



UNIVERSITY OF  
CALGARY

# Becoming a Global Intellectual Hub

Highlights of the University of Calgary  
International Strategy

March 2013



# Becoming a global intellectual hub

We live in a highly interconnected world where technological advances allow us to share information across borders, cultures, and linguistic barriers like never before in human history. The world's top universities are all international in orientation with well-developed global webs of interaction that help them to create, disseminate and apply knowledge.

In 2011, the University of Calgary introduced an ambitious goal to become one of Canada's top five research universities by 2016, where research and innovative teaching go hand in hand, and where we fully engage the communities we both serve and lead. This strategic vision is called *Eyes High*, inspired by the university's Gaelic motto, which translates as 'I will lift up my eyes.' The roadmap for achieving it is articulated in the Academic and Research Plans that followed in 2012. One of the seven priorities identified in these plans as key to the university's future success is **internationalization**.

Internationalization is a key strategic priority for the University of Calgary because we have an obligation to serve the needs of our community. Calgary is a global energy and corporate business centre, and the fifth most livable city in the world. Our city—home to the second highest concentration of head offices in the nation—demands graduates, both domestic and international, who have a global orientation, are competitive in a global marketplace, and who can adapt to diverse cultural, economic, and governmental environments. Our province—Alberta, Canada's fourth largest and one of its wealthiest—suffers from a shortage of professionals and skilled labour that is a key barrier to future economic growth. The recruitment of international students is increasingly recognized as an important element in a broader strategy for attracting highly qualified people to our country.

This document presents the highlights of a strategy for internationalization that will help to position the University of Calgary as a global intellectual hub where students, staff and faculty will promote new discoveries, ideas and applications that will have global impact. The strategy should result in the creation of a university that attracts scholars from around the world and identify ways to leverage our expertise and share capacity with targeted institutions around the world. It should encourage faculty, staff and students to explore the world through linkages with partner institutions around the globe. It should also drive the University of Calgary to become a global source for objective information, expertise, and productive collaborations across all sectors of government, industries and non-governmental organizations.



## Target 1

By 2016, we aim to count 10% of our undergraduate population and 25% of our graduate population as international students.

Increasing the international diversity of the student body benefits all students and faculty in the university by creating a more diverse culture on our campuses. Such exposure to diversity in our classrooms, laboratories and residences is essential for our graduates, who will be entering a global marketplace. It also benefits the local economy by attracting high-quality personnel to Alberta.





## Target 2

Our goal is that 50% of our students will have an international experience before they graduate.

We are not only interested in attracting high-quality international students to the University of Calgary. We also want our students to travel internationally and have meaningful international experiences as part of their programs of study.

## Current international activity

The students, staff and faculty of the University of Calgary are already engaged in a wide range of international activity, producing graduates with global knowledge, forging strategic alliances, and promoting diversity and innovation in teaching and research.

Support for these international activities is coordinated through the Office of the Provost and Vice-President (Academic) through two distinct entities:

- University of Calgary International (UCI): international relations and international development support.
- Centre for International Students and Study Abroad (CISSA): support for international students coming to the University of Calgary and Canadian students studying abroad.

Not only does the university operate an international campus in Qatar (focused on nursing), but it also sustains nearly 200 international partnerships involving students, staff exchanges, and research agreements. A recent poll of faculty leaders revealed 115 active projects in research, education, and service in 76 different countries—more than half of these involving students as well.

Ongoing analyses of publication and citation data show that University of Calgary investigators and research groups maintain strong research collaborations across the globe. Significant development projects are ongoing in Latin America, Southeast Asia and Eastern Africa and several academic programs offer international research opportunities or involvement in these projects.

## Our commitment to internationalization

In 2012, the University of Calgary developed and secured approval for a new International Strategy intended to achieve two purposes. The first is to identify the specific goals, strategies and tactics that are required to harness, focus and intensify this activity so that our university becomes known as a global intellectual hub. The second is to guide the allocation of resources to potential initiatives related to internationalization of our campuses and our activities. The range of possible investments far exceeds the availability of resources. A clear institutional strategy will guide decision-making about which of the many possible international opportunities or investments to pursue.

The new University of Calgary International Strategy is based on principles and commitments derived from the goals of the Academic and Research Plans.

## University of Calgary International

University of Calgary International (UCI) facilitates and manages university-wide international agreements for collaborative research, joint academic and scientific activities, exchange of publications, student and/or staff exchange programs, training, internships, international practica, and collaborative degree programs. The team also provides services to faculties related to the contracting, administration and financial design, implementation and management of international projects and programs.

The university plays host to many international visitors, university delegations, government officials and dignitaries each year. UCI helps faculty and staff develop campus itineraries and organize meetings, seminars and public presentations, advising on all related cross-cultural matters.

[ucalgary.ca/uci](http://ucalgary.ca/uci)

# Principles and commitments

## Strategic partnerships

Partnerships are essential tools for internationalization, but must be approached strategically:

- a) International partnerships must be focused, with clearly defined objectives that relate to our broader strategic goals. Where possible, we should leverage existing resources and strengths.
- b) Partnerships must be sustainable and multi-faceted where appropriate, beneficial to both institutions and sufficiently limited in number so that they can be sustained and given available resources.
- c) Whenever possible, we must strategically partner by working with universities or organizations that are highly respected internationally, within their geographic area, or within select fields of interest. Exceptions are only made when the partnership accomplishes specific educational, research, or service-to-society objectives that relate to unique circumstances at the potential partner institution.

## Entrepreneurism

Faculty members maintain networks of international collaboration. The International Strategy must encourage and facilitate international interactions at the level of individual faculty members or students, focusing on those areas that will have the largest impact on achievement of the goals of the Academic and Research Plans.

## Structure

A university-level strategic plan for internationalization requires visionary and effective senior leadership, as well as an effective organizational structure at the institutional level to implement that plan.

## Incentives

Sustaining international activities requires creating and maintaining incentive structures that will drive achievement of our goals.

## Capacity-building

Universities are unique repositories of knowledge and play vital roles in the development and maintenance of civil societies worldwide. We have opportunities to leverage our expertise to contribute to civil society and capacity development globally.

## Risk management

The safety and security of our students, faculty and staff is paramount. The operation of all international activities must proceed within a well-considered, enterprise-wide, risk-management framework that will include reputational and financial risk assessment.

## Sustainability

As sustainability is one of our academic priorities, the value of our international initiatives or activities must be assessed relative to their environmental impact. Once partnerships are established, technology-enabled solutions to maintain activities should be explored whenever possible.

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*There are more than 2,600 international students at the University of Calgary. The five countries from which we receive the largest number of international students are: China, Iran, India, the USA, and Saudi Arabia.*

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# Internationalization goals

The University of Calgary International Strategy must contribute to the achievement of the *Eyes High* strategic vision. In addition, the strategy must differentiate the university from its peers and build upon its unique strengths and assets to achieve a distinctive vision for internationalization. The International Strategy comprises four high-level strategic goals, each with supporting strategies and tactics:

**1** Increase diversity of our campus communities

**2** Improve global and cross-cultural competencies within our campus communities

**3** Enhance opportunities for international collaborations and partnerships in research and education

**4** Leverage our unique areas of expertise to engage in international development

## **1** Increase diversity of our campus communities

Top research universities attract the best students from around the world. This is true even for publicly funded institutions where there is a mandate to meet the needs of a local jurisdiction for high-quality personnel and the educational needs of a local population. In those cases, a deliberate balance is struck between accessibility of the institution to the population it serves and the goal of internationalizing the student body. The Academic Plan sets a target of 10% of the undergraduate population and 25% of the graduate population to be international by 2015/2016. We will revisit the undergraduate target in three years and revise upward if possible. As with all student recruitment, the quality of applicants admitted is of primary concern.

International students may seek out the university on their own, may be recruited by University of Calgary staff, or may be recruited by agents or companies hired on behalf of the institution. Highly qualified international students with English language skills can enter the university directly. There are other international students who are academically qualified, but may be short a key course for entry into a specific program, or may require English-language upgrading. In these instances, international students will frequently enter a foundation-year or pathway program, which provides transitional education and training experiences. There are a variety of models for foundation-year programs, but generally the models can be categorized in two ways: those provided by the institution and those offered through third-party providers.

The following strategies will drive achievement of international enrolment targets in a manner that is both sustainable and enhances educational quality for both international and domestic students at the University of Calgary through the development of a culturally diverse and high-quality student body.

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*In 2012, more than 1,000 (est.) University of Calgary students studied abroad as part of their degree programs. Many participate in spring or summer schools abroad.*

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#### A. Strategies for recruitment of international undergraduate students

- Investigate models of delivery for a foundation-year program (i.e. a home-grown or third-party solution)
- Develop an undergraduate program recruitment strategy
- Align recruitment, scholarship and regional strategies
- Analyze student services available to international students

#### B. Strategies for recruitment of international professional-program graduate students

- Develop a regionally differentiated recruitment strategy for professional graduate programs (i.e. MBA, Master of Planning, Sustainable Energy Development)
- Develop a regionally differentiated recruitment strategy for professional graduate students

#### C. Strategies for recruitment of research-graduate students

- Support recruitment efforts of thesis-based graduate students by faculty members
- Develop an institutional-level thesis-based graduate student recruitment strategy

#### D. General recruitment strategies

- Partner with Calgary-based multinational companies to create professional education and training opportunities for international or multinational employees
- Develop regionally differentiated strategies for recruitment of post-doctoral fellows
- Enhance our virtual presence to better attract students at all levels
- Develop recruitment strategies for non-traditional international students
- Reach out to Canadian diasporic communities for targeted recruitment

# Centre for International Students and Study Abroad

The Centre for International Students and Study Abroad (CISSA) promotes international education and awareness across communities. The centre administers international programs and develops and facilitates intercultural experiences for University of Calgary students and international students.

The goals and objectives of CISSA are as follows:

- To provide support and services for international students adjusting to study at the University of Calgary and to life in Canada.
- To provide University of Calgary students with opportunities and information on internationalizing their educational experience through study abroad, volunteer organizations and work abroad placements and more.
- To provide programs that are “bridges” between international and University of Calgary students.
- To include students in the development and delivery of our programs and services.
- To contribute to the fields of student advising and international education.

[ucalgary.ca/uci/students/cissa](http://ucalgary.ca/uci/students/cissa)

## E. Academic staff recruitment strategies

- Within the constraints of Canadian immigration laws, all faculty recruitment will seek to identify the best candidates worldwide
- Develop on-boarding and support programs for international faculty to ensure retention

Metrics for increasing diversity of our campus communities:

- Percentage undergraduate students who are international
- Percentage of graduate students who are international
- Total revenue generated through differential tuition and sponsored student agreements
- Distribution of international students from countries around the world
- Percentage of international students holding external awards
- Revenue generated from professional educational opportunities
- Number of faculty members attracted from outside of Canada

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*The University of Calgary offers Semester Abroad programs for undergraduates in the Czech Republic and Spain. Architecture graduate students may spend the fall term in Barcelona, Spain or the winter term in Melbourne, Australia.*

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## 2 Improve global and cross-cultural competencies within our campus communities

A university that is a global intellectual hub produces graduates who have strong cross-cultural competencies and who are competitive in the global marketplace; employs faculty members and staff who value and understand diversity; and fosters a culture that is international in flavour and outward-looking in orientation. Being an internationalized university is not just about the proportion of international students or staff or the number of students who study abroad but rather about the extent to which internationalization enters the very fabric of our research and educational enterprise. Achieving this goal requires a focus on the global and cross-cultural competencies and experiences of our students, staff and faculty.

As a global energy and financial hub, Calgary has a particular need for graduates with global vision, understanding of international markets and trends and cross-cultural competencies that allow them to function effectively in the diverse settings in which Calgary-based companies operate. This is equally true in the public sector where governmental and non-governmental organizations are increasingly faced with issues that require integration on an international scale and deal with culturally diverse workforces themselves. It is also true in service and in cultural sectors where there is an increasing emphasis and value placed on cultural diversity and experience.

Our strategies include the following:

- Determine cross-cultural competencies required for the University of Calgary
- Internationalize the curriculum and co-curriculum
- Enhance teaching and learning resources to optimize the educational experiences of international students
- Review and enhance support services for international students
- Increase and encourage opportunities for students and staff to develop language skills

## Vice-Provost (International)

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The role of the Vice-Provost (International) is to ensure that the focus on internationalization of the university's activities receives priority. Appointed in February 2013, Janaka Ruwanpura is leading the implementation of the university's new International Strategy. By aligning the university's international activities with its Academic and Research Plans, he will advance the institution's efforts in international research, academic programming, staff and student mobility, programmatic partnerships, service and development.

Up until his appointment, Ruwanpura was a full professor in the Department of Civil Engineering, Schulich School of Engineering, and a Canada Research Chair Tier II in Project Management Systems. He was the founding Director of the Centre for Project Management Excellence and served as director of the Project Management specialization in the Schulich School of Engineering from 2005-13. Ruwanpura's involvement in international activities is comprehensive, including teaching, training, research, administration and service activities.

He holds a BSc (honours) from the University of Moratuwa, Sri Lanka, an MSc from Arizona State University, and a PhD from the University of Alberta. He is a licensed professional engineer (PEng), a professional quantity surveyor (PQS) in Canada and a professional/chartered member of the UK's Royal Institution of Chartered Surveyors (MRICS).



Janaka Ruwanpura

# China



## Multi-disciplinary immersion in Latin America

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The University of Calgary's field schools in Latin America offer students a first-hand cultural and academic experience to those interested in other cultures, the Spanish language, humanities, archaeology, international relations, political science, history, sociology, geography and development.

For three decades, these field schools have provided undergraduate students the opportunity to study (for credit) about Latin America in situ, in an intensive and stimulating learning environment where they learn as much about Canada and Canadian culture as they do about Latin America. The experience helps many students to identify areas of academic interest, in the context of globalization, and to energetically and successfully pursue such interests. The two main thrusts of the school are the international and intercultural skills developed through the process of guided reflection on the experience, and the development of skills relating to primary research.

Last year, students spent six weeks in Puebla, Mexico where they attended classes and lived in campus residences with local students. Weekend excursions took them to Mexico City, Guanajuato and Veracruz to experience the diversity of the regions and people within the host country.

# Students work across borders on global energy problems

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The Chair in Engineering Education Innovation at the University of Calgary conceived of and launched an international group study program called Solving Global Problems: Innovation & Entrepreneurship in Renewable Energy. Each summer, students from the Schulich School of Engineering and the College of Engineering at Shantou University in China work collaboratively—within the context of an entrepreneurial start-up company—on a problem of global importance.

Funded by the Li Ka Shing (Canada) Foundation, the Chair in Engineering Education Innovation was developed to help meet the evolving nature and diverse demands of the engineering profession and instill a sense of innovation in students early in their university careers. This is the first chairship in Canada to focus on the implementation of CDIO, a growing trend in engineering education. CDIO—Conceiving, Designing, Implementing and Operating—is a model that combines engineering science education with practical, hands-on experience. The University of Calgary is one of 42 partners around the world.



# Mexico



# Tanzania

## Students improve the world through synthetic biology

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The International Genetically Engineered Machine (iGEM) competition began as an initiative of MIT in Cambridge, Massachusetts and has grown to become the world's premiere undergraduate synthetic biology competition. iGEM fosters the advancement of science and education by developing an open, collaborative community of students and practitioners in schools, laboratories, research institutes, and industry. Student teams design different biological systems to run in living cells.

In 2012, a cross-disciplinary team of 27 University of Calgary students won gold for their work at the iGEM North America west division competition and advanced to the world championships, where they placed amongst the top 16 teams and won the Best Human Practices Advance award.

The team developed a collection of toxin-sensing and degrading organisms to detect and bioremediate toxins, turning them into clean, useable hydrocarbons in an economical, safe, and self-contained process. Their objective was to alleviate the potential environmental and economic threat of tailings ponds, which are concentrated pools of toxic and corrosive compounds resulting from oil and mining extraction.

# Tanzania Endulen Hospital Collaboration

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Since 2004, faculty and students from the University of Calgary have been travelling to Tanzania to conduct research projects at the undergraduate and graduate student levels. Our host is Endulen Hospital, a remote 86-bed hospital in the Ngorongoro Conservation Area in Northern Tanzania that primarily serves the Maasai community. The Maasai are semi-nomadic pastoralists who travel great distances to graze their cattle.

Hospital staff members help identify research priorities and directly benefit from the results. Ongoing research in malaria diagnostics and animal-human health has been well received, and building the hospital's own research capacity increases its ability to understand and serve the health needs of the local population. In addition, it strengthens Endulen's capacity to host University of Calgary undergraduate, graduate and faculty researchers investigating questions of global health.



# Germany



## An international take on engineering

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The University of Calgary has an active partnership in place with the University of Stuttgart, one of the top-ranked technical universities in Germany (and alma mater to that country's most famous engineer, Gottlieb Daimler, co-founder of Mercedes-Benz). Canadian graduate and undergraduate engineering students have the opportunity to do a semester or a full-year exchange program in Stuttgart, learning the German language and culture while advancing their professional studies.

While in Stuttgart, upper-year students can also access advanced courses offered through four international master's programs administered by the Faculty of Civil and Environmental Engineering there. Delivered in English, these courses cover air-quality control, solid waste and wastewater processing engineering; water resources engineering and management; computational mechanics of materials and structures; and infrastructure planning. Similar exchange programs are in place in Berlin, Freiberg, Ulm and Aachen.

## International Energy Lawyers program

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Like Calgary, Houston, Texas is a city of leaders—corporate and community leaders, leaders in culture, philanthropy and volunteerism. It is a city of energy and home to 400 University of Calgary alumni, more than any other American city. The University of Calgary's Faculty of Law and the University of Houston's Law Center have partnered to offer the International Energy Lawyers program—a dual-degree program that allows participating law students to earn both American and Canadian law degrees in four years.





## The world's most holistic energy-management degree program

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The University of Calgary's Haskayne School of Business is engaged in a one-of-a-kind partnership with global energy consulting firm IHS CERA to offer the Global Energy Executive MBA (GEMBA) program. Designed to develop high-potential executives in the global energy sector as the industry's next senior leaders, the program combines rigorous academics and real-world learning.

Representatives from 17 organizations within the energy industry, from across North America and around the world comprised the first cohort of students in the 16-month program. Five modules of learning consist of several weeks in a global energy centre (Calgary, London, Houston, Middle East), with blended learning between sessions through on-line connectivity, supplementary classes, peer-to-peer meetings, reading and assignments.

## UCQ team researches inter-professional healthcare education

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The University of Calgary—Qatar (UCQ) is working under a grant from the Qatar National Research Fund to explore the development and implementation of interprofessional healthcare education (IPE) in Qatar. The university is partnering with five institutions that comprise the Qatar Interprofessional Health Council.

Researchers hope to demonstrate that an Interprofessional Health Care Education program developed in Qatar will help improve healthcare delivery in the state and can be expected to guide similar initiatives in the Gulf region and elsewhere. In this respect, Qatar will be recognized a leader in the improvement of health care outcomes. The project is scheduled for completion in 2014.



# Qatar

- Enhance opportunities for study-abroad, summer research opportunities, internships/practica etc.
- Enhance opportunities for internationalization of our campuses through intercultural experiences for students and staff
- Provide cultural competency training for staff who work on the front line with international students

Metrics for improving global and cross-cultural competencies:

- Proportion of students completing the cross-cultural competency certificate
- Proportion of students enrolled in language courses and courses that include international content
- Number of faculty and staff that complete language courses
- Number of faculty that do research and scholarship leaves abroad
- Number of faculty that have a degree from a country other than Canada

- Number of students doing international experiences that strengthen international skills and capacities as articulated by the university
- Retention rates for international students, academic outcomes of international students relative to domestic students

### **3 Enhance opportunities for international collaborations and partnerships in research and education**

The *Eyes High* strategic vision of becoming a global intellectual hub requires dense networks of international collaborations and intense engagement with issues of global relevance. Much of the research enterprise of the University of Calgary is international by its very nature, as is the case at other research universities. The International Strategy, however, must leverage and enhance this web of collaborations among our researchers to increase our international presence and impact. It must also help shape our networks of collaboration to reinforce the priorities of the Academic and Research Plans.

## University of Calgary–Qatar

In 2007, the University of Calgary established a campus in Doha to enrich health and wellness in Qatar and the Gulf region through world-class education of nursing leaders and practitioners. The university's Faculty of Nursing is renowned in Canada for its excellence in clinical practice and family health care. Nursing students in Qatar are educated to the same Canadian standards and receive the same credentials as students at the Calgary campus.

University of Calgary–Qatar (UCQ) offers a flexible Bachelor of Nursing (BN) degree to prepare students for the opportunities and challenges of a rewarding nursing career. Throughout the program, students

are provided with a sound theoretical base and supervised clinical experience in a variety of nursing practice settings. UCQ also delivers a Master of Nursing program.

UCQ is at the forefront of health promotion and disease prevention in Qatar. Nursing students and graduates practice in the community, in primary health centres, clinics and schools, and in acute-care hospitals. The program develops graduates who deliver evidence-based health care, are strong critical thinkers, and function as change agents with a focus on the entire family.

[qatar.ucalgary.ca](http://qatar.ucalgary.ca)

This means that our collaborations must connect researchers in our priority research areas to the top researchers in those areas around the world. It means that our researchers in these areas should be engaged with issues of global relevance. It also means that, whenever possible, our collaborations should help integrate our research and educational enterprises.

Individual collaborations among researchers represent the seeds of projects that may grow into institutional partnerships. Once formalized, partnerships with other institutions as well as governmental and non-governmental organizations are a key method to internationalize our research and educational enterprise. To be effective, partnerships must be based on a foundation of solid and long-term relationships among faculty members and programs and sustained through long-term institutional commitment. A limited number of deep, multi-faceted and impactful partnerships is much more effective than a large number of less-active or lower-quality partnerships. Partners must, therefore, be selected carefully as each partnership entails commitment of limited resources in terms of faculty and leadership time.

Our strategies include the following:

- Connect the International Strategy to criteria for research partnerships in order to emphasize research partnerships with countries that share strength and interest in our six areas of research priority
- Link research partnerships to educational programs (and vice versa) to further the integration of research and teaching
- Facilitate international collaborations among faculty members with common interests around geography, research area, and capacity-building area
- Define, measure and reward success in international collaboration
- Develop an institutional framework for joint, dual and collaborative degrees

- Work with Alumni Relations to leverage the networks of University of Calgary alumni in countries/regions of emphasis or interest where significant alumni numbers exist

Metrics for partnerships/collaborations:

- Measures of research output and impact from international collaborations: publications, patents, dollars, citations of the international research collaborations and partnerships (multinational or multi-university authorship)
- Number of new educational partnerships and quality of graduates produced
- Cross-referencing teaching metrics for the integration of (international) research and education
- Measuring the quality of international programs as defined by teaching-quality metrics
- Increase in traffic to strategically defined international regions and with research themes as defined in the Research Plan
- Number of graduates from dual/co-tutelle/sandwich programs
- Number of training opportunities with industry partners internationally
- Number of students receiving credit at their home institution for work done here

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*New student orientation programs assist international students to become comfortable with their new environment. Opportunities include a “buddy” or “mentor” program for new students.*

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#### 4 Leverage our unique areas of expertise to engage in international development

At the University of Calgary, international development means applying our strengths and capacities to the improvement of communities, institutions and nations, primarily those falling into the category of Low Income Countries (LICs)<sup>1</sup>. International development activities, such as the provision of direct services to vulnerable populations, developing evidence-based programming, building capacities of various types and advising on positive changes in policy, practice and governance, all contribute to the improvement of lives in places chronically challenged to meet the basic needs of local people. We value the principles of partnership, participation and respect for pre-existing knowledge when we undertake international development.

As an institution of higher learning, the University of Calgary helps build capacity internationally through two major influences. First, by educating international students who return to their countries of origin, the university introduces ideas and approaches that are incorporated into local education and development. Second, as a repository of knowledge, talent and goodwill, the university can engage directly in contributing to solutions for the key developmental challenges faced by the world. Our scholars produce research that has direct and meaningful potential in addressing chronic threats to the quality of life in LICs.

Students and faculty at all levels and in all areas of study are already engaged and motivated by the global disparities that they recognize and are ready to activate their passions, but they also need to be led to greater levels of understanding through opportunities to learn from colleagues, fellow students and international partners in the field as well as the classroom.

The University of Calgary has a significant legacy of success in international development activities but our responsibilities in this regard need to be clearly

integrated with the vision, as well as the specifics, of this International Strategy, and the Academic and Research Plans. First, academic priorities must drive decisions to invest in particular development initiatives. This means that the decision to engage in capacity-building with a particular post-secondary institution or organization in an LIC must be founded on an educational or research opportunity of mutual interest. Secondly, the development initiatives we support must be leveraged to create opportunities for our students to develop cross-cultural competencies and unique areas of knowledge.

Externally funded international development projects all demand clear, measureable and time-limited goals as well as financial integrity. Commitments to the principles of accountability to the populations/communities that are served in the name of development are consistent with the measurement of progress toward success.

Our strategies include the following:

- Align capacity-building activities with the goals of the Academic and Research Plans
- Focus on partnerships that are mutually beneficial
- Promote interdisciplinary capacity-building activities
- Create a structure within the international portfolio to identify, propose, approve and implement capacity-building activities

Metrics for international development:

- Number of development projects
- Number of development projects that are interdisciplinary
- Development agency dollars
- Consistent clean audits on development projects
- Consistently high evaluations of performance in development projects by funding agencies
- Number of invitations for extensions and expansions of project

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<sup>1</sup> The World Bank Group, using the World Bank Atlas method, categorizes world economies into one of one of four groups ([data.worldbank.org/about/country-classifications](http://data.worldbank.org/about/country-classifications)). Low Income Countries are those with annual per capita income of \$1025 or less. There were 36 countries in this group in 2011 including Tanzania, which is one of our countries of emphasis, but also Uganda, where we are currently active, and Nepal, where the University of Calgary has a long history of engagement.

- Number of students working in international development projects at the undergraduate and graduate level across programs
- Number of faculty and staff engaged in international development projects
- Placements of international graduates in countries of origin

## Regional/country framework

Ongoing international projects and relationships maintained by the institution represent a significant investment in time and resources. New relationships require significant investment. The course for the future must consider a realistic assessment of where we are now, an assessment of where we should be, and a recognition that difficult choices will have to be made given that we have finite resources available.

To move towards a regional/country strategy, we cross-referenced projects, travel, student recruitment and research partnerships within identified geographic concentrations against the priorities of the Academic and Research Plans. This analysis yielded countries/regions of emphasis as well as countries/regions of interest.

### **Countries/regions of emphasis**

The University of Calgary countries/regions of emphasis represent those areas where a solid base of ongoing activity and strong relationships connect most strongly with the Academic and Research Plans. Strong diasporic or immigrant populations from each of these countries/regions exist in Calgary.

- **China:** The sheer scale and the speed at which its economy and higher-education system are developing make China both a tremendous opportunity and challenge to any Canadian university. The country is also a nexus of several important collaborations.
- **Germany:** Western Europe is second only to the United States as a nexus of research collaboration; the University of Calgary has strong and diverse patterns of collaborations in Germany.
- **Mexico:** The convergence of geographic proximity, trilateral agreements, and the

strength of ongoing collaborations in Latin America make Mexico attractive. It shares interests in energy innovation that can form the basis for collaborations in research and training.

- **Middle East:** In addition to our nursing campus in Qatar, and research opportunities that exist in Qatar, there are exciting opportunities to bridge to other countries in the region, particularly around energy, engineering and health research.
- **Tanzania:** The University of Calgary has a diverse and strong pattern of partnership in Tanzania that includes integration of educational and research programs.
- **United States:** 27 of the top 30 international institutions with which University of Calgary investigators collaborate are in the United States—the country with which we have the highest density of research collaborations. It is the most likely nexus for international consortia that will tackle large-scale problems of importance to society.

The designation of a country/region of emphasis has the following implications:

- The efforts of university leadership are focused on deepening ties within those countries or to select institutions within them
- Funds are allocated to support internationalization activities within these countries/regions
- A regional council for each country/region of emphasis—led by senior executive leadership team members and comprised of members of the academy who have strong connections to

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*The Student Refugee Committee of the Students' Union sponsors a new refugee student at the University of Calgary each year through World University Services of Canada (WUSC).*

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the specific country/region, industry partners, and significant Calgary community leaders— supports the development of deeper and more integrated linkages.

- The councils determine how partnerships can best further one or more of the six research themes of the Research Plan and advance the seven priorities of the Academic Plan.

Research themes:

- Brain and mental health
- Human dynamics in a changing world: smart and secure cities, societies, and cultures
- New earth-space technologies
- Engineering solutions for health: biomedical engineering

- Infections, inflammation and chronic diseases in the changing environment
- Energy innovations for today and tomorrow

Academic priorities:

- Talent attraction, development and retention
- Teaching and research integration
- Interdisciplinarity
- Leadership
- Internationalization
- Connection with community
- Sustainability



### ***Countries/regions of interest***

The university has identified 13 additional countries/regions where existing relationships or partnerships are less well established but where compelling opportunities exist to further the goals of the Academic and Research Plans:

- Australia
- Brazil
- France, Spain and U.K.
- India
- Japan
- Malaysia, Singapore, South Korea, Thailand and Vietnam
- Norway

A single council comprised of selected individuals from the academy monitors and coordinates internationalization activities within these countries/regions. Metrics are monitored and used to determine when these countries/regions of interest or emphasis should be considered for movement to a different status.

### ***International Strategy Council***

An overarching International Strategy Council (ISC) is chaired by the president of the university and is comprised of all country/regional chairs, and a select group of academic, industry and community leaders. The ISC is responsible for the overarching implementation of the International Strategy, including making decisions on country/region designation. Each country of emphasis will be reviewed for continuation of status at three-year intervals.



## Structure

To achieve the goals of the strategic plan, the organizational structure of our international enterprise must be robust, durable and sustainable over time. To ensure high-level oversight of the international strategy, two specific councils will be formed:

1. A Council of Associate Deans (International) or Directors (or faculty designates where an Associate Dean International does not exist), which will be chaired by the Vice-Provost International (VPI) to provide integration and oversight over internationalization efforts at the faculty level within the University. This Council may also be periodically expanded to bring in the chairs of the Country/Regional Councils.
2. Countries/Regions of Emphasis Councils, which will develop and oversee the implementation of country-specific internationalization strategies.

The proposed committee structure for the international portfolio is shown above.



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Learn more about the  
University of Calgary's  
commitment to  
internationalization.

Contact the Office of the  
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