

Attendance at FGSR Council – February 17, 2021

DEPARTMENT/UNIT FACULTY REPRESENTATIVES

Present:

Agricultural, Food & Nutritional Science	Guanqun (Gavin) Chen
Anthropology	Marko Zivkovic
Art & Design	Joan Greer
Biological Sciences	James Stafford
Business (non-dept) - MBA	Michael Maier
Business (non-dept) - PhD	Trish Reay
Chemicals & Materials Engineering	Vinay Prasad
Chemistry	Michael Serpe
Civil & Environmental Engineering	Selma Guigard
Computing Science	Greg Kondrak
Computing Science - Multimedia Program	Greg Kondrak
Dentistry (Medical Sciences)	Carlos Flores-Mir
Drama	Stefano Muneroni
Earth & Atmospheric Sciences	Kurt Konhauser
East Asian Studies	David Quinter
Educational Policy Studies	Evelyn Steinhauer (Primary) Darryl Hunter (Alternate)
Educational Studies	Douglas Gleddie
Electrical & Computer Engineering	Yindi Jing
Elementary Education	Trudy Cardinal
English and Film Studies	Mark Simpson
Faculte Saint-Jean (non-dept)	Samira El Atia
Health Sciences Education	Douglas Gleddie
History & Classics (inc. Religious Studies)	Heather Coleman
Human Ecology	Rachel McQueen
Kinesiology, Sport, and Recreation (non-dept)	Normand Boule
Laboratory Medicine & Pathology	Monika Keelan
Law (non-departmentalized)	Linda Reif
Library & Information Studies	Dinesh Rathi
Linguistics	Johanne Paradis
Mathematical & Statistical Science	Jochen Kuttler
Mechanical Engineering	Christopher Dennison
Medical Genetics (Medical Sciences)	Rachel Wevrick
Medical Microbiology & Immunology	Edan Foley
Medicine	Nadia Jahroudi
Modern Languages & Cultural Studies	Irene Sywenky
Music	Maryam Moshaver
Native Studies (non-dept)	D'Arcy Vermette
Nursing (non-departmentalized)	Diane Tapp
Obstetrics & Gynecology (Medical Sciences)	Denise Hemmings
Occupational Therapy	Mary Forhan
Oncology	Alan Underhill (Primary) Gordon Chan (Alternate)
Pediatrics (Medical Sciences)	Sujata Persad
Pharmacy & Pharm. Sciences (non-dept)	Arno Siraki

Philosophy	Ingo Brigandt
Physical Therapy	Mark Hall (Primary) Marguerite Wieler (Alternate)
Physics	Craig Heinke
Physiology	Zamaneh Kassiri
Political Science	Siobhan Byrne
Psychiatry	Allen Chan (Primary) Andrew Greenshaw (Alternate)
Psychology	Chris Westbury
Radiology & Diagnostic Imaging (Medical Sciences)	Lawrence Le
Rehabilitation Medicine – Rehab. Sciences	Esther Kim
Resource Economics & Environmental Sociology	Henry An
School of Public Health (non-dept)	Ruth Wolfe
Secondary Education	Bonnie Watt
Sociology	Gillian Stevens
Surgery	Fred Berry
Women's and Gender Studies	Felice Lifshitz

Regrets Sent:

Neuroscience
 Pharmacology

Absent:

Anesthesiology & Pain Medicine (Medical Sciences)
 Art & Design
 Biochemistry
 Biomedical Engineering
 Cell Biology
 Communication Sciences & Disorders
 Communications and Technology (including MACT)
 Digital Humanities
 Economics
 Educational Psychology
 Internetworking (MINT)
 Medical Sciences Graduate Program - FoMD
 Ophthalmology and Visual Sciences (Medical Sciences)
 Renewable Resources

ASSOCIATE DEANS (GRADUATE) REPRESENTATIVES FOR DEPARTMENTALIZED FACULTIES

Present:

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

Regrets Sent:

Agricultural, Life and Environmental Sciences (ALES)	Leluo Guan
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Absent:

Engineering	Jason Carey
Arts	Kim Noels

EX-OFFICIO REPRESENTATIVES

Present:

FGSR Dean & Vice-Provost (FGSR Council Chair)	Brooke Milne
FGSR Vice-Dean	Bryan Hogeveen
FGSR Associate Dean	Victoria Ruétalo
FGSR Associate Dean	Janice Causgrove Dunn
FGSR Associate Dean	Tracy Raivio
FGSR Associate Dean	Ali Shiri
Vice-Provost and University Registrar (or Delegate)	Carlo Dimalig
Vice-Provost and Chief Librarian (or Delegate)	Dale Askey

Regrets Sent:

President (or Delegate)	President Flanagan
Vice-President (Research) (or Delegate)	Laura Beard

Absent:

Chair, FGSR Academic Appeals Committee*	Moin Yahya
Director, Centre for Teaching & Learning*	Janice Miller-Young

GRADUATE PROGRAM ADMINISTRATORS COMMITTEE (GPAC) REPRESENTATIVES

Present:

Department of Dentistry	Dalyce Barss
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Absent:

Department of Neuroscience	Amber LaPointe
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GRADUATE STUDENT ASSOCIATION (GSA) DIRECTLY ELECTED OFFICIALS & GRADUATE STUDENT ASSOCIATION (GSA) COUNCIL REPRESENTATIVES

Present:

<i>GSA President</i>	<i>Marc Waddingham</i>
<i>VP Academic</i>	<i>Sachiketha Reddy</i>
Civil & Environmental Engineering - PhD	Salam Khalife
English & Film Studies	Shashi Kumar
Library & Information Studies	Lindsey Chochula
Mechanical Engineering	Sai Swaroop Reddy Pogalla
Mechanical Engineering PhD	Armin Norouzi Yengeje
Neuroscience - Masters (PhD in October)	Nicole Dittmann
Nursing	Sania Amiri-Ishani
Pediatrics	Shubham Soni
Pediatrics	Claudia Holody
Pharmacology, PhD	Nayyar Shahid
Pharmacy & Pharmaceutical Sciences	Amanda Greenwell
(ALTERNATE) AFNS	Klevis Haxhij

Absent:

<i>VP Labour</i>	<i>Umesh Nimmathi</i>
<i>VP External</i>	<i>Anas Fassih</i>
<i>VP Student Services</i>	<i>Sridhar Parasharamatham</i>
Biomedical Engineering, PhD	Kevin Solar
Economics, PhD	Christian Kwarkye
Electrical and Computing Engineering	Puruhithika Kunde
Music	Kathy Haddadkar
Pharmacy	Yasser Tabana
Political Science - PhD	Meagan Auer
Psychology	Tiffany Kung
Surgery	Kasra Shayeganpour
Surgery	Mukt Patel
(ALTERNATE) Agricultural and Resource Economics	Meghan Lim
(ALTERNATE) Biomedical Engineering	Amir Adel
(ALTERNATE) Educational Policy Studies	Alleson Mason
(ALTERNATE) Oncology	Andrew Locke

OBSERVERS – NON-VOTING *Non-Voting

FGSR Operations Coordinator (Secretary)*	Medha Samarasinghe
FGSR Executive Coordinator*	Andrea Riewe
FGSR, EA to the Associate Deans*	Dena Giroux
FGSR Professional Development & Community Volunteer Program Director*	Deanna Davis
GFC Secretary*	Heather Richholt
Dean of Students (or delegate)*	Helen Vallianatos
FGSR, Admissions and Program Services Supervisor*	Joyce Anderson
FGSR, Director, Professional Development*	Renee Polziehn
FGSR, Senior Financial Officer and IT*	Sylvia Fong-Wong
Team Lead, Program Services*	Kris MacManus
Supervisor, Graduate Awards*	Amanda Brown
Dean of Students Administration, Office Clerk*	Veronica Taylor

FGSR Council February 17, 2021

1.0 Call to Order at 2:03 PM

Vice-Provost and Dean Brooke Milne called the meeting to order.

She welcomed members of Council, and reminded everyone of the process of using Zoom. She noted that members requiring further support with this platform can reach out to Andrea Riewe for help. Those with voting abilities received an email with links. They were asked to have this open and ready to go.

2.0 Approval of Agenda for February 17, 2021

Moved / Seconded: Victoria Ruetalo/Greg Funk

No adjustments or objections were raised.

Approved by consent.

3.0 Approval of Minutes of January 20, 2020

Moved / Seconded: Greg Funk/ Bryan Hogeveen

Amendments:

- A change to the spelling of Dr. Stuart Cleary's name (instead of Stewart Clearly)
- Please note that in this remote environment, attendance is challenging since we are going through the zoom pages of individuals to confirm against the registration list. Unfortunately, we missed the following individuals which we will adjust on the attendees list:
 - David Quinter
 - Mary Forhan
 - Heather Coleman
- We also listed Carlo Diamilig in the wrong category; he should have been listed as the "Vice-Provost and University Registrar (or Delegate)".

Approved by electronic vote.

4.0 Matters Arising from the Minutes

No matters arising from the minutes.

5.0 Report from the Dean

Dean Milne informed the Council that FGSR has been working with UAI and the RO to facilitate supporting students who are arriving on international flights and now must comply with the new additional quarantine measures instituted by the federal government effective February 22. The U of A hopes to have an announcement of these collaborative efforts very soon. In the meantime, students should be encouraged to stay where they are unless it is deemed absolutely necessary to be in person over the coming months. If departments have questions or concerns about students travelling in the near future, Dean Milne reminded them to contact FGSR at graddean@ualberta.ca.

The FGSR received 623 applications in the FGSR COVID Graduate Student Support competition. These funds were redirected from the travel awards that were not used through the year due to COVID-19. 380 students will be receiving a one time payment of \$1500 on their Feb 25th payroll. Dean Milne extended a thank you to the FGSR Awards team, who worked hard to process this over the past few weeks in time for the payroll deadline. We were unable to fund most of the remaining applicants either because they were ineligible or due to the limited availability of funds. There are enough funds for about 400 students total, so the remaining awards should be paid out on March 10th.

FGSR is holding a Writing Retreat this week for graduate students. Over 100 students have registered. The events take place during the afternoons which includes quiet time to write, guest speakers, puppy cam breaks, and opportunities for one on one support from our colleagues in the Academic Success Centre.

Dean Milne encouraged all Council members to take 20 minutes to listen to FGSR's latest Grad School Confidential episode on burnout. The topic is relevant for our grad students, but members might also find the tips and examples useful for their own lives. She encouraged members to pass along the episode to their colleagues and grad students.

Dean Milne clarified a point from the last meeting. She had stated that if Council members were unable to attend they could send an alternate. She clarified that the alternate should be the formally assigned alternate as noted in the annual Departmental Signing Authority form. These individuals are able to vote in the absence of the primary representative.

Questions/ Comments: None.

6.0 KSR: Graduate Certificate in Coaching

Dean Milne introduced Associate Dean, Normand Boule and Jill Cameron, Manager of International and Community Education, from the Faculty of Kinesiology, Sport, and Recreation. Associate Dean Boule noted that its certificate in coaching is the fourth certificate KSR is introducing, and the other three are

proceeding well. The certificate in coaching lines up well as a potential means of laddering into the existing Master of Coaching degree program, which is a course-based program.

Jill Cameron offered additional information on the new graduate certificate in coaching. The other graduate certificates are in Indigenous sport and recreation, sport recreation management, and the Adapted Physical Activity graduate certificate, which will be starting this fall. Ms Cameron noted that the aim of the graduate certificate in coaching is to equip students with the knowledge and skills needed to reflect and think critically about their coaching in order to challenge and question numerous coaching practices and assumptions. The goal is to consider what it means to be an effective and ethical coach.

The courses, all at the graduate level, are delivered online. Students are considered to be enrolled part-time, and courses are offered one at a time. There isn't a cohort model for the certificates, as students take courses at their own pace when they are offered. As Associate Dean Boule mentioned, the certificate can be laddered into the course based Master of Coaching degree.

The certificate requires four courses, for a total of twelve credits. Students will have seven courses to choose from. In addition to the four courses there is a mandatory non-credit seminar. As previously stated, the course offerings are fully online, and students are considered to be enrolled part-time and off campus. Students have up to four years to complete their requirements. They must also complete at least one course from the Social Sciences, and one from the Natural Sciences, unless otherwise permitted. This is meant to ensure that all students can meet the Faculty's learning outcomes as outlined.

The tuition and fees involved are similar to those assigned to other courses within the existing graduate certificates, as well as some other graduate courses that are offered on campus.

Admissions requirements include an undergraduate degree, in any discipline; however, sport-related subjects such as kinesiology, physical education, and physical activity are preferred. A minimum of one year of related experience in areas such as professional coaching, volunteer coaching, or amateur coaching is required, as is a letter of intent and a copy of a current resume or CV. As per the FGSR minimum requirements, a 3.0 GPA or a B standing is also required.

Motion: Be it resolved that FGSR Council approve the new Graduate Certificate in Coaching as submitted by the Faculty of Kinesiology, Sport and, Recreation, and as set for in the included attachments, for implementation upon final approval.

Moved/Seconded: Janice Causgrove Dunn/ Trish Manns

Questions/Discussion:

- A Council member asked about how fees are set to ensure that they are competitive.
 - Background research undertaken when setting the fees suggests that similar graduate-level certificates are priced similarly. Other factors taken into account are what

threshold the market will bear, the amount required to cover the cost of running the course, what other U of A programs that have similarly structured certificates are charging, and keeping in mind revenue generation.

- A member asked if volunteer or co-op experience are requirements to apply.
 - These are not a requirement, but they would help to make the application competitive if the applicant is not a professional coach.

Approved by electronic vote.

7.0 Maîtrise en sciences de l'éducation - Études en langue et culture

Dean Milne welcomed Associate Dean Samira El Atia of Campus Saint-Jean. She provided an update on the entrance requirements for the abovementioned program. The reference letter requirement has been reduced from three to two. The course load has been reduced from seven to six for the master's program.

Motion: Be it resolved that FGSR Council approve the proposed change to existing Entrance requirements (Requirement for letters of recommendations), and the proposed changes to course load of the Thesis-based MEd in Études en langue et culture as presented by the Faculté Saint-Jean in the attached, and to take effect after final approval.

Moved/Seconded: Doug Gleddie/ Heather Coleman

Questions/Discussion:

- A Council member noted an apparent error: in the left column of the side by side calendar language, the proposed language still indicates that the number of elective courses is three instead of two. After discussion it was noted that the document was accurate.

Approved by electronic vote.

8.0 Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement)

Dean Milne introduced Associate Dean Shiri and FGSR's Senior Lead Designer, Dr. Deanna Davis, and reminded members that this item has been to Council as well as other committees for consultation over the past several of months.

Associate Dean Shiri presented on the requirement. The proposal, he noted, is for the revised Academic Integrity and Ethics training requirement, now entitled Ethics and Academic Citizenship. It provides a current, consistent, and coherent curriculum covering University of Alberta policies and principles. These include policies such as the Discrimination, Harassment and Duty to Accommodate Policy, and the

Sexual Violence Policy, as well as Indigenous Research Ethics and Land Acknowledgement, Workplace Ethics, and the Code of Student Behavior and Research and Scholarship Integrity. The requirement is in line with FGSR's values of equity, accessibility, transparency, consistency and student success.

The new course addresses a number of issues, including the lack of current curriculum content and the inadequate coverage of university policies and initiatives. It also introduces multiple pathways to complete the requirement, which provides greater access to these foundational knowledge pieces on academic integrity and citizenship. The changes address the lack of a proper timeline and tracking mechanism, and they create a differentiated curriculum for master's and PhD students. The delivery mode is now exclusively online and asynchronous, with master's students completing six hours of curriculum and PhD students completing two additional hours. If students from another university are coming to the UofA to complete a PhD, they will need to complete all eight hours. A notation indicating successful completion will appear on the student academic transcript. Finally, the tracking and verification of the requirement will be streamlined for administrators.

Associate Dean Shiri outlined the consultation pathway for the proposed changes. The advisory group, representing five faculties and five campus partners (the Research Ethics office, the Copyright Office, the Academic Success Centre, the Student Ombuds office and Students Conduct and Accountability) began the review in October 2020. In addition, Drs. Shiri and Davis consulted with the Vice-Provost (Learning Initiatives). They conducted an environmental scan of UofA's resources, developed by FGSR over the years, as well as those of universities in Canada and in the US with similar requirements. More details of the consultation pathways are included in the package.

Dr. Davis pointed to the course descriptions and the intended learning outcomes included in the package. She noted that the discussions of university policy and what it means to be an ethical member of a university community are key to the foundational and introductory six-hour course. The additional two-hour course for PhDs takes a more in-depth approach to the topics. The descriptions in the package include time allotments for each module, as well as the intended learning outcomes associated with each subsection of the modules. Students will be assessed on their learning and applying what they've learned to case studies.

Campus partners and design partners will continue to be in consultation with FGSR as the course is developed. There are also supporting resources and additional resources for students who wish to continue their education around a particular topic. Two important areas of focus are the topics of equity, diversity and inclusivity and of indigenizing and decolonizing in the classroom and in research. These concepts will be explored and considered as they apply to professional and personal conduct for students as students, researchers, TAs, and members of the campus community.

Dean Milne thanked them and the advisory group who provided support for their hard work.

Motion: Be it resolved that FGSR Council approve the revision of the Ethics and Academic Citizenship Requirement (formerly titled the Academic Integrity and Ethics Training Requirement) and the new courses, for immediate implementation, and inclusion in the 2022-2023 Calendar.

Moved/Seconded: Dalyce Barss/Victoria Ruetalo

Questions/Discussion:

- A Council Member asked whether grad students would be taking the new course offering from FGSR in addition to the offerings from FoMD.
 - FGSR's requirements would begin to be offered in Fall 2021, but will be mandatory as of 2022. Departments and Faculties can determine if they wish to offer discipline specific training. The intent is not to replace such programming, but to provide a foundational requirement for all students. Departments may decide to adjust, replace or remove their own offerings as needed based on what FGSR's offerings are.
- A Council member asked when students could log on to start the modules. Education and Business have a lot of course-based master's students who are studying part time. Would they still be required to take the course within the first term (four months)?
 - Students will be able to log in and complete the courses as soon as they have been admitted and provided a CCID.
 - It is important to stay consistent across programs, and introducing this requirement and the course information early allows for students to be accountable for what they have learned.
- A Council member asked whether course-based master's students would have access to the modules in the summer before the term they begin.
 - Students will be able to log in as soon as they have been admitted and have a UAlberta CCID. If students admitted for Fall 2021 want to take the course as soon as they accept the offer of admission, departments might want to encourage them to wait until the new version is launched in July.
- Will FGSR be tracking registration and completion?
 - Yes.
- A Council member noted that it seems like this course is a lot to take in addition to all the other things in the first term.
 - The rationale is to complete the course early so that students can have the tools and resources to be good citizens rather than rush to finish the requirement right before they graduate. The new course is meant to enrich the experience of their program. In addition to this, there is evidence that completing the course early in the program can support students and require accountability for issues of student conduct and plagiarism. If students have taken the training then the conversation about plagiarism and academic integrity is different. Students have a responsibility to understand the rules and the course equips them to do just that.
- A Council member questioned whether part-time students who are often taking one course at a time might find the required completion time (within the first semester) to be a hurdle.
 - The six and eight hours are meant to be about much more than copyright and plagiarism. The courses provide foundational knowledge for good academic citizenship, so there is an argument for completing the courses early in the program, as the

information is relevant and applicable to their time as a member of the campus community.

Approved by electronic vote.

9.0 GSA Monthly Report

Dean Milne introduced GSA President, Marc Waddingham, to provide updates.

Mr. Waddingham noted that the GSA's election and referenda were ongoing. There are referenda on the UPass and on the Graduate Student Assistance Program. In the case of the UPass, they are hoping that members will approve another contract with ETS for the next four years at no increased cost. Regarding the Assistance program, they will need a slight increase to the membership contributions in order for that program to continue.

Three out of five of the GSA's directly elected officer portfolios are being contested. The candidates will be speaking at the election forum next Monday. The GSA is also in the process of their final negotiations and also having conversations about a new childcare access pilot with a company called Kids & Company. This is a collaboration with the Students' Union which will provide increased access, including flexible times and placements, for graduate students who parent as well as providing some below-market-price placements in peripheral neighborhoods. Not all of the placements are below market, but some of them are. The pilot is intended for those with young children; it will also provide after-school care for children up to 12 years of age.

The GSA is keeping a very close eye on the provincial government's 2030 sector-wide review. Mr Waddingham will be meeting with the minister next week to discuss some of the GSA's ongoing concerns with that project. The GSA recently participated in a panel with Alberta student leaders and the ministry. They learned that some form of tuition deregulation is almost certainly on the table. They also know that the McKinsey and Company's AB 2030 report is apparently completed but is not yet publicly available. They have been promised that a strategy will be released sometime in late March or early April.

The GSA is also nearing the end of its process for tuition and fees negotiation, and has had a number of meetings at the Tuition and Budget Advisory Committee. Unfortunately, thesis-based students who started in Fall 2020 will be subjected to an ongoing 7% tuition increase into 2023. Mr Waddingham expressed concerns that this might render current minimum funding agreements less competitive or attractive for prospective students, as well as potentially having impacts on GRAF negotiations between students and their supervisors. It is still the opinion of the GSA that a simple cost recovery position pertaining to graduate students and their tuition does not take into full account the value that graduate students add to the university and our primary research and education activities. Increases in tuition are likely to have ongoing impacts on our current mental health crisis, as well as on increased usage of the

Campus Food Bank. Graduate students are far and away, both numerically proportionately, the largest users of that service.

The GSA has almost finished its internal budget approval process, and everything is green to go. Their adjudication of the recognition awards has been completed. In addition, they will be holding the first meeting of the GSA Equity, Diversity and Inclusivity Committee.

Questions/Comments:

- None.

10.0 Discussion: Supervisory Initiatives

Dean Milne introduced Donna Herman, Special Advisor, Provost & Vice-President (Academic) - Faculty Relations, who was present to answer any questions related to the Academic Collective Agreement.

Dean Milne summarized the supervisory initiatives that FGSR has been working on since Fall 2019, including the Student-Supervisor Guidelines, the Progress Report, and a complementary initiative on Supervisor Membership and Training. She invited Associate Dean, Victoria Ruétalo to provide an update on the Supervisory Membership component. Associate Dean Ruétalo noted that she and Dr. Deanna Davis were working on the training modules and will be providing an update on them at a future council meeting.

Questions/Comments:

- A Council Member asked about ATS or Pharm D members and how membership applies to them.
 - The categories captured in the draft were not the most up to date, but the materials do include an updated list of categories within the collective agreement. Appendix A under the Recruitment Policy will capture anyone who is academically related. The next iteration of the draft will contain that information. The Calendar language also needs to be updated.
- A Council Member noted that his faculty is opposed to the initiatives because revoking supervisory rights should fall within the disciplinary FEC process. He also noted that supervisor training should not be mandatory. The reasoning for that is that this would create delays and may not be necessary for the new faculty members who have already had some experience with supervision. In a time of cost-cutting, he is worried this process will add costs. He has similar concerns about the progress report and suggested it should not be mandatory.
 - Revocation of membership is not part of the proposal for Supervisory Membership. Nowhere in the proposal does it state anything about discipline, revocation, or FGSR carrying out any action. It is also important to clarify that it is already a requirement, as reported in the University Calendar, to have a formal meeting between grad students and their supervisor and committee at least once per year. The progress report is a way to provide feedback and facilitate supporting students through their program.

- The process is also not a paper-based system. It will be handled through the EDRMS system, which is compatible with other enterprise applications such as Campus Solutions. This platform ensures that the workflow is efficient and easily accessible to students, supervisors, departments and FGSR.
- It is important to keep in mind that the tools are meant to provide support to supervisors so that they can have transparent ways to work with students to set milestones and goals. This is meant to enable both students and supervisors to share a clear understanding of the expectations and accountabilities for the coming months/year.
- A Council Member inquired about what would trigger a formal review of graduate supervisory privileges. He noted that in his experience students don't register formal complaints. To what extent will complaints be anonymous and how will FGSR respond without compromising confidentiality?
 - If there is a need to intervene, this will be done in coordination with Faculty Relations. The progress reports are meant to provide an opportunity to have preventative conversations. Any issues that fall under existing university policies, will be dealt with through those channels.
 - Dean Milne emphasized that under no no circumstances would FGSR act unilaterally; rather, the process would provide an opportunity to engage in conversation and bring to the surface any issues that are occurring. Often the issues between student and supervisor stem from a breakdown in communication or unreasonable expectations. The idea is to provide support and raise accountability in these situations.
 - We will need to consider what constitutes a 'red flag' and determine how to track such issues. Examples might include student requests to change labs, or supervisors.
- A Council Member noted that while problematic supervision is worrisome, she did not see how the initiatives would solve the problems with supervision in a meaningful or useful way. She worried that this would be an additional element added to the supervisory workload during an already stressful time. She also worried about the element of punishing the student for a delay in completing the forms. The 'one-size fits all' aspect, as well as the mandatory aspect of the tools was also a concern.
 - Dean Milne noted that the past eighteen months of consultation have allowed FGSR to consider, address, and incorporate comments/concerns/questions, both positive and negative, that have been received to date.
 - She clarified that blocking registration is meant to be a deterrent for skipping or delaying the already mandated processes. Every student is entitled to have these conversations with their supervisor; they are entitled to have feedback across the board. We know that this is not always the case in relationships between graduate students and supervisors at the UofA. The data included in the briefing note supports this, as we find responses in surveys suggesting that some students have not met with their supervisory committee for years at a time.
 - The progress reports are meant to provide some standardization in how student progress is tracked. This will allow FGSR to support, and facilitate conversations between, students and supervisors. The Student-Supervisory Guidelines ensure that

students are getting the information that they need at the outset of their programs, in addition to understanding what their rights and obligations are.

- A Council member, speaking on behalf of the GSA, noted that ensuring accountability in the student-supervisor relationship has been a longstanding issue for the GSA. The focus on support and building transparency and expectation setting or timeline setting is necessary. The GSA sees student-supervisor issues and they are often related to miscommunication and students' concerns about navigating the system when they have complaints. Students often find they are directed to various offices such as the Office of Human Rights and Safe Disclosure, the Ombuds office, or even back to their departmental office. Their inquiries often do not proceed further, because short of actually bringing forward a formal complaint to the Provost office, there are few options available to them. These initiatives should not be seen as a punitive measure, but rather as a way to ensure accountability. In terms of supporting a positive student experience, this would help, since there is not a mechanism at present for students to raise these issues. While there may be operational details to finalize, from the GSA's perspective, a system like this is necessary and not negotiable.
- A Council member noted that it would be useful to see what the progress reports looked like. It might help to alleviate some concerns before a vote.
- A Council member suggested that there were a lot of good elements to both the membership concept and the progress reports. However, overall the feeling from colleagues is that this is yet another thing to deal with during COVID and restructuring so there is some reluctance. Setting standards for supervision is great; mechanisms for intervention are great; but overall there is a feeling that these issues are better dealt with at the departmental level. It is possible that not all departments deal with issues effectively, so perhaps there has to be a system in place. Additionally, faculty members did not like the feeling that there was an oversight component. The member asked whether FGSR is going to evaluate the reports, and if so, how that will work.
 - FGSR will collect and archive the reports. Departments will have access to them to monitor student progress. FGSR will engage if reports show "in need of improvement" twice or immediately if there is an "unsatisfactory" notation. This will allow FGSR to support the department transparently in order to deal with the situation. It is important to remember that this is also a very useful tool for supervisors, especially in situations where supervisors have a student who is incapable of taking direction, the progress reports provide the vehicle to be able to address these situations.
- A Council member sought clarification on the membership piece.
 - Existing faculty will be granted membership automatically. New faculty members will be encouraged to do their training early in their time at the UofA. It will not be a condition of new faculty members being hired. An earlier version of the draft proposal listed training as a requirement prior to supervising students, but through consultation and discussions, we came to understand that this might cause barriers to recruitment and could delay new faculty members as they began their duties. The latest draft allows time for them to engage in training as soon as possible; we will be encouraging them to do so. The training is meant to support the new faculty member. It focuses on ensuring that they are grounded in the institution, understand its policies, and understand the resources available to them. We also expect that the training will create a cohort and

will reduce the sense of isolation that individual faculty members might feel. If new faculty members refuse to do the training, there will need to be a conversation with the department chair.

- A Council member asked whether faculty members supervising course-based master's students required to prepare a substantial capping project would also need to be members, and if those students would need to complete a progress report.
 - At this time, progress reports are only required for thesis students.
 - All faculty serving as a supervisor would have to be a member. This would not be an issue for existing faculty since they would be granted membership automatically.

11.0 Discussion: Number of Audited Courses

Dean Milne introduced the current policy for auditing courses. The agenda package includes a document that highlights the policies and practices at peer institutions around auditing graduate courses. Currently, there are no clear policies in the Calendar; there are instead some guidelines in the Graduate Program Manual stipulating that students can take up to three audited courses in their programs. Should they desire to take more than three, they must seek permission from the Dean's office within FGSR.

At FGSR we are noticing that there are many students auditing more than three courses, which can lead to delays in time-to-completion. There are also financial implications for the institution, since students in thesis based programs are not required to pay any kind of fee. The "audit" notation shows up as an AU on their transcript, and there is no evaluative component despite the student being registered. Course-based students pay 50% of the fee, and those in a cost-recovery program pay the difference of the higher cost.

We have discussed the topic at PRC, GEFAC and the Graduate Program Support Team. There is a general consensus that some structure around the issue is required and would be beneficial.

Some questions to consider are:

- What are the risks right now of not having approved parameters?
- Should there be an additional cost with auditing?
- Should there be an evaluative component to auditing?

Questions/Comments:

- A Council member concurred that it would be a good idea for the grad chair to keep track of audit requests and check in with the supervisor.
- A Council member suggested that auditing should be decided between the student and the supervisor. An artificial audit cap is not helpful.

- A Council member questioned what the financial implications are if students unofficially sit in on courses. This might have financial costs to the institution and that is unfair to students who are paying for the course.
 - Dean Milne noted that over the past few terms, 92% of audited courses were audited by thesis-based students and only 8% by course-based students. This means that 92% are not paying when those courses are in the fall and winter terms.

Dean Milne thanked Council for their comments and feedback. This topic will come back for further discussion since we currently do not have an institutional policy to inform this issue and it would be helpful for programs and students to have some structure.

12.0 Discussion: Administrative Restructuring: Graduate Programs

FGSR has been advocating for the inclusion of grad-specific issues in these restructuring conversations. We know that things have to change and that FGSR will continue to play a central role in graduate administration. Dean Milne met with the Provost Advisory Committee for chairs, and she will be meeting with the Council of Chairs and other stakeholders to have preliminary conversations. The main task will be how to look at the work we do, in order to determine how we might rebalance some of those tasks, how to ensure that local expertise is retained, and how we can collaboratively make these changes to support our students and minimize disruption.

13.0 Question Period

14.0 Adjournment

The meeting adjourned at 4:03PM