

Monday, November 18, 2024, 2:00 p.m.
Meeting #181

A167/Zoom

Voting Members

Robin Yates, Co-Chair
Dawn Johnston, Academic Co-Chair*
Mark Bauer
Marjan Eggermont*
Barbara Brown* – left during Item 7
Sheri Madigan* – arrived during Item 1.3,
left during Item 7
Michael Hart*
Malinda Smith* – arrived during Item 3
Ernia Rezaei-Afsah
Saaka Sulemana Saaka*

Non-Voting Members

Tarun Aggarwal
Hannah Ashton
Justine Wheeler

Guests

Corey Flynn, Director, Neuroscience Program, Faculty of Science – present for Item 3
Mindi Summers, Associate Dean, Undergraduate Programs & Student Affairs, Faculty of Science – present for Item 3
Wendy Benoit, Co-Chair, Academic Program Subcommittee – present for Item 3
Joanne Fung, Program Proposal Specialist, Faculty of Science – present for Item 3
Sheila LeBlanc*, Associate Vice-President, Continuing Education – present for Item 4
MacDonald Oguike*, Director, Corporate Training and Workforce Development Programs, Continuing Education – present for Item 4
Dona Wanshika*, Program Manager, Corporate Training and Workforce Development Programs, Continuing Education – present for Item 4
Erin Gibbs Van Brunschot, Vice-Dean, Faculty of Arts – present for Item 5
Aoife Mac Namara, Dean, Faculty of Arts – present for Item 5

**Attended virtually*

Secretary

Courtney McVie

Scribe

Michelle Speta

Regrets

Kristin Baetz
Cydnee Seneviratne

Observers/Resource Personnel

Christine Johns, Associate Deputy Provost
Elizabeth Pando, Program Innovation Partner
Kelly Hoglund*, Senior Specialist, Academic Initiatives
Kelly Kay Spurlock*, Analyst, Planning and Reviews

Secretary's Note: In accordance with the General Faculties Council (GFC) Bylaws Section 8.2, the motion box and "Carried" denotation serves as the entry in the minutes that the Chair of the meeting declared the motion carried.

The Co-Chair called the meeting to order at 2:01 p.m. and confirmed quorum.

1. Meeting Opening

1.1. Approval of the Agenda

Moved/Seconded

That the Agenda for the November 18, 2024 Academic Planning and Priorities Committee meeting be approved.

Carried

1.2. Traditional Land Acknowledgement

The Co-Chair provided the Traditional Land Acknowledgement.

1.3. Remarks of the Chair

The Co-Chair shared an overview of recent changes to the University's administrative structure, noting that the objective of the reorganization is to facilitate resource sharing and efficiency in delivering on our foundational institutional commitments. Details regarding the Office of Signature Learning Experiences, which will include units that focus on enhancing student experience, are expected to be finalized by Summer 2025.

The Co-Chair reminded members to review the Subcommittee Reports in the meeting package. In particular, members were asked to review and consider the discussion of the proposal for lottery-based admission to undergraduate programs in the Faculty of Nursing detailed in the report for the Calendar and Curriculum Subcommittee (CCS) meeting held on October 17, 2024, as this proposal is coming to the next meeting of the Academic Planning and Priorities Committee (APPC) for approval.

2. Approval of the October 7, 2024 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Academic Planning and Priorities Committee meeting held on October 7, 2024 be approved.

Carried

3. Approval of the Creation of the Clinical Neuroscience and Physiological Behavioural Neuroscience Concentrations for the Bachelor of Science (BSc) in Neuroscience

Documentation was circulated with the Agenda. Corey Flynn, Director, Neuroscience Program, Faculty of Science and Mindi Summers, Associate Dean, Undergraduate Programs & Student Affairs, Faculty of Science presented this item. Wendy Benoit, Co-Chair of the Academic Program Subcommittee (APS), provided a preamble on the Subcommittee's recommendation.

Highlights:

- The presenters provided an overview of the proposed concentrations, explaining that the Bachelor of Science (BSc) in Neuroscience is a small program with a defined curriculum that is being revised separately but concurrently with this proposal to allow students more flexibility and autonomy in choosing their courses. Making the program more flexible will also allow for the possibility of future program expansion.
- The rationale for creating the concentrations is to give students discrete pathways to help them navigate the course offerings.
- Strict enrolment caps on required 400- and 500-level psychology courses necessitate the creation of formal concentrations, which would give students priority access to these courses, rather than just informal pathways. Both concentrations comprise courses that are already part of the BSc Neuroscience program.
- The Co-Chair of the APS shared that the Subcommittee was supportive of the proposal, with the only requested amendment being removal of the proposed lottery-based process for admission to the concentrations. She noted that the proponents are continuing to work with the Registrar's Office on other options for ensuring equitable access to the concentrations, which are likely to have more applicants than available seats.
- The Clinical Neuroscience concentration includes six courses that would be of most interest to students who are planning to pursue medical school or other professional medical programs (e.g., dentistry) after completing the BSc.
- The Physiological Behavioural Neuroscience concentration includes courses that have strong experiential learning and lab components that would be well-suited for students interested in graduate studies and research.
- In response to questions, it was explained that:
 - Indigenous engagement and equity, diversity, and inclusion (EDI) components were not included in this proposal because the BSc Neuroscience program is currently undergoing a curriculum review, and connections to Indigenous Ways of Knowing and EDI are areas of focus for the review.
 - The concentrations were designed using only courses that are currently part of the BSc program to minimize resource requirements, but the proponents are interested in collaborating with other Faculties to incorporate new course options into the program.
 - If the BSc Neuroscience program were to expand, the intention would be to expand the number of seats offered in each concentration as well. The enrolment caps on the concentrations are tied to the enrolment caps on the 400- and 500-level psychology courses, which the proponents are working with the Faculty of Arts to address.
 - Live animals are used in psychology courses where no alternatives are currently available that would provide an equivalent educational experience (e.g., animal behaviour studies).
- The Committee's discussion included:
 - Concerns regarding the lack of Indigenous engagement and EDI components in this proposal. As institutional commitments, these components should be incorporated into every proposal that comes to the APAC.
 - EDI and Indigenous engagement components should not be merged in a single value statement or learning outcome. It is also incorrect to tie these concepts to multiculturalism.
 - The social-political impacts of neuroscience should be added to the list of the levels of inquiry through which neuroscience phenomena are investigated within the program. There are courses offered by other

Faculties, particularly Social Work, that address topics such as epigenetics that could be relevant to these concentrations.

- The Committee requested the following amendments:
 - Develop and clearly articulate EDI and Indigenous engagement components for the proposal.
 - Remove the stated learning outcome of “Demonstrate multicultural awareness of issues related to equity, diversity, inclusion, and Indigenous perspectives.”
 - Add information on the work towards identifying digital alternatives to animal use.
- The Committee directed that these amendments be made in consultation with the Office of Equity, Diversity, and Inclusion (Dr. Malinda Smith) and Office of Indigenous Engagement (Dr. Michael Hart), and that the amended proposal be provided to the APPC Co-Chairs for final approval.

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the Clinical Neuroscience Concentration for the Bachelor of Science in Neuroscience, effective for the Fall 2025 term, as recommended by the Academic Program Subcommittee and as set out in the documents provided with the requested amendments.

Carried

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the Physiological Behavioural Neuroscience Concentration for the Bachelor of Science in Neuroscience, effective for the Fall 2025 term, as recommended by the Academic Program Subcommittee and as set out in the documents provided with the requested amendments.

Carried

4. Approval of the Creation of the Workplace Conflict Management Professional Certificate (Non-credit), Continuing Education

Documentation was circulated with the Agenda. From Continuing Education, Sheila LeBlanc, Associate Vice-President; MacDonald Oguike, Director, Corporate Training & Workforce Development Programs; and Dona Wanshika, Program Manager, Corporate Training & Workforce Development Programs presented this item.

Highlights:

- The presenters provided an overview of the proposal, noting that a similar program was offered by Continuing Education in collaboration with the Justice Institute of British Columbia (JIBC) for many years. This program was popular but closed in 2021 because the JIBC’s program was designed for individuals seeking professional mediator/arbitrator designation, and because it did not align with the University’s Non-credit Credential Framework.
- The new proposed program aims to provide foundational conflict resolution skills for individuals from a broad range of professional backgrounds in an accessible format (shorter program length, online options available).

- EDIA and Indigenous engagement components of the proposal were developed in consultation with the Office of Indigenous Engagement and the Office of Equity, Diversity, and Inclusion, and are incorporated in the course CFL 150: Foundations in Inclusive Conflict Resolution. Examples include enhancing learners' ability to engage in inclusive conflict resolution by emphasizing cultural sensitivity, strategies for inclusivity, and techniques informed by Indigenous cultures that emphasize healing, restoration, and long-term relationship-building.
- The presenters explained that the proposed program budget is conservative. The certificate will be offered for open enrolment as well as part of corporate training programs.
- The Committee commended the Continuing Education team for their incorporation of prior feedback on EDIA and Indigenization into this proposal.

Moved/Seconded

That the Academic Planning and Priorities Committee approve the creation of the Workplace Conflict Management Professional Certificate (Non-credit) in Continuing Education, effective for Winter 2025, as set out in the documents provided.

Carried**5. Faculty of Arts Unit Review Report**

Documentation was circulated with the Agenda. Erin Gibbs Van Brunschot, Vice-Dean, Faculty of Arts and Aoife Mac Namara, Dean, Faculty of Arts presented this item for discussion.

Highlights:

- The Co-Chair provided introductory comments on the unit review process, noting that unit reviews are completed every five to seven years and involve an external team that meets with stakeholders and prepares recommendations. The report presented is the first response to the reviewers' recommendations, and then Arts will return to the APPC in three years to provide a midterm update on their progress.
- The presenters explained that the Faculty of Arts' unit review was completed in April 2024. Recognizing the large size of the Faculty, three full days were dedicated to the review, which was designed to capture the full range of perspectives from across the Faculty's 14 departments.
- The presenters noted that recent years' budget cuts had been addressed solely through staff reductions, which in combination with unexpected leaves of absence resulted in understaffed pods across the Faculty.
- In response to questions, it was explained that:
 - To address communication challenges identified in the unit review, the Faculty reviewed its Associate Dean portfolios and created the Associate Dean (Academic) and Associate Dean (Student Engagement) portfolios. The Dean's Office is also establishing formalized processes for communication, more communications staff have been hired, and the Faculty is looking to expand communications across a broader range of platforms beyond email.
 - To address staff concerns, the Associate Dean (Academic) is working on developing internal processes that will ensure review of impacts on staff when there are changes to academic programs. There is no expectation that staff work outside of business hours and the Faculty is actively working on fostering a culture of healthy work-life balance.

- The rationale for changing to a centralized model for Faculty of Graduate Studies funding is to allow the Faculty of Arts to distribute funding between departments dynamically in response to annual admissions. This will allow the Faculty to avoid situations such as the example shared from the past year, where some graduate programs had to decline admissible students because they ran out of funding, while others had unused funds due to under-recruitment.
 - The reviewers' recommendation for the Faculty of Arts to seek external funding for supporting graduate student is being addressed by seeking funding opportunities that could be used to support scholarships and through supporting faculty members in applying for external grants. Currently, only 5.6% of faculty members are actively applying for funding, and the Faculty is focusing attention and resources on understanding barriers and how they can better support faculty members in these applications.
 - The Faculty is reviewing how Graduate Assistants (Teaching) are deployed across programs with the goal of ensuring a more equitable experience for both graduate and undergraduate students.
 - Course-sharing and fostering transdisciplinarity in teaching is seen as a pedagogical opportunity to benefit student experience.
 - The Faculty has hired an external consultant to investigate academic staff retention issues, particularly for faculty from equity-deserving groups. To support Indigenous scholars, the Faculty is looking to create a central Indigenous-focused space. A need for central coordination and leadership on Indigenous initiatives in the Faculty has also been identified.
- The Committee commended the Faculty for its research productivity and impact, and it was suggested that the Faculty's external funding efforts would benefit from institutional-level support through the Office of Advancement.
 - The Committee shared appreciation for the Faculty's work on intergenerational equity and initiatives like the pay equity audit, but it was noted that an overall approach to EDIA at the Faculty level is missing from the report, which is pertinent given the faculty retention challenges.
 - The Committee recommended that the Faculty consider hiring students to support communications in the Faculty, which would also serve to provide valuable Work-Integrated Learning experiences.

6. APPC Committee Membership Report

Secretary's Note: This item was postponed to the next meeting due to time constraints.

7. Subcommittee Reports

Documentation was circulated with the Agenda for information only.

The Calendar and Curriculum Subcommittee provided reports for the meetings held September 19, 2024 and October 17, 2024. The Academic Program Subcommittee provided a report for the meeting held October 21, 2024.

8. Program Approvals Status Report

Documentation was circulated with the Agenda for information only.

9. Other Business

There was no other business.

10. Adjournment

The meeting was adjourned by consensus at 4:04 p.m.

Courtney McVie
University Secretary