

Attendance at FGSR Council – March 20, 2019
Department/Unit Faculty Representatives

Agricultural, Food & Nutritional Science	Ben Willing
Anthropology	Andie Palmer
Biochemistry	David Stuart
Biological Sciences	James Stafford
Business (non-departmentalized) - PhD	David Deephouse
Cell Biology	Andrew Simmonds
Chemicals & Materials Engineering	Vinay Prasad
Chemistry	Michael Serpe
Civil & Environmental Engineering	Selma Guigard
Dentistry (Medical Sciences)	Patrick Flood
Earth & Atmospheric Sciences	Murray Gingras
East Asian Studies	Tsuyoshi Ono
Economics	Heather Eckert
Educational Psychology	Sophie Yohani
Elementary Education	Jennifer Branch-Mueller
English and Film Studies	Keavey Martin
Extension (non-departmentalized) (MACT, MACE)	Gordon Gow
Faculte Saint-Jean (non-departmentalized)	Samira El Atia
History & Classics	Margriet Haagsma
Human Ecology	Rachel McQueen
Kinesiology, Sport, and Recreation (non-departmentalized)	Normand Boule
Laboratory Medicine & Pathology	Monika Keelan
Library & Information Studies	Ali Shiri
Mathematical & Statistical Science	Jochen Kuttler
Mechanical Engineering	Morris Flynn
Medical Microbiology & Immunology	?
Medicine	Gopinath Sutendra
Modern Languages & Cultural Studies	Micah True
Music	Maryam Moshaver
Nursing (non-departmentalized)	Diane Kynyk
Obstetrics & Gynecology (Medical Sciences)	Denise Hemmings
Oncology	Alan Underhill
Pharmacy & Pharmaceutical Sciences (non-departmentalized)	Scot Simpson
Physical Therapy	Mark Hall
Physiology	Greg Funk
Political Science	Siobhan Byrne
Religious Studies	David Quinter
Secondary Education	Bonnie Watt
Sociology	Amy Kaler
Women's and Gender Studies	Felice Lifshitz

Associate Deans (Graduate) Representatives for Departmentalized Faculties

Arts	Tom Spalding
Science	Mark McDermott

Ex-Officio Representatives

FGSR Dean & Vice-Provost (FGSR Council Chair)	Deborah Burshtyn
FGSR Vice-Dean	Bryan Hogeveen
FGSR Associate Dean	Victoria Ruétalo
FGSR Associate Dean	John Nychka
Vice-Provost and University Registrar (or Delegate)	Carlo Dimailig
Director, Centre for Teaching & Learning*	Janice Miller-Young

Graduate Program Administrators Committee (GPAC) Representatives

Extension	Eileen Crookes
Department of Anthropology	Heather Cook

Graduate Student Association (GSA) Directly Elected Officials (DEO) Representatives

GSA President	Sasha van der Klein
VP Academic	Masoud Aliramezani
Incoming GSA President	Fahed Elian

Graduate Student Association (GSA) Council Representatives

Computing Science	Dylan Ashley
Educational Policy Studies	Alleson Mason
Electrical Engineering	Thomas Cam
Mechanical Engineering	Fatemeh Razavi
Medicine	Saima Rajabali
Radiology and Diagnostic Imaging	Martha Ruiz
Surgery	Mukt Patel
Surgery - Masters	Catherine Stewart
Computing Science	Dylan Ashley
Educational Policy Studies	Alleson Mason

Observers – Non-Voting

FGSR Operations Coordinator (Secretary)	Medha Samarasinghe
FGSR Executive Assistant & Operations*	Andrea Riewe
Assistant Dean, Advancement*	Meghan Unterschultz
FGSR, SFO	Sylvia Fong-Wong
FGSR Professional Development & Community Volunteer Program Director*	Deanna Davis
FGSR Governance*	Janice Hurlburt
FGSR Awards Supervisor*	Amanda Brown
FGSR Operations Coordinator (Secretary)	Medha Samarasinghe
FGSR Executive Assistant & Operations*	Andrea Riewe
Assistant Dean, Advancement*	Meghan Unterschultz

*Non-Voting

FGSR Council April 24, 2019

1.0 Call to Order at 2:02 PM

2.0 Approval of Agenda for April 24, 2019

Moved/Seconded: David Deephouse/Morris Flynn

Approved by show of hands

3.0 Approval of Minutes of March 20, 2019

Moved/Seconded: Masoud Aliramezani/Tom Spalding

Approved by show of hands

4.0 Matters Arising from the Minutes

None

5.0 UofA Psychologists

Vice-Dean Hogeveen introduced Suman Varghese and Jason Murray.

Mr Murray explained the context of what the counselling services on campus can do for students. They provide counselling and psychiatric services; 9,000-10,000 appointments each year, and they see 150-350 students per month for first time consultations. Primary concerns for students are depression and anxiety, and the demand for services has gone up with the increase in mental health awareness. They refer 300-500 students to outside services annually.

Ms Varghese is one of three Satellite Psychologists on campus. Satellite psychologists are located in Arts, Engineering, and Science, due to the size of these faculties. Suman is based in Humanities but will now spend two days per week at Triffo Hall. Her aim is to support staff and faculty as well as students in three main ways:

- Consultation - supporting departments with specific questions or concerns
- Education - providing information about services, mental health, presentations for staff, for students, etc.
- Collaboration - getting involved with initiatives already happening at the department/faculty level such as wellness campaigns or ongoing training sessions.

A council member asked what considerations are made for students' financial resources when connecting them to mental health and wellness services. Mr Murray explained that Alberta Health

Services are free for some issues/situations. These services are often for specialized and immediate support rather than ongoing support. Clinical Services directs students to the most accessible resources including the ones that are covered through the graduate student health insurance (Homewood Health).

6.0 Presentation: 3MT Winner

Shruthi Bundar Subramanya presented her 3MT presentation. She recently placed 2nd in the Regionals and will be competing in the National finals.

7.0 Proposal: New Dual Degree agreement between Beijing Normal U (BNU) and Educational Psychology

Presenter: Sophie Yohani, Associate Chair Graduate, Educational Psychology

This proposal is for a dual degree between the University of Alberta's Educational Psychology Department and the Beijing Normal University of China. The program is hoping to have 15 students from BNU, as of Sept 2020.

Motion: *Be it resolved that the Faculty of Graduate Studies and Research Council approve the proposal for a Dual Master's Degree Program, the University of Alberta (Faculty of Graduate Studies and Research and Department of Educational Psychology) and Beijing Normal University (BNU), People's Republic of China, to take effect upon final approval.*

Moved/Seconded: Fatemeh Razavi/ Samira El Atia

Motion Carried

8.0 New Joint Doctoral TUK and FoMD [with parchment change]

Presenter: Joe Casey, Director, International Research Training Group in Membrane Biology, Department of Biochemistry

Since 2012, the NSERC-CREATE funded training program, International Research Training Group in Membrane Biology ("IRTG"; based in Faculty of Medicine and Dentistry), has partnered with TUK professors to train graduate students in our research area through annual joint meetings and exchange research visits.

Students in this Joint Doctoral degree program may obtain a doctoral degree in Physiology or Biochemistry from the University of Alberta or a doctoral degree in Natural Sciences from TUK.

This would represent significant value-added for these students as we anticipate it would make them more competitive in the job market.

Motion: *Be it resolved that the Faculty of Graduate Studies and Research Council approve the proposal for a Joint Doctoral Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and*

Research and Faculty of Medicine and Dentistry) and Technische Universität Kaiserslautern (TUK), Germany, to take effect upon final approval.

Moved/Seconded: Alan Underhill / Laura Beard

Motion Carried

9.0 Proposal: Free-standing (Graduate and Post-Master's) Certificates Convocation List Approval

Free-standing certificates are awarded independent of a program - recipients of these do not attend a convocation ceremony and this is, in part, why the schedule for free-standing certificates can be changed. Turnaround time for the new convocation schedule is tight - from creating and proofing a certificate convocation list to submitting the approved list to the convocation office.

The process remains the same for applying for convocation; however, the certificate convocation list will not have time to go to FGSR Council due to the short turnaround time. Dean Burshtyn is asking Council to approve the delegation of authority to the Dean, FGSR, to approve the convocation list for free-standing certificates. The units that offer free-standing certificates will still have the opportunity to review the convocation list.

Motion: *Be it resolved that FGSR Council approves the delegation of authority to approve the convocation list for graduate free-standing certificates to the Dean of FGSR.*

Moved/Seconded: Mark Hall/Masoud Aliramezani

Motion Carried

10.0 Proposal: GPM Review: Admissions and Transfer Credit

Dean Burshtyn presented two calendar changes as two separate motions. This way they can move forward independently of each other if necessary, despite both being part of the ongoing FGSR calendar compliance project.

For both pieces, on admissions and transfer credit, there is no new policy being introduced; however, they have been reformatted and edited for clarity. Also, both represent current FGSR practice.

The Admissions proposal is part of an overhaul of Chapter 5 of the Graduate Program Manual. Existing wording has been updated to reflect new standard wording that was approved by the Academic Standards Committee as part of the overall compliance project. Additional wording is being imported from the Grad Program Manual for Admission based on life experience, and adding information on EAP 550 as a possible means of meeting the ELP requirement if necessary.

For the transfer credit proposal, the only additional wording from the Grad Program Manual is that courses must be graduate level in order to be considered for transfer credit.

Motion 1: *Be it resolved that FGSR Council approve the proposed revisions to existing Application and Admissions regulations for graduate programs, to take effect upon approval and to be published in the 2020-2021 Calendar.*

Moved/Seconded: Fatemeh Razavi/David Deephouse

Discussion: A Council member inquired about the timing of these changes in relation to the changes to the ELP scores being raised. Dean Burshtyn said they would all come into effect around the same time once they have made their way through the governance process.

Motion Carried

Motion 2: *Be it resolved that FGSR Council approve the proposed revisions to existing Transfer Credit and Course Exemption regulations for graduate programs, to take effect upon approval and to be published in the 2020-2021 Calendar.*

Moved/Seconded: Morris Flynn/ Sasha van der Klein

Motion Carried

11.0 Discussion: Learning Outcomes Framework

Dean Burshtyn outlined that the Alberta Credentials Framework has laid out the credential standards for Alberta's post-secondary institutions, so this is an opportunity to bring our own program learning outcomes into alignment. The Learning Outcomes Working Group has been working on three distinct elements to support establishing graduate learning outcomes:

1. Calendar entries: these are high level outcomes that would not be program specific.
 - a. PhD degree outcomes
 - b. Masters degree outcomes
2. Detailed PhD outcomes: this language further elaborates on the PhD outcomes, merging both the AB Credentials Framework language and expectations defined by the UofA, organized by these competencies:
 - a. Knowledge
 - b. Research capacity
 - c. Communication skills
 - d. Professional Capacity
 - e. Ethics
3. Support Tools: Templates and guides to support programs on how to form and document their learning outcomes

The Working Group has focused on PhD Learning Outcomes, but appreciates that these principles need to be considered and applied to Master's level competencies.

In response to a question about the ethics requirement wording on page 52 from a council member, Dean Burshtyn clarified that the requirement as listed in the calendar includes both ethics and academic integrity, so they are not considered separate requirements.

A council member suggested that "research intensive" should be changed to "research oriented" in order to make the wording more inclusive, since leadership roles exist in research intensive or other related careers. In the same vein, a council member suggested adding wording to indicate that programs prepare students for careers in education.

Council discussed the implications of stating, as an institution, that our programs prepare all students to be educators in the broadest sense. The UofA is primarily a research institution so perhaps adding wording around being a 'teaching' institution would have negative implications.

In addition, not all graduate students are able to access teaching assistantships so having wording around teaching is not indicative of access to that experience, so we should be careful not to frame it as a requirement. While the Graduate Teaching and Learning Program does provide students with teaching experience, it is not mandatory. A council member inquired if departments are addressing teaching/pedagogy without providing formal teaching experience? For example, are instructors speaking out their own pedagogical approaches in the courses they are teaching?

Dean Burshtyn clarified that only the first page of the document would be included in the calendar. The Learning Outcomes map would live on the FGSR website and the rest will take longer and would include discipline and program specific consultation with departments and faculty councils. Departments may have additional requirements they'd like to see included.

Council members voted by a show of hands to change the wording to "research oriented".

12.0 Discussion: Incenting Interdisciplinarity

Associate Dean John Nychka provided an overview of Interdisciplinarity at the graduate level at the UofA. Current examples include individualized interdisciplinary programs, and some courses are interdisciplinary in nature, as are internships and joint degrees. There are also research areas such as City Region study center and RIG (Research at the intersections of gender).

The individualized interdisciplinary programs (IIP) for graduate students are currently at the Master's and Doctoral level, and they are typically between two departments with one being the 'home' program and the other named the secondary program. The parchment lists both programs.

There are many combinations of active IIPs currently. Since 2008 there have been over 50 IIP Doctoral degrees awarded. There are currently 19 PhDs and 1 each of MA, MSc, and LLM.

Dean Burshtyn commented that the issue was both about how to incent more interdisciplinary engagement but also to remove existing barriers to pursuing interdisciplinary research.

Dean Burshtyn and Associate Dean John Nychka engaged in a debate to outline the key arguments for and against formalizing an approach to Interdisciplinarity in graduate programs.

Arguments for formalizing include: creating consistency and clear expectations of the process, and formalizing would be useful for Quality Assurance purposes.

Arguments against formalizing include: that this is already happening on its own so there's no need to introduce more rules and procedures, more structure might inhibit the inherent creativity of interdisciplinary approaches, and the effort of administering a formal program might outweigh the benefits.

The key question to address when thinking about a formalized approach is how would it help students to have a positive experience and complete their program? Associate Dean Nychka suggested that having a cohort of interdisciplinary students is helpful for students to feel supported and less isolated. For example, Concordia has an Interdisciplinary program that is run out of their FGSR and this administrative group keeps an eye on the students. Follow-up for next time: What are Concordia's Interdisciplinary program completion rates?

A council member raised the question of who pays for the administration of formalized Interdisciplinary programs. If FGSR were to take on this task it might solve the issue of barriers and the admin unit would be able to serve departments and students who wanted to pursue Interdisciplinary work. We know that current IIPs are student driven.

Current barriers include external examiners not being educated on the best way to evaluate an Interdisciplinary thesis. Are there incentives for supervisors taking on interdisciplinary work? Who gets the credit when students conduct interdisciplinary research?

13.0 Consultation: Graduate Student Financial Support Procedure

The Student Financial Support policy includes parameters and procedures around financial supports for students. It applies to the administration of both undergrad and grad awards; however, there was no specific mention of graduate students or awards in the existing policy. Vice-Dean Hogeveen is proposing that the new policy be reworded to reflect graduate students and the creation of a procedure specifically intended to align with the development of graduate student scholarships, awards, medals, and prizes. The new policy suite will align with the institutional goals outlined in "For the Public Good" (Objective 1, strategy 4), and will establish more transparency, clarify lines of authority, and establish explicit guidelines for donors.

The clarity in the policies and procedures and the specificity for graduate awards and students is not only important to administrators but also to donors who are considering allocating funds towards graduate awards.

The key changes to the policy are:

- The proposed policy contains language reflective of the University's commitment to providing and optimizing robust student financial supports in order to ensure that academically qualified students can attend the University.
- The proposed policy suite includes usage of an industry-standard umbrella term "student financial support" intended to represent the whole range of student financial support normally available to post-secondary learners.
- The proposed policy suite now contains a procedure dedicated to graduate student financial support.
- The proposed policy contains language reflective of the University's commitment to principles of equity, diversity and inclusivity.

Council discussed the issue of transparency and adjudications as they relate to merit based vs. needs based support. In response to a council member's question about the term "hybrid awards" Vice-Dean Hogeveen stated that they were working on clarifying the term and ensuring it makes sense.

There seems to be a pedagogical advantage of providing feedback to students who are applying for awards and scholarships and in the past GSC has given feedback; however, this can be difficult for adjudicators as it is a lot of work and we need to ensure they don't get burned out by this process. It's also important to clarify to students that addressing the weak points are not a guarantee for success the following year.

14.0 GSA Report

Dean Burshtyn extended a big thank you to the outgoing GSA Executive team for all their work over the past year, and congratulated the incoming team. We look forward to continuing to work together.

The GSA Report was as submitted.

15.0 Dean's Report

There were no questions arising from the Dean's written report.

Dean Burshtyn announced that the Peter Lougheed Leadership College has completed a mental health video log which includes one video centered on graduate student mental health. She encouraged council members to check it out.

She gave a Notice of Motion that the next council meeting will include a discussion on the Academic Appeals policy with some key points for approval by FGSR Council.

The Professional Development days are next week, and seats are already filled and there's a waiting list for the sessions. There will be a new workshop this year on innovation.

Dean Burshtyn was pleased to present the *Innovation Handbook*, funded by the GoA grant, and as a collaboration between FGSR, FoMD, and the VPR. This new handbook will replace the outdated document on Intellectual property and Copyright. You can look forward to a hardcopy in the mail in the coming weeks. A digital copy will also live on the FGSR website.

On the awards front this year we did as well as last year for NSERC; however, we only received 4 Vanier awards this year compared to 10 last year. We are not sure why this is, but many other universities are also questioning their rankings and results. The applications going out of the UofA are getting stronger in part due to the more specific workshops and training we are providing students.

The meeting was adjourned at 3:50 PM.