



General Faculties Council  
**Academic Planning and Priorities Committee**  
Approved Minutes

Monday, May 26, 2025, 2:00 p.m.  
Meeting #188

A167/Zoom

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**Voting Members**

Robin Yates, Co-Chair  
Dawn Johnston, Academic Co-Chair  
Kristin Baetz  
Naomie Bakana  
Sheri Madigan  
Ari Pandes  
Cydnee Seneviratne

**Non-Voting Members**

Tarun Aggarwal  
Hannah Ashton  
Justine Wheeler\* – arrived during Item 1.3

**Secretary**

Courtney McVie

**Scribe**

Michelle Speta

**Regrets**

Mark Bauer  
Barbara Brown  
Michael Hart  
Irtaza Sohail  
Andrew Szeto

**Observers/Resource Personnel**

Christine Johns, Associate Deputy Provost  
Elizabeth Pando, Program Innovation Partner  
Janelle Morris, Program Innovation Partner  
Brenda McDermott\*, Management and Professional  
Staff Executive Committee

**Guests**

Amy Bromley\*, Associate Dean, Undergraduate Medical Education, Cumming School of Medicine  
– present for Item 3  
Amy Dambrowitz, Co-Chair, Calendar and Curriculum Subcommittee – present for Items 3 and 4  
Vanessa Wood, Deputy Registrar – present for Item 4  
Michelle MacKenzie, Assistant Registrar, Enrolment Services – present for Item 4  
Wendy Benoit, Co-Chair, Academic Program Subcommittee – present for Item 5  
Catherine Heggerud, Associate Dean, Undergraduate Programs, Haskayne School of Business  
– present for Item 5  
Pat Kaip, Manager, Undergraduate Student Services, Haskayne School of Business – present for Item 5  
Jenn Hauck, Manager, Teaching and Learning, Haskayne School of Business – present for Item 5  
Patrick Nay\*, Interim Manager, Graduate Programs, Haskayne School of Business – present for Item 5  
Kristine Trinh\*, Graduate Programs Specialist, Haskayne School of Business – present for Item 5

*\*Attended virtually*

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

## **1. Meeting Opening**

### **1.1. Approval of the Agenda**

The Co-Chair reported an amendment to the Agenda to add an update regarding the Academic Innovation Plan.

#### **Moved/Seconded**

That the Agenda for the May 26, 2025 Academic Planning and Priorities Committee meeting be approved, with the reported amendment.

**Carried**

### **1.2. Traditional Land Acknowledgement**

The Co-Chair provided a Traditional Land Acknowledgement.

The Academic Co-Chair shared an update regarding the May 27, 2025 musical performance by Dr. Craig Ginn, Director, International Indigenous Studies Program, Faculty of Arts, at The Confluence Historic Site & Parkland as part of The Animal Kinship Project, which is a partnership between the University and the Confluence.

### **1.3. Remarks of the Chair**

The Academic Co-Chair welcomed Naomie Bakana, Students' Union (SU) President, to the Committee on this occasion of her first meeting, as well as Brenda McDermott, incoming Management and Professional Staff (MaPS) representative, attending as an observer.

The Academic Co-Chair noted that the General Faculties Council Executive Committee (GFC EC) approved the merger of the Academic Program Subcommittee (APS) and the Calendar and Curriculum Subcommittee (CCS) to form the Undergraduate Academic Program Subcommittee (UAPS) at its May 21, 2025 meeting. This item was recommended to the GFC EC by this Committee at its May 12, 2025 meeting.

Committee members were also reminded to raise questions and/or concerns regarding proposals in the pre-discussion before proponents are brought into the room, to ensure that the time with the proponents is used effectively.

## **2. Approval of the May 12, 2025 Meeting Minutes**

Documentation was circulated with the Agenda.

#### **Moved/Seconded**

That the Minutes of the Academic Planning and Priorities Committee meeting held on May 12, 2025 be approved.

**Carried**

### **3. Approval of the Revisions to the Undergraduate Medical Education (UME) Admission Regulations for the Southern Alberta Medical Program (SAMP), Cumming School of Medicine**

Documentation was circulated with the Agenda. Amy Bromley, Associate Dean, Undergraduate Medical Education, Cumming School of Medicine presented this item. Amy Dambrowitz, Co-Chair, Calendar and Curriculum Subcommittee (CCS) provided comments on the CCS recommendation.

#### Highlights:

- The presenter explained that the Southern Alberta Medical Program (SAMP) is an off-site expansion of the Cumming School of Medicine (CSM) Undergraduate Medical Education (UME) program. The objective of the SAMP is to recruit and train physicians who have connections to rural communities in southern Alberta to improve the availability of physicians in rural Alberta. The program will be delivered at the University of Lethbridge campus for a cohort of 20 to 30 students starting in July 2026.
- This proposal is a change to the UME admission regulations in the Calendar to create a new admission pathway, the Rural Applicant Process, which would allow CSM to identify applicants with ties to rural southern Alberta.
- The presenters reported the following amendments:
  - Revision to the Indigenous Application Process subsection to use the terminology “documentation of Indigenous membership/citizenship” instead of “proof of status or Indigenous identity”.
  - Revised language in the Rural Application Process subsection to clarify that a student admitted to the SAMP cannot transfer to the Calgary campus.
  - Updated section numbers in reference to the CSM Doctor of Medicine (MD) Applicant Manual.
- In response to questions, it was explained that:
  - Students in the SAMP will be awarded the same MD degree as those in the UME program in Calgary. This information, as well as other details, is provided in the Applicant Manual.
  - Applications submitted through the Rural Applicant Process will receive two attribute scores: the rural and regional connections score, and the rural and regional index score. The rural and regional connections score considers factors such as where the applicant’s family is from, where they attended high school, where they have worked, and the rural and regional connections score considers factors such as how close the applicant lives and works to an urban center.
  - The rural interest essay is optional because applicants in the Rural Application Process complete the mandatory general applicant essay. If they feel that they can sufficiently address their rurality in the general applicant essay, they may elect not to complete a second essay. The rural interest essay is not scored.
  - UME applicants can rank their preferred program at the time of application. For example, an applicant would indicate their interest in the SAMP, and whether they also wish to be considered for admission to the Calgary-based program as a second choice.
  - Individuals can also apply to the SAMP via the Indigenous Application Process or the Black Applicant Admissions Process.
  - In the first year, the SAMP will be accepting 20 students, with the cohort eventually growing up to 30 seats. The CSM does not admit more students than there are available seats as attrition rates in the UME are low. However, there will be a waitlist.
  - The CSM is planning community outreach and engagement (e.g., open houses) for the SAMP. A SAMP website will also be launched in the coming months.

- The Committee requested an amendment to revise the sentence: "...a cohort of up to 30 positions will be offered and delivered exclusively at the University of Lethbridge campus" to read: "...up to 30 positions will be offered and the program will be delivered exclusively at the University of Lethbridge campus".

#### **Moved/Seconded**

That the Academic Planning and Priorities Committee approve the proposed Calendar revisions for the Undergraduate Medical Education program in the Cumming School of Medicine, effective for the 2025-2026 Calendar and the admission cycle commencing July 1, 2025, as recommended by the Calendar and Curriculum Subcommittee, and as set out in the documents provided, with the reported and requested amendments.

**Carried**

#### **4. Approval of the Revisions to University Regulation B.14.1 *Withdrawal from a Course(s)***

Documentation was circulated with the Agenda. Vanessa Wood, Deputy Registrar, and Michelle MacKenzie, Assistant Registrar, Enrolment Services, presented this item. Amy Dambrowitz, Co-Chair, Calendar and Curriculum Subcommittee (CCS) provided comments on the CCS recommendation.

##### Highlights:

- The presenter provided an overview of the proposed revisions to Calendar Section B.14.1 *Withdrawal from a Course(s)*, which follow the recent administrative change to make undergraduate course withdrawals weighted.
- Previously, if a student withdrew from a course, they would also lose the unit load for that course. This had negative impacts on students, as it could force students considering withdrawing from a course to have to choose between their academic standing and their registration status.
- Losing full-time registration status can be highly problematic for international students, who are required to be full-time students to maintain their immigration status; domestic students who hold student loans; and Indigenous students who may be band-sponsored. Band-sponsored Indigenous students who lose full-time status would not only lose their current funding but also would be moved to the bottom of the queue for further sponsorship funds.
- In response to questions, it was explained that:
  - The deadline to withdraw from a course is typically the last day of classes for a given term. Tuition is not refunded.
  - Most other Canadian institutions preserve unit load with course withdrawals. The Faculty of Graduate Studies switched to a "weighted W" effective Spring 2023.
  - With respect to government student loans, a student's registration status is at the institution's discretion, not the lender's. Previously, if a student withdrew at the deadline and their status changed from full-time to part-time, or to no load, their status would have to be retroactively changed with the lender.
  - This change has long been discussed but came the forefront this year due because of the increased pressures students are facing due to changes in regulations for student loans and study permits.
  - Consultation and testing over the past year confirmed no unintended consequences and identified no risks in this change.

- The change management plan includes leveraging all communication platforms, including partnering with the Students' Union (SU), working with ancillary offices, connecting with the advising network, and ongoing training for student advisors.

#### **Moved/Seconded**

That the Academic Planning and Priorities Committee approve the proposed revisions to University Regulation B.14.1 *Withdrawal from a Course(s)*, effective for the 2025-2026 Calendar, as recommended by the Calendar and Curriculum Subcommittee and as set out in the documents provided.

**Carried**

### **5. Changes to the Bachelor of Commerce (BComm) Concentrations, Haskayne School of Business**

Documentation was circulated with the Agenda. Catherine Heggerud, Associate Dean, Undergraduate Programs, Haskayne School of Business presented this item. Wendy Benoit, Co-Chair, Academic Program Subcommittee (APS) provided comments on the APS recommendation.

#### Highlights:

- The presenter provided an overview of the proposed changes to the Bachelor of Commerce (BComm) program concentrations, specifically the creation of the concentrations in Risk Management (RMGT) and Operations and Supply Chain Management (OSCM), and the termination of the Energy and Professional Land Management (EPLM) concentration.
- The presenter explained that the revitalization of the concentrations has been an ongoing initiative since the 2018-2019 BComm curriculum review. The BComm is a standard 120-unit program and the concentration courses represent 15% of the unit load (18 units out of the 120).
- There are approximately 3,800 students enrolled in the BComm. The program currently offers 16 different concentrations, and approval of the proposed changes would bring the total number down to 11. One of the objectives of the proposed changes is to make the concentrations easier for BComm students to navigate.
- At its May 5, 2025 meeting, the APS approved the suspensions of the concentrations in Risk Management and Insurance (RMIN), Risk Management: Insurance and Finance (RMIF), Operations Management (OPMA), Supply Chain Management (SCMA), Real Estate Studies (REAL), and Personal Financial Planning (PFPL). The suspensions were approved alongside the recommendation of the proposals for the creation of the RMGT and OSCM concentrations, and the termination of the EPLM concentration.
- The APS Co-Chair shared that the Subcommittee's discussion focused on the proposed changes' potential impacts on students. Students are not limited in how many times they can change concentrations in the BComm, and there are no enrolment caps for concentrations.
- The fields of operations and supply chain management have evolved to be seen as a continuous process with internal- and external-facing components. The creation of the concentration in OSCM reflects the merging of the SCMA and OPMA concentrations. It was noted that the student clubs representing SCAM and OPMA merged on their own accord earlier this year.
- The creation of the RMGT concentration reflects the merger of the RMIN and RMIF concentrations, which had very similar course content.
- The PFPL concentration had only one course that was different from the larger Finance (FNCE)

concentration. FNCE will be expanded to include that course, so all the content from the PFPL concentration will continue to be offered.

- The content from EPLM and REAL will be considered for future micro-credentials. The EPLM is proposed for termination as there are no students currently enrolled.
- The BComm is now in the midst of a new curriculum review. The overall degree structure will not change with this curriculum review, but there will be some changes in response to identified gaps in how EDIA principles and commitment to *ii' taa'poh'to'p* are embedded in the curriculum.
- In response to questions, it was explained that:
  - The EPLM concentration was initially created with the Calgary's oil and gas industry in mind. However, it was found that students preferred concentrations that are relevant to a broader range of industries. Going forward, the objective is to make concentrations industry-agnostic but to offer industry-specific content through other means, such as digital badges.
  - Programs cannot be suspended indefinitely. The duration of suspension is set at the time of approval of the suspension. If the program is not terminated at the end of the approved period, or the suspension period extend, the program is reactivated.

**Moved/Seconded**

That the Academic Planning and Priorities Committee approve the creation of the concentrations in Risk Management (RMGT) and Operations and Supply Chain Management (OSCM) within the Bachelor of Commerce and Bachelor of Commerce (Honours), effective Fall 2026, as recommended by the Academic Program Subcommittee and as set out in the documents provided.

**Carried****Moved/Seconded**

That the Academic Planning and Priorities Committee approve the termination of the concentration in Energy and Professional Land Management (EPLM) within the Bachelor of Commerce and Bachelor of Commerce (Honours), effective Fall 2026, as recommended by the Academic Program Subcommittee and as set out in the documents provided.

**Carried****6. Report on the May 5, 2025 Academic Program Subcommittee Meeting**

Documentation was circulated with the Agenda for information only.

**7. Program Approvals Status Report**

Documentation was circulated with the Agenda for information only.

## 8. Other Business

The Co-Chair provided an update on *Ahead of Tomorrow* – Strategy 1 – Teaching & Learning, which is the focus of the Academic Innovation Plan, in advance of the report that will be provided to the General Faculties Council in June.

The Co-Chair reminded the Committee that we have until 2027 to complete the deliverables set out in the Academic Innovation Plan and until 2030 to complete the *Ahead of Tomorrow* strategic goals. In the 2024-2025 academic year, progress was made on each of the three objectives in Strategy 1:

### 1) Become the top university in student engagement within the U15

- The goal for 2024-2025 was to identify and define metrics of student engagement. Five domains have been identified based on research in this field as well as consultation: 1) transformative teaching and learning, 2) holistic advising and inclusive supports, 3) supervision and mentorship, 4) signature learning experiences, and 5) community belonging and social connections.
- The five domains serve as the conceptual framework for the Student Engagement Dashboard and will guide the development of the specific metrics. Externally benchmarked measures from the National Survey of Student Engagement (NSSE), Canadian Graduate and Professional Student Survey (CGPSS), and Canadian Campus Wellbeing Survey (CCWS) will also be used.
- Additionally, the University has launched the First-Generation Scholars program for first-in-family students, as well as the Campus Food Hub in Crowsnest Hall, which includes an affordable grocery market, the Ladle UP! Weekly soup lunch, and a low-cost breakfast program.
- Students experiencing housing insecurity have been supported through the Temporary Emergency Housing and Temporary Housing Grant programs.

### 2) Increase total enrolment by 10,000 students from 36,000 to 46,000.

- The University faced intense headwinds on this objective due to federal government changes for international student visas and modest targeted enrolment expansions for domestic students. However, the goal of increasing the funded enrolment seats in targeted expansions programs by 555 was met, and domestic enrolment targets under the provincial Investment Management Agreement were also met.
- The first phase of the Strategic Enrolment Management Plan is complete. This included working with Deans and external stakeholders to identify new program opportunities. Analysis of resources required to support enrolment growth is underway including a Program Expansion Costing Exercise.
- Recruitment activities are focusing on rebuilding our international student recruitment pipelines that were impacted by the federal government changes to visas and increasing our visibility and connections in the United States.

### 3) Ensure all students are provided with meaningful opportunities in entrepreneurial thinking and research and creative scholarship.

- The Office of Signature Learning Experiences, which was announced in October 2024 for a July 1, 2025 launch, will serve as a central recourse for experiential learning, research experience, and entrepreneurial thinking.
- Course-level mapping of entrepreneurial thinking and research and creative scholarship is now underway, building on the previous work-integrated learning mapping initiative.

- A micro-credential in entrepreneurial thinking is under development with Continuing Education. The Hunter Hub has launched a micro-credential on Teaching and Assessing Entrepreneurial Thinking for academic staff, graduate students, and post-doctoral fellows to equip them with pedagogical tools for incorporating entrepreneurial thinking into their discipline.

In response to questions, it was explained that the entrepreneurial thinking micro-credential will be non-credit, with a target audience of both our student body and external community members. The Hunter Hub micro-credential will support instructors in incorporating entrepreneurial thinking in credit program curricula.

## **9. Adjournment**

The meeting was adjourned by consensus at 3:23 p.m.

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Courtney McVie  
University Secretary