

The following Motions and Documents were considered by the GFC Executive Committee at its Monday, April 12, 2021 meeting:

Agenda Title: **Proposal from the Faculty of Science to Add STAT 161, 252, and MATH 154, 146, 214, 125, 225, 144, 156, 215 to the List of Courses with Consolidated Exams**

CARRIED MOTIONS:

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 125 Linear Algebra to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 144 Calculus for Physical Sciences I to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 146 Calculus for Physical Sciences II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 125 Linear Algebra to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 156 Calculus for Business and Economics II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 214 Intermediate Calculus I to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 215 Intermediate Calculus II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 225 Linear Algebra II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of STAT 161 Introductory Statistics for Business and Economics to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of STAT 252 Introduction to Applied Statistics II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

FINAL Item 6

Agenda Title: **Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)**

CARRIED MOTION:

THAT the GFC Executive Committee recommend that General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, for immediate implementation, and inclusion in the 2022-2023 Calendar.

FINAL Item 7

Agenda Title: **Proposed Changes to Composition of Faculté Saint-Jean Council, Faculté Saint-Jean**

CARRIED MOTION:

THAT the GFC Executive Committee approves, under delegated authority from the General Faculties Council, proposed changes to the composition of the Faculté Saint-Jean Council as set forth in Attachment 1, to take effect upon final approval.

FINAL Item 8

Agenda Title: **Proposed Changes to Composition of Kinesiology, Sport, and Recreation Faculty Council**

CARRIED MOTION:

THAT the GFC Executive Committee approve, under delegated authority from the General Faculties Council, proposed changes to the composition of the Council of the Faculty of Kinesiology, Sport and Recreation (KSR) as set forth in Attachment 1, submitted by the Faculty of KSR, to take effect upon final approval.

FINAL Item 9

Agenda Title: **Draft Agenda for the Next Meeting of General Faculties Council**

CARRIED MOTION:

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Agenda for the April 26, 2021 meeting of General Faculties Council, as set forth in Attachment 1, as amended.

FINAL Item 16

FINAL Item No. 6.1

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 125 Linear Algebra to the List of Courses with Consolidated Exams
---------------------	---

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 125 Linear Algebra to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 125 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 125 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 125 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for consolidated exams to accommodate roughly 800 students in five lecture sections in the Fall term, and roughly 550 students in three lectures sections in the Winter term.</p> <p>Implementation Date: 2021/2022 academic year</p>
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have seen the proposal and in what capacity)</i>	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.1

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

FINAL Item No. 6.2

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 144 Calculus for Physical Sciences I to the List of Courses with Consolidated Exams
---------------------	---

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 144 Calculus for Physical Sciences I to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 144 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 144 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 144 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for a consolidated exam to accommodate roughly 450 students in three lecture sections in the Fall term. A consolidated exam in the Winter term is not needed at this time as we only offer one section then.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.2

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

FINAL Item No. 6.3

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 146 Calculus for Physical Sciences II to the List of Courses with Consolidated Exams
---------------------	--

Motion

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 146 Calculus for Physical Sciences II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 146 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 146 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 146 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for a consolidated exam to accommodate roughly 450 students in two lecture sections in the Winter term. A consolidated exam in the Fall term is not needed at this time as we only offer one section then.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.3

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

Prepared by: Dr. David McNeilly, FSO (Undergraduate), dam@math.ualberta.ca

FINAL Item No. 6.4

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 125 Linear Algebra to the List of Courses with Consolidated Exams
---------------------	---

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 125 Linear Algebra to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 125 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 125 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 125 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for consolidated exams to accommodate roughly 800 students in five lecture sections in the Fall term, and roughly 550 students in three lectures sections in the Winter term.</p> <p>Implementation Date: 2021/2022 academic year</p>
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have seen the proposal and in what capacity)</i>	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.4

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

FINAL Item No. 6.5

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 156 Calculus for Business and Economics II to the List of Courses with Consolidated Exams
---------------------	---

Motion

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 156 Calculus for Business and Economics II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 156 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 156 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 156 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for a consolidated exam to accommodate roughly 450 students in two lecture sections in the Winter term. A consolidated exam is not currently needed in the Fall term as we only offer once section.</p>
Supplementary Notes and context	<i><This section is for use by University Governance only to outline governance process.></i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	<ul style="list-style-type: none"> E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.5

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p>1. Post-Secondary Learning Act (PSLA): Section 26(1)(d) of the PSLA gives GFC responsibility over “timetables for examination and for lectures and other instruction.”</p> <p>2. GFC Executive Committee Terms of Reference: Mandate of the committee “7. Examinations b. The Executive Committee approves requests from Faculties which wish to schedule common examinations. (GFC 27 OCT 1980)”</p> <p>3. UAPPOL Policy: Assessment and Grading, Consolidated Final Examinations Procedure “1a. Approval of consolidated examinations Faculties will determine which courses best demonstrate the need for a consolidated final examination on a continuing basis, and request approval by the GFC Executive Committee. Approval must be obtained from the GFC Executive Committee prior to scheduling or conducting a consolidated final examination.”</p>	

FINAL Item No. 6.6

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 214 Intermediate Calculus I to the List of Courses with Consolidated Exams
---------------------	--

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 214 Intermediate Calculus I to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 214 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 214 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 214 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for a consolidated exam to accommodate roughly 450 students in three lecture sections in the Fall term. Consolidation is currently not needed in the Winter term as only one section is offered.</p> <p>Implementation Date 2021/2022 academic Year</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.6

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

FINAL Item No. 6.7

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 215 Intermediate Calculus II to the List of Courses with Consolidated Exams
---------------------	---

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 215 Intermediate Calculus II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 215 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 215 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 215 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for a consolidated exam to accommodate roughly 300 students in two lecture sections in the Winter term. Consolidation is currently not needed in the Fall term as the course is not normally offered then.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have seen the proposal and in what capacity)</i>	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.7

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
	<p>1. Post-Secondary Learning Act (PSLA): Section 26(1)(d) of the PSLA gives GFC responsibility over “timetables for examination and for lectures and other instruction.”</p> <p>2. GFC Executive Committee Terms of Reference: Mandate of the committee “7. Examinations b. The Executive Committee approves requests from Faculties which wish to schedule common examinations. (GFC 27 OCT 1980)”</p> <p>3. UAPPOL Policy: Assessment and Grading, Consolidated Final Examinations Procedure “1a. Approval of consolidated examinations Faculties will determine which courses best demonstrate the need for a consolidated final examination on a continuing basis, and request approval by the GFC Executive Committee. Approval must be obtained from the GFC Executive Committee prior to scheduling or conducting a consolidated final examination.”</p>	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>)
2. Attachment 2 (page(s) 1 - <>)

Prepared by: Dr. David McNeilly, FSO (Undergraduate), dam@math.ualberta.ca

FINAL Item No. 6.8

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add MATH 225 Linear Algebra II to the List of Courses with Consolidated Exams
---------------------	--

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of MATH 225 Linear Algebra II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add MATH 225 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of MATH 225 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in MATH 225 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for consolidated exams to accommodate roughly 350 students in two lecture sections in each of the Fall and Winter terms.</p> <p>Implementation Date: 2021/2022 academic year</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have seen the proposal and in what capacity)</i>	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO

Item No. 6.8

<For information on the protocol see the Governance Resources section Student Participation Protocol >	
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
Legislative Compliance and jurisdiction	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success

FINAL Item No. 6.9

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add STAT 161 Introductory Statistics for Business and Economics to the List of Courses with Consolidated Exams
---------------------	---

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of STAT 161 Introductory Statistics for Business and Economics to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>
--

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add STAT 161 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of STAT 161 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in STAT 161 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for consolidated exams to accommodate roughly 450 students in two lecture sections in the Fall term and 600 students in three lectures in the Winter term. We expect enrollment to increase in 2022/2023 when Business introduces high school entry to their programs. Business is envisioning 800 students admitted to Year 1, but it is unclear at this time which term they will be taking STAT 161.</p> <p>Timeline/Implementation Date 2021/2022 academic year</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
--	---

Item No. 6.9

(parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.												
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders												
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation												
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise												
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety												
<input type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success												
<input type="checkbox"/> Physical Infrastructure													
Legislative Compliance and jurisdiction	<p>1. Post-Secondary Learning Act (PSLA): Section 26(1)(d) of the PSLA gives GFC responsibility over “timetables for examination and for lectures and other instruction.”</p> <p>2. GFC Executive Committee Terms of Reference: Mandate of the committee “7. Examinations b. The Executive Committee approves requests from Faculties which wish to schedule common examinations. (GFC 27 OCT 1980)”</p> <p>3. UAPPOL Policy: Assessment and Grading, Consolidated Final Examinations Procedure “1a. Approval of consolidated examinations Faculties will determine which courses best demonstrate the need for a consolidated final examination on a continuing basis, and request approval by the GFC Executive Committee. Approval must be obtained from the GFC Executive Committee prior to scheduling or conducting a consolidated final examination.”</p>												

Prepared by: Dr. David McNeilly, FSO(Undergraduate), dam@math.ualberta.ca

FINAL Item No. 6.10

Governance Executive Summary
Action Item

Agenda Title	Proposal from the Faculty of Science to Add STAT 252 Introduction to Applied Statistics II to the List of Courses with Consolidated Exams
---------------------	--

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the addition of STAT 252 Introduction to Applied Statistics II to the list of courses with Consolidated Final Examinations, as submitted by the Faculty of Science, to take effect 2021-2022</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Department of Mathematical and Statistical Sciences
Presenter(s)	David McNeilly (FSO/Undergraduate, Dept. of Math and Statistical Sciences)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To add STAT 252 to the list of courses for which consolidated final exams are scheduled.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Department of Mathematics will have greater flexibility in scheduling sections of STAT 252 to accommodate the various programs that is its target. Exams and Timetabling will be impacted because they will need to operationalize the request for consolidated exams in a large enrolment course.</p> <p>Introduction of a consolidated exam in STAT 252 is a strong measure to help achieve greater consistency in evaluation across sections of the same course in a large enrolment second year course.</p> <p>The initial requirement for 2021/2022 will be for consolidated exams to accommodate roughly 300 students in two lecture sections in the Fall term and 450 students in three lectures in the Winter term. Due to high demand for this course, enrollment may increase to 450-600 students in both terms in the future.</p> <p>Implementation Date: 2021/2022 academic year</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	Department Council, Department of Mathematical and Statistical Sciences (June 23, 2020); Faculty of Science Associate Chairs (Undergraduate) (November 26, 2020)
--	--

Item No. 6.10

(parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	E-circulation, Department of Mathematic and Statistical Sciences. Associate Chairs Undergraduate, Faculty of Science, Timetabling, RO
Approval Route (Governance) (including meeting dates)	GFC Executive Committee April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p>1. Post-Secondary Learning Act (PSLA): Section 26(1)(d) of the PSLA gives GFC responsibility over “timetables for examination and for lectures and other instruction.”</p> <p>2. GFC Executive Committee Terms of Reference: Mandate of the committee “7. Examinations b. The Executive Committee approves requests from Faculties which wish to schedule common examinations. (GFC 27 OCT 1980)”</p> <p>3. UAPPOL Policy: Assessment and Grading, Consolidated Final Examinations Procedure “1a. Approval of consolidated examinations Faculties will determine which courses best demonstrate the need for a consolidated final examination on a continuing basis, and request approval by the GFC Executive Committee. Approval must be obtained from the GFC Executive Committee prior to scheduling or conducting a consolidated final examination.”</p>	

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training)
---------------------	---

Motion

THAT the Executive Committee recommend that General Faculties Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) as set forth in Attachments 1-4, for immediate implementation, and inclusion in the 2022-2023 *Calendar*.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Brooke Milne - Vice-Provost and Dean, FGSR
Presenter(s)	Brooke Milne - Vice-Provost and Dean, FGSR Ali Shiri - Associate Dean, FGSR Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because FGSR seeks to standardize academic integrity and ethics education by taking responsibility for the foundational training that all graduate students need.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>FGSR will lead the design, development, implementation, and maintenance of two online, zero-credit courses (INT D 710 and INT D 720). The proposed design of these courses aligns with guidance and feedback already gathered through extensive campus consultation, and an environmental scan of UofA resources and external institutions with ethics education as a bonafide requirement. The proposed calendar entry and course design were approved by FGSR Council February 17, 2021 for inclusion in the 2022-2023 calendar.</p> <p>These are zero-credit courses in BearTracks, and their successful completion will appear on students' transcripts. Students who do not complete the course(s) within the first term of their program will be blocked from registering in subsequent terms until such time they are completed or a plan is submitted noting when they will be.</p> <p>By proposing required, zero-credit and flexibly accessible courses to be completed by all graduate students, FGSR aims to support the early development of graduate students as academic citizens, and offer timely and equitable access to information about academic integrity, research and scholarship integrity, and university policies. With attention given to EDI and Indigenization and decolonization, FGSR also seeks to support UAlberta's Strategic Plan for EDI by offering students a foundational understanding of equity, diversity and inclusivity, and Indigenization and decolonization.</p> <p>By taking responsibility for ethics education, FGSR seeks to standardize academic integrity and the foundational ethics education that all graduate students require to be successful in their programs. The proposed changes would reflect FGSR's minimum institutional requirement and would not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies.</p>

Item No. 7

The proposed Ethics and Academic Citizenship Requirement addresses issues related to deadlines for completion, curriculum, tracking, and resources identified in the formal review:

1. Implement an early intervention and clear deadlines to better educate students about their rights and responsibilities as members of the university community
2. Ensure completion of the requirement within the first term of study by blocking registration for students who fail to meet this deadline
3. Better support international students who come from different academic backgrounds where issues of plagiarism, copyright, and intellectual property are approached differently
4. Implement early intervention and standardized curriculum to reduce the number of complicated and resource intensive cases associated with the Code of Student Behaviour and academic misconduct through early, centralized, standardized, and coherent ethics education
5. Differentiate ethics education for Masters and Doctoral students to better address the complex research work and teaching responsibilities associated with doctoral studies through program specific courses:
 - a. INT D 710: Ethics and Academic Citizenship (6 hours; zero-credit, online; to be completed by all graduate students)
 - b. INT D 720: Advanced Ethics and Academic Citizenship (2 hours; zero-credit online; to be completed by all Doctoral students)
6. Integrate institutional priorities related to EDI, including Indigenization and decolonization into ethics education for graduate students
7. Support the safety and dignity of all members of the university campus through education on sexual violence, discrimination, harassment, and duty to accommodate
8. Support UAlberta's teaching mission by offering Doctoral students foundational knowledge of ethical principles related to teaching and learning
9. Reduce barriers for requirement completion by offering flexible access to ethics education that is designed in accordance with principles of universal design for learning
10. Reduce the administrative burden on departments currently tracking the completion of the requirement and standardize acceptable proof of completion
11. Reduce the burden on departments/faculties and student-service units currently providing foundational ethics training and thereby increase departmental capacity to offer discipline specific research and/or professional ethics training.

Ethics and Academic Citizenship Requirement: The Ethics and Academic Citizenship Requirement would be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses would adhere to principles of universal design for learning and would include assessments of learning. The design of these courses would align with guidance and feedback gathered through the consultative process outlined below. FGSR would lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below and in the [proposed course design](#), and would assume responsibility for maintaining these courses, including regularly refreshing the content.

Item No. 7

	<p>INT D 710 Ethics and Academic Citizenship (6 hours, online) provides foundational knowledge of ethical principles and relevant university policies, including: land acknowledgement and relationship with land, academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care.</p> <p>INT D 720 Advanced Ethics and Academic Citizenship (2 hours, online) provides advanced treatment of ethical principles, including: land acknowledgement and Indigenization, research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. <i>[See attached Course Description and Module Structure for details.]</i></p> <p>Resources: Additional funds are not required for the development, implementation, and ongoing support for the proposed requirement.</p> <p>Next Steps--Timelines and Transition: The requirement would come into place in Fall 2022. The courses that would make up the new requirement will be available for completion in July 2021. Development and implementation of these courses would continue to embrace principles of consultation and partnership with key stakeholders and subject experts. The 2021-2022 academic year would serve as a transition period. FGSR's current programming would continue during the 2021-2022 academic year to support current students who may be midway through completing the requirement under the current calendar guidelines. All incoming students (Fall 2021) would be strongly encouraged to complete the requirement through these courses. Current students are also encouraged to complete their requirement through the courses; however, this would not be mandatory.</p> <p>A communication plan will be developed to ensure students and departments/faculties are informed of the changes to the requirement and will be instructed of the various options available to students during the transition period. Coordination between the FGSR's Senior Lead and Educational Curriculum Developer, Program Services Team (responsible for ethics education), and graduate coordinators and administrators will further support the transition to the proposed requirement.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Brooke Milne - Vice-Provost and Dean, FGSR ● Ali Shiri - Associate Dean, FGSR ● Deanna Davis - Senior Lead, Educational Curriculum Developer, FGSR ● Members of the FGSR Decanal Team and FGSR Staff Team <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● An external environmental scan was completed, including a review of the University of Waterloo, University of Manitoba, McMaster, John Hopkins School of Public Health, University of Guelph, and the University of Toronto. An internal scan of campus resources, support, and subject expertise has also been completed. ● FGSR assembled an advisory group to seek input and support for this proposal. The changes highlighted here were informed by consultation with this advisory group. The advisory group was comprised of a cross disciplinary group of graduate coordinators (from Medicine, Arts, Native
--	---

Item No. 7

	<p>Studies and Engineering) as well as campus partners, including the Academic Success Centre (Mebbie Bell, Director), Office of the Student Ombuds (Brent Epperson, Graduate Ombuds), Copyright Office (Amanda Wakaruk, Copyright Librarian), Office of Research Ethics (Susan Babcock, Director).</p> <ul style="list-style-type: none"> • FGSR has also consulted with the Office of the Provost (John Nychka, Vice-Provost of Learning Initiatives; Florence Glanfield, Vice-Provost of Indigenous Programming and Research; and, Nella Sajlovic, Indigenous Strategies Manager), the Office of Student Conduct and Accountability (Chris Hackett, Student Conduct Officer), and Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning. Further consultation is set with Ellen Watson, Lead Educational Developer, Assessment and Evaluation with the Centre for Teaching and Learning. • Consultation on the logistics with the FGSR Program Services Leads • GEFAC - December 3 and January 28, 2021 • Policy Review Committee - January 6 FGSR Council - January 20, 2021 • Graduate Program Support Team - January 28, 2021
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Policy Review Committee - Approved calendar and proposed course design February 3, 2021 • FGSR Council - Approved February 17, 2021 • GFC Programs Committee - March 18, 2021 • GFC Executive Committee - April 12, 2021 • General Faculties Council - April 26, 2021

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 4 Objective 21</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="526 1205 1541 1398"> <tr> <td data-bbox="526 1205 1089 1398"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1205 1541 1398"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act General Faculties Council GFC Programs Committee Terms of Reference</p>			

Attachments:

1. Calendar - Ethics and Academic Citizenship Requirement
2. New Courses - Ethics and Academic Citizenship Requirement
3. Course Description and Module Structure
4. Additional Information: Overview, Mapping, and Transition Overview - Images

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR (bmilne@ualberta.ca)

***Item: Ethics and Academic Citizenship Requirement
(formerly titled the Academic Integrity and Ethics
Training Requirement)***

Date: January 28, 2021 (Course numbers added on Feb. 25, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Academic Integrity and Ethics Training Requirement</p> <p>The University of Alberta expects graduate students, as members of the University community, to uphold the highest degree of ethical practice in the conduct of their education, research, and professional activities.</p> <p>Students are responsible for understanding and following the various policies and practices mandated by the University (including, but not limited to, the Code of Student Behaviour,</p> <p>the Discrimination and Harassment Policy, the Research and Scholarship Integrity Policy, the Animal Ethics Policy, the Standards for the Protection of Human Research Participants, and the Conflict of Commitment and Conflict of Interest Policy), FGSR-specific guidelines and expectations, departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any ethical codes mandated by the students' professional governing body.</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>Ethics and Academic Citizenship Requirement</p> <p>Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities.</p> <p>Graduate students are responsible for understanding their rights, responsibilities, and obligations and for adhering to approved university policies and practices including the Code of Student Behaviour, Intellectual Property Guidelines for Graduate Students and Supervisors, Discrimination and Harassment and Duty to Accomodate Policy, Research and Scholarship Integrity Policy, Animal Ethics Policy, Standards for the Protection of Human Research Participants, Conflict of Commitment and Conflict of Interest Policy, and Sexual Violence Policy, among others. Graduate students are also responsible for meeting departmental guidelines and expectations, Tri-Council or other funding bodies ethical requirements, and any</p>

ethical codes mandated by a student's professional governing body.

The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the [values of the University of Alberta](#).

To meet this requirement, graduate students will complete the following by the end of the first term of registration in their degree program:

Master's Course Based and Thesis

- The six hour, online, zero-credit course INT D 710 - Ethics and Academic Citizenship

Doctoral

- The six hour, online, zero-credit course INT D 710 - Ethics and Academic Citizenship
- The two hour, online, zero-credit course INT D 720 - Advanced Ethics and Academic Citizenship

Doctoral students who completed their Master's degree at the University of Alberta and previously passed INT D 710 Ethics and Academic Citizenship are only required to take INT D 720 - Advanced Ethics and Academic Citizenship.

If a student does not complete the above noted courses by the end of their first term of registration in their degree program, their registration in subsequent terms will be blocked until such time as the course(s) is completed and/or a plan for completion is submitted by the student's academic unit to the Faculty of Graduate Studies and Research.

The INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: land

<p>Ethics training is a critical part of the education of all graduate students and in addition to their required ethics training students are expected to seek opportunities to broaden their knowledge of ethics and good practice early in their programs. Like all members of the University community, graduate students should be aware that they will be held accountable for their actions under these various codes even if they have not yet completed their required ethics training or are acting on the advice of others. Graduate degree requirements include a mandatory component that provides training in the areas of academic integrity and ethics. The normal requirements of this training component will include participation in activities such as workshops,</p>	<p>acknowledgement, academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care.</p> <p>The INT D 720 Advanced Ethics and Academic Citizenship course provides advanced treatment of ethical principles, including: Indigenization, academic citizenship, research and scholarship, , and ethical principles in university teaching.</p> <p>For information about INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship, students should refer to the FGSR website at: <<Link: https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics/index.htm>></p> <p>The Ethics and Academic Citizenship Requirement is a minimum institutional requirement mandated by the Faculty of Graduate Studies and Research and does not supersede discipline specific requirements stipulated by professional accreditation bodies or agencies. All graduate students are responsible for completing the requirement to successfully complete their course work and/or the conduct of research.</p> <p>Ethics education is an integral part of all graduate programming. In addition to the Ethics and Academic Citizenship Requirement, students are expected to seek opportunities to broaden their knowledge of ethics and good practice throughout their programs.</p>
--	--

presentations, discussion groups and course work related to each of the following areas:

- 1.—Intellectual Property Guidelines for Graduate Students and Supervisors
www.uofa.ualberta.ca/graduate-studies/about/graduate-program-manual/section-10-intellectual-property
- 2.—The University of Alberta Research and Scholarship Integrity Policy
<https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/Research.aspx>
- 3.—The relevant Tri-Council and Canadian Council on Animal Care requirements for ethics approval for research including emphasis on the limitations of the requirements, i.e., for which areas of research is ethics approval necessary.

To fulfil these requirements, each student is normally expected to complete the equivalent of at least eight hours of structured academic activity for this training component. Students should consult the department for guidance about specific requirements for ethics training and refer to the FGSR website at <https://www.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics>.

[...]

[...]

Justification:

Approved by:

Policy Review Committee - February 3, 2021

FGSR Council - February 17, 2021

Item: Ethics and Academic Citizenship Requirement Courses

Date: February 8, 2021 (Course numbers updated Feb. 25, 2021)

2022-2023 University of Alberta Proposed Calendar Graduate Program Changes:

CURRENT	PROPOSED
<p>*NEW COURSE</p>	<p>INT D 710 Ethics and Academic Citizenship [*0; fi 0] (to be completed in a student’s first term but offered in all terms, unassigned) [Faculty of Graduate Studies & Research]</p> <p>This 6-hour Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, introduction to research ethics, conflict of interest, and workplace ethics and self-care.</p> <p>Master’s students who have already completed the INT D 710 Ethics and Academic Citizenship course and pursue a second master's degree are not required to repeat the course.</p>
<p>Justification: See Explanatory Memo / Governance Executive Summary Approved by: FGSR Council Feb. 17, 2021 [Pending Approval]</p>	

CURRENT	PROPOSED
<p>*NEW COURSE</p>	<p>INT D 720 Advanced Ethics and Academic Citizenship [*0; fi 0] (to be completed in a student’s first term but offered in all terms, unassigned) [Faculty of Graduate Studies & Research]</p> <p>This 2-hour course provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching. While this advanced course is only required for all Doctoral students at the Uof A, it is open to any graduate students who have already completed the INT D 710 Ethics and Academic Citizenship course, and who wish to participate in the advanced modules. Prerequisite: INT D 710</p>

ETHICS AND ACADEMIC CITIZENSHIP REQUIREMENT

Course Descriptions, Module Structure, Outcomes, and Supporting Resources

[INT D 710 Ethics and Academic Citizenship Course Overview](#)

[INT D 720 Advanced Ethics and Academic Citizenship Course Overview](#)

Requirement Summary:

Graduate students, as members of the University of Alberta community, are expected to uphold the highest degree of ethical practice in the conduct of their education, research, workplace behaviour, and professional activities. The Ethics and Academic Citizenship Requirement ensures that all graduate students have equal access to information about academic integrity, understands what it means to act with integrity, and are equipped to conduct themselves in ways that uphold the values and policies, and practices of the University of Alberta.

The Ethics and Academic Citizenship Requirement will be fulfilled with two online, zero-credit courses, including: INT D 710 Ethics and Academic Citizenship and INT D 720 Advanced Ethics and Academic Citizenship. Modular in design, the courses will adhere to principles of universal design for learning and will include assessments of learning. The design of these courses align with guidance and feedback gathered through extensive campus consultation and an environmental scan of UofA resources and external institutions with ethics training as a bonafide requirement. FGSR will lead the development and implementation of these courses in consultation and partnership with key stakeholders as outlined below.

Reference Documents:

[Thesis-Based Master's and PhD Learning Outcomes](#)

[Learning Outcomes and Quality Assurance](#)

INT D 710 ETHICS AND ACADEMIC CITIZENSHIP

(Masters and Doctoral Students | 6 Hours | online, zero-credit)

COURSE DESCRIPTION		
INT D 710 Ethics and Academic Citizenship course provides foundational knowledge of ethical principles and relevant university policies, including: academic integrity, plagiarism, research ethics, conflict of interest, and workplace ethics and self-care.		
COURSE OBJECTIVES		
Equip graduate students with a basic understanding of university policy, including their rights and responsibilities Provide foundational knowledge of the behavioural expectations that support academic integrity, ethical research, and an atmosphere of safety and dignity for all members of the University of Alberta		
INTENDED LEARNING OUTCOMES		
Identify ethical concerns related to academic citizenship, including: relationship with land, academic integrity and research ethics, information and data handling, workplace ethics and self-care Define, recognize, analyse ethical matters related to academic citizenship		
MODULE 1: INTRODUCTION		
Time	AoL	Module Breakdown
.12	0	1.0 Introduction to ethics and academic citizenship and why it matters
		1.1 Overview of course objectives and outcomes
Supporting Resources/Resources on Hand		
The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) (2021)		
University of Alberta: Vision, Mission, and Values		

MODULE 2: LAND ACKNOWLEDGEMENT AND RELATIONSHIP WITH LAND			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.25	.12	1.0 Land Acknowledgement	
		1.1 Why do we have a land acknowledgement [FMNI]	Explain why land acknowledgement is important as a member of the university community Define key terms related to Indigenous-settler relations Explore your relationship to land and Indigenous communities
		1.2 What does it mean to live, work, research, and study with the land	Identify responsibilities members of the university community have as they live, work, research and study with the land
Campus Consultation/Design Partners Jennifer Ward, Lead Ed. Developer, Indigenous Focus, Centre for Teaching and Learning Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic Florence Glanfield, Vice-Provost--Indigenous Programming and Research Indigenous Research Task Force Kisha Supernant, Co-lead, Situated Knowledges (Anthropology) Adam Gaudry, Faculty of Native Studies Sean Robertson, Faculty of Native Studies			
Supporting Resources/Resources on Hand Acknowledgement of Acknowledgement of Traditional Territory What is Reconciliation? Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," <i>Faculty Blog</i> , Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021, https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html			
Resources for Further Investigation: Territorial Acknowledgements Indigenous Canada MOOC, Faculty of Native Studies First Nations, Métis, Inuit Subject Guides Aboriginal/Indigenous Resources North Campus Indigenous Student Services (First Peoples' House)			
MODULE 3: ACADEMIC INTEGRITY			
Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	3.1 What is the Code of Student Behaviour (CoSB) and why is it in place?	Define who is a student under the CoSB Describe students' rights and responsibilities under the code Outline the sections of the code Identify possible consequences of cheating to the student, field of study and university Describe the disciplinary process and the various sanctions that can be applied Identify campus resources that support students in aligning their behaviour with the CoSB and resources that support students facing an allegation
		3.2 Cheating under the CoSB	Define cheating under the CoSB Distinguish cheating from other violations under the CoSB
		3.2 Misuse of Confidential Materials	Define misuse of confidential materials under the CoSB
		3.3 Misrepresentation of facts	Define misrepresentations of facts under the CoSB
		3.4 Bribery	Define bribery the CoSB
Campus Consultation/Design Partners Bryan Hogeveen, Vice-Dean, FGSR			

Remonia Stoddart-Morrison, Student Ombuds

Supporting Materials and/or Resources on Hand

[Code of Student Behaviour](#)

[Graduate Ethics Training \(GET\) FGSR \(Online Course\)](#)

Code of Student Behaviour and Your Graduate Studies: What you Need to Know, Academic Integrity and Ethics Training Series (FGSR, hybrid workshop, 2 hours)

Resources for Further Investigation

[Code of Student Behaviour](#)

[Academic Success Centre](#)

[Research and Writing Library Guide](#)

[UofA Libraries Foundational Tutorials](#)

MODULE 4: CITING THE WORK OF OTHERS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	4.1 Why do we cite the work of others?	Describe why citing the works of others is important students, readers, and researchers
		4.2 What is Plagiarism?	Define plagiarism and identify potential consequences of plagiarism as it relates to the University of Alberta Code of Student Behaviour List the types of plagiarism and evaluate writing examples for plagiarism Identify common reasons students plagiarize Identify strategies to avoid plagiarism Differentiate between material that does and does not need to be cited
		4.3 When and how to cite: The Basics	Differentiate between material that does and does not need to be cited Identify correct strategies for paraphrasing and evaluate examples Identify different citation styles used in academic writing

Campus Consultation/Design Partners

Mebbie Bell, Director, Academic Success Centre

Stephen Kuntz, Associate Director, Academic Success Centre

Supporting Materials and/or Resources on Hand

[Code of Student Behaviour](#)

[To Your Credit \(CTL\)](#)

[FGSR Understanding and Avoiding Plagiarism \(2 hour online course\)](#)

[Graduate Ethics Training \(GET\) FGSR \(Online Course\)](#)

Resources for Further Investigation:

[To Your Credit \(CTL\)](#)

[Avoiding Plagiarism \(2 hour online course\) \[transition course to focus on paraphrasing and summarizing\]](#)

Academic Success Centre

[Citation Guides, UAlberta Libraries](#)

MODULE 5: INTRODUCTION TO RESEARCH ETHICS

Time	AoL	Module Breakdown	Intended Learning Outcomes
1	.25	5.1 Introduction to Research Ethics	Define research integrity Described why research integrity is important the field of study, individual researcher, and institution Explain how research ethics emerged and why research ethics is important to both human and animal research Explain who is responsible for research ethics Identify when ethics approval is needed Identify campus resources that support and provide expertise in the ethical conduct of research
		5.2 Indigenous Research	Explain the ethical imperative of Indigenous involvement in research Identify the role of Indigenous knowledge in research design, implementation and outputs

			<p>Explain the importance of community engagement in Indigenous research</p> <p>List three key skills for building respectful relationships with Indigenous community, particularly in relation to post-TRC responsibilities at the University of Alberta</p> <p>Explain the importance of Indigenous knowledge systems</p>
--	--	--	---

Campus Consultation/Design Partners

Susan Babcock, Director, Research Ethics Office

Charmaine Kabatoff, REB Consultant, Research Ethics Office

Indigenous Research Task Force Florence Glanfield, Vice-Provost--Indigenous Programming and Research)

Jennifer Ward, Lead Ed. Developer, Indigenous Focus

Kisha Supernant, Co-lead, Situated Knowledges (Anthropology)

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources On Hand

[Guidelines for Authorship](#)

[Guidelines for Ownership of Research Materials](#)

[Graduate Student Supported by Research Contracts or Affiliated](#)

[Academic and Research Integrity \(FGSR, 1 hour online course\)](#)

[Graduate Ethics Training \(GET\) FGSR \(Online Course\)](#)

[Truth and Reconciliation Commission](#)

Resources for Further Investigation:

[Foundational Research Tutorials](#)

[Research Ethics Office](#)

[TCPS 2 Tutorial Course on Research Ethics \(CORE\)](#)

[CITI Courses](#)

[Part 1: Ethics of Animal Use](#)

[Part 2: Species and Procedure/Technique Training](#)

[Truth and Reconciliation Commission of Canada](#)

[Residential Schools Library Guide](#)

[Indigenous Canada MOOC, Faculty of Native Studies](#)

MODULE 6: CONFLICT OF INTEREST

Time	AoL	Module Breakdown	Intended Learning Outcomes
.75	.25	6.1 Student-supervisor Relationships	<p>Describe strategies for establishing and maintaining a strong relationship with your graduate supervisor</p> <p>Explain strategies understanding and setting expectations, roles, and responsibilities with your supervisor</p> <p>Identify strategies that support effective student-supervisor communication</p> <p>Describe strategies that support productive conflict resolution</p> <p>Identify campus resources that support graduate students with their supervisory relationship</p> <p>Analyse cases studies related to the student-supervisor relationship</p>
		6.2 Intellectual Property	<p>Define intellectual property as it relates to intellectual, artistic, and entrepreneurial creations and innovations</p> <p>Distinguish between copyright and patents</p> <p>Describe key components the University of Alberta's intellectual policy as it relates to graduate students' research, discoveries, and/or invention</p> <p>Explain graduate students' rights to intellectual property as outlined in the University of Alberta's Intellectual Property Guidelines</p>
		6.3 Intellectual Property: Copyright	<p>Explain who has the rights to content protected by copyright in their thesis and why</p> <p>List three options graduate students have related to including third party content in their theses</p>

			Identify when it is appropriate to conduct a preliminary fair dealing assessment related to using third party content in your thesis. Identify resources to support students in interpreting policies and author agreements relevant to their published articles; and
Campus Consultation/Design Partners: Vicki Ruétalo, Associate Dean, FGSR Remonia Stoddart-Morrison, Student Ombuds Amanda Wakaruk, Copyright Office FGSR Decanal Team			
Supporting Resources/Resources on Hand: Naomi Krogman and Sarah Ficko (2018) <i>Supervision Guide</i> , Faculty of Graduate Studies and Research (October 18, 2018), Accessed 5 February 2021, https://www.ualberta.ca/graduate-studies/media-library/about/faculty-and-staff/resources-for-supervisors-and-graduate-coordinators/20181018-guidelines-for-supervision-and-mentorship-for-faculty-and-administrators.pdf Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Research and Scholarship Integrity Policy Copyright and Your Graduate Studies, Academic Integrity and Ethics Training Requirement Series (FGSR, hybrid workshop) Graduate Ethics Training (GET) FGSR (Online Course)			
Resources for Further Investigation: Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Research and Scholarship Integrity Policy Intellectual Property--An Entrepreneur's Guide (FGSR Online Course) Copyright Office, UAlberta			
MODULE 7: WORKPLACE ETHICS AND SELF-CARE			
Time	AoL	Module Breakdown	Intended Learning Outcomes
0.75	.25	7.1 Policy and legislation frameworks that support inclusive approaches	Identify the rights and responsibilities of students and employees, as they relate to human rights in learning and work spaces Identify the connection between human rights and accommodation, and inclusive learning and work spaces Define the terms: equity, diversity, inclusion, intersectionality, and oppression Define accessibility and universal design Identify strategies to support an inclusive approach
		7.2 Discrimination, Harassment and Duty to Accommodate	Define the terms discrimination, harassment, and accommodation Identify key components of the Discrimination, Harassment, and Duty to Accommodate policy Explain the value of cultivating an inclusive learning and work spaces Analyse case studies related to the Discrimination, Harassment, and Duty to Accommodate policy Analyze cases studies related to discrimination, harassment and duty to accommodate
		7.3 Sexual Violence Policy	Define sexual violence Define consent Define the difference between a disclosure and a complaint List the options available for survivors of sexual violence
		7.4 Ethics of Self-Care	Explain the ethical imperative of self-care as a member of the academic community Describe how self-care is connected to an individual's ability to manage personal conduct, including workplace ethics, and ethical standards that govern the academic community Describe strategies for self-care including setting, monitoring and revising milestones

			Describe how understanding your rights relates to self-care Identify campus resources that support students' self-care, personal conduct and ethical behaviours
<p>Campus Consultation/Design Partners</p> <p>Deb Erekes, Student Conduct and Accountability Sexual Assault Centre Donnell Willis, Advisor, Office of Safe Disclosure Evelyn Hamdon, Senior Advisor, Equity and Human Rights, Office of the Provost and Vice-President (Academic) Remonia Stoddart-Morrison, Student Ombuds Suman Varghese, Registered Psychologist, Clinical Counselling Services Josee Ouellette, Counsellor, Student Wellness, Campus St.- Jean, Academic Support Doug Gleddie, Associate Dean, Graduate Studies, Faculty of Education</p>			
<p>Supporting Resources/Resources on Hand</p> <p>Code of Student Behaviour Protected Areas and Grounds Under the Alberta Human Rights Act Human Rights at the University of Alberta EDI Strategic Plan OHS Act, Regulation and Code Discrimination, Harassment and Duty to Accommodate Policy Sexual Violence Policy Ethical Conduct and Safe Disclosure Policy Inclusive Work and Learning Spaces: Policy and Practices, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.75 hours) Responding to Sexual Violence at the University of Alberta, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours) Episode 2: Scholars in a Dangerous Time: Loneliness, Isolation and COVID-19, Postcase, FGSR Grad School Confidential, December 2021 Episode 3: Hitting the Wall: On Burnout in Grad School, Podcast, FGSR Grad School Confidential, February 2021</p>			
<p>Resources for Further Investigation</p> <p>Grad School Confidential Sexual Violence Information and Resources Sexual Assault Centre Discrimination, Harassment and Duty to Accommodate Policy Sexual Violence Policy Suicide Prevention Training (QPR) Office of Safe Disclosure and Human Rights Education, Office of Safe Disclosure and Human Rights Student Services Strategic Plan for EDI, UAlberta</p>			
6	COURSE TOTAL		

INT D 720 ADVANCED ETHICS AND ACADEMIC CITIZENSHIP

(Doctoral Students | 2 Hours | zero-credit, online [optional for Masters Students])

Course Description: INT D 720 Advanced Ethics and Academic Citizenship provides advanced treatment of ethical principles, including: research and scholarship, intellectual property, academic citizenship, and ethical principles in university teaching.

Prerequisite: INT D 710 Ethics and Academic Citizenship

Course Objectives:

Equip graduate students with a basic understanding of university policy, including their rights and responsibilities
Provide doctoral students with a deeper understanding understanding of academic citizenship, including duties, responsibilities and values as it relates to their personal conduct, research and scholarly activities, and role as educators

Intended Learning Outcomes:

Identify ethical concerns related to indigenizing and decolonizing the academy, academic citizenship, research and scholarship integrity, ethical principles in university teaching

Define, recognize, analyse ethical matters related to indigenization, research and scholarship integrity, academic citizenship, and teaching and learning

Module 1: Introduction to Advanced Ethics and Academic Citizenship

Time	Module Breakdown	Intended Learning Outcomes
.12	1.0 Introduction to Ethics and Academic Citizenship as a Doctoral Student 1.2 Overview of course objectives and outcomes	

Module 2: Land Acknowledgement and Indigenization

Time	Module Breakdown	Intended Learning Outcomes
	1.0 Land Acknowledgement	
.25	1.1 Indigenizing and Decolonizing the Academy	Explain TRC of Canada's <i>Calls to Action</i> (2015) Describe three approaches to indigenization within post-secondary institutions (indigenous inclusion, reconciliations indigenization, decolonial indigenization) that attempt to response to the TRC <i>Calls to Action</i>

Campus Consultation/Design Partners

Florence Glanfield, Vice-Provost--Indigenous Programming and Research

Nella Sajlovic, Indigenous Strategies Manager, Provost and Vice-President Academic

Indigeneous Research Task Force

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning

Adam Gaudry, Faculty of Native Studies

Sean Robertson, Faculty of Native Studies

Anne Carr-Wiggin, Native Studies Librarian

Supporting Resources/Resources on Hand

[Acknowledgement of Traditional Territory](#)

[What is Reconciliation](#)

Adam Gaudry and Danielle Lorenz (2018) "Indigenization as inclusion, reconciliation, and decolonization: navigating the different visions for indigenizing the Canadian Academy," *AlterNative*, 14(3) 218-227.

.Team ReconciliAction YEG (2018) "As Long as The Sun Shines, The Grass Grows and The River Flow," *Faculty Blog*, Faculty of Law, University of Alberta (9 January 2018), Accessed 5 February 2021.

<https://ualbertalaw.typepad.com/faculty/2018/01/as-long-as-the-sun-shines-the-grass-grows-and-the-river-flows.html>

Mae Cook, Jordan (2019) "What do people really mean when they say 'indigenization'?" *Folio* (21 February 2019), Accessed 5 February 2021. <https://www.ualberta.ca/folio/2019/02/what-do-people-really-mean-when-they-say-indigenization.html>

Resources for Further Investigation

[Indigenous Canada MOOC, Faculty of Native Studies](#)

[Truth and Reconciliation Commission, UAlberta Libraries](#)

[First Nation, Métis, and Inuit Subject Guide, UAlberta Libraries](#)

[Indigenous Research Guide, UAlberta Libraries](#)

MODULE 3: ACADEMIC CITIZENSHIP

Time	Module Breakdown	Intended Learning Outcomes
0.25	3.0 What is academic citizenship	Define academic citizenship

	3.1 What duties, behaviours, attitudes, and values characterize academic citizenship	Identify duties, behaviours, attitudes, and values characterize academic citizenship Analyze case studies that explore issues related to academic citizenship
Campus Consultation/Design Partners FGSR Decanal Team Mebbie Bell, Academic Success Centre Chris Hackett, Student Conduct and Accountability Florence Glanfield, Vice-Provost--Indigenous Programming and Research		
Supporting Resources/Resources on Hand The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, <i>Journal of Higher Education Policy and Management</i> , 29:3, 261-273, DOI: 10.1080/13600800701457863 Academic Career Pathways: Case studies across the Academic Pathways Criteria, The University of Sheffield		
Resources for Further Investigation The Fundamental Values of Academic Integrity, International Center for Academic Integrity (ICAI) Bruce Macfarlane (2007) Defining and Rewarding Academic Citizenship: The implications for university promotions policy, <i>Journal of Higher Education Policy and Management</i> , 29:3, 261-273, DOI: 10.1080/13600800701457863		
MODULE 4: RESEARCH AND SCHOLARSHIP INTEGRITY		
Time	Module Breakdown	Intended Learning Outcomes
.75	5.0 Research and Scholarship Integrity	Explain excellence in research is critical to the field of study, the university, and society Explain the purpose of the Research and Scholarship Integrity Policy Outline the responsibilities of researchers and scholars Outline the responsibilities of the principle investigator List behaviours defined as misconduct in research scholarship
	5.1 Intellectual Property and Your Graduate Research	Define intellectual property Explain the University of Alberta's intellectual property policy as it relates to graduate students' various research roles Identify supervisors' rights to students' discovery/invention Explain who owns data produced in a students' thesis Identify resources to support students should a dispute arise with respect to intellectual property and/or co-authorship
Campus Consultation/Design Partners Susan Babcock, Director, Research Ethics Office Charmaine Kabatoff, REB Consultant, Research Ethics Office FGSR Decanal Team		
Supporting Resources/Resources on Hand Intellectual Property Guidelines for Graduate Students and Supervisors Frequently Asked Questions about Inventions and Commercialization at the University of Alberta Guidelines for Authorship Guidelines for Ownership of Research Materials Graduate Student Supported by Research Contracts or Affiliated Institutions FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course) Graduate Ethics Training (GET) FGSR (Online Course) Research and Scholarship Integrity Policy Human and Animal Research Ethics, Academic Integrity and Ethics Training Series Workshop (FGSR, hybrid workshop, 1.5 hours)		
Resources for Further Investigation CITI: Responsible Conduct of Research (Ethics Credit: 2.5 hours) CITI: Good Clinical Practice: Social and Behavioral Research Best Practices for Clinical Research (Ethics Credit: 2.5 hours) CITI: Good Laboratory Practice (Ethics Credit: 2.5 hours) CITI: Biomedical Basic (Ethics Credit: 2.5 hours) TCPS 2 Tutorial Course on Research Ethics (CORE) [Human Research Ethics] (Ethics Credit: 3 hours) FGSR Intellectual Property: An Entrepreneur's Guide (1 hour, online course)		

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)
[Graduate Program Manual: Intellectual Property](#)
[Frequently Asked Questions about Inventions and Commercialization at the University of Alberta](#)

MODULE 5: ETHICAL PRINCIPLES IN UNIVERSITY TEACHING

Time	Module Breakdown	Intended Learning Outcomes
.75	6.0 Twin Pillars of Ethical Teaching in University Teaching 6.1 Indigenizing and Decolonizing the Classroom 6.2 Assessment and Grading Policy	Describe the ethical areas of responsibility held when teaching in the university setting Explain what it means to indigenize and decolonize the classroom Identify strategies that support inclusion Outline the key features of the assessment and grading policy Analyze case studies focused on ethical issues in university teaching

Campus Consultation/Design Partners

Chris Hackett, Student Conduct and Accountability

Bryan Hogeveen, Vice-Dean, FGSR

Jennifer Ward, Lead Ed. Developer, Indigeneous Focus, Centre for Teaching and Learning

Cosette Lemelin, Assistant Director, Centre for Teaching and Learning

Lead Educational Developer, Assessment and Evaluation, Centre for Teaching and Learning

John Nychka, Vice-Provost, Teaching Initiatives

Supporting Resources/Resources on Hand

[Intellectual Property Guidelines for Graduate Students and Supervisors](#)

[Graduate Program Manual: Intellectual Property](#)

[FGSR Intellectual Property: An Entrepreneur's Guide \(1 hour, online course\)](#)

Ethical Principles in University Teaching, Graduate Teaching and Learning Program (GTLP), Level 1 Workshop (1.75 hours)

Decolonizing and Indigenizing the Academy, GTLP, Level 1 Hybrid Workshop (1.75 hours)

Fundamentals of Grading and Assessment, GTLP, Level 1 Hybrid Workshop (2 hours)

Resources for Further Investigation

[Graduate Teaching and Learning Program](#)

[Centre for Teaching and Learning](#)

[STLHE Ethical Principles in University Teaching](#)

[Assessment and Grading Policy](#)

[Access to Evaluative Course Material Procedure](#)

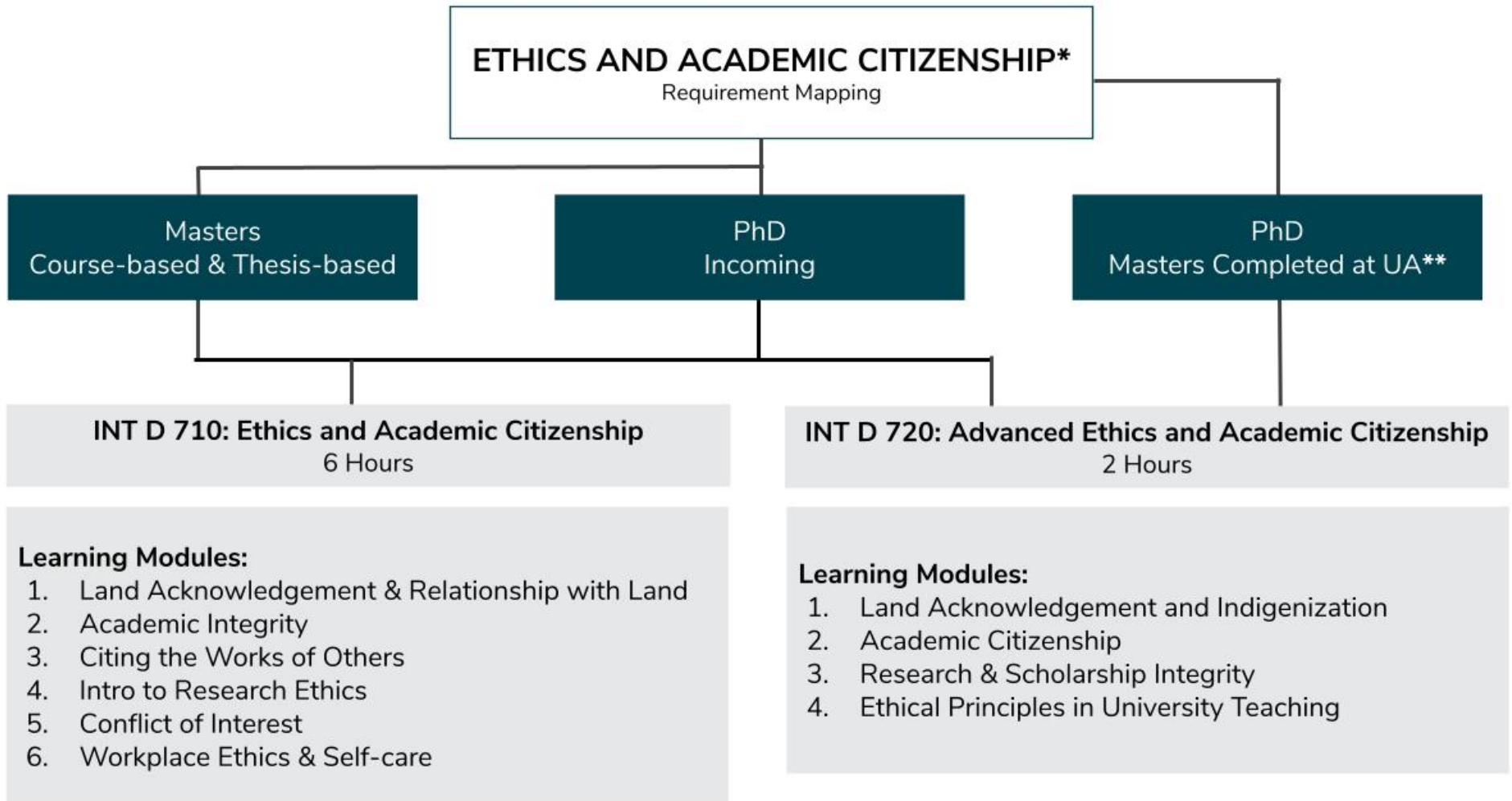
[Grading Procedure](#)

[Indigenous Canada MOOC, Faculty of Native Studies](#)

MODULE 7: AOL

.25	Final Course Assessment (see ILOs outlined above for assessment strategies)
2	COURSE TOTAL

Additional Information:
Ethics and Academic Citizenship Requirement
Mapping



*Failure to complete requirement in first term will result in registration being blocked

**Student must have taken INT D 710: Ethics and Academic Citizenship

**Additional Information: Ethics and Academic Citizenship Requirement
Overview**

Approved by FGSR Council,
February 17, 2021 for
implementation Fall 2022

6XX Ethics and Academic Citizenship

Format & Delivery

Online, non-credit course

Offered in eClass

Designed in compliance
with universal & accessibility
principles

Timeline & Tracking

Should be completed within
the first term

Appears on the student's transcript

Streamlines the tracking and
administration of the requirement
and reduces workload
for departments

Curriculum & Content

Academic Integrity, Plagiarism
Intro to Research Ethics
Conflict of Interest
Workplace Ethics and Wellbeing
(all students)

Research and Scholarship
Intellectual Property
Ethical Practices in University
Teaching
Academic Citizenship
(PhD students)

FGSR's minimum institutional requirement
and does not supersede discipline specific requirements stipulated by
professional accreditation bodies or agencies.

Transition Plan for Current Students



Current Programming will continue until August 31, 2022

Academic Integrity and Ethics Training Series

Online courses (eClass)

- GET Course
- Understanding and Avoiding Plagiarism
- Academic and Research Integrity
- Intellectual Property

Other (such as):

- TCPS 2 Tutorial Course on Research Ethics
- CITI Courses
- Departmental Offerings used for the fulfilment of the FGSR Requirement

Communication Channels to Support Requirement Transition

Shortlist for Students

Shortlist for Staff

Special announcements

Listserves (GPAC, FGSR Council)

eClass announcements

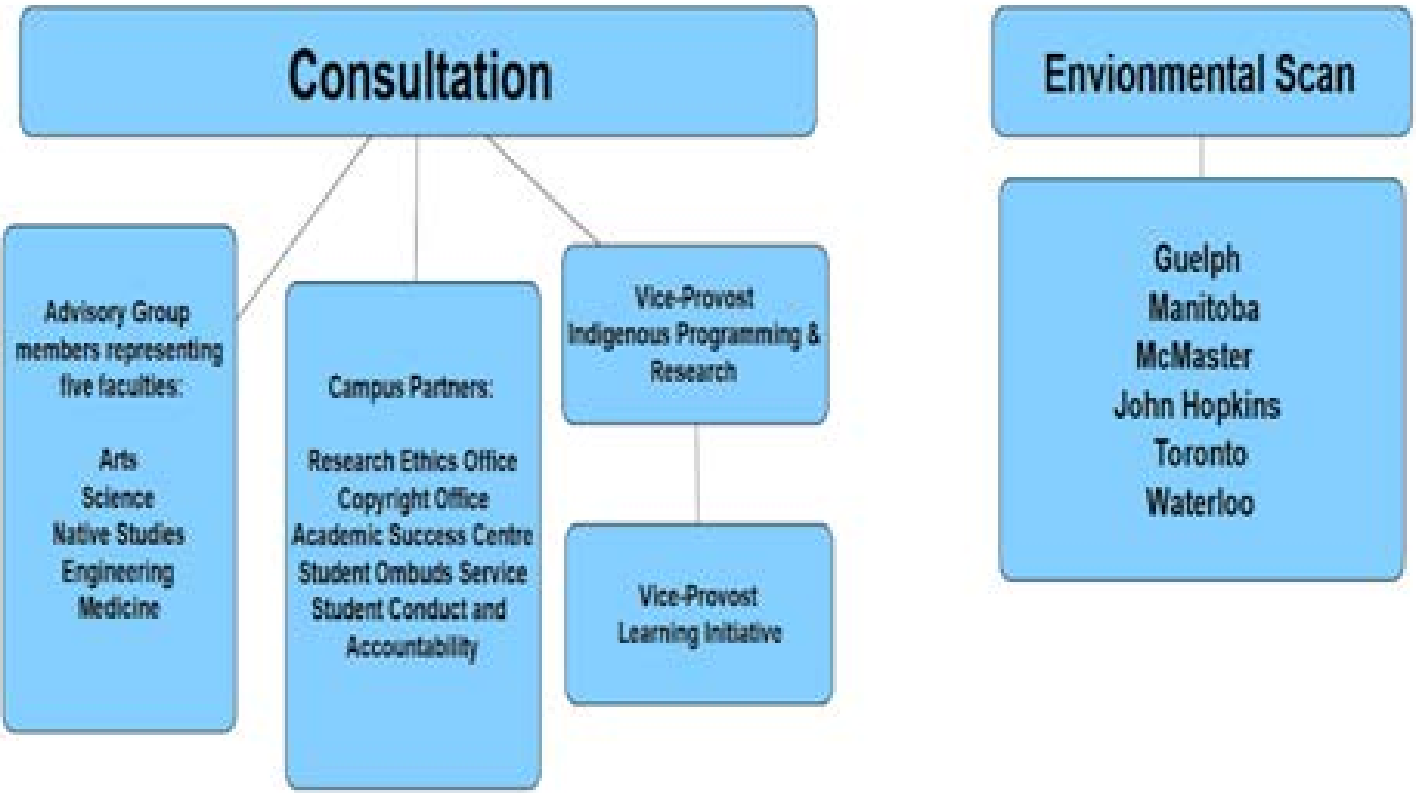
FGSR social media

FGSR website

All current students are encouraged to complete the new requirement; however, they will be given one year to meet the requirement under the old calendar entry. After August 31, 2022, students will be required to meet the new calendar guidelines.

FGSR Council: January 20, 2021

Consultation Overview



FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Composition of Faculté Saint-Jean Council, Faculté Saint-Jean
---------------------	--

Motion

<p>THAT the GFC Executive Committee approves, under delegated authority from the General Faculties Council, proposed changes to the composition of the Faculté Saint-Jean Council as set forth in Attachment 1, to take effect upon final approval.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Pierre-Yves Mocquais, Dean Faculté Saint-Jean
Presenter(s)	Martine Cavanagh, Associate Dean, Education, Faculté Saint-Jean

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve revisions to the current composition of Faculté Saint-Jean Council.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Given that our large proportion of students from French immersion programs (60%), for whom French is a second language, have specific needs that differ from the needs of students whose first language is French, it is important that the Francophile community and the school boards that offer French immersion programs have a voice at Faculty Council, just like the Francophone community and its school boards.</p> <p>For these reason The Faculté Saint-Jean would like to make the following changes to the composition of Faculté Saint-Jean Council:</p> <ul style="list-style-type: none"> - Amend the designation of the Canadian Parents for French (CPF) representative as to include a representative of the Francophile community. - Add an Alberta French Language Education Consortium (AFLEC) representative as to include a representative of School Boards with immersion programs. AFLEC is composed of representatives of School Boards with French immersion and French second language programs.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Approval Route (Governance) (including meeting dates)	Faculté Saint-Jean Council : March 19, 2021 FSJ Executive Committee: February 5, 2021
--	--

Strategic Alignment

Alignment with <i>For the Public Good</i>	SUSTAIN Objective 21 Encourage continuous improvement in administrative, governance, planning, and stewardship systems,
---	---

Item No. 8

	procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act sections 26(1) and 26(1)(b) GFC Executive Committee Terms of Reference GFC Policy Manual Section 37.2	

Attachments (each to be numbered 1 - <>)

- Attachment 1 : Proposed Composition Faculté Saint-Jean Council (English)
Proposed Composition Faculté Saint-Jean Council (French)

Prepared by Marie Simuong, (FSJ Governance Coordinator) msimuong@ualberta.ca

Attachment #1: Comparison Table of Proposed Revisions to Faculté Saint-Jean Council

ACTUEL	PROPOSÉ
<p>CONSEIL DE LA FACULTÉ SAINT-JEAN</p> <p>COMPOSITION</p> <p>Ex officio</p> <ul style="list-style-type: none"> ▪ Doyen (président) ▪ Président de l'Université de l'Alberta ▪ Vice-doyen principal ▪ Tous les membres permanents du personnel académique de la Faculté (catégorie A1.0) ▪ Les ATS Term 12, temps plein ou Term R <p>Membres additionnels</p> <ul style="list-style-type: none"> ▪ Directeur de l'Institut Marcelle et Louis Desrochers pour le Patrimoine et les Recherches Transdisciplinaires en Francophonies Canadiennes et Internationales ▪ Doyen adjoint, gestion des études ▪ Doyen adjoint, opérations et soutien corporatif ▪ Directeur du Centre Collégial de l'Alberta ▪ Directeur de la Bibliothèque Saint-Jean ▪ Un représentant étudiant de chaque programme (BA, BEd, BSc), nommé par l'Association des universitaires de la Faculté Saint-Jean ▪ Un représentant des chargés de cours temps partiel (catégorie A2.2 <i>UAPPOL Recruitment Policy</i>) ▪ Un étudiant nommé par les étudiants du 2e cycle de la Faculté Saint-Jean ▪ Registraire de l'Université ou son représentant ▪ Doyen de la <i>Faculty of Science</i> ou son délégué ▪ Doyen de la <i>Faculty of Arts</i> ou son délégué ▪ Doyen de la <i>Faculty of Education</i> ou son délégué ▪ Doyen de la <i>Faculty of Nursing</i> ou son délégué ▪ Doyen de la <i>Faculty of Agricultural, Life and Environmental Sciences</i> ou son délégué ▪ Doyen de la <i>Faculty of Business</i> ou son délégué ▪ Doyen de la <i>Faculty of Augustana</i> ou son délégué ▪ Un représentant de l'Association canadienne-française de l'Alberta ▪ Un représentant de l'<i>Alberta Teachers' Association</i> ▪ Un représentant (en éducation) des écoles d'immersion nommé par <i>Canadian Parents for French</i> ▪ Un représentant de la Fédération des conseils scolaires francophones de l'Alberta ▪ Un représentant de la Société Radio-Canada ▪ Un représentant de la Francophonie albertaine plurielle <p>Observateurs (sans droit de vote)</p> <ul style="list-style-type: none"> ▪ Le secrétaire du conseil, désigné par le doyen ▪ Toute autre personne qui assiste à une réunion du conseil 	<p>CONSEIL DE LA FACULTÉ SAINT-JEAN</p> <p>COMPOSITION</p> <p>Ex officio</p> <ul style="list-style-type: none"> ▪ Doyen (président) ▪ Président de l'Université de l'Alberta ▪ Vice-doyen principal ▪ Tous les membres permanents du personnel académique de la Faculté (catégorie A1.0) ▪ Les ATS Term 12, temps plein ou Term R <p>Membres additionnels</p> <ul style="list-style-type: none"> ▪ Directeur de l'Institut Marcelle et Louis Desrochers pour le Patrimoine et les Recherches Transdisciplinaires en Francophonies Canadiennes et Internationales ▪ Doyen adjoint, gestion des études ▪ Doyen adjoint, opérations et soutien corporatif ▪ Directeur du Centre Collégial de l'Alberta ▪ Directeur de la Bibliothèque Saint-Jean ▪ Un représentant étudiant de chaque programme (BA, BEd, BSc), nommé par l'Association des universitaires de la Faculté Saint-Jean ▪ Un représentant des chargés de cours temps partiel (catégorie A2.2 <i>UAPPOL Recruitment Policy</i>) ▪ Un étudiant nommé par les étudiants du 2e cycle de la Faculté Saint-Jean ▪ Registraire de l'Université ou son représentant ▪ Doyen de la <i>Faculty of Science</i> ou son délégué ▪ Doyen de la <i>Faculty of Arts</i> ou son délégué ▪ Doyen de la <i>Faculty of Education</i> ou son délégué ▪ Doyen de la <i>Faculty of Nursing</i> ou son délégué ▪ Doyen de la <i>Faculty of Agricultural, Life and Environmental Sciences</i> ou son délégué ▪ Doyen de la <i>Faculty of Business</i> ou son délégué ▪ Doyen de la <i>Faculty of Augustana</i> ou son délégué ▪ Un représentant de l'Association canadienne-française de l'Alberta ▪ Un représentant de l'<i>Alberta Teachers' Association</i> ▪ Un représentant de <i>Canadian Parents for French</i> ▪ Un représentant de <i>Alberta French Language Education Consortium</i> ▪ Un représentant de la Fédération des conseils scolaires francophones de l'Alberta ▪ Un représentant de la Société Radio-Canada ▪ Un représentant de la Francophonie albertaine plurielle <p>Observateurs (sans droit de vote)</p> <ul style="list-style-type: none"> ▪ Le secrétaire du conseil, désigné par le doyen ▪ Toute autre personne qui assiste à une réunion du conseil

CURRENT**COUNCIL OF FACULTÉ SAINT-JEAN****Ex officio**

- Dean (Chair)
- President
- Vice Dean
- All full-time members of the academic staff of the Faculty (category A1.0)
- Term 12 Academic Teaching Staff, full-time or Term R

Additional members

- Director of the Institut Marcelle et Louis Desrochers pour le Patrimoine et les Recherches Transdisciplinaires en Francophonies Canadiennes et Internationales
- Assistant Dean, Academic Administration
- Assistant Dean, Operations and Corporate Support
- Director, Centre Collégial de l'Alberta
- Director of the Bibliothèque Saint-Jean
- One student per program (BA, BEd, BSc) appointed by the Association des universitaires de la Faculté Saint-Jean
- One student appointed by the graduate students of the Faculté Saint-Jean
- One part-time Academic Teaching Staff (category A2.2 UAPPOL Recruitment Policy)
- Registrar or representative
- Dean of the Faculty of Science or designee
- Dean of the Faculty of Arts or designee
- Dean of the Faculty of Education or designee
- Dean of the Faculty of Nursing or designee
- Dean of the Faculty of Agricultural, Life and Environment Sciences or designee
- Dean of the Faculty of Business or designee
- Dean of the Faculty of Augustana or designee
- One representative of the Association canadienne-française de l'Alberta
- One representative of the Alberta Teachers' Association
- One representative ~~(Educator) of Immersion Schools elected by Canadian Parents for French~~
- One representative of the Fédération des conseils scolaires francophones de l'Alberta
- One representative from La Société Radio-Canada
- One representative of the Francophonie albertaine plurielle

Observers (non-voting)

- Secretary to the Council, designated by the Dean
- All other persons attending a Council meeting

PROPOSED**COUNCIL OF FACULTÉ SAINT-JEAN****Ex officio**

- Dean (Chair)
- President
- Vice Dean
- All full-time members of the academic staff of the Faculty (category A1.0)
- Term 12 Academic Teaching Staff, full-time or Term R

Additional members

- Director of the Institut Marcelle et Louis Desrochers pour le Patrimoine et les Recherches Transdisciplinaires en Francophonies Canadiennes et Internationales
- Assistant Dean, Academic Administration
- Assistant Dean, Operations and Corporate Support
- Director, Centre Collégial de l'Alberta
- Director of the Bibliothèque Saint-Jean
- One student per program (BA, BEd, BSc) appointed by the Association des universitaires de la Faculté Saint-Jean
- One student appointed by the graduate students of the Faculté Saint-Jean
- One part-time Academic Teaching Staff (category A2.2 UAPPOL Recruitment Policy)
- Registrar or representative
- Dean of the Faculty of Science or designee
- Dean of the Faculty of Arts or designee
- Dean of the Faculty of Education or designee
- Dean of the Faculty of Nursing or designee
- Dean of the Faculty of Agricultural, Life and Environment Sciences or designee
- Dean of the Faculty of Business or designee
- Dean of the Faculty of Augustana or designee
- One representative of the Association canadienne-française de l'Alberta
- One representative of the Alberta Teachers' Association
- One representative of Canadian Parents for French
- **One representative from Alberta French Language Education Consortium**
- One representative of the Fédération des conseils scolaires francophones de l'Alberta
- One representative from La Société Radio-Canada
- One representative of the Francophonie albertaine plurielle

Observers (non-voting)

- Secretary to the Council, designated by the Dean
- All other persons attending a Council meeting

FINAL Item No. 9

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Composition of Kinesiology, Sport, & Recreation Faculty Council
---------------------	--

Motion

<p>THAT the GFC Executive Committee approve, under delegated authority from the General Faculties Council, proposed changes to the composition of the Council of the Faculty of Kinesiology, Sport, & Recreation as set forth in Attachment 1, submitted by the Faculty of Kinesiology, Sport, & Recreation, to take effect upon final approval</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	W. Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation
Presenter(s)	W. Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee because the Faculty of Kinesiology, Sport, and Recreation voted to revise its membership and decisions pertaining to the composition of its Faculty Council must be approved by GFC Executive Committee, acting on behalf of GFC with delegated authority.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Faculty of Kinesiology, Sport, and Recreation would like to make changes to the Faculty Council Information – Faculty Council Composition (see attachment).</p> <p>Due to Athletics being moved to the Dean of Students' Portfolio and Campus & Community Recreation being moved to the Facilities and Operations Portfolio as of April 1, 2021, there will be a number of members removed from our Faculty Composition.</p> <p>In addition, the Faculty would like our additional member list to reflect the nature of the University of Alberta's Academic Restructure and the move to the three new Colleges and the Community-facing Faculties as of July 1, 2021.</p> <p>The changes to our undergraduate (KSRSS Student Council) and graduate (KSRGSS Graduate Student Council) reflects the update to their Council names and confirms the selection process.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Faculty of Kinesiology, Sport, and Recreation Faculty (FC) Council.
--	---

Item No. 9

<p>(parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Faculty of Kinesiology, Sport, and Recreation Faculty Management (FMG) Members • Faculty of Kinesiology, Sport, and Recreation Executive Committee • Faculty of Kinesiology, Sport, and Recreation Faculty Council
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • University Governance
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Kinesiology, Sport, and Recreation Executive Committee – March 24, 2021 Faculty of Kinesiology, Sport, and Recreation Faculty Council – March 31, 2021</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act (PSLA) Faculty Council Information – Faculty Council Composition GFC Executive Committee Terms of Reference</p>			

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 & 2 – FKSR Faculty Council_Apr 1 2021)

Prepared by: <Keri Blue, Executive Assistant to the Dean, March 31, 2021>

Council of the Faculty of Kinesiology, Sport, and Recreation

Ex officio

Dean

Faculty Manager

University President

All academic staff in Category A1.0 of the Faculty (GFC 28 NOV 1988) (EXEC 19 MAR 1998)

Associate Deans

Assistant Deans

Faculty Service Officers

All career status KSR Academic Teaching Staff/Professor from category A2.1

Directors

Additional Members

Registrar

Director of Athletics

Director of Campus & Community Recreation

One representative College of Health Sciences (outside of the Faculty of KSR)

One representative College of Natural & Applied Sciences

One representative College of Social Sciences & Humanities

One representative Community-Facing Faculties (CSJ, Native Studies or Augustana)

Four undergraduate students representing the four Degree programs (Bachelor of Kinesiology | Bachelor of Science in Kinesiology | Bachelor of Kinesiology/Bachelor of Education | Bachelor of Arts and Recreation, Sports and Tourism), as determined by the Kinesiology, Sport, and Recreation Students' Society (KSRSS).

Three graduate students, as determined by the Kinesiology, Sport, and Recreation Graduate Students' Society (KSRGSS).

(EXEC 07 DEC 1981) (GFC 28 May 2001)
(EXEC 07 APR 1982) (EXEC 29 JUN 2001)
(EXEC 01 OCT 1984) (EXEC 05 MAY 2008)
(EXEC 12 APR 2021)

FINAL Item No. 16

Governance Executive Summary
Action Item

Agenda Title	Draft Agenda for the Meeting of General Faculties Council
---------------------	--

Motion

THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, the Agenda for the April 26, 2021 meeting of General Faculties Council, as set forth in Attachment 1, as amended.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Bill Flanagan, President and Chair, GFC Executive Committee
Presenter(s)	Bill Flanagan, President and Chair, GFC Executive Committee

Details

Responsibility	GFC Executive Committee
The Purpose of the Proposal is <i>(please be specific)</i>	To approve the Agenda for the General Faculties Council meeting to be held on Monday, April 26, 2021.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The GFC Executive Committee is responsible for the approval of the agenda for all regular and special meetings of General Faculties Council, ensuring items are ready to be presented to GFC and are ordered and timed appropriately.
Supplementary Notes	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> Bill Flanagan, President and Vice-Chancellor and Chair, GFC Executive Committee Office of the President Public Health Response Team (PHRT) Chair and lead on the Academic Impacts Sub-Committee Office of the Provost and Vice-President (Academic) University Governance GFC Executive Committee
Approval Route (Governance)	GFC Executive Committee – April 12, 2021

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 21												
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%;"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input checked="" type="checkbox"/> Leadership and Change</td> <td><input type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input checked="" type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders												
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation												
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise												
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety												
<input checked="" type="checkbox"/> Leadership and Change	<input type="checkbox"/> Student Success												
<input type="checkbox"/> Physical Infrastructure													
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act (PSLA)</i> GFC Executive Committee Terms of Reference												

Prepared by: Kate Peters, Secretary to GFC, University Governance



Monday, April 26, 2021
Remote Meeting
2:00 PM - 4:00 PM

OPENING SESSION 2:00 – 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Report from the President/Comments from the Chair (no documents) Bill Flanagan

CONSENT AGENDA 2:05 – 2:10 p.m.

[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]

3. Approval of the Open Session Minutes of February 22 and March 22, 2021

5. New Members of GFC

ACTION ITEMS 2:10 – 2:25 p.m.

6. Ethics and Academic Citizenship Requirement for Graduate Students (formerly titled the Academic Integrity and Ethics Training) Brooke Milne
Ali Shiri
Deanna Davis
Motion: To Recommend General Faculties Council Approval

DISCUSSION ITEMS 2:25 – 4:00

7. Proposal for the Establishment of the GFC Committee on the Documentation of Indigeneity (CDI) 2:25 – 2:40 p.m. Florence Glanfield
Melissa Padfield
Shana Dion
Chris Andersen
8. Delegated Authority of the Undergraduate Awards and Bursaries Committee (UABC) 2:40 – 2:50 p.m. Kate Peters
Brad Hamdon
9. Executive ad hoc Governance Procedural Review Committee 2:50 – 3:00 p.m. Kate Peters
Brad Hamdon
10. Development of a GFC position on metrics associated with academic restructuring 3:00 – 3:15 p.m. Steven Dew

- | | | |
|-----|--|----------------|
| 11. | Recommendations of the Committee of the Whole
3:15 – 3:25 p.m. | Bill Flanagan |
| 12. | Replenishment of GFC, Standing Committees, and other bodies (no documents)
3:25 – 3:30 p.m. | Jonathan White |
| 13. | Question Period
3:30 – 4:00 p.m. | Bill Flanagan |

INFORMATION REPORTS

14. [If a member has a question about a report, or feels that a report should be discussed by GFC, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the Committee Chair (or relevant expert) can be invited to attend.]
15. Report of the GFC Executive Committee
16. Report of the GFC Academic Planning Committee
17. Report of the GFC Programs Committee
18. GFC Nominations and Elections
19. Report of the Board of Governors
20. Information Items
21. GFC Nominations and Elections
 - A. GFC Recent Elections
 - B. Current Vacancies on GFC Committees
22. Report of the Board of Governors
23. Helping Individuals at Risk (HIAR) and Office of Safe Disclosure and Human Rights (OSDHR) Annual Reports
24. Centres and Institutes Committee (CIC) Annual Report
25. Quality Assurance (QA) Suite of Activities: 2019-2020 Excerpted QA Reports from the Faculty of Medicine and Dentistry; Faculty of Arts; Faculty of Science; and the Office of the Dean of Students
26. Information Forwarded to GFC Members Between Meetings (no items to date)

CLOSING SESSION

27. Adjournment
- Next Meeting of General Faculties Council: June 7, 2021

Presenter(s):

Florence Glanfield	Vice-Provost (Indigenous Programming & Research)
Melissa Padfield	Vice-Provost and Registrar
Shana Dion	Assistant Dean, First Nations, Metis and Inuit Students, Office of the Dean of Students
Chris Andersen	Dean, Faculty of Native Studies
Kate Peters	GFC Secretary and Manager, GFC Services
Brad Hamdon	General Counsel and University Secretary
Steven Dew	Provost and Vice-President (Academic)
Bill Flanagan	President and Vice-Chancellor, University of Alberta
Jonathan White	Professor, Faculty of Medicine and Dentistry and Chair, GFC Nominating Committee
Brooke Milne	Vice-Provost and Dean, Faculty of Graduate Studies and Research (FGSR)
Ali Shiri	Associate Dean, FGSR
Deanna Davis	Professional Development Instructional Design Specialist, GTLP Principal Instructor

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, 780-492-4733
University Governance	www.governance.ualberta.ca