
The following Motions and Documents were considered by the GFC Executive Committee at its Monday, May 13, 2019 meeting:

Agenda Title: **Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, to take effect upon final approval.

FINAL Item: 4

Agenda Title: **Revision of the Terms of Reference for the GFC Student Conduct Policy Committee**

CARRIED MOTION:

THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed revision to the GFC Student Conduct Policy Committee Terms of Reference as recommended by the GFC Student Conduct Policy Committee and as set forth in attachment 1, to take effect upon approval.

FINAL Item: 5

Agenda Title: **Education Faculty Council Quorum**

CARRIED MOTION:

THAT the GFC Executive Committee approve, with delegated authority from General Faculties Council, the quorum for Education Faculty Council as 40% of voting membership, not including those on leave, as recommended by the Education Faculty Council, to take effect July 1, 2019.

FINAL Item: 8

Agenda Title: **Parchment for the Joint Degree Program with Technische Universität Kaiserslautern (Federal Republic of Germany) and Faculty of Medicine & Dentistry**

CARRIED MOTION:

THAT the GFC Executive Committee approve, with delegated authority from General Faculties Council, the proposed parchment wording for cohorts of students receiving a Doctoral degree under the shared credentials policy with Technische Universität Kaiserslautern (Federal Republic of Germany) pending program approval by GFC Academic Planning Committee, as submitted by the Office of the Registrar and set forth in Attachment 1.

FINAL Item: 9

Agenda Title: **Parchment for the Joint Degree Program with Saarland University (Germany) and Faculty of Medicine & Dentistry**

CARRIED MOTION:

THAT the GFC Executive Committee approve, with delegated authority from General Faculties Council, the proposed parchment wording for cohorts of students receiving a Doctoral degree under the shared

credentials policy with Saarland University (Germany) as submitted by the Office of the Registrar and set forth in Attachment 1.

FINAL Item: 10

Agenda Title: **Proposed University of Alberta International Strategic Plan**

CARRIED MOTION:

THAT the GFC Executive Committee recommend to General Faculties Council the approval of the proposed University of Alberta International Strategic Plan, as recommended by the GFC Academic Planning Committee, as proposed by the Provost and Vice-President (Academic), and as contained in Attachment 1, to be effective upon final approval by the Board of Governors.

FINAL Item: 11

FINAL Item No. 4

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Termination of the Bachelor of Physical Education Specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation
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Motion

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation (KSR)
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR Amanda Schwalbe, Academic Programs Manager, KSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	Approval of the proposed termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition
Executive Summary <i>(outline the specific item – and remember your audience)</i>	Admission to these programs was suspended in 2015 and there are currently no students enrolled in the programs. The last student graduates in June 2019. Courses in these areas continue to be offered under a revised specialization (see supplementary notes below) in the Bachelor of Kinesiology and through the Bachelor of Arts in Recreation, Sport, and Tourism.
Supplementary Notes and context	In October 2014, APC approved changes to the Bachelor of Physical Education (BPE) program including: <ul style="list-style-type: none"> • Name change to Bachelor of Kinesiology (BKin) • Suspension of two concentrations in the program (Cultural and Managerial Studies of Sport and Leisure; Activity and Nutrition) • Name changes for a number of other concentrations as follows: <ul style="list-style-type: none"> ○ Active Living, Health and Well-Being to Physical Activity and Health ○ Physical Activity and Sport Performance to Sport performance ○ Sport Coaching to Coaching Studies <p>As part of the proposal, current students and alumni were given the opportunity to apply to receive a new parchment with the new degree name. All students in the concentrations proposed for suspension were given the opportunity to complete their programs.</p>

Item No. 4

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> Angela Bayduza, Associate Dean (Undergraduate Programs), KSR
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> KSR Undergraduate Programs Committee Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	KSR Undergraduate Programs Committee (March 6, 2019) KSR Executive Committee (March 20, 2019) KSR Faculty Council (March 27, 2019) GFC Academic Planning Committee (May 8, 2019) Executive Committee (May 13, 2019) General Faculties Council (May 27, 2019) Board Learning, and Discovery Committee (May 31, 2019) Board of Governors (June 14, 2019)

Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Planning Committee Terms of Reference		

Attachments

- Attachment 1 (page(s) 1 -5) 'Proposal Template: Termination of the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition'
- Attachment 2 (page 1) 'Approval Letter - 2015 BKin Suspensions'

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

Institution	University of Alberta, Faculty of Kinesiology, Sport, and Recreation (formerly Faculty of Physical Education and Recreation)
Program/specialization name	1) Concentration in Cultural and Managerial Study of Sport and Leisure 2) Concentration in Activity and Nutrition
Credential awarded	(1) BPE with a Concentration in Cultural and Managerial Studies of Sport and Leisure (2) BPE with a Concentration in Activity and Nutrition
Proposed effective date of termination	Upon approval

1.2 Confirm whether:

1.2.1 This termination proposal was preceded by a ministry-approved suspension period.

This termination proposal was not preceded by a ministry-approved suspension period.

1.2.1a If this proposal was preceded by a suspension, attach approval letter.

See attachment.

Approval date of suspension, January 19, 2015

1.2.1b If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

1.2.2 No active students remain in the program.

Active program students remain in the program.

* Last remaining student in the Cultural and Managerial Study of Sport and Leisure concentration will graduate June 2019

SECTION 2: RATIONALE

2.1 Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

In accordance with the UAlberta Academic Plan cornerstones of Talented People, Learning, Discovery and Citizenship, and Transformational Organization and Support, as well as the Faculty's own strategic plan objective to provide an exemplary student experience, a review of the undergraduate curriculum was completed in 2013. General goals of the review were to ensure degree content was keeping pace with new developments in knowledge and new career opportunities for graduates, to enhance learner experiences and objectives, and to reduce redundancies among the degree programs. The degree review committee of the time, presented their recommendations for revisions to the BPE program at an Academic Retreat and Town Hall in June of 2013. Final recommendations for revisions to the BPE program included the suspension of two Areas of Concentration in the BPE degree program at that time: (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition. Both of these specialization areas had relatively low enrolment and/or completion rates (see table below) and contained redundancies with other parts of the undergraduate curriculum.

Enrolment in BPE concentrations:

(1) Activity & Nutrition, and (2) Cultural & Managerial Studies in Sport & Leisure

Academic Year	Total Students	Activity & Nutrition	Cultural & Managerial Studies
2005-06	384	19 (5%)	26 (7%)
2006-07	326	25 (8%)	24 (7%)
2007-08	301	25 (8%)	24 (8%)
2008-09	291	25 (9%)	23 (8%)
2009-10	308	23 (7%)	23 (7%)
2010-11	312	35 (11%)	14 (4%)
2011-12	343	36 (10%)	13 (4%)
2012-13	350	29 (8%)	13 (4%)
2013-14	326	28 (9%)	7 (2%)
2014-15	406	14 (3%)	7 (2%)
2015-16	387	3 (1%)	2 (1%)
2016-17	445	0	1 (0%)
2017-18	460	0	1 (0%)
2018-19	477	0	1 (0%)

2.2 *Provide specific information about which internal governance body approved the termination, and provide date of approval.*

Recommendations for the suspension of two areas of concentration in the BPE degree program at that time, (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition, were presented and finalized through an Academic Retreat and Town Hall process in June of 2013. Final recommendations for the suspension of two areas of concentration in the BPE degree program were presented and approved by the Faculty's Undergraduate Programs Committee (September 13, 2013), Faculty Executive Committee (September 18, 2013), and Faculty Council (September 25, 2013).

Ministerial approval for suspension of the two areas of concentration was received on January 19, 2015.

Final recommendations for termination of the (1) Cultural and Managerial Studies of Sport and Leisure Concentration and the (2) Activity and Nutrition Concentration have been presented and approved by the Faculty's Undergraduate Programs Committee (March 6, 2019), the Faculty's Executive Committee (March 20, 2019), and Faculty Council (March 27, 2019).

SECTION 3: ACCESS

3.1 *Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).*

There are no anticipated impacts of the two proposed concentration terminations. The Faculty continues to provide course work and opportunity to prepare students in both concentration areas.

3.2 *If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.*

Not Applicable.

3.3 *Describe the consultation process that occurred with students at your institution regarding this programming change.*

As part of the suspension process, discussions with students enrolled at that time, anonymous survey results collected from students, and the governance process within the Faculty also included student participation. As well, the Faculty of Kinesiology, Sport, and Recreation governance process continues to include students at each internal governance level.

SECTION 4: IMPACT

4.1 *Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.*
Not Applicable.

4.2 *Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.*

During the suspension process, when communicating with external partners, information regarding the proposed suspensions and eventual terminations was provided to the external institutions and internal departments with which we have partnerships with. During discussions and clarifications with the appropriate individual of each partner, assurances were provided to our partners that students associated with each of these partnerships at that time, and/or in the year prior to the year the suspensions took effect, would be permitted to complete their degree program as planned, which included their Area of Concentration. Though we did not continue to accept any enrollments into the suspended concentrations after the approved suspension dates, these concentrations were kept active to provide students who may have taken a leave of absence or to attend part-time from our various partnerships, ample time to complete these concentrations. It was communicated at that time that the Faculty would eventually move to terminate these concentrations once the last student's program, with one of the declared (1) Cultural and Managerial Studies of Sport and Leisure Concentration or (2) Activity and Nutrition Concentration, was completed.

As a result, pertinent partners and audiences are already aware that these two concentrations will be terminated.

4.3 *Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.*

There are no anticipated reallocation of resources in relation to the proposed termination of either the (1) Cultural and Managerial Studies of Sport and Leisure Concentration or the (2) Activity and Nutrition Concentration since the number of students who have been declared enrolled with either of the concentrations has been very few, and consistently declining. Resources dedicated to advising have been reallocated to other students enrolled in the Faculty.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Deputy Minister
6th Floor Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-415-4744
Fax 780-422-1801
www.iae.alberta.ca

AR 45798

January 19, 2015

Dr. Olive Yonge
Interim Provost and Vice-President (Academic)
University of Alberta
2-40 South Academic Building
Edmonton, AB T6G 2G7

Dear Dr. Yonge,

Innovation and Advanced Education has reviewed the University of Alberta's proposal to suspend the Cultural and Managerial Studies of Sport and Leisure and the Activity and Nutrition specializations within the Bachelor of Kinesiology program from September 1, 2015 to September 1, 2020.

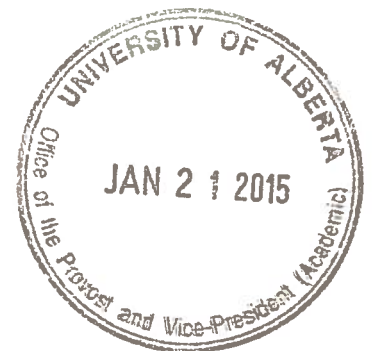
The department approves these suspensions on the understanding that the Board of Governors proposes them based on low enrolment and/or completion rates over several years, and given curriculum redundancies with other specializations in the program and other programs at the University of Alberta. Please advise the department, through the Provider and Program Registry System, of the institution's plan to reactivate or terminate the specialization six months prior to the suspension end date.

We appreciate the University of Alberta's commitment to providing high-quality programming and its ongoing program review and renewal processes.

Sincerely,



Marcia Nelson
Deputy Minister



cc: Douglas O. Goss, Q.C., Chair, Board of Governors, University of Alberta

FINAL Item No. 5

**Governance Executive Summary
Action Item**

Agenda Title	Revision of the Terms of Reference for the GFC Student Conduct Policy Committee
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Motion

<p>THAT the GFC Executive Committee recommend that General Faculties Council approve the proposed revision to the GFC Student Conduct Policy Committee Terms of Reference as recommended by the GFC Student Conduct Policy Committee and as set forth in attachment 1, to take effect upon approval.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	University Governance
Presenter(s)	Meg Brolley, General Faculties Council (GFC) Secretary and Manager of GFC Services

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	To approve revised Terms of Reference for the GFC Student Conduct Policy Committee (SCPC)
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In their report of April 21, 2017, the <i>ad hoc</i> Committee on Academic Governance Including Delegated Authority recommended changes to all the GFC standing committee terms of reference. During the implementation of these recommendations, SCPC's terms of reference were the first to be approved on October 30, 2017.</p> <p>The terms of reference for the GFC Nominating Committee, and the disbandment of the Replenishment Committee, were approved at GFC on April 30, 2018. The GFC Nominating Committee is now responsible for the replenishment of all GFC standing committees and the responsibility for the appointment of the SCPC Chair and Vice-Chair fall under that mandate.</p> <p>The proposed revisions reflect current process as noted in the Nominating Committee terms of reference.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> University Governance
	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> University Governance
	<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> GFC Student Conduct Policy Committee
Approval Route (Governance)	GFC SCPC - recommendation April 11, 2019

Item No. 5

(including meeting dates)	GFC Executive Committee – May 13, 2019 GFC – approval May 27, 2019
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Strategic Alignment

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

1. Attachment 1 – Revised GFC Student Conduct Policy Committee Terms of Reference

Link: [GFC Nominating Committee Terms of Reference](#)

Prepared by: Meg Brolley, GFC Secretary and Manager of GFC Services, meg.brolley@ualberta.ca



1. Mandate and Role of the Committee

The Student Conduct Policy Committee (SCPC) is a standing committee of General Faculties Council charged with providing oversight to the university's student discipline codes. The committee reviews and recommends on new codes, and policies and procedures related to discipline. SCPC may be called upon to provide advice to the Provost and Vice-President (Academic) on items which may include, but are not limited to, rules and regulations other than discipline codes.

2. Areas of Responsibility

- a. Review and recommend changes to General Faculties Council on:
 - the Code of Student Behaviour and student discipline procedures
 - the Code of Applicant Behaviour
 - the Practicum Intervention Policy
 - the Residence Community Standards Policy
- b. Discuss annual residence discipline statistics and forward reports to GFC for information.
- c. Discuss annual statistical reports on discipline cases dealt with by Faculties, the Discipline Officer, the Registrar, Unit Directors, the University Appeal Board (UAB), GFC Academic Appeals Committee (AAC), and the GFC Practice Review Board (PRB) and forward reports to GFC for information.

3. Composition

Voting Members (13)

Ex-officio (1)

- Vice-Provost and Dean of Students

Appointed (4)

- 1 academic staff (A1.1, A1.5, A1.6, A1.7) to serve as Chair; appointed by GFC **Executive Committee Nominating Committee** for a two year term. Strong preference is given to an individual with legal training.
- 1 representative from each of the following (3 total):
 - Students' Union Executive, appointed by the Students' Union Executive
 - Graduate Students' Association Executive, appointed by the Graduate Students' Association Executive
 - Residences, appointed by Council of Residence Associations

Cross Appointed (1)

- Dean (or designate) from the GFC Academic Standards Committee (ASC), elected by ASC for a one year term

Elected by GFC (7)

- 2 student members of GFC (graduate or undergraduate)
- 2 academic staff (A1.1, A1.5, A1.6, A1.7) at least 1 of whom is a member of GFC
- 1 academic staff (A1.1, A1.5, A1.6, A1.7) who is a former Associate Dean or a former University Appeals Board (UAB) Chair
- 2 staff members (A1.0, A2.0 and/or S1.0, S2.0)

Note: The Vice-Chair will be appointed by the GFC ~~Executive Committee~~ **Nominating Committee** from amongst the elected academic staff (A1.1, A1.5, A1.6, A1.7) of SCPC for a one year term.

Non-Voting Members

- Discipline Officer
- Appeals Coordinator as defined in the Code of Student Behaviour, Code of Applicant Behaviour and the Practicum Intervention Policy
- Director of University of Alberta Protective Services
- Assistant Dean of Students (Residence)
- GFC Secretary
- University Secretary
- Representative from the Office of the Student Ombuds

4. Delegated Authority from General Faculties Council

Should be reviewed at least every three years and reported to GFC.

- 4.1 Approve editorial amendments to:
 - a. the Code of Student Behaviour (except as listed under 7. Limitations to Authority)
 - b. the Code of Applicant Behaviour (except as listed in 7. Limitations to Authority)
 - c. the Practicum Intervention Policy (except as listed in 7. Limitations to Authority)

5. Responsibilities Additional to Delegated Authority

- 5.1 To recommend to GFC on proposals for substantive changes to the Code of Student Behaviour, the Code of Applicant Behaviour, and the Practicum Intervention Policy.

6. Sub-delegations from GFC SCPC

Should be reviewed at least every three years and reported to GFC.

None.

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to SCPC:

- 7.1 Substantive Amendments, as determined by SCPC, are forwarded to General Faculties Council for recommendation to the Board of Governors:
 - a. the Code of Student Behaviour
 - b. the Code of Applicant Behaviour
 - c. the Practicum Intervention Policy
- 7.2 All Amendments to the following sections are forwarded to General Faculties Council for recommendation to the Board of Governors:
 - a. the Code of Student Behaviour
 - 30.6: Procedures for Appeal of Decisions to the University Appeal Board (UAB)
 - b. the Code of Applicant Behaviour
 - 11.8.9: Appeals Against Decisions of the Registrar
 - c. the Practicum Intervention Policy
 - 87.5: Appeals to the GFC Practice Review Board (PRB)
 - 87.6: GFC PRB Terms of Reference, Powers and Jurisdiction

- 87.7: Composition of the GFC PRB
- 87.8: Procedures Prior to GFC PRB Hearings
- 87.9: Procedures at the GFC PRB Hearing
- 87.10: Confidentiality of Hearing and Material)

8. Reporting to GFC

The Committee should regularly report to GFC with respect to its activities and decisions.

9. Definitions

Editorial and Substantive – The Student Conduct Policy Committee determines which amendments are editorial and which are substantive.

Academic staff – as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#) in UAPPOL

Non-Academic staff – as defined by the [Recruitment Policy \(Appendix B\) Definition and Categories of Support Staff](#) in UAPPOL

10. Links

[Code of Student Behaviour](#)

[Code of Applicant Behaviour](#)

[Practicum Intervention Policy](#)

[Residence Community Standards](#)

Approved by General Faculties Council: October 30, 2017

FINAL Item No. 8

**Governance Executive Summary
Action Item**

Agenda Title	Education Faculty Council Quorum
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Motion

<p>THAT the GFC Executive Committee approve, with delegated authority from General Faculties Council, the quorum for Education Faculty Council as 40% of voting membership, not including those on leave, as recommended by the Education Faculty Council, to take effect July 1, 2019.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Dr Doug Gleddie, Acting Vice Dean
Presenter(s)	Dr Doug Gleddie, Acting Vice Dean

Details

Responsibility	Dean of Education
The Purpose of the Proposal is (<i>please be specific</i>)	This proposal is before the committee to approve the change to the quorum for Education Faculty Council.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Prior to the April 2 motion, the Education Faculty Council quorum was “those members in attendance”. Discussion of the quorum statement took place at the Dean’s Advisory Committee, which is comprised of the Faculty’s senior leadership. It was strongly felt that Council should have a specific number stated as the quorum. It was felt that adding “not including those on leave” would provide fairness and assist with more assuredly reaching quorum. Attendance numbers for the past two years were reviewed, as well as the quorum numbers of other faculty councils on campus. The desired outcome is to encourage a stronger attendance at our Council meetings.</p> <p>Governance Briefing Note:</p> <p>This item is before the committee to ratify a Faculty Council decision on setting a new quorum. As stated above, we are moving from a quorum of ‘members in attendance’ to ‘40% of voting membership, not including those on leave’. The intent of the proposal is to solidify engagement at Faculty Council and reiterate the importance of collegial governance. We engaged in a review of past attendance (over several years), quorum numbers from other Faculties and an internal discussion on efficacy and impact. There are no financial implications for this proposal. The opportunity/ risk involves Faculty/ Staff engagement as well as Leadership and Change.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> •
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Item No. 8

(parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Dean’s Advisory Committee (February 26 & March 12, 2019) • Education Faculty Council (April 2, 2019)
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> • Education Faculty Council (April 2, 2019)
Approval Route (Governance) (including meeting dates)	Education Faculty Council, April 2, 2019 GFC Executive Committee, May 13, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Objective 5: Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values. (iv.) Strategy: Appreciate and value the different roles staff, students, post-doctoral fellows, and faculty play on our campuses so that the institution as a whole can further benefit from their diverse skills, perspectives, and experiences.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Executive Committee terms of reference	

Prepared by: Betty jo Werthmann, Governance Administrator, betty.jo.werthmann@ualberta.ca

FINAL Item No. 9

**Governance Executive Summary
 Action Item**

Agenda Title	Parchment for the Joint Degree Program with Technische Universität Kaiserslautern (Federal Republic of Germany) and Faculty of Medicine & Dentistry
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Motion

<p>THAT the GFC Executive Committee approve, with delegated authority from General Faculties Council, the proposed parchment wording for cohorts of students receiving a Doctoral degree under the shared credentials policy with Technische Universität Kaiserslautern (Federal Republic of Germany) pending program approval by GFC Academic Planning Committee, as submitted by the Office of the Registrar and set forth in Attachment 1.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Office of the Registrar
Presenter(s)	Melissa Padfield, Interim Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To adjust the wording of the program-specific University parchment to reflect the shared credential of a Doctor of Philosophy between the University of Alberta with Technische Universität Kaiserslautern (Federal Republic of Germany).
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>To change the University’s parchment wording for the cohort of students receiving the Doctor of Philosophy as part of the joint degree agreement with Technische Universität Kaiserslautern (Federal Republic of Germany) and the Faculty of Medicine & Dentistry.</p> <p>The standard wording used on UofA parchments for shared credential programs is:</p> <p>“HAVING COMPLETED ALL THE STATUTORY REQUIREMENTS OF THE PROGRAM OFFERED JOINTLY BY THE UNIVERSITY OF ALBERTA AND THE [NAME OF PARTNER INSTITUTION] HAS BEEN GRANTED THE DEGREE OF [OFFICIAL DEGREE NAME] AND AWARDED ALL THE RIGHTS AND PRIVILEGES PERTAINING TO THIS DEGREE”</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> Office of the Registrar
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Item No. 9
revised

(parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who have been consulted:</i></u>
	<ul style="list-style-type: none"> • University of Alberta International • Department of Biochemistry • Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research • Office of the Registrar
	<u><i>Those who have been informed:</i></u>
	<ul style="list-style-type: none"> • University of Alberta International • Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research • Office of the Registrar
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Faculty Council (April 24, 2019) GFC Academic Planning Committee - May 22, 2019 for program approval GFC Executive Committee (May 13, 2019)

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 7: Increase graduate and undergraduate student's access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections												
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.												
	<table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input checked="" type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input checked="" type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
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<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success												
<input type="checkbox"/> Physical Infrastructure													
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Executive Committee Terms of Reference UAPPOL Shared Credentials Policy UAPPOL Degrees Policy – Parchment Procedure												

Attachments:

1. Parchment for Technische Universität Kaiserslautern (TUK)-joint degree

Prepared by: Corinne Callihoo, Assistant Registrar, Convocation and Ceremonies

UNIVERSITY OF ALBERTA

Certifies by this document to all whom it may concern that

STUDENT NAME

*having completed all the statutory requirements of the program offered jointly by
the University of Alberta and Technische Universität Kaiserslautern has been granted the degree of*

DOCTOR OF PHILOSOPHY

in Physiology or Biochemistry

and awarded all the rights and privileges pertaining to this degree.

*Given at this university on the sixth day of June, two thousand and nineteen
in the one hundred and twelfth year of the University of Alberta.*

CHANCELLOR

CHAIR OF THE BOARD

COAT OF
ARMS

PRESIDENT

REGISTRAR

**Governance Executive Summary
Action Item**

Agenda Title	Parchment for the Joint Degree Program with Saarland University (Germany) and Faculty of Medicine & Dentistry
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Motion

<p>THAT the GFC Executive Committee approve, with delegated authority from General Faculties Council, the proposed parchment wording for cohorts of students receiving a Doctoral degree under the shared credentials policy with Saarland University (Germany) as submitted by the Office of the Registrar and set forth in Attachment 1.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Office of the Registrar
Presenter(s)	Melissa Padfield, Interim Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To adjust the wording of the program-specific University parchment to reflect the shared credential of a Doctor of Philosophy between the University of Alberta with Saarland University (Germany)
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>To change the University’s parchment wording for the cohort of students receiving the Doctor of Philosophy as part of the joint degree agreement with Saarland University (Germany) and the Faculty of Medicine & Dentistry.</p> <p>The standard wording used on UofA parchments for shared credential programs is:</p> <p>“HAVING COMPLETED ALL THE STATUTORY REQUIREMENTS OF THE PROGRAM OFFERED JOINTLY BY THE UNIVERSITY OF ALBERTA AND THE [NAME OF PARTNER INSTITUTION] HAS BEEN GRANTED THE DEGREE OF [OFFICIAL DEGREE NAME] AND AWARDED ALL THE RIGHTS AND PRIVILEGES PERTAINING TO THIS DEGREE”</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Office of the Registrar
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> University of Alberta International International Research Training Group in Membrane Biology Provost and Vice-President (Academic) Faculty of Graduate Studies and Research Office of the Registrar

Item No. 10

	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • University of Alberta International • Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research • Office of the Registrar
Approval Route (Governance) (including meeting dates)	<p>Faculty of Medicine & Dentistry (November 20, 2018) Faculty of Graduate Studies and Research Faculty Council (January 23, 2019) GFC Academic Planning Committee (February 13, 2019) GFC Executive Committee (May 13)</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Objective 7: Increase graduate and undergraduate student's access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act GFC Executive Committee Terms of Reference UAPPOL Shared Credentials Policy UAPPOL Degrees Policy – Parchment Procedure \</p>			

Attachments:

1. Parchment for Saarland University

Prepared by: Corinne Callihoo, Assistant Registrar, Convocation and Ceremonies

UNIVERSITY OF ALBERTA

Certifies by this document to all whom it may concern that

STUDENT NAME

having completed all the statutory requirements of the program offered jointly by the University of Alberta and Saarland University has been granted the degree of

DOCTOR OF PHILOSOPHY

in Physiology or Biochemistry

and awarded all the rights and privileges pertaining to this degree.

Given at this university on the sixth day of June, two thousand and nineteen in the one hundred and twelfth year of the University of Alberta.

CHANCELLOR

CHAIR OF THE BOARD

COAT OF
ARMS

PRESIDENT

REGISTRAR

Governance Executive Summary
Action Item

Agenda Title	Proposed University of Alberta International Strategic Plan
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Motion

<p>THAT the GFC Executive Committee recommend to General Faculties Council the approval of the proposed University of Alberta International Strategic Plan, as recommended by the GFC Academic Planning Committee, as proposed by the Provost and Vice-President (Academic), and as contained in Attachment 1, to be effective upon final approval by the Board of Governors.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) Tammy Hopper, Vice-Provost (Programs) Cen Huang, Interim Vice-Provost & Associate Vice-President (International)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To present the University of Alberta International Strategic Plan for discussion and recommendation to General Faculties Council.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The proposed University of Alberta International Strategic Plan contains 11 specific institutional objectives directly linked to the five themes within <i>For the Public Good</i>, as well as a number of strategies to build upon the University's well-established leadership in international engagement and to guide such initiatives into the future.</p> <p>The objectives and strategies within the International Strategic Plan were developed during a broad 24 month consultation process with members of the University community.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI) • Students' Union (SU) • Graduate Students' Association (GSA) • Office of the Vice-President (Research) • Office of Advancement • Office of the Registrar • University Governance • University Libraries

Item No. 11

	<ul style="list-style-type: none"> • Faculty of Graduate Studies and Research • Deans' Council • Vice-Provosts' Council • GFC Academic Planning Committee • Board Learning and Discovery Committee • President's Committee on International Strategies (PCIS) • International Steering Committee (ISC) • Associate Deans, all Faculties
Approval Route (Governance) (including meeting dates)	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • <p>GFC Academic Planning Committee: May 8, 2019 GFC Executive Committee: May 13, 2019 General Faculties Council: May 27, 2019 Board Learning and Discovery Committee: May 31, 2019 Board of Governors: June 14, 2019</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>VISION To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.</p> <p>MISSION Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.</p> <p>VALUES The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally</p> <p>The International Strategy was developed to reflect all five goals within <i>For the Public Good</i>: Build, Experience, Excel, Engage, and Sustain.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) GFC APC Terms of Reference</p>			

Item No. 11

	GFC Executive Committee Terms of Reference GFC Terms of Reference BLDC Terms of Reference
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Attachment:

1. Proposed University of Alberta International Strategic Plan

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

University of Alberta

International Strategic Plan

April 18, 2019

The University of Alberta's vision, as articulated in our Institutional Strategic Plan, *For the Public Good*, is to inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community, building one of the world's great universities for the public good. Indeed, we are leaders in international engagement, with a strong track record of accomplishments at home and abroad. To build upon these strengths, and to guide us as we look to the future, we have developed this International Strategic Plan.

This document is aligned with and organized along the five strategic goals in *For the Public Good*: **Build, Experience, Excel, Engage** and **Sustain**. Each section reiterates the overarching goal and provides a number of supporting international objectives, including some specific strategies to achieve them. An implementation plan with appropriate metrics is being developed to allow measurement of progress towards our objectives over the next five years.

I. BUILD

Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

International Objective 1: Build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

UAlberta's internationally diverse student population contributes to the institution's overall quest to attract students of outstanding talent and ambition. International students enrich the academic and cultural diversity of UAlberta and contribute to building more meaningful and relevant learning experiences for *all* students. UAlberta has seen, in recent years, a rapid growth in the numbers of international students, and the university has reached its overall recruitment targets of 20% of international students and fulfilled sub-targets of 15% of international students at the undergraduate level and 35% of international students at the graduate level. While these targets may evolve, in the interim international student recruitment efforts will primarily aim at enhancing diversity and ensuring consistently high academic quality in the international student population. The increasing intensity of national and global competition for international undergraduate and graduate students will compel us to not only maintain our recruitment efforts but to refine them, expand their reach, manage their cost and improve their efficiency. UAlberta remains committed to equity and fairness in our international recruitment.

Strategy 1.1 Develop and implement international recruitment plans for undergraduate and graduate students such that all faculties enroll highly performing international students from around the world, optimizing diversity and balance in the composition of the international student population. Regularly revisit our international targets and how they are framed to ensure they reflect the dynamic tension between international opportunity and domestic accountability

Strategy 1.2 More fully develop synergies between undergraduate and graduate recruitment plans and between these plans and other strategic areas in UAlberta's internationalization (e.g. international alumni strategies, post-doctoral fellow recruitment plans). Ensure that recruitment plans satisfy the highest professional and ethical standards whilst ensuring best possible return on investment and cost efficiency

- Strategy 1.3** Collaborate with external stakeholders such as the City of Edmonton, Government of Alberta, Government of Canada, and other peer institutions on strategies to support their efforts to expand international student recruitment and build/improve talent acquisition strategies that fit the needs of both the province and the country
-
- Strategy 1.4** Grow the Sponsored Student Program by expanding professional and efficient interaction with sponsoring partners, their students and supervising professors
-
- Strategy 1.5** Enhance the availability of scholarship and bursary funding for international students and ensure that such use is regularly evaluated for its impact and appropriateness

**International Objective 2:
Build a community of exceptional faculty members and scholars at the university with backgrounds in many parts of the world.**

UAlberta is home to scholars from a wide range of countries. Almost 50% of professors at UAlberta have obtained an academic degree at a university outside of Canada. Scholars with an international background enrich teaching and research at our university. Scholars with backgrounds in countries outside of Canada are natural champions of internationalization and can act as ambassadors of their home country at our university and of our university in their home country. We want to encourage and supports all scholars at UAlberta, whether they are from Canada or from any other part of the world, to build their international network, globally connect with leading colleagues and leverage the most advanced resources available anywhere in the world.

- Strategy 2.1** Ensure that the special contributions of scholars with international backgrounds and scholars with active international relationships and engagement are recognized, celebrated, and supported
-
- Strategy 2.2** Encourage and support associations and informal groups that bring together scholars from or with a special interest in a given country or region to advance the university's goals and reputation there
-
- Strategy 2.3** Develop a plan to recruit international post-doctoral fellows from targeted institutions
-
- Strategy 2.4** Facilitate international contacts and engagement in international collaboration notably for early career scholars

International Objective 3: Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta’s local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and our many stakeholders.

The University of Alberta is an international university with global impact. An international perspective is critical to telling the UAlberta story. This is true whether we are sharing our research discoveries with an international audience, articulating the contributions and benefits our international activity brings to our campus and local communities, or celebrating the many ways we are bringing a global perspective to our teaching and learning. Building our reputation globally and locally as a university with a strong global perspective is of major importance as we seek to share our story with community, governments, funding bodies, and international partners. As the university develops its comprehensive brand platform, international storytelling and reputation-building are key.

- | | |
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| Strategy 3.1 | Develop a comprehensive communications strategy that profiles the university’s strengths and achievements in international learning, discovery, and citizenship initiatives |
| Strategy 3.2 | Communicate to internal and external audiences the benefits of internationalization |
| Strategy 3.3 | Develop and enhance the use of mechanisms for communicating international opportunities in research, teaching, learning and service to the internal campus community |

II. EXPERIENCE

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

International Objective 4: Ensure inclusion of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the City of Edmonton, the Province of Alberta, and Canada.

International students join the University of Alberta to pursue their academic interests, expand their knowledge of the world, develop skills and competencies, gain independence and personal development, advance their career prospects, and build lifelong friendships and networks. Upon graduation, students' goals include pursuing further studies or careers in Canada, in their home country or in a new destination.

We are committed to offering our international students the best possible support throughout their academic career at the University of Alberta and to helping them achieve their goals, including those inspired by their experience of living and studying at the University of Alberta. In engaging with their Canadian peers, inside and outside of the classrooms and research spaces, international students contribute to the global perspective that elevates learning, research, and community service outcomes of the University of Alberta.

Strategy 4.1 Enhance services and programs that ensure academic success for international students

Strategy 4.2 Ensure international students have opportunity to learn about the history of Indigenous peoples of Canada and about Canada's commitment to actions that promote reconciliation

Strategy 4.3	Coordinate and align the efforts of all relevant internal as well as external stakeholders to ensure the broadest range of support and integration of our international student community
Strategy 4.4	Increase intercultural learning opportunities for the campus community (faculty, staff, and students) and ensure active participation of international students in such learning
Strategy 4.5	Expand opportunities for international students to engage in career development through work-integrated learning activities and other programs designed to increase understanding of and transition to the Canadian workplace

International Objective 5: Introduce international dimensions in the learning experiences of all students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

We are committed to providing domestic and international students with ways to better understand the world and to develop the interest and ability to interact respectfully and effectively with people from diverse cultural, linguistic, religious, and ethnic backgrounds. We will foster a sense of global citizenship and responsibility in our students. Our undergraduate and graduate students in all faculties will acquire the necessary skills and competencies to pursue varied career opportunities in an increasingly global labour market.

Strategy 5.1	Increase participation of undergraduate students in education and work abroad programs while maintaining or enhancing the learning outcomes of these experiences
Strategy 5.2	Expand international experiences for graduate students including participation in joint or dual degree programs, research collaborations, summer schools or internships abroad
Strategy 5.3	Enhance availability of financial support for all forms of international learning
Strategy 5.4	Enhance the range and number of for-credit international learning experiences and improve the transfer credit outcomes for learning undertaken abroad
Strategy 5.5	Increase participation in certificates that recognize students' achievements in global learning such as the Certificates in International Learning (CIL), Sustainability and Global Citizenship

III. EXCEL

Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

International Objective 6: Strengthen, expand, and effectively support the international dimension of research and innovation.

International collaboration in research and innovation enhances research excellence and improves the visibility of the UAlberta research enterprise and its reputation. International research collaboration yields an improved ability to tackle larger scale projects and to pool resources, notably also with regard to research infrastructure and expertise. With enhanced international visibility comes an enhanced institutional attractiveness for global talent. Joining forces with research partners abroad can facilitate access to wider funding opportunities.

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| Strategy 6.1 | Establish an inventory of existing major international collaborations for research and innovation at UAlberta to give evidence of existing depth and breadth of international engagement and guide future strategy development at faculty and at central levels. Develop mechanisms to appropriately evaluate existing partnerships and measure potential of any new opportunities. |
| Strategy 6.2 | Use the signature areas and other areas of research excellence as the key strategic drivers in determining selection of institutional research partners; develop mutually beneficial and complementary programs of joint research, training and researcher mobility |
| Strategy 6.3 | Match interests and expertise between international research initiatives in the university with strategic plans and priorities of all levels of government to contribute to shared goals, and leverage government support in promoting our research capabilities internationally |
| Strategy 6.4 | Streamline communication and coordination between faculties, VP Research, VP Advancement, Alumni Relations, Government Relations, and University of Alberta International (UAI) to identify larger scale international funding opportunities that can foster major research initiatives, especially in the context of the signature areas |
| Strategy 6.5 | Support researchers in identifying funding opportunities in an international context and facilitate grant writing in that context |

**International
Objective 7:
Establish, grow, and
consolidate priority
partnerships with a
select number of
institutions in countries
of particular relevance
to our university.**

Through decades of active international engagement, manifold relationships and collaborative linkages have developed, many of which started at the individual level. Among the more successful and sustainable partnerships are those that evolved from the collaboration of individuals to broader engagement of departments, faculties or the university and which have expanded beyond the original scope of activity.

Partnerships that integrate efforts between faculties and other units across campus allow us to build and maintain some truly high-level interactions. We are committed to developing comprehensive priority partnerships that include a range of international activities, from major research collaboration to student mobility, and include opportunities to attract or leverage new funding, build profile and create innovative academic programming.

Priority partnerships will typically develop in countries and regions with which UAlberta has an existing network of relations including: China, Germany, India, USA, and Mexico / Brazil / Pacific Alliance countries. Other places may be of particular relevance to individual faculties and be of priority for one specific dimension of the international agenda, such as recruitment or education abroad. In our priority partnerships, however, we will aim at a broader range of disciplines and types of interaction.

- | | |
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| Strategy 7.1 | Establish a framework for identifying and supporting institutional priority partners. Develop a process for ongoing review of institutional partnerships to evaluate progress, cost-benefit and strategic alignment |
| Strategy 7.2 | Develop a work plan for each priority partner which identifies key internal stakeholders, outlines priority activities and targets, creates opportunities to diversify the partnership and establishes communication strategies for internal and external audiences |
| Strategy 7.3 | Engage external stakeholders in various levels of government, the corporate sector, other Campus Alberta institutions, and community organizations in partnership activities, and communicate the benefits of such partnerships to a broad range of domestic and international audiences |
| Strategy 7.4 | Identify possibilities for bridge building and cluster development between priority partners to further expand reach and strengthen visibility |

IV. ENGAGE

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

International Objective 8: Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.

Institutions of higher education and research operate in an environment of increasing complexity and accelerating change. As we grow more and more closely together in a world of powerful communication technology and relatively convenient travel, we better recognize our partners near and far as great sources of learning and inspiration. We see the various opportunities to join forces with partners to pool resources, broaden the reach of our capabilities, and open new doors of understanding. We discover the potential for strengthening the voice of higher education and research nationally and internationally through partnerships within our global community.

-
- Strategy 8.1** Maintain and enhance engagement with some key national and global membership organizations that enrich the scholarly agenda and profile UAlberta as a globally minded institution.
-
- Strategy 8.2** Encourage university members at all levels to engage in international organizations, both for academic purposes and for purposes relating to governing and managing the university
-
- Strategy 8.3** Create more opportunities for our alumni who are living at home or abroad (international and Canadian) to contribute to UAlberta's international agenda

**International
Objective 9:
Encourage UAlberta’s
involvement with
initiatives to benefit
communities around the
world that strive to
better the lives of their
citizens, to build peace,
and to secure a
sustainable future.**

The University of Alberta has a long tradition of engagement in projects and initiatives that have contributed to improving the human condition in economically underprivileged parts of the world, in zones of conflict, and in areas affected by natural disaster or major public health challenges. Such activities have been successful because of contributions of many different faculties, student groups, and dedicated individual members of our university. This spirit of global responsibility and commitment to “uplifting of the whole people” is as alive as ever in our community.

As members of the world community, we face a range of challenges of unprecedented size and complexity. Solving these global challenges will require the contributions of institutions and organizations from around the world. Universities will have a paramount role in developing ground breaking new ideas. UAlberta will honour our commitment to act “For the Public Good” and will do so guided by the UN Sustainable Development Goals (SDG) and in close cooperation with national and international partners. UAlberta will feature itself as a university with a strategic focus on the SDGs and commitment to using them as lead principles for many sectors of our international agenda.

Strategy 9.1	Support and celebrate faculty and student projects and initiatives that advance UN SDGs
Strategy 9.2	Develop and cultivate relationships with international development organizations at the national and international level
Strategy 9.3	Develop strategic geographical and topical areas of focus to concentrate the university’s efforts; connecting and contributing to the UN SDG’s at both the local and global level
Strategy 9.4	Improve mechanisms to better connect UAlberta expertise to international initiatives on global challenges with major policy and funding organizations
Strategy 9.5	Highlight opportunities for engagement and funding sources for international development work

V. SUSTAIN

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

International Objective 10: Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing University of Alberta’s international agenda and facilitate institutional collaboration and alignment.

The University of Alberta pursues internationalization with an integrated and coordinated approach. As internationalization is pervasive across many dimensions of the university, stakeholders from all parts of the campus are encouraged to collaborate. The various dimensions of scholarly pursuits at the university – teaching, research, and service – all play a role in building relationships around the world and creating international impact. An international strategy relies first and foremost on the faculties and their vision, capabilities and needs, balanced with institutional aspirations and parameters. UAI aims at supporting faculty initiatives and, where possible and productive, connecting faculty-based initiatives with other university-wide activities. Other Central level units also shape and facilitate overall institutional brand development and the cultivation of high-level relations for priority projects/programs.

Strategy 10.1 Ensure university-wide communication relating to: international projects and initiatives; news on relevant government trends and developments; information on higher education and research in other parts of the world; good practice information from within UAlberta, the Province of Alberta, Canada, and abroad; in addition to timely information on funding opportunities

Strategy 10.2 Develop and maintain governance structures for the various dimensions of our international agenda and ensure these structures are effectively coordinated so that they form a dynamic, creative, and efficient international ecosystem

**International
Objective 11:
Ensure effective,
efficient, as well as
sustainable delivery of
international projects
and programs.**

International plans and strategies are being turned into institutional value-add by way of programs and projects that are efficiently, flexibly, and imaginatively designed and managed. We build and cultivate the necessary skills and competencies, we establish and preserve appropriate organizational infrastructure and resources, and we are committed to a culture of accountability and ongoing evaluation in our international activities at all levels of the university.

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| Strategy 11.1 | Develop and enhance structured tools and processes for the delivery of international projects, programs, and initiatives at all levels of the university |
| Strategy 11.2 | Develop and ensure financial resources to support international activities in the Faculties, UAI and other units. |
| Strategy 11.3 | Create and disseminate information on opportunities for professional development relating to the international dimension of teaching, research, and university services, including for improved intercultural communication skills, for professors, staff, and students |

OVERSIGHT AND ACCOUNTABILITY

The implementation of UAlberta's International Strategy unfolds in the environment of a large and complex institution that is aiming to fulfill multiple objectives and operates with numerous stakeholders internally and externally. In such an environment, it is key to keep international activities closely connected to core institutional targets and to ensure ongoing involvement of all relevant stakeholders. UAlberta has thus established an "international ecosystem" that serves as the backbone for all the planning, implementation, and evaluation of the international strategic plan. Annual reports for the comprehensive international strategy and its implementation will be submitted to the relevant stakeholders indicated in the graphic below, as well as to external communities as appropriate.

