

Monday, December 9, 2024, 2:00 p.m.  
Meeting #182

A167/Zoom

---

**Voting Members**

Robin Yates, Co-Chair  
Dawn Johnston, Academic Co-Chair  
Mark Bauer  
Marjan Eggermont  
Barbara Brown  
Sheri Madigan – arrived during Item 1.2, left  
during Item 3  
Kristin Baetz  
Michael Hart  
Malinda Smith – arrived during Item 1.3  
Ernia Rezaei-Afsah\* – arrived during Item 3  
Saaka Sulemana Saaka – arrived during Item 1.1,  
left during Item 5

**Secretary**

Courtney McVie

**Scribe**

Michelle Speta

**Regrets**

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

**Non-Voting Members**

Tarun Aggarwal  
Hannah Ashton  
Justine Wheeler\*

**Guests**

Tara Beattie, Co-Chair, Graduate Academic Program Subcommittee – present for Items 3 & 4  
Oleks Osiyevskyy, Associate Dean, Policy and Program Development, Faculty of Graduate Studies –  
present for Items 3 & 4  
Cari Din, Interim Associate Dean, Academic, Faculty of Kinesiology – present for Item 5  
Amy Dambrowitz, Co-Chair, Calendar and Curriculum Subcommittee and Registrar – present for Items 5 & 6  
Jennifer de Roaldes, Associate Registrar, Information, Admissions and Recruitment – present for Items 5 & 6  
Carrie MacKay, Director of Faculty Operations, Faculty of Nursing – present for Items 5 & 6  
Catherine Laing, Interim Dean, Faculty of Nursing – present for Item 6

*\*Attended virtually*

---

*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 2:03 p.m. and confirmed quorum.

## 1. Meeting Opening

### 1.1. Approval of the Agenda

#### **Moved/Seconded**

That the Agenda for the December 9, 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 extended thanks to Dr. Malinda Smith for her contributions to the Committee on this occasion of her last meeting. The Co-Chair shared that the search for an Academic Director for Equity, Diversity and Inclusion (EDI) is underway and they will be joining the APPC once appointed.

The Academic Co-Chair shared that the Continuing Education Human Resources (HR) Hub certificates and diploma have received final approval, noting that the proposal was strengthened as a result of the APPC's feedback.

## 2. Approval of the November 18, 2024 Meeting Minutes

Documentation was circulated with the Agenda.

#### **Moved/Seconded**

That the Minutes of the Academic Planning and Priorities Committee meeting held on November 18, 2024 be approved.

**Carried**

## 3. Approval of Revisions to Graduate Regulations Section G.A.2 Application for Graduate Admission

Documentation was circulated with the Agenda. Oleks Osiyevskyy, Associate Dean, Policy and Program Development from the Faculty of Graduate Studies presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS), provided a preamble on the GAPS' recommendation.

Highlights:

- The presenter provided an overview of the proposed revisions, which formalize the common practice of unofficial transcripts being provided with an application for admission, and official transcripts being required to finalize an offer of admission. Graduate programs can still choose to require official transcripts at the time of application, which was the standard practice for all programs prior to the Covid-19 pandemic.

- The GAPS Co-Chair explained that most graduate programs switched to making offers of admission based on unofficial transcripts during the Covid-19 pandemic, when students were having difficulty accessing official transcripts. The Faculty of Graduate Studies (FGS) has decided to formalize this approach, rather than return to the pre-pandemic practice, because it is in the best interest of students.
- In response to questions, it was explained that:
  - Official transcripts can be costly and difficult for applicants to obtain, especially internationally.
  - Discrepancies between unofficial and official transcripts are rare.
  - If a student does not provide their official transcripts by the deadline provided in their offer of admission, they will not be able to register.
  - FGS does not verify unofficial transcripts, but does verify official transcripts. For transcripts that are not in English, a certified translation is required, but applicants are not required to get their transcript evaluated by World Education Services (WES) or other similar services.
- The Committee requested an amendment to add language explaining what will happen if the student does not provide the official transcripts as required in the offer of admission, to align with the corresponding regulations for undergraduate admissions.

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the proposed revisions to Graduate Regulations Section G.A.2 *Application for Graduate Admission*, effective for the 2025-2026 Calendar, as recommended by the Graduate Academic Program Subcommittee and as set out in the documents provided, with the requested amendment.

**Carried****4. Approval of Revisions to Graduate Regulations Section G.D.6 Graduate Time Limits**

Documentation was circulated with the Agenda. Oleks Osiyevskyy, Associate Dean, Policy and Program Development from the Faculty of Graduate Studies presented this item. Tara Beattie, Co-Chair of the Graduate Academic Program Subcommittee (GAPS), provided a preamble on the GAPS' recommendation.

**Highlights:**

- The presenter provided an overview of the proposed revisions to Section G.D.6.1 *Faculty of Graduate Studies' Time Limits*, which are intended to provide clarity and consistency on time limits for ladder and stackable graduate credentials. Specifically, these revisions set a limit of five years as the allowable break between successive credentials in a ladder pathway.
- The five-year time limit would be the FGS default, but graduate programs can choose to set a shorter or longer time limit.
- The Committee discussed how, broadly speaking, time limits are an example of where University regulations and Indigenous Ways do not have a parallel path.
- The Committee requested an amendment revise the wording of Section G.D.6.1. Specifically, the Committee recommended the information be organized by type of credential (thesis-based Master's, followed by PhD, followed by course-based certificates, diplomas, and Master's) and that the expected completion time be stated explicitly alongside the maximum completion time.

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the proposed revisions to Graduate Regulations Section G.D.6 *Graduate Time Limits*, effective for the 2025-2026 Calendar, as recommended by the Graduate Academic Program Subcommittee and as set out in the documents provided, with the requested amendment.

**Carried****5. Approval of the Revisions to Undergraduate Admission Regulations**

Documentation was circulated with the Agenda. Jennifer de Roaldes, Associate Registrar, Information, Admissions and Recruitment presented this item. Amy Dambrowitz, Co-Chair of the Calendar and Curriculum Subcommittee (CCS), provided a preamble on the CCS' recommendation.

**Highlights:**

- The presenter provided an overview of the proposed revisions, noting that although it is atypical to make regulation changes in the middle of an admission cycle, these changes are being proposed because they are beneficial to students.
- The proposed revisions include:
  - Expansion of the Rural Community and Indigenous Community Routes in the Faculty of Nursing. The Indigenous Community Route was initially a pilot with Siksika Nation and Old Sun Community College, and the language has now been broadened to be able to expand to other Nations and communities. Cohorts are being admitted in Bonnyville and Tsuut'ina Nation for Fall 2025.
  - Creation of the Faculty of Kinesiology's Indigenous Pathway Program (IPP) to the Bachelor of Science (BSc) in Kinesiology and the Bachelor of Kinesiology (BKin). The program has been designed with existing courses and the Faculty is working with the Writing Symbols Lodge to develop student advising capacity.
  - Opening admission to several Biological Sciences programs in the Faculty of Science for transfer students with less than 30 units of post-secondary coursework, to align with the previous change to allow direct entry from high school.
  - Updating language regarding documentation for Indigenous citizenship/membership as per the recommendations of the University's Pilot Committee on Indigenous Citizenship and Membership.
- In response to questions, it was explained that:
  - Documentation of Indigenous citizenship/membership for students admitted through the Indigenous Admission Process must be provided before an offer of admission is made.
  - The launch of the IPP in the Faculty of Kinesiology is not expected to have significant impacts on support staff workload.
  - The purpose of the supplementary essays for admission to the Rural Community Route nursing program is to ensure applicants are aware that the intention of the program is for students to learn in the community and then stay in the community to practice. The essays are not part of a competitive admissions process.
  - For some of the Indigenous Community Routes, applicants are required to be members of that specific First Nation. For example, for the new Tsuut'ina program, applicants must provide documentation of their Tsuut'ina membership/citizenship, because the band will be paying their tuition.

- The Committee's discussion included:
  - Concerns regarding the Faculty of Nursing's Indigenous Community Route residence requirement, which states that "Applicants must be residents of Alberta and reside within the geographical region identified for each community at the time of application and for the duration of the program". Different scenarios were considered, such as a member of the Tsuut'ina First Nation who may be living in Calgary, or a member of one First Nation living in the territory of a different First Nation. The potential for contradictions in the definition of a given Indigenous community or Nation's geographic region was noted.
  - Whether information regarding residence should be included in the Calendar versus in the Memorandum of Understanding (MOU) between the University and each First Nation or community. It was noted that the MOU is the contract between the University and the First Nation or community, whereas the Calendar is the contract between the student and the University.
- The Committee requested an amendment to revise the Calendar language regarding the residence requirements, especially at the time of admission, for the Faculty of Nursing's Indigenous Community Route program. The Committee directed that this amendment be made in consultation with the Office of Indigenous Engagement and delegated final approval of the Calendar language to Dr. Michael Hart.
- The Committee also suggested that the term "Statement of Intent" be considered in place of "Supplementary Essay" for the Faculty of Nursing's Rural Community Route programs' admission requirements, and that the Faculty revise the admission information on their website to provide more clarity regarding the different admission pathways.

#### **Moved/Seconded**

That the Academic Planning and Priorities Committee approve the revisions to the undergraduate admission regulations, effective immediately for Fall 2025 admissions and the 2024-2025 Calendar, as recommended by the Calendar and Curriculum Subcommittee and as set out in the documents provided, with the requested amendment.

**Carried**

#### **6. Approval of Lottery-based Admission for Undergraduate Programs in Nursing**

Documentation was circulated with the Agenda. Catherine Laing, Interim Dean, Faculty of Nursing, Carrie MacKay, Director of Faculty Operations, Faculty of Nursing, Jennifer de Roaldes, Associate Registrar, Information, Admissions and Recruitment, and Amy Dambrowitz, Registrar, presented this item. Amy Dambrowitz also provided a preamble on the CCS' recommendation.

#### **Highlights:**

- The presenters delivered a PowerPoint presentation, explaining that this proposal was developed over the past four years in response to findings that over 50% of nurses leave the profession within the first two years of entering professional practice, and that approximately half of all students currently enrolled in nursing programs are aiming to enter medical school. Nursing programs across Canada are over-subscribed and as such admission averages are very high (>90%).
- The CCS Co-Chair explained that the CCS supported this proposal because the objective is to expand access to the nursing program for qualified students, and noted that it received support from the Director of the Community Mental Health and Well-Being Strategy as it is expected to alleviate stress for prospective students.

- The presenters explained that the benefits of a lottery-based admission process include dissuading students from using nursing as a stopover to medicine, increased transparency in the admissions process, and discouraging hyper-focus on grades. High emphasis on grades can take focus away from actual learning, which is particularly a problem in applied professions like nursing.
- The presenters acknowledged that there are some risks to a lottery-based admission process, including disadvantaging students who work hard to achieve top grades and potential reputational risk for the University.
- The presenters explained that this proposal fits with the *Ahead of Tomorrow* strategies #1) increasing access to impactful and future-focused education, #2) harnessing the power of research/innovation to tackle society's biggest challenges, and #4) making processes clearer, simpler, better.
- The implementation of this proposal will come along with a longitudinal study to investigate the impacts of the lottery-based admission process on student success and attrition rates for professional nurses.
- In response to questions, it was explained that:
  - Historical data indicate that students who have incoming high school averages around 82% or higher are successful in nursing school. The cut-off average for students to be eligible to enter the lottery is expected to be in the range of 82-85%.
  - Even with expansion funding from the provincial government, the competitive average for Fall 2024 admission was 85%. Applications are up 135% this year, and admission averages are tracking into the 90% for Fall 2025 admission.
  - The lottery for admission will have multiple draws at set points in time, with a portion of seats allocated in each draw. Students apply once, and if they are not selected in a given draw, stay in the pool for the next draw. Students will be encouraged to apply early to maximize the number of draws in which they are included.
  - Students who apply through the Equitable and Inclusive Admission Process will be included in the lottery, while also having their application reviewed simultaneously through this pathway. There is no designated allotment of seats for students applying through this process, but they have twice the chance of getting admitted because of their applications are reviewed separately if they are not successful in the lottery.
  - The Indigenous Community Route and Rural Community Route are not included in the lottery.
- The Committee's discussion included:
  - Competency-based grading (pass/fail) could be a future consideration for the program to further dissuade students from using nursing as a pathway to medical school.
  - Proactive and thoughtful communication about this change will be critical for the successful launch and to ensure this is not seen as lowering standards.
  - Interviews would be an ideal approach to admissions, but are prohibitively resource-intensive.

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve lottery-based admission for undergraduate programs in the Faculty of Nursing, effective Fall 2026, and the associated revisions to Calendar Section A. *Undergraduate Admissions*, effective for the 2025-2026 Calendar, as recommended by the Calendar and Curriculum Subcommittee and as set out in the documents provided.

**Carried**

## **7. APPC Committee Membership Report**

Documentation was circulated with the Agenda. Courtney McVie, University Secretary, presented this item for information.

Highlights:

- The presenter explained that this report is being provided following discussion at the April 15, 2024 meeting of the APPC, where the AUPE representative requested that non-voting members on the Committee be changed to voting roles. In response to this feedback, the Secretariat was directed to complete for Fall 2024 an environmental scan of governance bodies that have a similar mandate to the APPC at peer institutions.
- This report provides the results of that environmental scan, which reviewed the membership of 24 committees across 13 institutions from the Canadian U15 and Alberta's Comprehensive Academic and Research Universities (CARU).
- The vast majority of CARU and U15 institutions do not have any non-academic staff representation on their committees at all, in either voting or non-voting roles. The few that do have non-academic staff members are ex-officio positions (e.g., the Registrar) and non-voting. Only one of 13 institutions has an appointed/elected non-academic staff member from at-large in a voting role on one committee.
- In the University Secretary's consultation with a leading expert in Canadian post-secondary governance it was confirmed that there is no trend toward adding non-academic staff in voting positions on committees that have the purview of APPC.
- The intention of non-voting seats for non-academic staff on the APPC, which is a structure unique to the University of Calgary, is to recognize the importance of these voices and bring their perspectives to the table. However, academic decisions being made by academic staff members is a fundamental principle of post-secondary governance and was highlighted in the approved Report of the Task Force to Review the GFC and the GFC Standing Committees, 2012.

## **8. Subcommittee Reports**

Documentation was circulated with the Agenda for information only.

The Graduate Academic Program Subcommittee provided a report for the meeting held November 6, 2024. The Calendar and Curriculum Subcommittee provided a report for the meetings held November 21, 2024.

## **9. Program Approvals Status Report**

Documentation was circulated with the Agenda for information only.

## **10. Other Business**

There was no other business.

## **11. Adjournment**

The meeting was adjourned by consensus at 4:02 p.m.