

Attendance at FGSR Council – January 20, 2021

Department/Unit Faculty Representatives

Agricultural, Food & Nutritional Science	Guanqun (Gavin) Chen
Anthropology	Marko Zivkovic
Art & Design	Joan Greer
Biochemistry	David Stuart
Biological Sciences	James Stafford
Biomedical Engineering	Alan H. Wilman
Business (non-departmentalized) - MBA	Michael Maier
Business (non-departmentalized) - PhD	Trish Reay
Cell Biology	Richard Wozniak
Chemicals & Materials Engineering	Vinay Prasad
Chemistry	Michael Serpe
Civil & Environmental Engineering	Selma Guigard
Computing Science	Michael Buro
Dentistry (Medical Sciences)	Carlos Flores Mir
Drama	Stefano Muneroni
East Asian Studies	David Quinter
Economics	Heather Eckert
Educational Policy Studies	Evelyn Steinhauer
Educational Policy Studies	Darryl Hunter
Educational Psychology	Veronica Smith
Educational Studies	Douglas Gleddie
Electrical & Computer Engineering	Yindi Jing
Elementary Education	Trudy Cardinal
English and Film Studies	Mark Simpson
Faculte Saint-Jean (non-departmentalized)	Samira El Atia
History & Classics (inc. Religious Studies)	Heather Coleman
Human Ecology	Rachel McQueen
Kinesiology, Sport, and Recreation (non-dept)	Normand Boule
Laboratory Medicine & Pathology	Monika Keelan
Law (non-departmentalized)	Linda Reif
Library & Information Studies	Dinesh Rathi
Linguistics	Johanne Paradis
Mathematical & Statistical Science	Jochen Kuttler
Mechanical Engineering	Christopher Dennison
Medical Microbiology & Immunology	Edan Foley
Medicine	Nadia Jahroudi
Music	Maryam Moshaver
Native Studies (non-departmentalized)	D'Arcy Vermette
Nursing (non-departmentalized)	Diane Tapp
Occupational Therapy	Mary Forhan
Oncology	Alan Underhill
Pediatrics (Medical Sciences)	Sujata Persad
Pharmacy & Pharmaceutical Sciences (non-dept)	Arno Siraki
Philosophy	Ingo Brigandt
Physical Therapy	Marguerite Wieler
Physics	Sharon Morsink

Political Science	Siobhan Byrne
Psychiatry	Allen Chan
Psychology	Chris Westbury
Radiology & Diagnostic Imaging (Med Sciences)	Lawrence Le
Renewable Resources	Uldis Silins
Resource Economics & Environmental Sociology	Henry An
School of Public Health (non-departmentalized)	Ruth Wolfe
Secondary Education	Bonnie Watt
Women's and Gender Studies	Felice Lifshitz

Associate Deans (Graduate) Representatives for Departmentalized Faculties

Arts	Kim Noels
Education	Doug Gleddie
Medicine & Dentistry	Greg Funk
Rehab Medicine	Trish Manns
Science	Mark McDermott

Ex-Officio Representatives

FGSR Dean & Vice-Provost (FGSR Council Chair)	Brooke Milne
Vice-President (Research) (or Delegate)	Laura Beard
FGSR Vice-Dean	Bryan Hogeveen
FGSR Associate Dean	Victoria Ruétalo
FGSR Associate Dean	Janice Causgrove Dunn
FGSR Associate Dean	Tracy Raivio
FGSR Associate Dean	Ali Shiri
Vice-Provost and University Registrar (or Delegate)	Carlo Dimailig

Graduate Program Administrators Committee (GPAC) Representatives

Department of Dentistry	Dalyce Barss
-------------------------	--------------

Graduate Student Association (GSA) Directly Elected Officials Representatives

GSA President	Marc Waddingham
VP Labour	Umesh Nimmathi
VP Academic	Sachiketha Reddy

Graduate Student Association (GSA) Council Representatives

Civil & Environmental Engineering - PhD	Salam Khalife
English & Film Studies	Shashi Kumar
Library & Information Studies	Lindsey Chochula
Mechanical Engineering PhD	Armin Norouzi Yengeje
Neuroscience - Masters (PhD in October)	Nicole Dittmann
Nursing	Sania Amiri-Ishani
Pediatrics	Shubham Soni
Pediatrics	Claudia Holody
Pharmacology, PhD	Nayiar Shahid
Pharmacy & Pharmaceutical Sciences	Amanda Greenwell
Surgery	Kasra Shayeganpour

Observers – Non-Voting

FGSR Operations Coordinator (Secretary)*	Medha Samarasinghe
FGSR Executive Coordinator*	Andrea Riewe
FGSR, EA to the Associate Deans*	Dena Giroux

FGSR, Admissions and Program Services Supervisor*	Looyce Anderson
FGSR, Director, Professional Development*	Renee Polziehn
FGSR, Senior Financial Officer and IT*	Sylvia Fong-Wong
FGSR Professional Development & Community Volunteer Program Director*	Deanna Davis
GFC Secretary*	Heather Richholt
Provost & Vice-President Academic – Programs*	Tammy Hopper
Advisor, Sociology*	Patti Kim
Team Lead, Admissions*	Kelly Montgomery
Team Lead, Program Services*	Kris MacManus

**Non-Voting*

Regrets:

Department/Unit Faculty Representatives

Internetworking (MINT) – Michael MacGregor

Native Studies – Sean Robertson

GSA Council Representatives

Biomedical Engineering, PhD – Kevin Solar

Ex-Officio Representatives

Vice-Provost and Chief Librarian – Dale Askey

FGSR Council January 20, 2021

1.0 Call to Order at 2:03 PM

Dean Brooke Milne called the meeting to order.

She welcomed members of Council, and reminded everyone of the process of using Zoom. She noted that members requiring further support with this platform can reach out to Andrea Riewe for help.

Those with voting abilities received an email with links. They were asked to have this open and ready to go.

2.0 Approval of Agenda for January 20, 2021

No objections were raised.

Moved / Seconded: Bryan Hogeveen/Kim Noels

Approved by general consent.

3.0 Approval of Minutes of November 25, 2020

Moved / Seconded: Doug Gleddie/Alan Underhill

Amendments:

- Sujata Persad from Pediatrics should be added to attendance.
- Regarding Item 6: “Proposal: Combined Program for the Degrees of MD and PhD”, a Council member asked for a correction to the spelling of Alan Underhill’s name. The member also asked that the last clause appearing in parentheses under the response to the question be clarified. For clarity, it should be adjusted to read: “(which would mean students are several years removed from year one and year two of their MD program).”

Approved by electronic vote.

4.0 Matters Arising from the Minutes

No matters arising from the minutes.

5.0 Report from the Dean

Dean Milne informed Council members that FGSR has heard several concerns about graduate students not being able to get into labs due to the current provincial health mandates. We are aware of these pressures, and FGSR is doing what it can to facilitate and support graduate students in this climate. However, reduction of tuition, extension of student academic employment appointments, or exemptions to access lab space are not within our purview. The Research Impacts team, led by the Vice-Provost Research and Innovation, Walter Dixon, is working to find a way forward so that we can support students while remaining compliant with the current restrictions.

There are several things that FGSR is doing to help support, including proactively working with units to batch process COVID-19 related leaves of absence for students who are unable to progress. Program extensions are being readily approved; switching to part-time studies may be an option students wish to explore.

FGSR has recently announced a [COVID-19 relief funding initiative](#) for affected students, notably those who are facing the severest constraints and who do not have current funding or student related employment. To date we have received more applications than we are able to support, but knowing this need, we will continue to advocate for institutional funds for graduate students.

If Council members are encountering questions about how other funding mechanisms, such as scholarships/awards and GRAs/GTAs/GRAFs, have been affected by COVID-19, Dean Milne encouraged members to begin by speaking with their department about this and consulting the [“COVID-19 & Graduate Student Funding”](#) document on FGSR’s website. FGSR is ready to help; please reach out to us at grad.mail@ualberta.ca.

Dean Milne reminded members that FGSR continues to update the collected FAQs related to COVID-19 for students; these include info on emergency funding, resources on virtual supervision, leaves of absence or changes to program due to COVID-19, etc. Our communications team continues to update the [COVID-19 Information for Graduate Students on our webpage](#), including resources and information as it becomes available. A bi-weekly newsletter is also distributed to graduate students that contains timely information and resources.

Two resources for supervisors that are available on our website include:

- [Guidelines for Graduate Students and Supervisors in Modifying Community-Based Research Projects](#)
- [Guidelines for Effective Remote Supervision](#)

Dean Milne reminded Council members that they serve as a key conduit for communication to others in their departments, including students, supervisors, and other members of the community. This is an important role, especially within this current context. She encouraged them to facilitate the timely and effective communication of any updates or changes.

She also reminded members that they always have the option of sending a delegate to Council meetings if there are scheduling conflicts. This will ensure that key communications will continue to filter to departments even if members aren’t able to attend all Council meetings.

Questions/ Comments: None.

6.0 Graduate Governance Approval Pathways

Dean Milne introduced Dr Tammy Hopper, Vice-Provost(Programs), who discussed high-level aspects of the GFC Programs Committee.

Within the Programs Committee, two support teams have been established. The first focuses on undergraduate programs; more recently, a graduate program support team has been constituted. An infographic illustrating the new pathways for initiatives related to graduate programs (new program proposals, minor changes, or new courses, etc.), and the pathways, was distributed in the agenda package.

Vice-Provost Hopper introduced herself and her role overseeing program administration at the U of A. One of the initiatives during her 5 years in the role has been to simplify the process and pathways. The GFC Programs Committee is a new GFC standing committee which oversees and approves all undergraduate and graduate program changes. The committee was struck in response to feedback from the Ad Hoc Committee on Academic Governance including Delegated Authority, which was asked to assess the terms of reference and mandates for all GFC standing committees. One of the main areas of focus and recommendations was around programs. Programs were being developed through several committees and being subject to various policies; this became very confusing and complicated. The new Programs Committee consolidates the work of the former Academic Standards Committee, the Academic Planning Committee, and GFC executive, and Section 37 in the policy manual. This allows for a more streamlined and efficient process, while maintaining the appropriate oversight.

Vice-Provost Hopper noted how pleased she was with the thoughtful engagement that has been happening on these committees. Dean Milne echoed her observations.

Questions/Discussion:

- A Council member asked whether program fee changes need to go to RACF. Is this considered a substantive change or a minor change?
 - Vice- Provost Hopper noted that any fee change must go through the RACF committee. It might be helpful to note on the chart that all fee changes must go through RACF.
- A Council member noted that it would be helpful to have a timeline for all the various meetings.
 - The Vice-Provost said there are no strict timelines, but there is a sequence for moving through the process. Generally documents need to be submitted a full two weeks before the meetings. It may be possible to post a timeline on the website. Currently there is no requirement to bring changes forward at a specific time in the year. The timeline will clarify the time that it takes internally to get approval, but with other bodies such as the ministry, the university does not have control over how long things might take, even though our ministerial colleagues have been working very quickly. Internally, the speed at which the proposals move through depends on the collaborative efforts between the units and the FGSR governance team and the Programs office.

Dean Milne reminded members to please keep in mind that we expect a large volume coming forward, in anticipation of the restructuring, so we need to have as much lead time as possible. She asked that members please connect with the GPST as early as possible so we can aim to meet the approvals deadlines that units are hoping to realize.

7.0 Proposal: Graduate Certificate in Educational Studies (GCES)

Dean Milne welcomed Associate Dean Doug Gleddie from Education to speak to the proposed certificate. He thanked PRC, Dean Milne, Vice-Dean Hogeveen and Vice Provost Hopper for their support and review on this certificate.

Associate Dean Gleddie summarized the proposal for a graduate certificate, which is to consist of groups of four courses, for a total of 12 credits, that are selected from a list of approved courses. These will be based in thematic areas called interdisciplinary areas of focus. This new certificate will allow the Faculty to meet needs in the education field as well as to be responsive to teachers and educational leaders. The certificate will align with the teaching quality standards, the leadership quality standards, and the system leadership standards for superintendents. It will provide a shorter program that meets the immediate needs of educational professionals, as well as creating a pathway into a master's program. It will also allow the Faculty to address emergent needs in the field such as early childhood wellness, Indigenous education, numeracy, rural education and technology.

The process was first brought to the Education Faculty's relevant governing body, the Graduate Academic Affairs Council, for review; it was then endorsed at the Education Faculty Council.

Motion: Be it resolved that FGSR Council approve the proposed new Graduate Certificate in Educational Studies (GCES), as submitted by the Faculty of Education, and as set forth in the attachments, to take effect upon final approval.

Moved/Seconded: Evelyn Steinhauer/ Dinesh Rathi

Questions/Discussion: None

Approved by electronic vote.

8.0 Proposal: CSD Calendar Change - Removal of GRE Entrance Requirement

Dean Milne introduced Dr Stuart Cleary, Associate Chair in the Communication Sciences and Disorders department.

Dr Cleary proposed to eliminate the GRE entrance Requirement to the MSc SLP program. The department has established a committee to focus on Equity, Diversity and Inclusivity as part of an aim to increase students from both equity-seeking and equity-deserving groups. The committee has identified barriers to admission and concluded that the GRE was among these barriers. The GRE, like many standardized tests, has been shown to be biased against minority students and those with lower socioeconomic status. By removing it from the admissions requirements the department is taking an important step toward creating a more inclusive and diverse class of future speech language pathologists.

Motion: Be it resolved that FGSR Council approve the removal of the GRE test as an admission requirement to the MScSLP program, for immediate implementation, and inclusion in the 2021-2022 Calendar.

Moved/Seconded: Mary Forhan / Marc Waddingham

Questions/Discussion:

- A Council member asked if there are other measures being considered to replace the GRE as part of evaluating applicants.

- Dr. Clearly responded that there is a move away from more quantitative evaluation to a more qualitative evaluation. The admissions evaluation will still require an assessment of GPA, reference letters, CVs and letters of intent.

Approved by electronic vote.

9.0 Proposal: Deferrals & Offer Letters

Dean Milne introduced this item, reminding Council members that it had come before them as a discussion item in a previous meeting. The proposal is to merge the information that is currently in the Graduate Program Manual with the language in the University Calendar about admission deferrals.

The issue of admission deferrals was brought into sharp relief due to the complications presented by COVID-19. Students were unable to come to Canada to start their programs and wanted to defer until they could attend in person. This raised the issue of parameters for extending deferrals and clarifying language about funding to outline the implications of deferring admissions. Dean Milne highlighted the fact that even outside of the current COVID-19 conditions, the additional clarity will be useful to have in the Calendar.

Motion: Be it resolved that FGSR Council approve of the changes to the Graduate Admission Language and policy as set forth in the attachment, for immediate implementation and inclusion in the 2021-2022 calendar.

Moved/Seconded: Alan Underhill / Dalyce Barss

Questions/Comments:

- A Council member asked if it was mandatory to include the new language in the departmental offer letters.
 - Dean Milne clarified that this language would be highly recommended for inclusion in the departmental letters, which often include funding details; doing so, however, is at the unit's discretion.

Council members engaged in a discussion to clarify the wording of the proposed language (see amendments noted below). Dean Milne noted that the aim of including the new text is to establish parameters to ground the whole deferral process so that there are time limits, especially when funding is offered at the time of initial admission.

- A Council member asked what would happen if students decided to discontinue a current graduate program and apply for another one.
 - Dean Milne clarified that the admitting unit would likely need to reassess the admissions file if the current graduate program was factored in as a part of the eligibility to gain admission into the new program. If the program is a brand new program and a student is abandoning a different grad program then the minimum standards for the new admissions would need to be met.
- A Council member asked whether the term "completed" meant that a student met all the requirements for conferral of the degree or if it meant that s/he had convocated.
 - Dean Milne confirmed that completing the requirements for graduation was sufficient.

Dean Milne also clarified that the admissions conditions of the original offer would continue to be required even if there was a deferral.

AMENDMENTS: Throughout the discussion, friendly amendments were suggested and subsequently made to clarify the language as noted below:

A friendly amendment was made to the naming of the proposal to encompass more than just the deferral process. The title of the proposal was changed from “Changes to Graduate Admissions Language” to “Changes to Graduate Admissions Language around Deferrals, Previously Stated Funding Offers and Revised Admission Start Dates”.

Admission with Conditions

If an applicant whose admission at the U of A is conditional based on completing another degree program, or another degree program is a prerequisite of their admission to the new program, and the applicant has not yet completed their previous degree program at the time they submit their application or accept their offer of admission, they must have done so by the time they first register in their new program at this university (see Conditional Admission to a Concurrent Graduate Program).- If they have not, their application will be subject to a reassessment.

Revised Admission–Changes to Admission Start Date

If a student submits an application but cannot be physically present on their proposed program start date, the academic unit has the discretion to change the applicant's proposed start term for up to one year from the original start date. Such a change would constitute a deferral and the above noted policies regarding deferrals will apply accordingly. (See: Graduate Admissions <LINK>)

Approved by electronic vote.

10.0 Proposal: Degrees Notwithstanding a Deficiency

Dean Milne introduced this item. This matter has surfaced as a result of the U of A's decision to adopt a Credit/No Credit grading scheme for the Winter 2020 term in response to the shutdown due to COVID-19.

There are students who did not meet the 2.7 GPA requirement. These students may have been able to raise their marks but were unable to do so during the Credit/No Credit scheme. FGSR Council has the delegated authority from GFC to approve the convocation list. The document being considered by Council here lists students who have completed their coursework but whose GPA is still slightly below 2.7. Dean Milne has asked the Academic Sub-Committee at the PHRT committee about this process. Other units have taken similar steps to navigate the Credit/No Credit situation.

The purpose of this discussion is for the FGSR Council to determine whether or not to approve the list of students for convocation notwithstanding the deficiency related to the minimum 2.7 GPA requirement.

Motion: Be it resolved that FGSR Council approve those students being recommended to convocate in Spring 2021 with their respective degrees notwithstanding a deficiency related to the 2.7 minimum GPA required to be considered in good academic standing. These students have all been affected by the CR/NC grading scheme adopted by the University of Alberta in response to the disruption to Winter 2020 due to COVID-19.

Moved/Seconded: Mary Forhan/Alan Underhill

Questions/Comments:

- A Council Member asked whether the proposal covered only students seeking to convocate in Spring Convocation 2021.
 - Dean Milne clarified that this item will be recurring for each upcoming convocation since the implications will last for some time into future terms.
- A Council Member asked whether Council is drawing a line in the sand, so to speak, with an actual GPA. For example, will the Council consider a cut-off at 2.5?
 - Dean Milne suggested that there are complexities around having a threshold. The best approach might be to evaluate student files on a case-by-case basis, with the department providing a rationale for why students should convocate without having met the minimum GPA. The reason that this item is coming to Council is so that this body can have transparency and the group can exercise its responsibility collectively to decide how to move forward rather than have one individual make the decision.
- A Council Member asked whether the rationale requires a mathematical average or not.
 - Dean Milne explained that the objective of this process is to avoid hypothetical assumptions. There is no way to determine what would have happened with the courses in progress because the term was interrupted.

The rationale for the institution deciding to do Credit/No Credit was to provide an earnest assessment while being compassionate and recognizing that the shutdown and the change to grades had an impact on students and impacted their ability to raise their GPAs.

Dean Milne emphasized that the decisions cannot be made on subjective reasoning because that would undermine the principle of using Credit/No Credit.

In the instances in which students' GPAs fall below a requirement, the departments can make a case to the Council to allow students to convocate or they can recommend a requirement to withdraw based on the performance before the Credit/No Credit implementation.

The 5 students listed in the item before Council are truly stuck in this situation. Dean Milne asked Kris MacManus, the Team Lead in Program Services, to speak to the issue. Ms MacManus noted that it is possible that the students in this group could have met the GPA requirements if grades had been assessed in Winter 2020.

FGSR ran a report recently to identify all the students whose grade point averages were below 2.7 and who had taken graded courses in Winter 2020. There are a total of 43 students in this category, the majority of whom have outstanding coursework. The goal is to work with departments to see if the students can get their GPAs to 2.7 despite the lack of numerical grades from the Winter 2020 term. This seems realistic for the majority of students, and FGSR will keep track of this group term over term.

The other group of students to monitor are those who have met all of their coursework requirements and are currently working on their thesis or final projects. These students have no way to increase their GPAs.

- A Council member noted that he was concerned about being fair to students and ensuring that they are not negatively impacted due to circumstances beyond their control. He noted that it would be useful to have open conversations so as to ensure fairness.

- Dean Milne agreed and suggested there will be other items related to this that she expects to bring forward for discussion to FGSR Council regarding how academic standing and GPAs are calculated.

Approved by electronic vote.

11.0 GSA Monthly Report

Dean Milne introduced Marc Waddingham, GSA President, to present the monthly report.

Mr Waddingham reviewed some key initiatives the GSA has been working on since December:

- They are in the process of negotiating and finalizing final tuition and fee proposals with the central administration.
- They are working on a response and advocacy related to the Alberta Vision 2030 Building Skills for Jobs sector-wide review. This is happening in collaboration with fellow graduate student associations across the province. They are looking to bring forward a united front with other student associations.
- The GSA is also working on supporting students with synchronous and asynchronous course availability of material, focussing specifically on the asynchronous side. The association is trying to support international students and those who are living abroad, as well as those who have caregiving responsibilities or other responsibilities that preclude them from participating in a fully synchronous environment.
- There are two upcoming referenda related to fees that the GSA charges its members. One is the Graduate Student Assistance Program; the other is an increase to the U-Pass fee to bring the cost in line with what is charged to the rest of the City of Edmonton transit users.
- The GSA is participating in a Student Housing Survey with a Quebec nonprofit as are all Capital Region student associations.
- GSA elections will be taking place at the end of February. The new incoming directly elected officers will be shadowing the current incumbents in April.

Dean Milne thanked Mr Waddingham for his update and asked Council Members to reach out directly to him if they had any questions.

Questions/Comments: None.

12.0 Academic Integrity and Ethics Training Requirement

Dean Milne introduced Associate Dean Ali Shiri to present on the Academic Integrity and Ethics Training Requirement on behalf of himself and Dr Deanna Davis, FGSR's Senior Lead, Educational Curriculum Developer.

Associate Dean Shiri outlined for Council the context for the required academic integrity and ethics training for all graduate students at the U of A. Students may meet this requirement in a variety of ways, including the successful completion of activities such as workshops, presentations, discussion groups, and course work. The current iteration in the Calendar does not stipulate when the requirement must be completed, what specific topics should be completed by all graduate students, or what format or delivery mode should be used.

The proposal before Council seeks to revamp, streamline and standardize the curriculum, format, delivery mode, tracking and completion timeline of the academic integrity and ethics training requirement to provide a consistent and coherent student experience.

To achieve this, FGSR will design, develop, and maintain a required, non-credit, online course (in eClass) that would be compliant with universal design and accessibility principles. This approach also aims to make the completion of the requirement flexible and accommodating.

All graduate students would be required to complete the online, non-credit course 6XX Graduate Academic Integrity and Ethics within the first term of registration in their graduate degree. Master's students will complete six hours and PhD students will complete eight hours. If students have already completed their master's at the U of A and therefore completed 6 hours, they will only be required to complete the two additional hours. Associate Dean Shiri also clarified that the requirement is for all graduate students, including course-based master's. Students may not register for subsequent terms in their program until this course has been successfully completed. A notation of completion will also appear on the student's academic transcript.

This will streamline and simplify the tracking and administration of the requirement and will significantly reduce the workload for departments.

The course will provide foundational knowledge of academic integrity and citizenship and research ethics, including: Code of Student Behaviour, plagiarism, the Discrimination, Harassment and Duty to Accommodate Policy, Sexual Violence Policy, conflict of interest, personal conduct and wellbeing and introductory knowledge of research ethics.

It will be FGSR's minimum institutional requirement and does not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies. Administration and completion of the requirement will be administered by FGSR. Given the diminishing trends in graduate administration staff and support, this will reduce the workload for departments.

The proposal has been through three rounds of consultation, feedback and support.

- An advisory group met in October 2020 represented by five faculties and four campus partners including the Student Ombuds office, the Research Ethics Office, the Copyright Office, and the Academic Success Centre;
- GEFAC (Faculty Associate Deans, Graduate);
- FGSR Policy Review Committee (PRC).

Associate Dean Shiri and Dr Davis have also consulted the Vice-Provost, Learning Initiatives, Dr. John Nychka and the Office of Student Conduct and Accountability.

Questions/Comments:

- A Council member from Engineering asked how the proposed training would interface with the disciplinary research training that exists in the Faculty of Engineering.
 - Associate Dean Shiri noted that FGSR's training is not limited to research ethics, but covers a wider variety of U of A's policies. He and Dr Davis have also been in consultation with Associate Dean Graduate of Engineering, Selma Guigard, as part of their process for redesigning the requirement.
- A Council member inquired whether this training could be required before the start of the first term. In his experience the majority of offences happen early in the program when students have not yet had research ethics training. He felt that early exposure would help reduce the instances of plagiarism, etc. He also inquired if the content will be available in other languages. For example, French and Chinese.
 - Associate Dean Shiri agreed that it is useful for students to take the training early in their program. The training is to be completed in the first term, but further mandating when the

training was to be completed would be up to each unit (ie. if they wanted their students to take between registration and the start of the term). There is flexibility for individual faculties. He also noted that FGSR will explore with UAI and interested faculties the next steps for getting the content translated into other languages.

- A Council member asked why the course is not transferable between credentials.
 - This course is going to be a minimum institutional requirement and it would cover a number of policies. It does not focus strictly on research ethics or academic integrity, but deals with a range of policies and best practices. For example, while it touches on the topic, it does not fully cover the principles required for students completing Indigenous research. PhD students should obtain more advanced knowledge of some areas -- for example, research and scholarship integrity, intellectual property, and how to work in laboratories and in laboratory environments where multiple data sources are handled or created and shared and published.
- A Council member noted that he was happy to see the Duty to Accommodate policy included in the training.
- A Council member suggested that she was pleased to see these revisions and wondered if new faculty would find it a useful source of information.
- A Council member asked how disciplinary specific training would factor into this minimum requirement.
 - Associate Dean Shiri clarified that the aim of the minimum requirement was to provide a broad overview; it would not be intended to supersede or replace professional or disciplinary specific ethics training or requirements. FGSR's Academic Integrity and Ethics Training provides a more holistic policy as well as best practices, guidelines and education for all students.

Dean Milne thanked everyone for the thoughtful questions and feedback on this discussion item. She also noted that there was a message in the chat suggesting that postdoctoral fellows may benefit from taking the offering. She said FGSR would be pleased to coordinate and make it available to that group. She thanked Associate Dean Shiri and Dr Davis for their efforts. This will be useful training for students and faculty.

Dean Milne noted that due to the time, the remaining items on the agenda will have to be tabled for another time.

She did mention that at the last meeting the notice of motion came forward for membership and training; however there remains a need for further consultation and feedback. Associate Dean Ruétalo continues to work on the details, and in the meantime she encouraged members to send along other thoughts or feedback.

A question had come up regarding whether the proposed membership would be in conflict with the collective agreement. Dean Milne clarified that FGSR has sought legal counsel's advice on this and she noted that the membership structure proposal does not interfere with any elements of the collective agreement as it is not changing terms and conditions of faculty contracts as they relate to teaching duties. The proposal is not framed in such a way that it would be exercising any kind of disciplinary function/authority.

13.0 Updates and Discussion: Supervisory Initiatives

Tabled for a future meeting.

14.0 Administrative Restructuring: Graduate Programs

Tabled for a future meeting.

15.0 Question Period

16.0 Adjournment

The meeting adjourned at 4:03 PM