

Tuesday February 19th at 9:30 am in Council Chambers (GH-111)

Present: Dr. M. Thompson (Acting Chair), Dr. K. Hassanein, Ms. S. Oikawa, Dr. M. Gough, Dr. J. Carette, Ms. S. Ramsammy, Dr. L. Wiebe, Dr. M-A. Letendre, Mr. L. Greville, Mr. P. DeMaio, Dr. L. Chan, Dr. L. Thabane, Dr. S. Raha, Dr. I. Bruce, Dr. C. Hayward, Dr. P. Swett, Dr. B. Gupta, Dr. J. Shedden, Ms. S. Baschiera (Associate Registrar and Graduate Secretary), Ms. C. Bryce (Assistant Graduate Secretary)

Regrets: Dr. J. Gillett, Dr. M. Parlar, Dr. E. Grodek, Dr. A. Sills, Dr. I. Marwah, Mr. S. Peter

By Invitation: Dr. W. Campbell

I. Minutes of the meeting of January 22nd, 2019

It was duly moved and seconded **‘that Graduate Council approve the minutes of the meeting of January 22nd, 2019.’**

The motion was **carried**.

II. Business arising

There was no business arising.

III. Report from the Vice-Provost and Dean of Graduate Studies

There was no report.

IV. Report from the Graduate Associate Deans

Dr. Hayward (Faculty of Health Sciences) reported on the following item:

- A pilot for improving indigenous student recruitment through a targeted scholarship, noting that there had been good responses to the call for applications.

Drs. Gupta, Hassanein and Swett had no report.

V. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported on the following items:

- Thesis defence, noting that three quarters of initiated defences are using the accelerated model and that they are hoping further refinements will get everything to a better place;
- The admissions project, noting that requirements gathering is complete and that they’re working through some of the final stages before they make recommendation to steering committee.

VI. Graduate Student Life Update

There was no report.

VII. Faculty of Engineering Graduate Curriculum and Policy Committee Report

Dr. Bruce presented the report. He noted Biomedical Engineering was changing the timing of their seminar and Engineering Physics was combining their two seminar courses into one new course. The School of Engineering Practice and Technology proposed a number of program requirement and calendar copy changes, primarily dealing with practicalities of how programs are actually running. Computing and Software tidied up the language for the transfer process and made a change to their direct-entry Ph.D. to create an accelerated direct-entry Ph.D. with an increase in admission requirements and a reduction in course requirements.

The final change was to the Faculty of Engineering co-op option. Previously students had to be in their program for 12 months, but they found that many employers are more geared up for students to do co-ops over the summer, so they proposed to change it to requiring that students be in their programs 8 months.

It was duly moved and seconded, **‘that Graduate Council approve the changes proposed by the Faculty of Engineering as described in the documents.’**

The motion was **carried**.

VIII. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report

Dr. Hayward explained the for-information items, including a course description change for the Graduate Diploma in Clinical Epidemiology, noting it can be offered in Spanish, and a new course from Rehabilitation Sciences.

IX. Faculty of Humanities Graduate Curriculum and Policy Committee Report

Dr. Swett explained that most of the package was just for information. The one item for approval was a change to calendar copy from English and Cultural Studies.

It was duly moved and seconded, **‘that Graduate Council approve the changes proposed by the Faculty of Humanities as described in the documents.’**

The motion was **carried**.

X. New Scholarships

It was duly moved and seconded **‘that Graduate Council approve the new scholarships as set out in the document.’**

The motion was **carried**.

XI. Universal Design for Learning

Dr. Wenonah Campbell presented the concept of Universal Design for Learning (UDL) to Graduate Council member and explained that there are three ways accessible education is discussed – Equality, Accommodation and Accessibility. She noted that in a recent Ontario Human Rights Commission report recommendations around the needs of diverse learners included the importance of effective communication, ensuring staff and faculty understand rights and responsibilities under the Code and are properly trained to use UDL, the need to provide timely and effective accommodation, the need to support education providers to respond appropriately and the need to implement UDL across all education systems.

UDL is a framework for accessible learning environments and is proactive rather than reactive, including guidelines for instructional methods, materials and assessments, and emphasizes the importance of separating learning goals from the means they are accomplished. UDL includes three principles:

- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

Dr. Campbell noted the idea of a double-length exam, offered for all students and not as an accommodation for particular students as an example of UDL.

Council members discussed logistical issues around the concept of double-time for exams as well as issues with accommodations for situations where students can't all write the exam at the same time. They also discussed that UDL might involve more effort to set up but could be a time saver overall. A council member commented on the need to balance UDL and the need for students to develop and acquire skills that they will need in professional work setting (like public speaking). Dr. Campbell explained that for that sort of contribution a way to provide an accessible option is to allow students to pick and choose when the public speaking activity happens. She provided the example of 'pair and share' for general class participation which allowed students to share what they've discussed rather than expressing an opinion directly.

XII. Instructor Guide

Dr. Hayward explained that they had worked to develop a guide for instructors of graduate courses. They learned from the context of appeals that having a guide would be a good idea. She noted that she thought it was likely adaptable to a broader context and that their undergraduate colleagues had thought it was a useful tool as well. She asked for members to send her any feedback they might have.

XIII. Final Assessment Reports

Dr. Thompson explained that most programs in the package circulated for information were assessed by the Quality Assurance Committee for the normal cycle. Two of them had been assessed as needing an internal review in a shorter timeframe.

There being no other business the meeting was adjourned at 10:45