



INT D 710: Ethics and Academic Citizenship | Accountability and Shared Responsibility
Faculty of Graduate & Postdoctoral Studies | Ethics and Academic Citizenship Requirement

April 2024



Treaty Acknowledgement

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples, including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

[\(Learn more about territorial acknowledgments at the University of Alberta\).](#)

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Course Description

INT D 710: Ethics and Academic Citizenship provides foundational knowledge of ethical principles and relevant university policies, including academic integrity, plagiarism, research ethics, conflict of interest, workplace ethics, and health.

The course is grounded in principles of academic citizenship which encompass the benefits and responsibilities of belonging to the academic community, including as they relate to research, teaching and learning, and all interactions with and within the academic community. These principles extend to community engagement, research activities, university-affiliated activities, or other activities in which you represent the University of Alberta.

How does INT D 710 count towards the Academic Integrity and Ethics Training Requirement?

- Master's students who began their program prior to OR in Fall 2021: INT D 710 fulfills the 8-hour ethics requirement with departmental approval.
- Doctoral students who began their program prior to OR in Fall 2021: INT D 710 counts as 6 hours towards the 8-hour requirement with departmental approval

Important Note: The Ethics and Academic Citizenship Requirement provides foundational ethics education. Depending on your program of study, these foundational courses may need to be supplemented by other specialized training, such as animal user training, human research ethics training, safety courses related to field research, or professional ethics training. For more information, please visit the [Research Ethics Office](#) and consult with your department.

The Faculty of Graduate and Postdoctoral Studies is grateful to the campus community members who provided valuable feedback in the development of this course and to our many campus partners who have created content for the course.

- [Faculty of Graduate & Postdoctoral Studies Website](#)
- [Academic and Personal Support for Students](#)
 - The University of Alberta recognizes the interconnectedness between well-being and academic and personal success. The Office of the Dean of Students offers a diverse portfolio of student services designed to support you in your program.

Module 1: Introduction and Getting Started

Introduction to the Course

Welcome to our Ethics and Academic Citizenship course. This course emphasizes academic accountability and shared responsibilities for U of A scholars. As a graduate student, you play a crucial role in our academic ecosystem, contributing significantly to our classrooms, research, and community engagement from a local to global perspective. We are all responsible for ensuring the safety, dignity, and inclusion of the individuals who make up our academic community. Academic citizenship requires acknowledging our attitudes and behaviours impact others and engaging in personal growth and reflection to meet this responsibility.

In 2004, the U of A became the first Canadian university to formally require an ethics credit for graduate students. The current course, introduced in September 2021, was developed with extensive campus-wide consultation and oversight. The result is a course that fosters academic integrity, equity, and citizenship in line with our commitment to reconciliation with Indigenous peoples and advancing institutional priorities around equity, diversity, inclusion, and Indigenization.

Embedded as part of the student experience, you are equipping yourself with the tools for the highest standards of personal conduct in research, teaching, and all academic interactions, ensuring a positive impact on the academic community and beyond. Welcome to the U of A academic community.

Introduction

The University of Alberta is home to over 8500 graduate students. They are found in more than 500 graduate programs in 300 research areas. They come from almost every corner of the world; they bring with them a wide range of life experiences and ways of learning and knowing and contribute to the richness of a global university.

One of the things that our graduate students have in common, however, is this course. It is intended as a shared foundation for Ethics and Academic Citizenship. It is based on the premise that, for all of our specialized interests, we are also members of a single academic community – one that is committed to research and scholarly integrity, rigour, collegial governance, and equity, diversity, and inclusion. Together, we aspire to build “one of the world's great universities for the public good.”

As a University, we also acknowledge with respect and gratitude that we are located on Treaty Six territory, a traditional gathering place for diverse Indigenous Peoples, including the Cree, Blackfoot, Nakota Sioux, and Dene, as well as a homeland of the Metis people. We appreciate that their histories, languages, and cultures continue to shape our community. We are committed to implementing what the Truth and Reconciliation Commission calls “a new way of living together” in our teaching and research.

In all of these dimensions, the ethics and academic citizenship course will equip you to be a successful graduate researcher at the University of Alberta. Over the next eight modules, you will learn from experienced scholars who offer personal reflections on academic citizenship. You will build practical skills and knowledge on topics ranging from academic integrity and effective citation to navigating scholarly relationships and maintaining work-life balance. Not least, I hope, you will come to a clearer understanding of the responsibilities that come with making sense of a complex world.

Tracy Raivio, PhD



Vice-Provost and Dean, Faculty of Graduate & Postdoctoral Studies

Intended Learning Outcomes

- Describe how INT D 710 supports graduate students, their field of study, and the University of Alberta
- Identify course objectives, outcomes, and completion deadlines



Figure 1: Module Progression

1.1: Materials

- [Read | INT D 710 Course Outline and Syllabus \(10 minutes\)](#)
 - Read the complete course outline and syllabus for important information about the course and university policies.

Module 2: Land Acknowledgement and Relationship with the Land

This module introduces and examines land acknowledgement and its importance to academic citizenship.

Intended Learning Outcomes

- Determine the Indigenous traditional territory in which the University of Alberta resides
- Recognize how treaties and agreements between Indigenous peoples and the Government of Canada impact all of us
- Describe why it is important to acknowledge territory or land.



Figure 2: Map of Treaty 6 Territory, courtesy of www.nativenetworks.ca

2.1: Materials

- [View | Academic Citizenship Perspective | Dr. Florence Glanfield talks about the Land Acknowledgements \(2m19s\)](#)
 - Vice-Provost (Indigenous Programming), Dr. Florence Glanfield talks about the Land Acknowledgements.
- [View | Academic Citizenship Perspective - Dr. James Dempsey on Treaty 6 and academic citizenship \(2m10s\)](#)
 - Dr. L. James Dempsey (Faculty of Native Studies) offers his perspective on Treaty 6 and academic citizenship.
- [View | Why do we have a land acknowledgement? | Dr. Jen Ward \(6m30s\)](#)
- [View | Academic Citizenship Perspective | Dr. Florence Glanfield addresses Treaties and the impact of the Indian Act \(5m05s\)](#)
 - Vice-Provost (Indigenous Programming), Dr. Florence Glanfield addresses Treaties and the impact of the Indian Act.
- [View | What does it mean to live, work, research, and study with the land? | Dr. Kisha Supernant \(4m50s\)](#)
- [View | Academic Citizenship Perspective | Dr. Florence Glanfield on Ethics, Citizenship, and Community \(2m18s\)](#)
 - Vice Provost (Indigenous Programming and Research), Dr. Florence Glanfield addresses our responsibilities as it relates to ethics, citizenship, and the academic community.

2.2: Supporting Resources

- [Indigenization as inclusion, reconciliation, and decolonization](#)
 - 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. [To retrieve this article, log in to U of A Library using your CCID and password.]
- [Watch | What is Reconciliation | Senator Murray Sinclair](#)
- [Watch | Canadians have been breaking their promises to Indigenous people](#)
 - CBC Documentary: Filmmaker Tasha Hubbard narrates a history of Indigenous peoples in the prairies and their relationship with the government, focusing on the events of the late nineteenth century.
- [Truth and Reconciliation Commission of Canada: Calls to Action](#)
 - A list of the 94 Calls to Action to redress the legacy of residential schools and advance the Canadian reconciliation process. (2015 Report from the Truth and Reconciliations Commission of Canada)
- [Office of the Treaty Commissioner](#)

- [As Long as The Sun Shines, The Grass Grows and The River Flow](#)
 - 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.
- [What do people really mean when they say ‘Indigenization’](#)
 - Mae Cook, Jordan (2019) “What do people really mean when they say ‘indigenization’? Folio (21 February 2019), Accessed 5 February 2021.
- [MOOC | Indigenous Canada](#)
 - **Indigenous Canada** is a Massive Open Online Course (MOOC) from the [Faculty of Native Studies](#) that explores Indigenous histories and contemporary issues in Canada. From an Indigenous perspective, this course explores key issues facing Indigenous peoples today from a historical and critical perspective highlighting national and local Indigenous-settler relations. Indigenous Canada is for students from faculties outside the Faculty of Native Studies interested in acquiring a basic familiarity with Indigenous/non-Indigenous relationships.
- [Truth and Reconciliation Commission | U of A Library Guide](#)
 - Established on June 1, 2008, the goals of the Truth and Reconciliation Commission (TRC) include documenting and promoting the extent and impact of residential school experiences; providing a safe setting for former students to share their stories; and producing a report to the federal government on the legacy of the residential school system. This library guide provides information and resources associated with the TRC.

2.3: Campus Support

- [First People's House](#)
 - The First People's House empowers First Nations, Métis, and Inuit learners to achieve personal and academic growth.
- [Supporting Aboriginal Graduate Enhancement \(SAGE\)](#)
 - Supporting Aboriginal Graduate Enhancement (SAGE) is an Indigenous-led peer and faculty mentoring program headed by the Faculty of Graduate and Postdoctoral Studies (GPS) and the Vice-Provost Office (Indigenous Programming and Research). SAGE offers the opportunity for graduate students to engage with their fellow Indigenous peers, faculty, and researchers and facilitates their development both on- and off-campus.

This initiative is dedicated to supporting Indigenous scholarship and academic excellence through community-oriented approaches, research, and Indigenous knowledge to incite social and educational change. SAGE operates on the principles of respect, reciprocity, relationships, and responsibility.

- [Aboriginal/Indigenous Resources](#)
 - This site serves the public by providing a directory of links to University of Alberta initiatives.

Module 3: Academic Integrity and Citizenship

This module:

- Introduces the concept of academic citizenship and why it is important to graduate students, their discipline, and the University of Alberta
- Focuses on foundational principles of academic integrity, citizenship and, by contrast, academic misconduct.

Intended Learning Outcomes

- Define academic citizenship in broad terms
- Describe foundational principles of academic integrity citizenship
- Define types of academic misconduct
- Identify possible consequences of academic misconduct to students, field of study, and the university
- Identify campus resources that support students in aligning their behaviour with academic integrity citizenship



Figure 3: Elements of Academic Citizenship

3.1: Materials

- [View | Academic Citizenship Perspective | Dr. Ali Shiri on Academic Citizenship \(2m30s\)](#)
 - Vice-Dean, Dr. Ali Shiri (Faculty of Graduate and Postdoctoral Studies) offers his perspective on what academic citizenship means to him.

- [Read | Defining Academic Citizenship \(10 minutes\)](#)
- [View | Academic Citizenship: What is it? Why is it important? | Deb Eerkes \(4m0s\)](#)
- [View | Academic Citizenship Perspective | Veronica Taylor on Intersecting Roles \(3m45s\)](#)
 - Graduate Ombuds Intern and Graduate Student, Veronica Taylor, share how academic citizenship intersects with her campus roles.
- [View | Foundational Principles of Academic Integrity Citizenship | Deb Eerkes \(8m25s\)](#)
- [View | Academic Citizenship Perspective | Remonia Stoddart-Morrison explains Digital Citizenship\(3m15s\)](#)
 - Interim Graduate Ombuds and graduate student Remonia Stoddart-Morrison explains digital citizenship.
- [View | Academic Misconduct | Deb Eerkes \(10m35s\)](#)

3.2: Supporting Resources

- [The Fundamental Values of Academic Integrity, International Center for Academic Integrity \(ICAI\)](#)
 - Outlines fundamental values associated with academic integrity.
- [Academic Integrity](#)
 - Information on academic integrity, including information on cheating, collaboration, plagiarism, and substantial assistance.
- [Discipline Process \(U of A\)](#)
 - The discipline process is defined by the type of allegation: academic misconduct or non-academic misconduct. This website outlines the discipline process for academic and non-academic offences.
- [Identifying Misconduct \(Summary of Academic Misconduct\)](#)
 - Academic misconduct is defined by the [Code of Student Behaviour](#), and organized into broad categories, including offences under the Code, sanctions and their impacts, the discipline process, appeals, and the rights of students being charged under the Code.
- [Student Conduct and Accountability \(U of A\)](#)
 - Student Conduct and Accountability carries out the role of Discipline Officer under the [Code of Student Behaviour \("the Code"\)](#), for both academic and non-academic misconduct. The office makes decisions on two matters:
 - Whether the alleged activity was a violation of the Code, and
 - If so, what the appropriate sanction(s) would be.
- [Code of Student Behaviour in Full \(U of A\)](#)

3.3: Campus Support

- Academic Success Centre
 - The Academic Success Centre provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs and at all levels of achievement and study.
- Centre for Writers
 - Peer Tutoring services: Centre for Writers offers free, one-on-one writing support to all students, instructors, staff, and alumni at the U of A - in any subject, discipline, program, or faculty, and at all levels of study and with any type of assignment (research papers, theses, creative writing, grant proposals, résumés, and more).
- Student Conduct and Accountability
 - The Student Conduct and Accountability Office carries out the role of Discipline Officer under the Code of Student Behaviour for both academic and non-academic misconduct.

Module 4: Citing the Work of Others

This module:

- Examines the principles and values behind citing the works of others
- Offers an overview of plagiarism, including what is it and why it happens
- Examines the basics of citation, including when and how to cite

Intended Learning Outcomes

- Describe why citing the works of others is important for students, readers, and researchers
- Define plagiarism and identify potential consequences of plagiarism as it relates to the academic misconduct outlined in Module 2
- 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
- Identify correct strategies for paraphrasing and evaluate examples
- Outline different citation styles used in academic writing

4.1: Materials

- [View | Why do we cite the works of others? - Dr. Stephen Kuntz \(23m40s\)](#)
- [View | What is plagiarism and why does it happen? - Dr. Stephen Kuntz \(22m40s\)](#)
- [View | Paraphrasing: How to do it correctly - Dr. Stephen Kuntz \(18m25s\)](#)
- [Read | Generative AI and Graduate Studies \(5m\)](#)

4.2: Supporting Resources

- [Citation Guides, U of A Library](#)
 - There are several citation styles that are used in academic writing. Some disciplines and/or courses may use a particular style, so be sure to find out which style you should use when creating your documents. This website provides quick guides for easy reference along with more comprehensive information. You will also find information on this website about reference management software. Using such software saves you time and helps to ensure that your citations are accurate and complete.

- [What goes into a Citation?](#)
 - Here's a quick guide on what goes into a citation. Remember that this is just an overview. Consult your chosen citation guide for comprehensive information.
- [Purdue Writing Lab](#)
 - Access general writing tips, information on research and citations, graduate writing, subject-specific writing, English as a second language and more.
- [Research and Writing \(U of A Library\)](#)
 - Need some basics on research and writing? This provides an overview on finding and evaluating sources, annotated bibliographies, writing a thesis statement and more.
- [Foundational Research Tutorials](#)
 - Need to brush up on the basics of research and writing? This website offers short videos on everything from creating a thesis statement and plagiarism to searching for primary and secondary resources.

4.3: Campus Support

- [Academic Writing Resources](#)
 - The University of Alberta offers a variety of writing supports that are accessible, learner-centred, relevant, and responsive to the diverse needs of the community. Every service and resource available to students, staff, and faculty works to support individual and collective academic success, career success, and citizenship.
- [Academic Writing Resources](#)
 - The University of Alberta offers a variety of writing supports that are accessible, learner-centred, relevant, and responsive to the diverse needs of the community. Every service and resource available to students, staff, and faculty works to support individual and collective academic success, career success, and citizenship.
- [Centre for Writers](#)
 - The Centre for Writers offers free, one-on-one writing support to all students, instructors, staff, and alumni at the U of A - in any subject, discipline, program, or faculty, and at all levels of study and with any type of assignment (research papers, theses, creative writing, grant proposals, résumés, and more).

- [Academic Success Centre](#)
 - The Academic Success Centre offers one-on-one appointments, workshops, accessibility resources, academic copy editing, and more!
- [FGSR Writing Retreats](#)
 - FGSR helps you be productive with your writing through Writing Retreats. Features practical talks, health breaks, consultations with experts, and lots of quiet time for writing.

Module 5: Introduction to Research Ethics

This module:

- Introduces basics in human and animal research ethics
- Outlines when research ethics approval is required and the respective roles and responsibilities of principal investigators and graduate students
- Introduces principles in Indigenous research ethics

Intended Learning Outcomes

- Introduction to Research Ethics
 - Define research integrity
 - Describe why research integrity is important to the field of study, individual researcher, and institution
 - Explain how research ethics emerged and why it is important to both human and animal research
- Do I Need Research Ethics?
 - 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
- Indigenous Research Ethics
 - Explain the importance of Indigenous knowledge systems
 - Explain the importance of community engagement in Indigenous research
 - Identify the role of Indigenous knowledge in research design, implementation and outputs
 - Explain the ethical imperative of Indigenous involvement in research

5.1: Materials

- [View | Academic Citizenship Perspective | Dr. Selma Guigard on Research Ethics \(2m\)](#)
 - Associate Chair Dr. Selma Guigard (Department of Environmental Engineering) offers her perspective on research ethics and academic citizenship.
- [View | Introduction to Research Ethics | Susan Babcock \(15m50s\)](#)
- [View | Academic Citizenship Perspective | Dr. Ali Shiri on Research Ethics \(2m30s\)](#)
 - Vice Dean, Dr. Ali Shiri (Faculty of and Postdoctoral Studies) offers his perspective on research ethics and academic citizenship.

- [View | Ethics Approvals: Roles and Responsibilities | Susan Babcock \(14m15s\)](#)
- [View | Indigenous Research Ethics Introduction | Dr. James Dempsey \(1m30s\)](#)
 - Dr. L. James Dempsey (Faculty of Native Studies) offers his perspective on Indigenous research and academic citizenship.
- [View | Indigenous Research Ethics | Dr. Kisha Supernant \(13m35s\)](#)

5.2: Supporting Resources

- [Research and Scholarship Integrity Policy](#)
- [Tri-Agency Framework: Responsible Conduct of Research](#)
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans - TCPS 2 (2022)
- [Human Research Ethics](#)
 - All research involving living human participants (or their data) or human biological materials conducted by staff or students affiliated with the University of Alberta, or involving University resources, must be reviewed and approved by one of the University's Research Ethics Boards (REB), or an REB designated by the University before the research starts. This website offers comprehensive information about human research ethics ranging from research ethics boards and informed consent to research involving First Nations, Inuit and Metis Peoples of Canada.
- [Canadian Council on Animal Care](#)
- [Animal Research Ethics](#)
 - All research, teaching or testing using animals conducted by staff or students affiliated with the University of Alberta, or involving University resources/ facilities, must be reviewed and approved by one of the University's Animal Care and Use Committees (ACUC) before the research starts. This website provides information about research involving animals.

5.3: Courses

- [TCPS 2 Tutorial Course on Research Ethics \(CORE\)](#)
 - CORE consists of eight interactive modules ranging from Core Principles to REB Review. It is designed primarily for the use of researchers and Research Ethics Board members – though anyone may take this course and print their own certificate of completion free of charge.

- [Responsible Conduct of Research \(Collaborative Institutional Training Initiative \(CITI\)\)](#)
 - This course provides an in-depth review of the core responsible conduct of research topics including authorship, collaborative research, conflicts of interest, human subjects, and research misconduct. Register through University of Alberta Affiliation
- [Good Clinical Practice: Social and Behavioural Research Best Practices for Clinical Research](#)
 - Good Clinical Practice: Social and Behavioral Research Best Practices for Clinical Research course introduces GCP principles and discusses how they apply to clinical trials using behavioral interventions and social science research. Register through University of Alberta Affiliation
- [Good Laboratory Practice](#)
 - Good Laboratory Practice course introduces GCP principles and discusses how they apply to clinical trials using behavioral interventions and social science research. This course is presented in a dynamic, nine-module format with narration, interactive features, and downloadable resources. Register through University of Alberta Affiliation
- [Biomedical \(Biomed\) Comprehensive](#)
 - This biomedical-focused comprehensive course provides an expanded training covering not only major topical areas but also many concepts that are specific to types of research, roles in the protection of human subjects, and advanced modules on informed consent topics, vulnerable populations, stem cell research, phase I research, data and safety monitoring, big data research, mobile apps research, and disaster and conflict research. It offers historic and current information on regulatory and ethical issues important to the conduct of research involving human subjects. Register through University of Alberta Affiliation

5.4: Campus Support

- [Research Ethics Office](#)
 - The Research Ethics Office (REO) provides effective, integrated support for and administration of all aspects of the ethics review and approval process for research involving human participants and research, teaching and testing involving animals.
- [Campus Research Support](#)
 - Need research support, but not sure where to go? This website offers a list of the many services offered on campus in support of researchers, including graduate students.
- [Indigenous Research Guide | U of A Library](#)

Module 6: Conflict of Interest

This module:

- Examines strategies for building and maintaining your relationships with your supervisor
- Explores intercultural differences and examines strategies to leverage these differences in your relationship with your supervisor
- Offers an overview to intellectual property as it relates to the rights and responsibilities of graduate students
- Offers an introduction to copyright as it relates to graduate students and Canadian copyright law

Intended Learning Outcomes

- Building and maintaining your relationship with your supervisor
 - Describe strategies for establishing and maintaining a strong relationship with your graduate supervisor
 - Explain strategies for understanding and setting expectations, roles, and responsibilities with your supervisor
 - Describe strategies that support difficult conversations and productive conflict resolution
- Understanding and Leveraging Intercultural Differences
 - Identify cross-cultural challenges that emerge within the supervisory relationship
 - Outline strategies that support effective intercultural student-supervisor communication
- Introduction to Intellectual Property
 - Define intellectual property as it relates to intellectual, artistic, and entrepreneurial creations and innovations
 - Distinguish between copyright and patents
 - Explain graduate students' rights to intellectual property as outlined in the University of Alberta's Intellectual Property Guidelines
- Introduction to Copyright
 - Outline Canada's approach to copyright law
 - List common copyright considerations for graduate students
 - Explain who has the rights to reproduce and share content protected by copyright in a graduate thesis
 - Describe the conditions under which third-party content might be included in a graduate thesis
 - Identify authoritative copyright resources to support graduate students

6.1: Materials

- [View | Building and Maintaining your Relationship with your Supervisor | Dr. Victoria Ruetalo \(10m05s\)](#)
- [View | Understanding and Leveraging Intercultural Differences | Dr. Anne-Jose Villeneuve \(19m54s\)](#)
- [View | Academic Citizenship Perspective | Dr. Mark Simpson on Intellectual Property \(3m05s\)](#)
 - Dr. Mark Simpson (Faculty of Arts) shares his perspective on how intellectual property intersects with academic citizenship.
- [View | Intellectual Property \(Patents & Copyright\) | Cameron Hutchison \(9m\)](#)
- [View | Introduction to Copyright | Amanda Wakaruk \(15m15s\)](#)

6.2: Supporting Resources

6.2.1: Student-Supervisor Relationships

- [Areas of Responsibilities Related to Graduate Programs](#)
 - Outlines the roles and responsibilities of graduate students, supervisors, academic advisors, departments, and the Faculty of and Postdoctoral Studies.
- [How to ensure a rewarding thesis-based student-supervisor experience at the University of Alberta](#)
- [FGSR Template Conversation Checklist for new Graduate Students](#)
- [Fairness in Communication Guide](#)

6.2.2: Intellectual Property & Copyright

- [Intellectual Property Guidelines for Students and Supervisors](#)
- [Guidelines for Ownership of Research Materials](#)
- [Graduate Students Supported by Research Contracts or Affiliated Institutions](#)
- [Frequently Asked Questions about Inventions and Commercialization at the University of Alberta](#)
- [Copyright for Graduate Students](#)
- [Major Academic Publishers and Standard Policies Related to Academic Theses Guide](#)
- [Copyright and Graduate Studies Presentation](#)
- [Graduate Thesis Copyright FAQ](#)

6.3: Campus Support

- [Copyright Office, U of A](#)
- [Office of the Student Ombuds](#)
- [Graduate Student Association](#)
- [Associate Deans | Faculty of Graduate and Postdoctoral Studies](#)

Module 7: Workplace Ethics

This module:

- Explores policy and legislative frameworks that support equity, diversity, and inclusivity
- Examines the Discrimination, Harassment, and Duty to Accommodate policy
- Defines sexual violence and explains the Sexual Violence Policy, including the options available for survivors of sexual violence

Intended Learning Outcomes

- Equity, Diversity and Inclusivity
 - 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
- 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
- Preventing and Responding to Sexual Violence at the University of Alberta
 - Define sexual violence
 - Define consent
 - Define the difference between a disclosure and a complaint
 - List the options available for survivors of sexual violence

7.1: Materials

- [View | Academic Citizenship Perspective | Dr. Evelyn Hamdon on EDI \(2m\)](#)
 - Dr. Evelyn Hamdon (Senior Advisor--EDI, Office of the Vice-Provost) shares her thoughts on why ethics and academic citizenship is so important to the university community and to the University of Alberta's mandate for equity, diversity, and inclusivity.
- [View | Equity, Diversity, and Inclusion | Donnell Willis \(11m30s\)](#)
- [View | Discrimination, Harassment, and Duty to Accommodate | Donnell Willis \(15m\)](#)
- [View | Tea Consent \(3m\)](#)
 - Copyright ©2015 Emmeline May and Blue Seat Studios. Used according to the non-commercial use. No alterations have been made to this video.
- [View | Preventing and Responding to Sexual Violence: A University of Alberta Approach | Deb Eerkes \(12m30s\)](#)

7.2: Supporting Resources

7.2.1: Equity, Diversity, and Inclusion (EDI)

- [Protected Areas and Grounds Under the Alberta Human Rights Act](#)
- [Human Rights at the University of Alberta](#)
- [The University's EDI Module 1](#)
 - This module is the first in a series that will provide information and guidance on how to better integrate EDI into policies, processes, practices, and interpersonal relations to create a more equitable, diverse, and inclusive campus for staff, faculty, and students.
- [EDI Strategic Plan](#)

7.2.2: Discrimination, Harassment, and Duty to Accommodate

- [Discrimination, Harassment and Duty to Accommodate Policy](#)
- [Ethical Conduct and Safe Disclosure Policy](#)
- [Occupational Health and Safety Act, Regulation and Code](#)

7.2.3: Preventing and Responding to Sexual Violence at the U of A

- [Sexual Violence Policy](#)
- [Campus Sexual Violence Information and Resources](#)

7.3: Campus Support

- [Office of Safe Disclosure & Human Rights](#)
- [Sexual Assault Centre](#)
- [Student Services Portfolio](#)
- [Equity, Diversity and Inclusivity | Uof A Library Subject Guide](#)
 - In 2019, the University of Alberta released their [Strategic Plan for Equity, Diversity & Inclusivity](#). This document sets forth the institution's strategic initiatives to, "embed EDI into the culture of the University of Alberta community, from the grassroots to the senior-most levels." This guide will define equity, diversity, and inclusivity based on the University's [Guiding Principles](#).

Module 8: Health and Your Academic Life

This module:

- Examines the connection between health and academic life
- Explores health strategies for academic life

Intended Learning Outcomes

- Explain how health impacts your academic life and the broader academic community
- Describe healthy strategies that help you to manage your personal conduct, including workplace ethics, and ethical standards that govern the academic community
- Identify campus resources that support students' self-care, personal conduct and ethical behaviours
- Describe the key components of health
- Describe health strategies for self-care, and setting, monitoring, revising, and meeting milestones

8.1: Materials

- [View | Academic Citizenship Perspective: Self-Care | Suman Varghese \(2m\)](#)
 - Suman Varghese (Registered Psychologist, Counselling and Clinical Services) talks about the importance of self-care as a pathway to academic citizenship.
- [View | The Connection Between Health and Your Academic Program | Dr. Janice Causgrove Dunn \(2m45s\)](#)
- [Read | University of Alberta Charter of Student Rights and Responsibilities \(10m\)](#)
 - A positive, engaged student experience often depends on students being fully informed about their rights and responsibilities. Clear expectations and standards can protect students and help them avoid mistakes, misunderstandings, and serious problems at the University of Alberta. This document serves as a guide to navigating student rights and responsibilities at the University of Alberta.
- [Read | Graduate Students' Association Collective Agreement Information Sheet \(10m\)](#)
 - The Collective Agreement is a binding contract between the Board of Governors and the Graduate Students' Association. The Collective Agreement describes the terms and conditions that apply to the academic employment of graduate students. It is important that graduate students

understand the collective agreement to ensure that they are meeting their responsibilities and are aware of their rights under the collective agreement.

- [View | Health Strategies for Academic Life | Dr. Doug Gleddie \(6m45s\)](#)

8.2: Supporting Resources

- “The relationships between doctoral students’ perceptions of supervision and burnout.”
 - Cornér, S., Löfström, E., & Pyhältö, K. (2017). “The relationships between doctoral students’ perceptions of supervision and burnout.” *International Journal of Doctoral Studies*, 12, 91-106. Retrieved from <http://www.informingscience.org/Publications/3754>.
- [Tips for Beating Burnout in Graduate School: SBM](#)
 - Dunphy, Claire, Jennifer Mandelbaum, and Mary Martinelli. “Tips for Beating Burnout in Graduate School: SBM.” Society of Behavioral Medicine. Accessed February 17, 2021.
- [How to Recover from Burnout](#)
 - Kotler, Steven. “How to Recover from Burnout.” *Psychology Today*. Sussex Publishers, January 19, 2021.
- [Graduate Students Assistantship Collective Agreement \(full document\)](#)
- [Graduate Program Manual | Faculty of and Postdoctoral Studies](#)
 - The Graduate Program Manual assists departments in managing graduate programs. The manual is a compilation of procedures and guidelines for the administration of graduate programs, plus policies that have been approved by the appropriate governing bodies of the University of Alberta. Students may also find this information useful as it contains important information about intellectual property, approved leaves of absence, financial aid and awards, and more.
- Grad School Confidential Podcasts | Faculty of Graduate and Postdoctoral Studies
 - No, it's not just you. *Grad School Confidential* pulls back the curtain on the grad student experience, taking a candid look at the feelings that many of us leave unspoken.
- University of Alberta Handouts
 - [Isolation/Loneliness](#)
 - A very common experience on campus is for students to feel quite lonely or isolated, even though there are thousands of other students here every day. Here are common causes of isolation/loneliness and strategies to avoid isolation and loneliness.

- [Social Anxiety/Shyness](#)
 - Social anxiety and shyness is a common issue for graduate students that can contribute to feelings of isolation and loneliness. Read about the common signs of social anxiety and equip yourself with coping strategies.
- [Graduate students' mental health: Exploring experiences of isolation and loneliness](#)
 - J. Kalubi et al., "Graduate students' mental health: Exploring experiences of isolation and loneliness" *European Journal of Public Health* 30, Issue Supplement 5, Sept. 2020.
- [Burnout Self-Test: – Are You at Risk?](#)
 - The Mind Tools Content Team. "Burnout Self-Test: – Are You at Risk?" Stress Management from MindTools.com. Accessed February 17, 2021.
- [Neff, Kristin. "Self-Compassion."](#)
 - Self-compassion is a critical component to well-being and academic productivity. Dive deeper with tools to support self-compassion, including understanding self-compassion, research supporting the concept of self-compassion, practices that support self-compassion, and more.
- [Assert Yourself! Module 7: How to Deal Assertively with Criticism](#)
 - "Assert Yourself! Module 7: How to Deal Assertively with Criticism." Centre for Clinical Interventions, Government of Australia. Accessed May 3, 2021.
- [How to Be Resilient in the Face of Harsh Criticism](#)
 - Grenny, Joseph. "How to Be Resilient in the Face of Harsh Criticism." *Harvard Business Review*. June 17, 2019.
- [How to Take Criticism Well](#)
 - Nawaz, Sabina. "How to Take Criticism Well." *Harvard Business Review*. April 2, 2019.
- [Sensitivity to Criticism.](#)
 - "Sensitivity to Criticism." GoodTherapy. Accessed May 3, 2021.
- [Learning to accept reviewer feedback as a gift](#)
 - Bennett, Liz (guest author). "Learning to accept reviewer feedback as a gift." Patter (blog), ed. Pat Thomson. March 24, 2014.
- [Responding to Reviewers' Feedback](#)
 - Murray, Rowena. "Responding to Reviewers' Feedback." *In Writing for Academic Journals*, 196-216. Maidenhead, England: Open University Press, 2009. [To retrieve this article, log into U of A Library using your CCID and password.]
- [Making sense of supervision: Deciphering feedback](#)
 - Paré, Anthony. "Making sense of supervision: Deciphering feedback." In *The Routledge Doctoral Student's Companion: Getting to Grips with*

Research In Education and the Social Sciences, ed. Pat Thomson and Melanie Walker, 107-15. New York: Routledge, 2010. [To retrieve this article, log into U of A Library using your CCID and password.]

- [Graduate student experience in focus: a photovoice investigation of physical and health education graduate students in Canada](#)
 - Lorusso, Jenna R., Ashley M. Johnson, Hayley J. Morrison, Alexandra L. Stoddart, Christopher Borduas, Nicole Cameron, Christopher Lim, and Caitlin Price. 2020. "Graduate Student Experience in Focus: A Photovoice Investigation of Physical and Health Education Graduate Students in Canada." *Physical Education and Sport Pedagogy* 25 (6): 643–65. [To access this article log in with your CCID and password]
- [Okanagan Charter: An International Charter for Health Promoting Universities and Colleges](#)
- [A Vision for a Health Literate Canada](#)

8.3: Courses

- [Suicide Prevention Training \(QPR\)](#)

8.4: Campus Support

- [Counselling and Clinical Services](#)
 - Provides free, confidential counselling and psychiatric services for a range of student mental health concerns.
- [University Health Centre](#)
 - Provides comprehensive medical services for students and their immediate family, including full general practice, immunizations, and specialists in OB/GYN and podiatry.
- [Community Social Work Team](#)
 - Supports students in establishing connections with each other and the campus community through programs and training opportunities.
- [ACCESS Team](#)
 - Provides ongoing assistance to U of A students throughout the process of obtaining appropriate mental health support through bridging service gaps and connecting students to timely and effective resources.
- [Graduate Students' Association | Assistance with the Collective Agreement](#)