

**GENERAL FACULTIES COUNCIL**  
Academic Planning and Priorities Committee  
Approved Minutes

February 6, 2023, 2:00 p.m.

Zoom

***Voting Members***

Penny Werthner, Co-Chair  
Tara Beattie, Academic Co-Chair  
Kristin Baetz  
Mark Bauer  
Barbara Brown  
Michael Hart  
Dawn Johnston  
Saaka Sulemana Saaka – left during Item 5  
Nicole Schmidt  
Malinda Smith  
Dora Tam

***Regrets***

Marjan Eggermont

***Guests***

Fabiola Aparicio-Ting, Associate Professor (Teaching), Community Health Sciences, Cumming School of Medicine  
– present for Item 5  
Fiona Clement, Professor, Community Health Sciences, Cumming School of Medicine – present for Item 5  
Amy Dambrowitz, Registrar – present for Item 4  
Vanessa Wood, Deputy Registrar – present for Item 4  
Robin Yates, Dean and Vice-Provost Graduate Studies and Co-Chair of the Graduate Academic Program  
Subcommittee – present for Item 5

***Observers***

Kelly Hoglund, Partner, Program Innovation – present for Item 5  
Elizabeth Pando, Partner, Program Innovation – present for Item 5  
Jessica Revington, Program Proposal Assistant, Program Innovation – present for Item 5  
Karen Quinn, Analyst, Planning and Reviews – present for Item 5

***Non-Voting Members***

Hannah Ashton  
David Stewart  
Melanie Zimmer

***Secretary***

Courtney McVie

***Scribe***

Cherie Tutt

***Resource Personnel***

Christine Johns

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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 February 6, 2023 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:

- Equity, Diversity, Inclusion and Accessibility (EDIA) week has launched, and members are encouraged to visit the website to find a session to participate in
- The Deans have been asked to hold strategic planning sessions in their respective Faculties this month. At the Deans' retreat some excellent ideas around developing leadership skills and focusing on a culture of excellence and kindness were discussed. Members can find ways to participate in the strategic planning process via the website, and the consultation process will be wrapping up in February with a report back to the community in March about what was heard.
- The Crowchild Classic took place last week, back after a two-year pause. There are many more exciting Dinos games coming up and attending games is a great way to show support for our University community.
- The search for the new Dean of the Haskayne School of Business is going well and interviews will be underway shortly

The Academic Co-Chair congratulated the Co-Chair on the extension of her term as Interim Provost and Vice-President (Academic) until June 30, 2024 and thanked her for her leadership. The Academic Co-Chair then thanked members who had completed the Mid-Year Membership Survey and reminded those who have not completed the survey to do so.

**3. Approval of the December 12, 2022 and January 16, 2023 Meeting Minutes**

Documentation was circulated with the Agenda.

**Moved/Seconded**

That the Minutes of the Academic Planning and Priorities Committee meetings held on December 12, 2022 and January 16, 2023 be approved, with the requested amendment to the December 12, 2022 minutes.

**Postponed**

#### **4. Approval of Changes to the Academic Regulations for Section G Examinations and Tests**

Documentation was circulated with the Agenda. Amy Dambrowitz and Vanessa Wood presented this item.

##### Highlights:

- The presenters reported that the *Examinations and Tests* Academic Regulations (Section G) were edited multiple times throughout the pandemic and that these changes made the section difficult to understand and navigate. Due to this, the Co-Chairs of the Calendar and Curriculum Subcommittee (CCS) directed that a review of the section be conducted to improve overall organization and readability.
- The presenters explained that during the consultation on the proposed revisions several other substantive issues were raised relating to assessment, but because of the complexities, including the relation to other academic regulations and the need for broad consultation on these issues, it is proposed that a multi-phased approach be taken, with consultation on the more substantive changes beginning later this spring and the changes to improve organization and readability being proposed now
- The presenters then highlighted the discussion by the CCS related to Term Breaks and noted that the revised Section G aims to make clear the differences between the in-term breaks versus days between each term
- In response to a question, it was noted that there is intent, in phase two, for the associate deans to develop a companion best practices document to the regulations
- The Committee expressed its appreciation for the work done to date and agreed that the proposed changes make the section easier to navigate and understand
- The Committee suggested matters that should be considered during the next round of revision, including:
  - Clarifying if assignments can be due in the exam period and what constitutes the end of term
  - What the best proof of identity is and best practices around this, with consideration being given to the work being done on preferred names
  - If assessment structure can be punitive and developing guidelines to avoid this to best support student experience
  - Whether in-person examinations for online courses should be permitted
- It was suggested that the next round of consultation include teaching faculty, sessional instructors, and teaching assistants in addition to associate deans and that a communication plan be developed for any substantive changes
- The Committee requested that to improve clarity around contradictory language pertaining to modality of final exams for courses delivered entirely in an online modality, the Registrar's Office add additional language to explain this under Section G.3.1

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the Changes to Academic Regulations Section G. *Examinations and Tests*, in the University Calendar, as set out in the document provided to the Committee, and as recommended by the Calendar and Curriculum Subcommittee, with the requested amendment.

**Carried****5. Approval of the Creation of the Graduate Certificate in Community Health Sciences I & II**

Documentation was circulated with the Agenda. Fabiola Aparicio-Ting, Fiona Clement, and Robin Yates presented this item.

**Highlights:**

- The presenters provided the rationale for proposing the creation of the graduate certificates in Community Health Sciences I and II, highlighting the labour market needs for individuals with essential competencies and training in broad public health competencies and how these programs align with faculty strengths
- It was explained that each 12-unit certificate will have options of five sub-specializations and students can complete Certificate II with a different sub-specialization following completion of Certificate I. In the future it is expected that the certificates will ladder into a transdisciplinary master's degree but currently there is no extra credential awarded if both are completed.
- The presenters provided an overview of the program structure, explained how students will move through the courses as a cohort, and reviewed the complementary nature of the different sub-specializations
- In response to questions, it was explained that:
  - It is not unusual for credentials such as certificates and diplomas, which are standalone but can also ladder into a Master's credential, to be presented for approval prior to the Master's, as there are often different timelines and processes for these. It was reported that the proposal for a Transdisciplinary Master's program is under development and will be presented to the Committee for approval later this year.
  - The Faculty of Graduate Studies sets the minimum requirements for English Language Proficiency, but each graduate program can determine if they will require higher scores. It is not stipulated which tests must be accepted by a program. It was confirmed that the Cumming School of Medicine does accept Duolingo as an acceptable test option, and that the proposal can be updated to include this.
  - The program has engaged an Indigenous Educational Consultant who is helping to guide how Indigenous content should be woven into the program, and what is referenced in the proposal as critical approach is distinct from an Indigenous knowledge-based approach
  - The proposed cohort size is in line with other graduate programs in the Cumming School of Medicine
- It was suggested that it would be helpful to the Committee if proposals could include more detailed plans/timelines outlining how Indigenous approaches/content will be included at later

stages of proposal development and that ideally consultation should be broader than one person. It was noted the Office of Indigenous Engagement is available to assist with this.

- The Committee discussed the proposed admissions process and the inclusion of a personal statement relating to EDIA, and the potential challenges/risks with these types of statements and the training needed for those who will be evaluating applications
- The Committee requested that:
  - Information on the process that exists for students who wish to self-identify as Indigenous be added to the admissions information
  - As course content is developed that Indigenous ways of knowing, Indigenous knowledge, and Indigenous content be included alongside a critical approach/lens and that thought be given to the balance of Western and Indigenous approaches to topics. It was advised that the proponents review the [Indigenous Ways of Knowing content](#) on the Taylor Institute for Teaching and Learning website.
  - Greater detail on the blended delivery format be added to the proposal, including if options will be available for students who are not able to attend in person and if financial assistance will be available to students
  - Prior to program implementation, it be considered how admission evaluators will be trained to assess applications from an EDIA lens, and whether the inclusion of a statement related to EDIA is the best approach. It was suggested that the program connect with the Office of EDIA on this.

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of the Graduate Certificate in Community Health Sciences I, as set out in the proposal provided to the Committee and as recommended by the Graduate Academic Program Subcommittee with the required amendments.

**Carried**

Tara Beattie abstained

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of the Graduate Certificate in Community Health Sciences II, as set out in the proposal provided to the Committee and as recommended by the Graduate Academic Program Subcommittee with the required amendments.

**Carried**

Tara Beattie abstained.

**6. Subcommittee Reports: Graduate Academic Program Subcommittee, January 18, 2023 and Calendar and Curriculum Subcommittee, January 19, 2023**

Documentation was circulated with the Agenda for information only.

**7. Status of Program Approvals Report**

Documentation was circulated with the Agenda for information only. It was indicated that questions can be directed to the Program Innovation and Planning office.

**8. Other Business**

There was no other business.

**9. Motion to Adjourn**

The February 6, 2023 meeting of the Academic Planning and Priorities Committee was adjourned by consensus.

The meeting was adjourned at 3:24 p.m.

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Courtney McVie  
University Secretary