*, in the University Calendar as set out in the document provided to the Committee and as recommended by the Calendar and Curriculum Subcommittee, effective for the Fall 2022 admissions cycle.

**Carried**

Nicole Schmidt opposed

## **7. Future Outlook**

This item was postponed due to timing limitations of the meeting.

## **8. Interdisciplinary Science and Innovation Centre General Space Program**

Documentation for this item was circulated with the Agenda. Boris Dragicevic presented this item.

Highlights:

- The presenter provided an update on the finalized general space program for the Interdisciplinary Science and Innovation Centre (ISIC), highlighting the ISIC size at approximately 8,200 square metres of space that will support research activities, specifically life sciences research.
- In response to questions, the presenter:
  - Explained that programs utilizing the space are primarily involved in life science research activities to meet accreditation requirements
  - Reported that the ISIC does have mechanical capabilities to develop spaces for smudging

## **9. MacKimmie Complex Redevelopment Blocking and General Space Program**

Documentation for this item was circulated with the Agenda. Boris Dragicevic presented this item.

Highlights:

- The presenter provided an update on the MacKimmie Complex Redevelopment Blocking and General Space Program, highlighting the changes between the 2018 and 2021 plans due to budget and staffing reductions and cost reductions found which can be applied towards upgrades in other areas, by utilizing existing building spaces for parts of the program
- In response to questions, the presenter:
  - Reported that the location selected for the Study Abroad Office provides a renovated storefront space with curbside presence for students
  - Explained that blocking and stacking refers to how floor plates are defined to evaluate lateral and vertical movement, with stacking presented as a vertical cut through multiple floors and blocking is presented as a diagram
  - Reported that the MacKimmie Complex does have mechanical capabilities to develop spaces for smudging

## **10. Calendar and Curriculum Subcommittee Report for the October 21, 2021 Meeting**

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

## **11. Status of Program Approvals Report**

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

## **12. Other Business**

The Committee discussed institutional strategies regarding Equity, Diversity and Inclusion (EDI) and Indigenous engagement. It was emphasized that consultations should occur early in the development process to support a principled approach. The Committee was updated on the expanded membership for several of the General Faculties Council standing committees to include members who provide EDI and Indigenous perspectives on items presented at the meetings.

The Committee recommended that the need for a consistent and thorough approach to EDI and Indigenous engagement be discussed with Deans Council, Extended Deans Council and other appropriate groups.

## **13. Adjournment**

**Moved/Seconded**

That the Academic Planning and Priorities Committee adjourn the November 1, 2021 meeting.

**Carried**

The meeting was adjourned at 3:52 p.m.

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Elizabeth Sjogren  
Meeting Secretary