GENERAL FACULTIES COUNCIL
AGENDA

Meeting #591, June 13, 2019, 1:30-4:30 p.m.   ST 147

NOTE: A LIGHT LUNCH WILL BE PROVIDED AT 1:00 P.M.

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	1:32
3.	Remarks of the Vice-Chair	Marshall	Verbal	1:40
4.	Question Period	McCauley	Verbal	1:45
5.	Safety Moment	Becker[1]	Document	1:50
	Action Items			
6.	Approval of the May 16, 2019 Meeting Minutes	McCauley	Document	1:53
7.	Elections a) Election of Two Academic Staff Members to an Advisory Selection Committee for a Dean and Vice-Provost (Graduate Studies) b) Election of Two Academic Staff Members of GFC to the GFC Executive Committee	McCauley/Belcher	Document	1:55
8.	Approval of the Non-credit Professional and Continuing Education Credentials Framework	Strzelczyk[2]/Johns[3]/ LeBlanc[4]	Document	2:00
9.	Recommendation of the 2019-2022 Comprehensive Institutional Plan (CIP): Goals, Priority Initiatives & Expected Outcomes • Appendix B: Enrolment Plan and Proposed Programming Changes • Appendix C: Research, Applied Research and Scholarly Activities • Appendix D: Underrepresented Learners • Appendix E: Community Initiatives and Regional Stewardship • Appendix F: Government Priorities: Sexual Violence Prevention and Student Mental Health • Appendix G: Internationalization	Marshall	Document	2:15
	Discussion Item			
10.	2019 GFC Member Survey Report	McCauley	Document	2:30

Item	Description	Presenter	Materials	Estimated Time
11.	Equity, Diversity and Inclusion Dashboard	Marshall/Evelyn[5]/ Boyer[6]	Document + PowerPoint	2:50
	Information Items			
12.	Student Experience Progress Report	Barker[7]	PowerPoint	3:05
13.	Standing Reports: a) Report on the May 28, 2019 GFC Executive Committee (EC) Meeting b) Annual Report of the EC c) Report on the May 27, 2019 Academic Planning and Priorities Committee (APPC) Meeting d) Annual Report of the APPC e) Report on the May 21, 2019 Research and Scholarship Committee (RSC) Meeting f) Annual Report of the RSC g) Report on the May 30, 2019 Teaching and Learning Committee (TLC) Meeting h) Annual Report of the TLC i) Report on the May 24, 2019 Board of Governors Meeting j) Policy Development Update	McCauley	Documents	3:20
14.	Other Business	McCauley		3:30
15.	Adjournment Next meeting: October 10, 2019	McCauley	Verbal	3:30

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Telephone: 220-6062 or email: esjogren@ucalgary.ca

Susan Belcher, University Secretary
Telephone: 220-6138 or email: sbelcher@ucalgary.ca

GFC Information: https://www.ucalgary.ca/secretariat/general-faculties-council

Presenters
1. Bart Becker, Vice-President (Facilities)
2. Florentine Strzelczyk, Deputy Provost
3. Christine Johns, Senior Director, Academic & International Strategies
4. Sheila LeBlanc, Director, Continuing Education
5. Bruce Evelyn, Vice-Provost (Planning and Resource Allocation)
6. Luc Boyer, Senior Institutional Analyst, Office of Institutional Analysis
7. Susan Barker, Vice-Provost (Student Experience)

What is radon?

Radon is an odourless, colourless and radioactive gas that arises from soils all over the Canadian Prairies, and can accumulate to unsafe levels within indoor environments. Long-term exposure to radon is associated with an increased risk of lung cancer. Radon can enter a building through openings where the building contacts the soil.

The testing process

Radon levels in a building can vary significantly over time — to derive accurate radon concentration readings, a minimum three-month measurement period is required. Testing is done in the winter months (October – April) during the heating season when buildings tend to be sealed off from the outside air.

Mitigation methods

Mitigation methods can vary significantly depending on the room or building. In many cases, a simple adjustment to the ventilation system can do the trick — other issues may require foundation repair or supplemental ventilation systems.

Working with the best

UCalgary has executed phase one of the project in collaboration with Radon West, an external consulting company that is Canadian certified in both the measurement and mitigation of radon.

UCalgary is also lucky to have available the expertise of globally recognized radon gas researcher, Dr. Aaron Goodarzi, PhD and Assistant professor at the University of Calgary. In addition to acting as a consultant on the University Radon Monitoring Project, Goodarzi currently leads the Evict Radon campaign to test tens of thousands of Western Canadian homes for radon.

Phase 1 Results, May 2019

- UCalgary approach aligned with World Health Organization guidelines
- Radon monitoring results from all on-campus childcare facilities were well below WHO guidelines.
- Four residence samples showed levels above WHO guidelines – only one of which is occupied and is being managed to a lower level

For questions and comments about the University Radon Monitoring Project, email ucsafety@ucalgary.ca.

To learn about testing your own home for radon, visit Health Canada or the Evict Radon site.
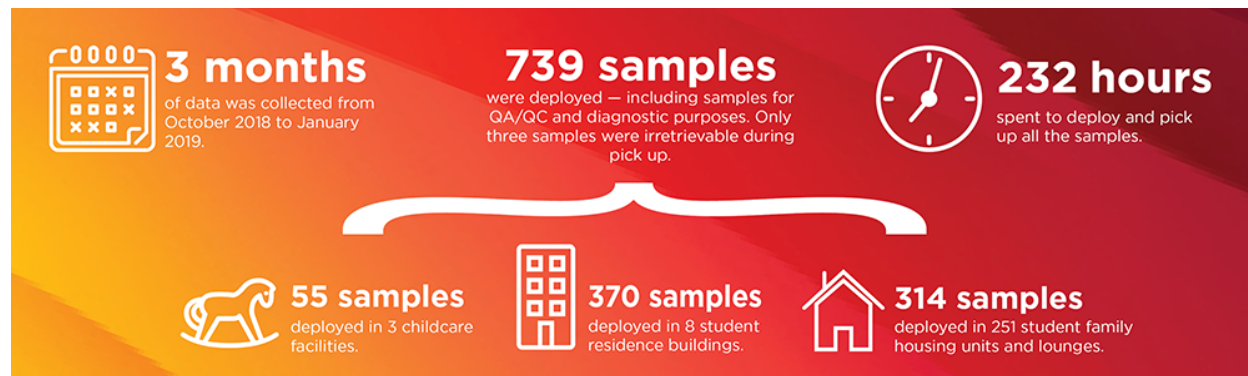
The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

GENERAL FACULTIES COUNCIL
Biographies of Candidates for Elections

The following are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

7a.   Election of Two Academic Staff Members to the Advisory Selection Committee for a Dean and Vice-Provost (Graduate Studies)

Lisa Hughes, Faculty of Arts

Associate Professor
Recipient: SSHRC Insight Development and Insight Grants.
Recipient: U Make a Difference Award, 2017; GSA Excellence in Administrative Support Award (Honourable Mention), 2016; Students' Union Teaching Excellence Awards, 2004, 2006. .
Past service: Associate Dean, Faculty of Graduate Studies 2011-17; General Faculties Council (Faculty nomination) 2009-2012; NSERC SUPPORT: Training and Development, 2012 – 2017
Congress Steering Committee, FGS Representative, 2014-2016. GFC, Graduate Academic Program Subcommittee, FGS Representative, 2013—2016 GFC, APS/APPC, FGS Representative, 2013-15; Students' Union Lord Byron Award Judge November 2010;
Students Union & Teaching and Learning Center 'Innovative Teaching Award' Committee 2006
Current service: Interim Deputy Head, The Graduate College

Brian Moorman, Faculty of Arts

Professor
Grants received: NSERC Discovery, NSERC RTI, NSERC Northern Supplement, CFI, IIPP, SSHRC, PCSP, NSF, Norwegian Research Council, IPY, ISEEE, Canadian, European and Japanese Space Agencies
Recipient: Great Supervisor Award
Nominated: three times, Students' Union Teaching Excellence Award
Past administrative appointments:
Founding Director of the Earth Science Program
Graduate Program Director, Geography
Head, Department of Geography
Associate Dean Research and Infrastructure, Faculty of Arts
Past Service:
Faculty of Arts Decanal Advisory Search Committee
GFC Research and Scholarship Committee
NSTP committee chair
Horizon 2020 expert reviewer
Honours: Fellow, Royal Canadian Geographic Society

Cam Teskey, Cumming School of Medicine

Professor.
Currently holds: CIHR and NSERC.
Recipient: McCaig-Killam Teaching Award in 2016.
Recipient: GREAT supervisor award in 2018.
Current service: Deputy Head of Cell Biology and Anatomy; Special Advisor to the Office of Associate Dean Research on NSERC programs; Leads the Epilepsy Brain and Mental Health Team for UofC.
Relevant Past service: Psychology Graduate Program Director, Neuroscience Graduate Program Co-director, Education Director for the Hotchkiss Brain Institute.
Supervision: Graduated 21 MSc and 10 PhD students, thus far.

Cathy Ryan, Faculty of Science

Professor
Recipient: NSERC Grants (Discovery, Engage, Collaborative Research and Development, Strategic), CFREF GRI; URGC grants; PTAC; Science Grand Challenges.
Recipient (since 2015): Excellence in Service Award; VPR's Peak Scholar Award; Invited Plenary Speaker (BRBC Science Forum; UWaterloo; Canadian Congress of International Association of Hydrogeologists; National Groundwater Association)
Past service: CRC Chair Search Committee; Acting Head; Graduate Program Director; Science Executive Committee; Associate Head; Science Decanal Review Committee (2014)
Current service: Associate Dean (Research and Graduate Education, Science); GFC Research and Scholarship Committee; WA Ranches Academic and Operations Committee; Member of Associate Deans' Research Council, FGS Dean's Advisory Council, Women in APEGA Advisory Committee, Bamfield Marine Science Centre's Management Board.

7b.   Election of Two GFC Members to the GFC Executive Committee

Mary O'Brien, Faculty of Arts

Professor of German
Recipient: SSHRC Insight, Connection grants; CIHR Science Cafés; German Academic Exchange Service; Human Dynamics Transformative Research Grant (Newcomer Research Network); UofC Teaching and Learning Development and Innovation Grant.
Recipient: Calgary Award, Community Achievement in Education; Students' Union Teaching Excellence Award; Killam Award for Leadership in Teaching; American Council on the Teaching of Foreign Languages Paul Pimsleur Award for Research in Second Language Education.
Past service: General Merit Committee; Co-chair, Graduate Academic Program Subcommittee; Senate; Faculty Merit Committee; Director, Language Research Centre.
Current service: Co-Chair, Knowledge Engagement Implementation Committee; Graduate Program Director; GFC Policy Committee; Faculty representative, GFC.

Quentin Pittman, Cumming School of Medicine

Professor
Recipient: MRC, AHFMR Scholar, Scientist (1980-2017); MRC, CIHR, NSERC, H & S grants (1980-).
Recognitions: Fellow, Royal Society of Canada; Canadian Academy of Health Sciences
Academic Service: Councillor (past)- Cdn Physiol Soc, Intl Union of Physiol Soc; President, Cnd Physiol Soc; Treasurer, Intl Brain Res Org; (current) Finance, Soc for Neurosci; Assoc Editor (past) Cnd J Physiol Pharmacol, J Physiol, Am J Physiol, J Neuroendo, (current) Brain Behav Immunity, eNeuro; national & intl grant review panels (1980-).
University Service (selected past)- Assist Dean (Med Sci), EFC, Research, Search, Student Appeals, ad hoc & advisory committees (Med); Education Director (HBI); Chair, Neurosci Res Group, Internal Vanier/Banting review, Gen Promotion Committee, AARC; FGS Scholarship.
University Service (current)- Deputy Chair, Physiol & Pharmacol; Executive, Strategic Research & Infrastructure committees (HBI); Awards (CSM); GFC; GAPS; Support.

David Hodgins, Faculty of Arts

Professor.
Department of Psychology; Adjunct Professor, Department of Psychiatry.
Recipient: Killam Annual Professor (2017); CIHR, CFI, AGRI grants.
Recipient: Excellence in supervision awards, Psychologists Association of Alberta, FGS; Excellence in research awards: US National Council on Problem Gambling, US National Center for Responsible Gaming, and Faculty of Social Sciences; Fellow, Canadian Psychological Association.
Past University Service: Head, Department of Psychology; FGS Scholarship Committee, Mental Health Task Force Working Group, Mental Health Advisory Committee. Faculty of Arts Dean Renewal Committee, Faculty of Law External Review Committee.
Current University Service: GFC Elected member; GFC Academic Staff Criteria and Processes Working Group; FGS Major Scholarship Committee; Post-Secondary Education Partnership – Alcohol Harms.

Sarah Eaton, Werklund School of Education

Assistant Professor.
Recipient: University of Calgary Teaching and Learning Grant, Werklund SoTL Grant, Werklund Research Development Grant, Edmonton Public School Board Grant, Alberta Education Grant.
Recipient: Werklund School of Education Teaching Excellence Award (2015).
Past service: GFC Teaching and Learning Committee, Adjudication committees for: University of Calgary Teaching Awards, University of Calgary Teaching and Learning Grants, Program for Undergraduate Research Experience (PURE) Awards
Current service to the University of Calgary: GFC, CFREB, Senate, Senate Honours committee, USRI Working Group, University Appeals Committee, University Appeals Tribunal

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

◉ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: Non-credit Professional and Continuing Education Credentials Framework

MOTION:

> That the General Faculties Council (GFC) approve the University of Calgary Non-credit Professional and Continuing Education Credentials Framework, in the form provided to the GFC, and as recommended by the Academic Planning and Priorities Committee.

PROPONENT(S):

Dr. Sheila LeBlanc, Director, Continuing Education
Co-Chair, Professional and Continuing Education (PaCE) Working Group

Dr. Florentine Strzelczyk, Deputy Provost
Co-Chair, Professional and Continuing Education (PaCE) Working Group

REQUESTED ACTION:

The General Faculties Council (GFC) is being asked to approve the Non-credit Professional and Continuing Education Credentials Framework. No official non-credit credentials framework exists at this time.

KEY CONSIDERATIONS/POINTS:

- In this context, *Non-credit Professional and Continuing Education* encompasses all learning activities offered by the University of Calgary that are: (1) not covered by the University Calendar and (2) requiring a record of learning. (E.g. does not include: Active Living, information sessions, community events, etc.)

- Non-credit Professional and Continuing Education courses and programs are offered by a number of Faculties and Units across the institution today.

- The Professional and Continuing Education (PaCE) Working Group was established by the Provost in early 2018 to:
    - Explore the current state of academic and administrative processes of Continuing and Professional Education at UCalgary,
    - Gather and evaluate related external trends and practices, and
    - Recommend guidelines and principles to APPC.

- The PaCE Working Group identified numerous issues and risks associated with the current state of non-credit Professional and Continuing Education provision at the UCalgary, including:

- No institution wide reporting/view of tuition, enrolment, progression, completion, etc.
- Inconsistent learner record keeping
- Inconsistent financial tracking and reporting
- Inconsistent use of credentials (inconsistent standards and nomenclature)
- Various forms of UCalgary branded "paper" provided to non-credit learners

- To address these issues and risks, a set of principles and a credentials framework for non-credit professional and continuing education was developed. The credentials framework is based on the principles.

- The proposed Non-credit Professional and Continuing Education Framework has six categories

- The key variables of the framework categories include:
  - Approval level (*via* unit/faculty or GFC process):
  - Duration of learning: a short learning series versus a "program of study"
  - Assessed versus unassessed learning
  - Admission requirements

- The first two categories of the framework, reading left to right, do not result in an Institutional Credential. Learners are issued a standard certificate document with learning content approved at the Unit/Faculty level. These categories are intended to enable Faculties and teaching Units to be responsive and quickly make short-cycle courses available to learners.

- The four additional categories are longer programs of study and student learning is assessed. Programs offered under these categories do result in an Institutional Credential and are approved through the GFC process.

- The *Executive* level non-credit learning credentials are a new addition to what is currently offered by UCalgary. These professional development credentials will typically require a related undergraduate degree or equivalent as an admission requirement and must be offered by or in partnership with the associated Faculty. These two new categories have been created in response to the growing demand by professional practioners in all fields who need to continuously acquire current disciplinary knowledge and skills *via* ongoing learning and training.

- There is no standard structure or nomenclature associated with non-credit credentials across institutions, the Province or within the field of Professional and Continuing Education across the country. To ensure transparency to learners and employers, a consolidated form of the Non-credit Professional and Continuing Education Credentials Framework will be made available on both the UCalgary website and through the Continuing Education calendar.

- There is a significant and related IT system project moving in parallel to the framework development. Specifically, the implementation of an enterprise-wide non-credit registration system, called Destiny-One (the NCAP project) which will address the record keeping, tracking and reporting needs identified above. Project funds and resources have been allocated to cover the costs of system implementation and transition until March 31, 2022.

- Effective April 1, 2022, a revenue share model for non-credit programming will established.

RISKS:

If no action is taken, exposure to the identified risks will continue.

BACKGROUND:

PaCE Working Group Membership

Executive Sponsor: Dru Marshall, Provost & VP Academic
Co-chairs: Florentine Strzelczyk (originally Kevin McQuillan), Deputy Provost
       Sheila LeBlanc, Director Continuing Education

- Beverley Adams, Cumming School of Medicine (previously Maureen Topps)
- Loren Falkenberg, Haskayne School of Business
- Michelle Jacobsen, Werklund School of Education
- Christine Johns, Sr. Director Academic and International Strategies
- Natasha Kenny, Sr. Director, Taylor Institute for Teaching and Learning
- Ellen Perrault, Faculty of Social Work (until recent sabbatical)
- Leslie Reid, Vice-Provost Teaching and Learning
- Terumi Taylor, Asst. Registrar, Non-credit (Sep 2018 – present)
- Vanesa Wood, Deputy Registrar
- Tanya Verhulp, Director, Executive Education HSB
- Anis Haque, Schulich School of Engineering (Jan-Jun 2018)

ROUTING AND PERSONS CONSULTED:

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Teaching & Learning Leaders Network	November, 2018			X	
	Provost's Team	December 14, 2018			X	
	Deans' Council	March 13, 2019			X	
	Academic Program Subcommittee	April 22, 2019			X	
	Graduate Academic Program Subcommittee	April 24, 2019			X	
	Academic Planning and Priorities Committee	May 6, 2019		X		
X	General Faculties Council	June 13, 2019	X			

Also consulted: Dean, Graduate Studies (October, 2018) and Director, Secretariat (February, 2019), Director, School of Public Policy (May, 2019)

NEXT STEPS

The Framework will be implemented if approved by GFC.

The PaCE Working Group is currently consulting with the University Secretariat to explore, evaluate and recommend changes to the approval process and routing of non-credit Professional and Continuing Education Credentials that will come forward for consideration separately.

SUPPORTING MATERIALS

1. Non-credit Professional and Continuing Education Principles
2. Non-credit Professional and Continuing Education Credentials Framework

Non-Credit Professional and Continuing Education at the University of Calgary

PRINCIPLES

- UCalgary is responsive to the non-credit professional and continuing education learning needs of our internal and external communities.

- Non-credit professional and continuing education programming is developed and delivered by faculties and units throughout UCalgary.

- The Non-credit Professional & Continuing Education Framework guides all non-credit professional and continuing education programming at UCalgary.

In this context, Non-credit Professional and Continuing Education encompasses all learning activities offered by the University of Calgary that are: (1) not covered by the University Calendar and (2) requiring a record of learning.

Route with Non-Credit Professional and Continuing Education Framework

University of Calgary Non-Credit Credentials Framework - DRAFT

Approval	Internal Unit Approval	Internal Unit Approval
Credential / Nonenclature	**Certificate of Attendance** (Examples: Workshop, seminar, evening course, lecture, presentation)	**Certificate of Recognition/Completion/Participation** (Examples: Class, course, short program series)
Credential Type	Faculty / Unit Credential	Faculty / Unit Credential
Delivery	Educational Unit or Faculty	Educational Unit or Faculty
Hours	Variable, typcially 1/2 day or more	Typically up to 99 hours
Assessment	No	Typical and encouraged
Length of Program	Variable, typically 1 day or less	Variable - targeted to part-time studies
Approval Process	Faculty Council/ Unit	Faculty Council / Unit
Review Process	Reviewed on regular cycle in Faculty / Unit	Reviewed on regular cycle in Faculty / Unit
Typical Entrance	Variable (often none)	Variable (often none)
Admission Process	Application/admission/registration support through the Delivery Unit*/Faculty OR through Continuing Education Shared Service utilizing the non-credit registration system (Destiny One)	Application/admission/registration support through the Delivery Unit*/Faculty OR through Continuing Education Shared Service utilizing the non-credit registration system (Destiny One)
Tuition	Variable (May be none)	Variable
Ladder/Transfer	May ladder into other professional learning programs Does not ladder into credit programs	May ladder into other professional learning programs Does not ladder into credit programs
Transcripts/Student Record	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in non-credit registration system (Destiny One). Attendance and, if appropriate, Continuing Professional Education Units (CPEU's) are recorded.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in non-credit registration system (Destiny One). Attendance, and, if appropriate, grades and Continuing Professional Educational Units (CPEU's) are recorded.
Parchments	Delivery Unit*/ Faculty uses a standard University of Calgary template to create a certificate if one is awarded	Delivery Unit* / Faculty uses a standard University of Calgary template to create a certificate if one is awarded
Convocation	Does not participate in convocation. Some programs may offer a learning recognition ceremony.	Does not participate in convocation. Some programs may offer a learning recognition ceremony.

* Delivery Unit refers to any unit teaching the non-credit program

Approval	General Faculties Council Approval	General Faculties Council Approval	General Faculties Council Approval	General Faculties Council Approval
Credential / Nonenclatur	**Professional Certificate** (Other names: Non-credit/Continuing Education/Professional Development Certificate)	**Professional Diploma** (Other names: Non-credit/Continuing Education/Professional Development Diploma)	**Professional Executive Certificate** (Other names: Non-credit/Continuing Education/Professional Development Executive Certificate)	**Professional Executive Diploma** (Other names: Non-credit/Continuing Education/Professional Development Executiive Diploma)
Credential Type	Institutional Credential	Institutional Credential	Institutional Credential	Institutional Credential
Delivery	Educational Unit or Faculty	Educational Unit or Faculty	Must be offered in conjunction with a Faculty	Must be offered in conjunction with a Faculty
Hours	Typically 100-250 hours	Typically 250+ hours	Typically 100-250 hours	Typically 250+ hours
Assessment	Yes	Yes	Yes	Yes
Length of Program	Variable - targeted to part-time studies, typically 9 months - 2 years part-time	Variable - targeted to part-time studies, typically 2 - 3 years part-time	Variable - targeted to part-time studies, typically 9 months - 2 years part-time	Variable - targeted to part-time studies, typically 2 - 3 years part-time
Approval Process	Faculty Council / Unit or delegated authority; and General Faculties Council Approval Process	Faculty Council/Unit or delegated authority; and General Faculties Council Approval Process	Faculty Council and General Faculties Council Approval Process	Faculty Council and General Faculties Council Approval Process
Review Process	Reviewed on regular cycle in Unit/Faculty	Reviewed on regular cycle in Unit/Faculty	Reviewed on regular cycle in Faculty	Reviewed on regular cycle in Faculty
Typical Entrance	Variable (prerequisites may be required)	Variable (prerequisites typically required)	Typically an undergraduate degree or equivalent is required for entry	Typically an undergraduate degree or equivalent is required for entry
Admission Process	Application/admission/registration support through the Delivery Unit*/Faculty OR through Continuing Education Shared Service utilizing the non-credit registration system (Destiny One)	Application/admission/registration support through the Delivery Unit*/Faculty OR through Continuing Education Shared Service utilizing the non-credit registration system (Destiny One)	Application/admission/registration support through the Faculty OR through Continuing Education Shared Service utilizing the non-credit registration system (Destiny One)	Application/admission/registration support through the Faculty OR through Continuing Education Shared Service utilizing the non-credit registration system (Destiny One)
Tuition	Tuition is established when the program is approved and may be adjusted by the Delivery Unit*/Faculty. Non-credit programming is cost recovery and may be revenue generating	Tuition is established when the program is approved and may be adjusted by the Delivery Unit*/Faculty. Non-credit programming is cost recovery and may be revenue generating	Tuition is established when the program is approved and may be adjusted by the Faculty. Non-credit programming is cost recovery and may be revenue generating	Tuition is established when the program is approved and may be adjusted by the Faculty. Non-credit programming is cost recovery and may be revenue generating
Ladder/Transfer	May ladder into a Professional Learning Diploma Does not ladder into credit programs	Does not ladder into credit programs	May ladder into a Professional Learning Executive Diploma Does not ladder into credit programs	Does not ladder into credit programs
Transcripts/Student Record	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in non-credit registration system (Destiny One). Grades, and, if appropriate, Continuing Professional Educational Units (CPEU's) are recorded.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in non-credit registration system (Destiny One). Grades, and, if appropriate, Continuing Professional Educational Units (CPEU's) are recorded.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in non-credit registration system (Destiny One). Grades, and, if appropriate, Continuing Professional Educational Units (CPEU's) are recorded.	Non-credit transcript is available. Does not appear on credit transcripts. A student record is kept in non-credit registration system (Destiny One). Grades, and, if appropriate, Continuing Professional Educational Units (CPEU's) are recorded.
Parchments	Parchment is issued through non-credit registration services in Continuning Education	Parchment is issued through non-credit registration services in Continuning Education	Parchment is issued through non-credit registration services in Continuning Education	Parchment is issued through non-credit registration services in Continuning Education
Convocation	Does not participate in convocation. May participate in a graduation ceremony hosted by the Delivery Unit*, Continuing Education or Faculty.	Does not participate in convocation. May participate in a graduation ceremony hosted by the Delivery Unit*, Continuing Education or Faculty.	Does not participate in convocation. May participate in a graduation ceremony hosted by the Delivery Unit*, Continuing Education or Faculty.	Does not participate in convocation. May participate in a graduation ceremony hosted by the Delivery Unit*, Continuing Education or Faculty.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

○ For Approval   ◉ For Recommendation   ○ For Discussion

SUBJECT: **2019-2022 Comprehensive Institutional Plan**

PROPONENT(S)

Dru Marshall, Provost and Vice-President (Academic)
Andre Buret, Vice President (Research)

MOTION

> That the General Faculties Council (GFC) recommend that the Board of Governors (BG) approve the Goals, Priority Initiatives and Expected Outcomes Chapter of the Comprehensive Institutional Plan; Appendix B: Enrolment Plan and Proposed Programming Changes; Appendix C: Research, Applied Research and Scholarly Activities; Appendix D: Underrepresented Learners; Appendix E: Community Initiatives and Regional Stewardship; Appendix F; Government Priorities; and Appendix G Internationalization, in the forms provided to the GFC and as recommended by either the Academic Planning and Priorities Committee or the Research and Scholarship Committee, and authorize the proponents to make non-substantive changes to the chapter or appendices prior to submission to the BG.

REQUESTED ACTION

The General Faculties Council (GFC) is asked to approve the *Goals, Priority Initiatives and Expected Outcomes* chapter, *Appendix B: Enrolment Plan and Proposed Programming Changes, Appendix C: Research, Applied Research and Scholarly Activities, Appendix D: Underrepresented Learners, Appendix E: Community Initiatives and Regional Stewardship, Appendix F: Government Priorities, and Appendix G: Internationalization* of the University of Calgary's 2019-2022 Comprehensive Institutional Plan (CIP).

KEY CONSIDERATIONS/POINTS

This document contains the information required by the Minister of Advanced Education as outlined in the document, *2019-2022 Comprehensive Institutional Plan (CIP) Guidelines*. This year the CIP is to focus on new goals not submitted in the previous CIP, however the Ministry has introduced a new template for the goals section. The Guidelines have changed since last year with newly prescribed sections, content and length restrictions. For instance, this year the Ministry split the previous *Appendix D: Community Outreach and Underrepresented Leaners* into two new appendices, *Appendix D: Underrepresented Learners and Appendix E: Community Initiatives and Regional Stewardship*. There is also a new *Appendix F: Government Priorities* which this year, at the request of the Ministry, is focused on sexual violence prevention and student mental health initiatives.

All content changes, additions and response to committee feedback since GFC on May 16, 2019 have been highlighted in yellow. Minor editorial changes have just been made in the document and are not highlighted in this version.

BACKGROUND

The CIP is a document that is submitted annually on June 30th to the Ministry of Advanced Education. The audience for the document is the government. The template for the CIP is prescribed for the most part, and is comprised of multiple appendices. The majority of these appendices are under the purview of GFC, while others (e.g., financial and capital appendices) are under the purview of the Board of Governors. The Board ultimately approves the full document, with recommendation from GFC on the chapters related to the academic and research enterprises.

The main chapter of the 2019-2022 CIP includes the goals and strategies of the 2018-2023 Academic and Research Plans cross–referenced under the priority initiatives, expected outcomes, and performance measures relating to the adult learning system principles of accessibility, quality, affordability, coordination and accountability. Goals and initiatives shown in this section have been drawn from key initiatives underway and from our Academic and Research Plans 2018-2023.

The appendices feature programming, research, and capital initiatives, as well as community outreach, and collaborations with other post-secondary institutions, partners and the K-12 system. Progress against these goals, priority initiatives, and expected outcomes are reported annually through the progress report of our Academic and Research Plans and in part through the University of Calgary's annual report.

Appendix B contains the University of Calgary's enrolment plan and a list of proposed program changes. The enrolment plan shows the institution's official three-year Full-Load Equivalent (FLE) targets based on approved program expansions. The Guidelines once again included the requirement to show anticipated enrolment changes at the Specialization level and the requirement to submit a list of all programs where international enrolment is 15% or greater. The list of proposed program changes highlighted in *Appendix B* include programs that are being considered in response to learner demand and suggested changes that may enhance the efficiency and effectiveness of institutional programming. It is important that this list is inclusive of ideas that Faculties and Schools are considering in the future, as programs proposals to the ministry will not be considered unless they are listed in this section of the CIP. Many of the new programs proposed will not move forward without announcements of new funding from the provincial government, or permission for a re-allocation of funding from current programming. Proposed program changes may include new programs and/or specializations, expansions, contractions, renewals, suspensions, and terminations. Proposed program changes include a development timeline, as well as a brief rationale.

Appendix C is structured around the Alberta Research and Innovation Framework (ARIF) priorities as requested in the CIP Guidelines. This appendix also highlights partnerships with other Alberta Institutions. The one change in the format since last year is the addition of a substantial section on innovation efforts at the University of Calgary.

Appendix D identifies the University of Calgary's plans to address the needs of underrepresented learners. Within this appendix, specific initiatives have been developed to support underrepresented learners, including Indigenous learners, learners with disabilities, rural learners, and learners from low-income backgrounds.

Appendix E highlights initiatives associated with the institution's community outreach goals. These goals are intended to enhance learner outcomes in ways that ensure institutional returns to the community and enhance community investment in the institution. This appendix also includes our objectives related to work-integrated learning.

Appendix F shares the University of Calgary's work related to sexual violence prevention and student mental health. This includes the work the institution has done related to the Sexual Violence Policy and implementation of necessary supports as well as the implementation of the Campus Mental Health Strategy.

Appendix G describes the University of Calgary's plans related to internationalization, including all off-shore/cross border delivery of Alberta credentials, activities involving development of collaborative, joint or dual credentials with non-Alberta based institutions, initiatives that receive regular funding for staff located off shore, and initiatives where the University of Calgary is supporting off shore infrastructure. What should be clear from *Appendix E* is that the University of Calgary's international activities support the institution's mandate in ways that increase the diversity of the campus community, improve global and cross-cultural competencies within the campus community, enhance opportunities for international collaborations and partnerships in research and education, and leverage areas of expertise to engage in international development.

ROUTING AND PERSONS CONSULTED

In addition to the consultation outlined below, these chapters have also been reviewed by the Executive Leadership Operations Committee, the Executive Leadership Team, the Campus Strategic Initiatives Group, Deans' Council and the Provost Team.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Academic Planning and Priorities Committee	April 1, 2019			X	
	Research and Scholarship Committee	April 23, 2019			X	
	General Faculties Council	May 16, 2019			X	
	Research and Scholarship Committee	May 21, 2019		X		
	Board of Governors	May 24, 2019			X	
	Academic Planning and Priorities Committee	May 27, 2019		X		
X	General Faculties Council	June 13, 2019		X		
	Board of Governors	June 21, 2019	X			

NEXT STEPS

Any non-substantive changes will be incorporated in the document and a revised version will be provided to the Board of Governors for approval.

SUPPORTING MATERIALS

1. Main Chapter: Goals, Priority Initiatives and Expected Outcomes
2. Appendix B: Enrolment Plan and Proposed Programming Changes
3. Appendix C: Research, Applied Research and Scholarly Activities
4. Appendix D: Underrepresented Learners
5. Appendix E: Community Initiatives and Regional Stewardship
6. Appendix F: Government Priorities
7. Appendix G: Internationalization

5. Goals, Priority Initiatives and Expected Outcomes

5.1 INTRODUCTION

The University of Calgary is one of Canada's leading research-intensive universities: a young, bold, and dynamic institution that embraces opportunity. The recent success of the University of Calgary is driven in large part by our community's commitment to the *Eyes High* Strategy 2017-22:

> *The University of Calgary is a global intellectual hub located in Canada's most enterprising city. In this spirited, high-quality learning environment, students will thrive in programs made rich by research, hands-on experiences and entrepreneurial thinking. By 2022, we will be recognized as one of Canada's top five research universities, fully engaging the communities we both serve and lead.*

We are realizing our *Eyes High* Strategy 2017-22 by focusing on three foundational commitments: 1) sharpening our focus on research and scholarship; 2) enriching the quality and breadth of learning; and 3) fully integrating the university with the community. The university's commitment to these goals has been reaffirmed in our *Eyes High* Strategy 2017-22. In addition to our three foundational themes, we have also highlighted two cross cutting themes: the creation of a rich and multi-faceted student experience and the development of an inclusive, curiosity-driven, and respectful campus culture.

Our 2018-23 Academic Plan and 2018-23 Research Plan provide a roadmap for the achievement of our *Eyes High* Strategy 2017-22. Together, these plans identify five priorities that will guide human, capital, and financial resources over the next five years: prioritizing people, connecting with communities, matching opportunities with strengths, increasing research capacity, and driving innovation. The vision and priorities established at the University of Calgary are designed to demonstrate the benefits and rewards of integrating teaching, learning, and research in an environment where discovery, creativity, and innovation are central to the mission.

The 2018-23 Academic Plan and 2018-23 Research Plan highlight two key value propositions for research-intensive universities: student experience and impact. At the University of Calgary, we take a comprehensive view of student experience — one that supports and promotes intellectual, social, emotional, mental and physical growth and development and prepares our graduates for yet unknown careers in an uncertain future. A focus on the student experience will allow our students to:

- develop as people, professionals, and leaders in their communities;
- explore, take risks, and push boundaries, even if this makes them uncomfortable;
- build resiliency and a growth mindset through overcoming adversity and learning from challenges;
- be self-reflective, aware of perspectives of others and develop relationships which are cultivated through everyday interactions; and
- appreciate the changing world around them and understand sustainability principles at a broad level.

The impact of the work conducted at a research university is evident in many ways. Every day our scholars, who have diverse expertise and perspectives, create new knowledge through synthesis, analysis, experimentation, critical thinking, and expression. We explore our universe in all its dimensions. We

critically evaluate ideas and our understanding of phenomena across many academic disciplines and subjects. We foster informed debate and objective approaches for both unpacking and solving complex problems. Most importantly, we educate the next generation of students and enable them to develop the essential research skills of curiosity, communication, critical thought, perspective, and disciplinary excellence ==necessary to solve the challenges of the future==. In short, our charge is to contribute to the body of world knowledge while simultaneously engaging our students in discovery, creativity, and innovation.

Our two value propositions of student experience and impact are not mutually exclusive, but rather mutually reinforcing. By creating a positive student experience, graduates will be engaged citizens and life-long learners who will positively impact ==and change== society. The new knowledge we create through innovative research results in societal impact, which produces an environment in which students can achieve their potential and flourish. They develop critical thinking and communication skills and leadership attributes that promote impact and influence.

As referenced above, we embrace the fact that we are situated in Calgary, Canada's most enterprising city. We continue to work collaboratively with many community members and organizations such as Calgary Economic Development (CED) to ensure we are contributing to our city's success. Recently CED refreshed their economic strategy and our institution is well positioned to play a key role in helping our city move forward in Calgary's new economy.

5.2   THE PRIORITIES OF THE ACADEMIC PLAN

In the University of Calgary's 2018-23 Academic Plan, we identify three major academic priorities: prioritizing people, connecting communities, and driving innovation.

Figure 1 – Academic Priorities
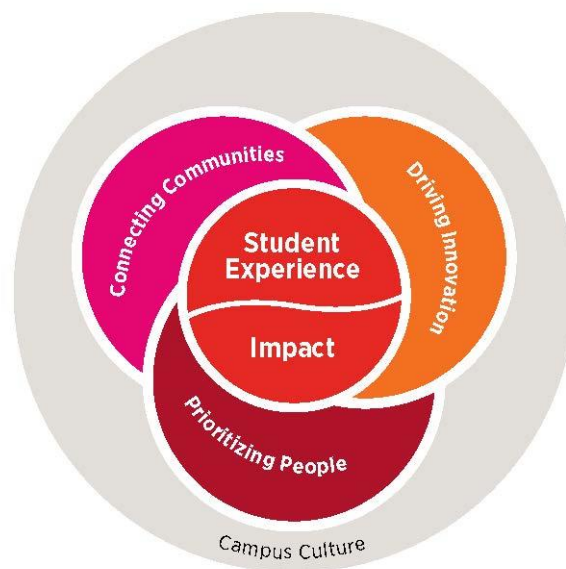
Prioritizing People

Universities can be distinguished by the talent they attract, develop, and retain – at all levels of the academy – undergraduate and graduate students, academic staff, management and professional staff, support staff, and administrative and organizational leaders. The University of Calgary is a talent magnet – and we compete globally for talent at all levels. We must work to prioritize our people by creating a

safe, inclusive, and respectful culture of excellence and engagement where people feel valued for the contributions they are making; where diversity of views, thought, and cultures exist in a respectful and collaborative work environment; where leadership from all is encouraged; and where all are empowered and enabled. We will listen to one another, enrich our understanding of other perspectives and voices, and welcome open dialogue and debate. We will continue to develop a campus culture that is curiosity-driven, and supports and enables exploration, risk-taking, learning, and growth. We will work to continually re-vitalize, re-energize, recognize, and reward our talent pool. Attraction, development, and retention of talent is foundational if we are to achieve our vision of being recognized as one of the Top 5 research universities in Canada as outlined in our *Eyes High* Strategy 2017-22.

CONNECTING COMMUNITIES

Communities are differentiated by their values, diversity, and accomplishments. Calgary has been a major engine for economic prosperity in Canada while supporting a diversity of belief systems and alternative models for growth and sustainability - and is currently in a process of renewal and transformation, with an increased focus on entrepreneurial thinking and innovation. Calgary currently has the highest head office concentration per capita in Canada, and the second highest small business concentration of major cities in Canada. Yet, we also live in a caring community that has some of the highest levels of volunteerism, philanthropy, and charitable giving in Canada.

Calgary is repeatedly ranked as one of the world's most livable cities, is known as one of Canada's most educated cities, and is the third most diverse city in Canada. It has a thriving arts community that enriches the lives of Calgarians. One of our biggest advantages as a university is our location – and we reflect the ethos and values of our city. We strive to serve the local communities, including our local Indigenous communities, while at the same time recognizing that our achievements extend far beyond our local jurisdiction. In fact, we are a global intellectual hub, where students and staff from over 160 countries come to share ideas and perspectives and grow together.

We will connect to all of our communities near and far, including our alumni community. We will create engaged citizens and an engaged community organization, by working with community members to discover new ideas and create new art and cultural expressions, and by translating new knowledge into innovative applications that will be of mutual benefit to the university and our many communities. We will support our students, and academic, management, and support staff in active engagement with our communities. We will be the geographical hub for exploring new ideas, new collaborative partnerships, and new knowledge creation, artistic expression, and athletic accomplishments. We will ensure active implementation of our Indigenous Strategy by working with and alongside our Indigenous communities in "a good way."

DRIVING INNOVATION

Innovation has many meanings and interpretations, as it is both a process and an outcome. Innovation consists of two key aspects: a) a recognized need and b) a novel idea. Linking these two parts through entrepreneurial thinking as described in our *Eyes High* Strategy 2017-22 will be very exciting for creative endeavours championed by all units. Our University interprets a recognized need broadly, reflecting our highly diverse cultures and enterprises. The "need" can involve reaching students at risk, through new teaching approaches, reducing wait times for health treatments, responding to rapidly changing Canadian labour market needs, and improving quality of life for families caring for aging parents. University of Calgary solutions can include designing innovative programs that integrate experiential learning responsive to labour market needs; producing new treatments to improve mental health; promoting

cultural understanding; creating new technologies to improve personal efficiencies in work or play; and improving enterprise solutions for systems that are cumbersome and time consuming. Given that we are a community of 40,000 people always scanning for ways of making improvements, the list of "needs" is boundless. We are a community composed of creative individuals willing to pursue new challenges, especially when it benefits our societies and environments. As a research university, we have engaged scholars, facilities and leveraging opportunities with partners from industry, not-for-profit organizations, governments, and philanthropists who can help us move ideas rapidly from conception to application.

5.3   THE RESEARCH PLAN

The University of Calgary's 2018-23 Research Plan advances three strategic priorities: matching strengths with opportunities, increasing research capacity, and, in common with the 2018-23 Academic Plan, driving innovation. Combined with a commitment to nurturing campus culture, work on these priority themes will propel the University of Calgary forward in our quest to achieve our refreshed *Eyes High* Strategy 2017-22 over the next five years. We will demonstrate through discovery, creativity, and innovation the impact a research-intensive university can have on societal goals and aspirations, and we will create a student experience that will produce the next generation of leaders.

Figure 2 – Research Priorities
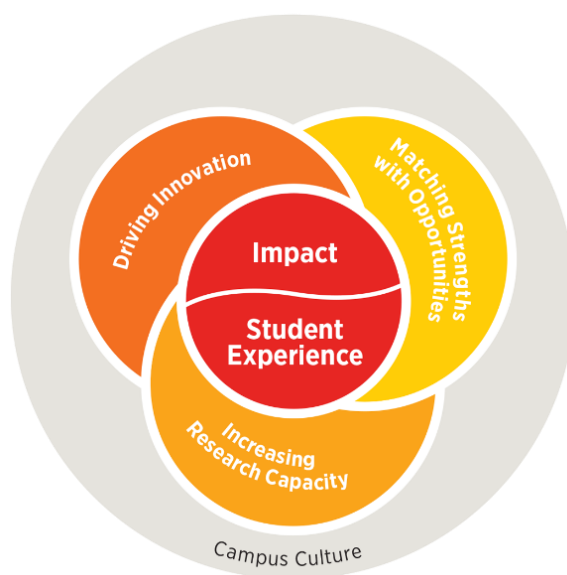
Looking forward, our 2018-23 Research Plan will play an important role in identifying areas where we can make significant contributions to the *Alberta Research and Innovation Framework*. This framework, launched in December 2017,

> *"….sets out shared outcomes and aspirational innovation targets for government, and provincially-supported research and innovation organizations, such as Alberta Innovates and post-secondary institutions. The shared focus inspired by the framework and an accompanying ARIF Action Plan will help Alberta achieve economic, environmental and social prosperity, enabled by research and innovation."* [ARIF, 2017].

The University of Calgary can contribute significantly to achieving the outcomes in the Framework: Engaged Individuals and Communities for a Healthy Alberta, Environmental Stewardship and Climate Leadership, Effective Resource Management, and Economic Diversification and Job Creation. We will contribute through all three of our 2018-23 Research Plan priorities and engage with provincial partners to achieve innovative advances in the areas of health, energy and GHG mitigation, environment and climate adaptation, food and agriculture, and fibre and bioindustry. We will also lead in the development of emerging technologies that support "Growing Alberta's Green Economy", "Advanced Materials and Manufacturing" and the "Digital Economy".

In our previous Research Plan, our university community identified six research themes (see Figure 3) where we had demonstrated national and international scholarly excellence, critical mass, and significant partnerships. For each theme, we brought together a confederation of scholars from across campus to identify and tackle some pressing problems in society where they believed the University of Calgary could make big advances.

Each multidisciplinary team developed their own research strategy for achieving results and the strategies were endorsed through our governance processes. Once approved, our institution invested to help the groups achieve their goals. The six research themes were launched in different years because it took time for the 'confederation of scholars' to discuss and formalize their strategies. They are now being implemented and, through our dashboards, we are monitoring our progress. These strategies have proven successful, as we have seen external sponsored research revenue increase from $282.8 M in 2011-12 to $419.2 M in 2017-18.

Figure 3 – Research Themes

While our scholars have made significant advances in each of these strategic research themes, there are also new emerging research strengths across our university and new major opportunities that we must capture and nurture. Two new emerging research themes were recently announced: Child Wellness and One Health. These themes will be further developed in the coming year.

Our expertise is evolving with the recruitment of new academic staff, our faculties have identified new priorities that we can build upon, and we have new support systems that enable collaborations and efficiencies across our campus community. The updated priority *Matching Strength with Opportunities* addresses this changing research landscape as we combine our collective research expertise to explore new research methodologies and paradigms and to tackle major issues that are vital to the wellbeing of our societies. Through this work and supported by the priority in our 2018-23 Academic Plan of attraction and development of world leading scholars, we will ensure that we are meeting our second priority of *Increasing Research Capacity* for both curiosity driven and solution-oriented research.

The third shared priority between the 2018-23 Academic Plan and 2018-23 Research Plan is *Driving Innovation.* It will not only identify needs and solutions but will also create value through lessons learned, improvements for society, and growth of creative, critical, and entrepreneurial thinking by our students, faculty, and staff that will deliver long-term benefits to Albertans and to the world at large.

5.4 MATCHING UNIVERSITY OF CALGARY AND ADVANCED EDUCATION GOALS, PRIORITIES AND EXPECTED OUTCOMES

The University of Calgary has matched the goals and strategies of the 2018-23 Academic and 2018-23 Research Plan to the Alberta Adult Learning System Principles. The goals, priority initiatives, expected outcomes and performance measures in the new tables below are consistent with those presented in the 2018 CIP. In the table below, performance measures and expected outcomes most often apply to several priority initiatives within each goal. They do not measure each priority initiative exclusively. Therefore, there is not a direct horizontal alignment between priority initiatives and performance measures and expected outcomes.

ACCESSIBILITY

The University of Calgary is committed to providing exceptional opportunities for qualified learners to achieve a post-secondary education in Alberta. We believe that it is not enough to accept students into our institution; we ensure that the conditions for all students, faculty, and staff are in place that will allow them to flourish, succeed, and thrive in a challenging academic environment. The University of Calgary has identified strategic priorities that support the Adult Learning Principle of Accessibility and complement the numerous programs already offered to students that support accessibility and student success.

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
1. Recruit and retain talented people from a diversity of backgrounds	1.1 Implement our sustainable enrolment growth model, which allows for increases in enrolment numbers in an affordable and sustainable way. 1.2 Review recruitment and admission processes to ensure attraction and admission of talented students. 1.3 Diversify the student body (e.g., gender, Indigenous, international) and ensure supports are in place for all students. 1.4 Enhance retention strategies to improve completion rates. 1.5 Increase the number of graduate students. 1.6 Develop specific action plans to increase representation of underrepresented federally designated groups (women, Aboriginal peoples, persons with disabilities, and visible minorities).	Learning opportunities at the University of Calgary are accessible to Albertans and attract a diverse student population to our campus. Students have access to a safe, supportive, and vibrant campus environment that supports high quality teaching, learning, and research.	- Ratio of Applicants to Student Intake (UG, Grad) - Average entering grade - Undergraduate Retention - Undergraduate Student Engagement (NSSE 1st year, senior year) - Graduate Student Engagement (CGPSS) - Graduation Rate (UG, Master's, PhD) - Graduate Students as % of Total Enrolment - Student Mix (International Undergraduate and Graduate Enrolment) - International Enrolment (UG, Grad) - Indigenous Enrolment (UG, Grad) - Time to Completion (UG, Master's, PhD) - Degrees Awarded (UG, Grad)

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
2: Enhance and Support a Learning Culture	2.1 Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement 2.2 Implement and expand efforts to support the Campus Mental Health Strategy 2.3 Implement Indigenous Strategy recommendations, including collaborations with local indigenous communities.	The university offers high quality academic and non-academic programs and supports that meet the needs of our diverse learners. The university attracts, nurtures and supports Indigenous students (see Appendix D)	▪ % of operating budget spent on student experience ▪ Indigenous enrolment
3. Encourage pedagogical innovation and evidence-based teaching practices	3.1 Develop a framework for non-credit programming, including certificates and micro-credentials. 3.2 Develop innovative graduate programs such as accelerated 4+1 combined programs and industry-oriented master's programs. 3.3 Increase accessibility of blended and online learning opportunities.	The University is accessible to students with different educational needs and delivers its programs through a wide variety of traditional and non-traditional pedagogies.	▪ Non-credit enrolment ▪ Non-Credit Credentials Awarded ▪ Degrees awarded (Graduate) ▪ Credit certificates awarded ▪ # of online courses
4. Expand facilities to support the diverse needs of students and faculty	4.1 Complete building and renovation projects now underway (MacKimmie Complex and Block, Interdisciplinary Science and Innovation Centre, Mathison Hall - HSB) to enhance access, learning and research. 4.2 Address deferred maintenance to enhance access, learning and research. 4.3 Create a sustainable and energy efficient campus through the implementation of the Institutional Sustainability Strategy.	The University of Calgary provides outstanding facilities and support services to ensure a high-quality learning and research environment.	▪ Space/Facilities (Total Space) ▪ Space/Facilities (Space per Student) ▪ STARS (Sustainability, Tracking, Assessment and Rating System)

QUALITY

The growing quantity and advancement of scientific and scholarly knowledge and the development of innovative teaching pedagogies have raised the bar for universities around the world. University of Calgary students expect and deserve the highest quality educational experience, one that is grounded in research, enriched by relevant and experiential learning opportunities, and embedded in a collaborative and community-based culture. We are invested in providing transformative educational experiences that are supported by the ongoing development of our passionate educators so that we can better engage and challenge students through effective and innovative teaching. We are also highly committed to engaging students beyond the classroom, focusing on co-curricular initiatives that will prepare our graduating students to become the leaders of today and tomorrow. The learning experiences we offer built resilient students prepared for an unknown and changing future. In addition to our on-going quality assurance initiatives and in our constant effort to improve quality, our focus is on the following goals that map under the Adult Learning Principle of Quality.

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
1. Increase Interdisciplinarity	1.1 Develop incentives and opportunities for interdisciplinary teaching, research, and learning, and curriculum design. 1.2 Continue to create and reinforce cross-faculty collaborative initiatives and programs that map onto research themes and emerging opportunities.	Graduates will possess strong problem-solving skills enabling them to address complex issues from multidisciplinary angles. The University of Calgary demonstrates excellence and leadership in advancing the interdisciplinary pursuit of sustainability in teaching, research, campus operation, and community service. We will increase our research capacity, and create a dynamic environment to promote research excellence, including interdisciplinarity, to ensure students graduate with cutting-edge knowledge in their fields.	▪ Eyes High Undergraduate Research (# of opportunities, total funding) ▪ STARS (Sustainability, Tracking, Assessment and Rating System)
2. Encourage Pedagogical Innovation	2.1 Continue to develop innovative new academic programs. 2.2 Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement. 2.3 Integrate signature pedagogies within disciplines with inquiry and	The student experience is enhanced through experiential learning opportunities and programs that support student success and employability. Teaching and learning is experientially based, of the highest quality, and is	▪ Undergraduate Student Engagement (NSSE 1st year, senior year) ▪ Graduate Student Engagement (CGPSS) ▪ Eyes High Undergraduate Research (# of opportunities, total funding) ▪ Number of curriculum reviews per year

	evidenced based teaching and learning practices. 2.4 Expand experiential and work-integrated learning opportunities. 2.5 Respond to feedback received through periodic surveys such as NSSE and the Employee Engagement Survey. 2.6 Enhance and expand professional development and internship opportunities with industry and community partners.	assessed according to best practices in the field.	• Faculty Survey on Student Engagement (FSSE) • Study Abroad (% of students with international experience) • University Employee Engagement Survey • N, % students in experiential learning • Employment Rate
3. Enable the Expression of Entrepreneurial and Critical Thinking across all of our Endeavours	3.1 Establish an organizational structure to support entrepreneurial initiatives on campus. 3.2 Develop space on campus for entrepreneurial initiatives to occur (e.g. Hunter Hub for Entrepreneurial thinking, Life Sciences Innovation Hub, Creative Destruction Lab). 3.3 Develop learning opportunities focused on innovation and entrepreneurial thinking. 3.4 Create unique experiential programming 3.5 Collaborate with innovation partners in and around Calgary. 3.6 Introduce the annual University of Calgary Innovation Prize.	Graduates will possess strong problem-solving skills enabling them to address complex issues from multidisciplinary angles. The student experience is enhanced through entrepreneurial opportunities that support student success and employability.	• Entrepreneurial Thinking Dashboard Metric(s)

4. Develop academic platforms	4.1 Create the Office of Experiential Learning.	Graduates will possess strong problem-solving skills enabling them to address complex issues from multidisciplinary angles.	▪ Eyes High undergraduate research
	4.2 Develop an undergraduate research platform including course credits for undergraduate research experience.		▪ N, % Students in experiential learning
	4.3 Expand programs offered by the College of Discovery, Creativity and Innovation.	The student experience is enhanced through experiential learning opportunities and programs that support student success and employability.	
	4.4 Develop a physical learning spaces standard.		
	4.5 Develop a plan to renew key software systems.		
5. Enable leadership and innovation in sustainability	5.1 Implement the Institutional Sustainability Strategy.	Our campus is a place where students become leaders, through experiential learning grounded in sustainability, and conducting research that solves social and environmental challenges in our community and around the globe.	▪ STARS (Sustainability, Tracking, Assessment and Rating System)
	5.2 Enhance the Campus as a Learning Lab (CLL) Initiative.		
	5.3 Develop collaborative partnerships for sustainability.		

AFFORDABILITY

The Government of Alberta and the University of Calgary are committed to preserving affordability for all students who seek a post-secondary education. Affordability of education is a complex issue and relates to the costs associated with tuition and fees and the financial aid available from a variety of sources. The University of Calgary engages thoughtfully and meaningfully with our students around issues of tuition and fees to ensure accountability and transparency. We continue to work to increase financial support for students through scholarships, awards and bursaries. In addition to our ongoing programs and services available to students, the university has established the following priorities that align with the Adult Learning Principle of Affordability.

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
1. Provide Student Scholarships and Financial Support	1.1 - Review and enhance scholarship and financial support for students 1.2 Develop an Eyes High awards program for undergraduate research. 1.3 Enhance Eyes High doctoral scholarships. 1.4 Launch new funding competitions for Eyes High doctoral students and postdoctoral scholars. 1.5 Leverage federal and provincial sources to support all students and those from diverse backgrounds	Financial barriers to pursuing post-secondary education are reduced. The university is competitive in attracting and retaining top students and postdoctoral scholars.	▪ Eyes High undergraduate research (# of opportunities, total funding) ▪ Scholarships / bursaries $ per FTE ▪ Eyes High doctoral scholars and postdoctoral scholars (#, total amount)

COORDINATION

Alberta has created a diverse and differentiated system of post-secondary education that responds to the needs of learners through a six-sector model. The University of Calgary is committed to fulfilling the responsibilities outlined in our mandate, approved by the Minister of Advanced Education in 2010. We will deliver educational programs of the highest quality through a "broad selection of programs of study including baccalaureate, graduate, professional and research-based master's and doctoral degrees." We will be research leaders, helping to find solutions to the most important problems facing society. We are enthusiastic about collaborating with other academic institutions and community organizations to allow the Alberta post-secondary system to serve all adult learners. As we look forward, our focus over the next year will be on the following strategic priorities that support the Adult Learning Principle of Coordination.

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
1. Collaborate with Local, Regional, National and Global Communities	1.1 Promote new academic activity in the Downtown Campus and the City Building Design Lab. 1.2 Implement new learning pathways (Campus Alberta, Dual Credit). 1.3 Work with various communities to ▪ Support innovation in the Calgary region ▪ develop work-integrated learning opportunities, ▪ strengthen community-engaged scholarship and learning 1.4 Continue to implement the alumni strategy. 1.5 Create collaborative partnerships with Campus Alberta institutions. 1.6 Develop a new International Strategy for 2020-25.	The University of Calgary enhances our academic and research activities through strategic partnerships, provincially, nationally and internationally. The University of Calgary collaborates with post-secondary institutions across the province in a coordinated manner. The university works in partnership with municipal, provincial and federal governments. The university is a strong international partner.	▪ Students in experiential learning ▪ # of Alumni Engaged ▪ Fundraising (Annual total) ▪ # of Donors who are alumni ▪ Likelihood to recommend UCalgary ▪ Awareness of UCalgary ▪ # of dual credit courses with various school boards ▪ Students outside of City but in Alberta (UG/Grad) ▪ Students outside Province but in Canada (UG/Grad) ▪ International enrolment (UG/Grad)

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
	1.7 Create research competitions for prizes that solve major community issues. 1.8 Work in partnership with the provincial government on implementing new legislation 1.9 Work with the federal and provincial governments to leverage and optimize resources 1.10 Implement a communications strategy for different levels of government		

ACCOUNTABILITY

The University of Calgary is accountable to its many stakeholders: students, faculty, staff, parents, alumni, government, granting agencies, donors and the community. We engage with our stakeholders in a number of formal and informal ways, including a public Report to the Community, regular campus community updates and Town Halls. Most importantly, we submit planning documents that satisfy the legislated requirements described within the Post-Secondary Learning Act and the Fiscal Management Act, such as this Comprehensive Institutional Plan and our Annual Report. In addition to our ongoing accountability mechanisms, the University will undertake the following initiatives that support the Adult Learning Principle of Accountability.

Goals	Priority Initiatives	Expected Outcomes	Performance Metrics
1. Comply with New Legislation	1.1 Identify and make necessary changes to comply with: • the Audit Regulatory Framework; ▪ the new PSLA and the requirements under the Labour Code; ▪ Tri-Council mandates related to Open Access; and ▪ Bill 19 – An Act to Improve the Affordability and Accessibility of Post-Secondary Education.	The University of Calgary is a responsive, transparent, and accountable institution.	▪ Legislation compliance achieved.
2. Streamline Processes while Ensuring Compliance	2.1 Implement a research management system for efficient processing of electronic documentation and approval for grants.	The University of Calgary is a responsive, transparent, and accountable institution.	▪ Research management system implemented
3. Monitor and Report on our Progress towards Eyes High	3.1 Continue to track our progress towards *Eyes High* using our established performance measures. 3.2 Report annually on our progress towards *Eyes High* and on the value and impact of the University of Calgary to the Province of Alberta.		▪ Annual submission of the Comprehensive Institutional Plan and Annual Report ▪ GFC approved primary and secondary metrics

5.5   CONCLUSION

The University of Calgary is a strong Campus Alberta partner and supports the principles of the adult learning system of the province. We are committed to increasing **accessibility**, especially for students from communities that have historically been underrepresented in the post-secondary system. Rather than wait for these students to apply, we have adopted a proactive recruitment strategy that allows us to connect with students from diverse backgrounds, including Indigenous, rural and remote students, inform them of the opportunities that await them at the University of Calgary, and take steps to ensure they succeed once they are here.

For students to develop and succeed as individuals and become leaders in the community and labour market, they must be prepared to compete against the best-trained graduates from around the world. Guided by our commitment to enrich the **quality** and breadth of learning, we have invested in bringing leading scholars and teachers to the University of Calgary to introduce our students to innovative ideas in the arts, sciences, and professions. With the development of the Taylor Institute for Teaching and Learning, we are making it possible for our professors to create new and innovative forms of pedagogy, which will better prepare our graduates to succeed in today's labour force.

In the Canadian and North American context, the tuition at the University of Calgary is very modest. Nevertheless, we recognize the importance that **affordability** has to Albertan families when it comes to post-secondary education. Thus, we have worked to make available a wide range of scholarships and bursaries for students in need and have ensured that we have competitive merit-based awards that will help retain top Albertan students in Alberta. Through the enhancement of our financial literacy programs, we will ensure that students are aware of the wide range of aid programs available to them from the university, government, and the community and help them to develop lifelong skills in financial management. We fully support the principle that no qualified student should be deprived of a university education because of financial need.

The adult learning system in Alberta is complex and the need for **coordination** is evident. We remain committed to the six-sector model in Alberta and to working with our Campus Alberta partners across the post-secondary system. We are also collaborative partners with schools throughout the secondary system to maximize the learning opportunities and pathways available to Alberta students and to ensure resources are used as efficiently and effectively as possible. Through collaborative programs with our industry and community partners, we are committed to providing enriching experiential learning and Work Integrated Learning opportunities to our students.

We are grateful for the generous support the University of Calgary receives from the Government and the people of Alberta. We recognize the need for **accountability** for the support we receive and that we must be responsive to our community. Through the formal accountability presented in our Comprehensive Institution Plan and Annual Report, we take this responsibility seriously. We are a young, nimble, and responsive institution that values the collaboration and partnerships we have with the Ministry of Advanced Education and across the province.

The University of Calgary is optimistic about the future. As we build on the momentum and successes of our *Eyes High* Strategy 2017-22, we will continue to be a leader in education, creativity, discovery, and innovation and contribute to a brighter future for all Albertans.

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

B.1 ENROLMENT CONTEXT

The City of Calgary, home to the University of Calgary, is Alberta's largest city and the fourth largest metropolitan area in Canada with a population of 1,267,344[1]. Calgary has seen rapid growth over the last 40 years and in the period from 2012 to 2018; its population grew by an average of 2.7% per year. Following the economic downturn in 2015, growth slowed, yet the population still increased by .6% between 2016 and 2017 and by 1.69% from 2017 to 2018[2]. Growth, although moderate, is continuing, with the population increase for the 2019-2022 period expected to be faster for the city of Calgary (2.0%), than the entire province of Alberta (1.6%), with growth projected in the 20-24 and 25-29 age groups[3].

The economic downturn had a differential impact on unemployment rates in Calgary due to our position as an oil and gas leader in Canada, with rates as high as 10.3% in December 2016, the highest of any major city in Canada[4]. Recovery is continuing, as Calgary's unemployment rate was reported at 6.8% in January 2019[5]. This downturn has also resulted in significant momentum amongst business, higher education, and community leaders to diversify and create the next generation economy. The Calgary Amazon HQ2 bid process was part of that momentum, and while the bid was not successful, our community received important feedback about our labor force. We learned that we should be producing more graduates in areas needed for jobs in the industries, such as the tech sector, that will lead our economy in the decades ahead. Moreover, we will need to ensure the currency of our programs in rapidly changing fields of study in order to prepare our graduates to succeed in the new economy. Calgary has a young, highly skilled, and educated workforce – one of the youngest and most prepared in the country. Many are already prepared to contribute to new industries and others can be reskilled or retrained to play an important role in our city's growth.

Calgary is a young city, having the lowest average age of major Canadian cities (36.4) with 70.2% of the population being between 15-64 years old, the highest of major Canadian cities[6]. Calgary also has a diverse population with 29.4% of Calgary's population identifying as immigrants, up from 26.2% in 2011, and 33.7% identifying as visible minorities, up from 28.1% in 2011[7]. Within the Calgary population, 3% self-identify as Indigenous[8].

According to the 2016 Statistics Canada Census, Calgary had the third highest post-secondary educational attainment of major Canadian cities at 38.3%, almost 10 percentage points higher than the Canadian average. In addition, 45.2% of immigrants have a bachelor's degree or higher and 17.5% of the Indigenous population holds a bachelor's degree or higher. Calgary also has the highest proportion of science, technology, engineering and mathematics (STEM) graduates among major Canadian cities with 17.7% of graduates having degrees in STEM[9], many of whom have historically been employed in the oil and gas industry. The University of Calgary has adopted a sustainable growth enrolment model. The model

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[1] 2018 Calgary Civic Census

[2] 2018 Calgary Civic Census

[3] Calgary and Region Economic Outlook 2018-2023

[4] 2016 Labour Force Characteristics, Government of Canada, Statistics Canada

[5] 2018 Labour Force Characteristics, Government of Canada, Statistics Canada

[6] http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/as/Table.cfm?Lang=E&T=12&type=2

[7] https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/hlt-fst/imm/Table.cfm?Lang=E&T=12&Geo=00&SP=1&view=2&age=1&sex=1

[8] http://www.statcan.gc.ca/pub/89-656-x/89-656-x2016010-eng.htm

[9] 2016 Statistics Canada Census

ensures that we are responsive to provincial needs and priorities supported through program expansion initiatives; further, re-allocation of enrolment targets in the absence of provincial funding are used to support university and provincial priorities. Two key goals of this model are to ensure that academic programs are current, meaningful, and relevant for students, and secondly, that students have a positive experience. The University continues to work toward our objective of increasing graduate enrolments to achieve a 4:1 ratio of undergraduate to graduate students. Through funded program expansions, investments in PhD funding and an expansion of our offerings in professional graduate degrees, certificates and diplomas with sustainable funding models, we are responding to both student and labour market demand. Although some short-term fluctuation in graduate enrolment is assumed due to economic conditions, the capacity to expand graduate student access long-term is critical; however, it is contingent on funding that supports the costs of graduate education.

B.2   ENROLMENT PROJECTIONS

In 2019-20, the University of Calgary is projecting a FLE enrolment of 23,828 undergraduates and 5,922 graduates for a total enrolment of 29,750 FLEs. This compares to the 29,700 FLEs projection for 2018-19, and is in line with our previously projected enrolment for 2019-20. The growth over the past three years includes the approved program expansions and new international enrolment, which is above our provincial targets.

Table 1 – 2019-20 Fall Enrolment Projections and Forecast – Undergraduate

Undergraduate	Actuals				Projections							
Faculty / School	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE
Arts	6835	5731	7112	5887	7,368	6,073	7,439	6,131	7,439	6,131	7,439	6,131
Schulich Engineering	3506	3334	3621	3379	3,745	3,540	3,853	3,692	3,712	3,557	3,712	3,557
Environmental Design	0	0	0	0	-	-	-	-	-	-	-	-
Haskayne Business	2979	2640	2985	2673	3,055	2,712	3,132	2,781	3,132	2,781	3,132	2,781
Kinesiology	867	772	919	822	1,026	907	1,044	923	1,044	923	1,044	923
Law	359	346	382	368	385	370	382	370	382	370	382	370
Cumming Medicine –MD	488	676	490	676	509	693	470	640	470	640	470	640
Cumming Medicine –Other	623	539	642	564	678	583	668	576	668	576	668	576
Nursing	811	896	827	905	834	903	831	901	831	901	831	901
Science	4851	4136	4920	4210	5,113	4,316	5,184	4,435	5,184	4,435	5,184	4,435
Public Policy	0	0	0	0	-	-	-	-	-	-	-	-
Social Work	484	412	537	454	601	504	591	501	567	481	567	481
Veterinary Medicine	119	128	126	134	129	138	129	138	145	156	160	172
Werklund Education	1121	1098	1232	1184	1,202	1,153	1,132	1,055	1,079	1,006	1,079	1,006
IGP	0	0	0	0	-	-	-	-	-	-	-	-
Open Studies	1407	860	1301	779	1,090	640	900	513	1,025	669	1,010	653
PGME	974	956	956	938	972	945	906	881	906	881	906	881
Sub-total	25,423	22,524	26048	22,973	26,705	23,476	26,661	23,537	26,584	23,508	26,584	23,508
Qatar	432	281	428	267.00	389	241	467	291	467	291	467	291
Total	25,855	22,805	26476	23,240	27,094	23,717	27,128	23,828	27,051	23,799	27,051	23,799

Table 2 – 2019-20 Fall Enrolment Projections and Forecast – Graduate

Graduate	Actuals				Projections							
Faculty / School	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE
Arts	716	687	710	654	671	630	700	657	700	656	700	656
Schulich Engineering	1164	1033	1206	1096	1,289	1,152	1,216	1,098	1,216	1,098	1,216	1,098
Environmental Design	288	276	284	276	288	278	308	297	308	297	308	297
Haskayne Business	671	657	724	645	686	631	678	629	678	629	678	629
Kinesiology	100	104	111	109	111	112	91	92	91	92	91	92
Law	37	22	30	22	29	18	30	19	30	19	30	19
Cumming Medicine – MD	0	0	0	0	-	-	-	-	-	-	-	-
Cumming Medicine – Other	495	497	537	516	546	531	527	515	527	515	527	515
Nursing	123	109	156	133	160	140	160	140	160	140	160	140
Science	843	813	832	803	847	809	880	842	880	842	880	842
Public Policy	48	54	47	58	58	67	65	75	65	75	65	75
Social Work	310	283	285	282	353	326	343	319	320	293	320	293
Veterinary Medicine	81	78	77	76	82	82	77	77	77	77	77	77
Werklund Education	1187	1112	1211	1213	1,261	1,188	1,150	1,072	1,150	1,072	1,150	1,072
IGP	5	7	3	4	3	3	-	-	-	-	-	-
Open Studies					-	-	70	62	70	62	70	62
PGME							-	-	-	-	-	-
Sub-total	6,068	5731	6211	5887	6383	5966	6,295	5,894	6,272	5,867	6,272	5,867
Qatar	28	25	16	18	16	17	25	28	25	28	25	28
Total	6,096	5755	6227	5905	6399	5983	6,320	5,922	6,297	5,895	6,297	5,895

Table 3 – 2019-20 Fall Enrolment Projections and Forecast – Institutional Total

| Institutional Total | Actuals | | | | Projections | | | | | | | |
| Faculty / School | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | | 2020-2021 | | 2021-2022 | |
	Headcount	FLE	FLE Actual	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE	Headcount	FLE
Arts	7,551	6,418	7,822	6,541	8,039	6,702	8,139	6,788	8,139	6,787	8,139	6,787
Schulich Engineering	4,670	4,367	4,827	4,475	5,034	4,692	5,069	4,790	4,928	4,655	4,928	4,655
Environmental Design	288	276	284	276	288	278	308	297	308	297	308	297
Haskayne Business	3,650	3,298	3,708	3,318	3,740	3,343	3,810	3,410	3,810	3,410	3,810	3,410
Kinesiology	967	876	1,029	931	1,137	1,019	1,135	1,015	1,135	1,015	1,135	1,015
Law	396	368	412	390	414	388	412	389	412	389	412	389
Cumming Medicine – MD	488	676	490	676	509	693	470	640	470	640	470	640
Cumming Medicine – Other	1,118	1,036	1,178	1,080	1,224	1,114	1,195	1,091	1,195	1,091	1,195	1,091
Nursing	934	1,005	983	1,038	994	1,043	991	1,041	991	1,041	991	1,041
Science	5,694	4,949	5,752	5,013	5,960	5,126	6,064	5,277	6,064	5,277	6,064	5,277
Public Policy	48	54	47	58	58	67	65	75	65	75	65	75
Social Work	794	694	822	735	954	830	934	820	887	774	887	774
Veterinary Medicine	200	206	203	210	211	219	206	215	222	233	237	249
Werklund Education	2,308	2,210	2,443	2,397	2,463	2,341	2,282	2,127	2,229	2,078	2,229	2,078
IGP	5	7	3	4	3	3	0	0	0	0	0	0
Open Studies	1,407	860	1,301	779	1,090	640	970	575	1,095	731	1,080	715
PGME	974	956	956	938	972	945	906	881	906	881	906	881
Sub-total	31,490	28,255	32,258	28,860	33087	29442	32,956	29,431	32,856	29,374	32,856	29,374
Qatar	460	305	444	285	405	257	492	319	492	319	492	319
Total	31,950	28,560	32,702	29,145	33492	29700	33,448	29,750	33,348	29,693	33,348	29,693

B.3 TARGETED ENROLMENT EXPANSIONS

The University of Calgary has an ongoing commitment to achieve the targeted enrolment expansions which were funded by the Ministry of Advanced Education in 2014. These expansions, which are included in our overall enrolment projections, provided places for an additional 1,031 FLE students in nine high-demand programs at the University of Calgary. In 2018, we received confirmation that six of our expansion programs would be rolled into base with three programs receiving an additional year to hit the expansion targets. It is anticipated the three programs will hit their expansion target in 2019-20. In the table below, the third column, entitled Expansion Target, shows the targets agreed on with the Ministry to complete the expansions. The final column indicates that current projections for 2019-20 are all in excess of these targets.

Table 4 - Program Expansion (FLE)

FLEs	2012-13 Base	Expansion	Expansion Target	2019-20 Enrolment Forecast
Masters Engineering	580	50	630	667
Bachelor of Social Work	381	100	481	501
Master of Social Work	247*	25	272	273

* The MSW base has been reduced by 27 FLEs due to a 2012-13 one-time cohort of students, located in Grande Prairie, that were funded through the Health Workforce Action Plan.

B.4 TECHNOLOGY SECTOR EXPANSION

The downturn in the energy industry has increased unemployment and caused hardship for many people in Alberta, and in Calgary particularly. It has also put pressure on the province and the city to diversify the economy and capitalize on new initiatives, particularly in the technology sector, that will increase prosperity for all Albertans. The University of Calgary is well positioned to become a leader in producing

talent for this next generation economy. With the support of a new enrolment expansion initiative, we are ready to increase the number of graduates with high-level skills in critical areas such as computer science, mathematics and data analytics, information security, software engineering, management and geomatics. The increased seats will be the result of expansions to existing technology programs and the proposal of new options for degree students at the undergraduate and graduate levels. Proposals have been submitted separately in response to a call from the government and are not included in current targets, as decisions on proposals were not made at the time of submission.

With the support of a new government tech talent initiative on the non-credit side, our Continuing Education division has expanded its tech offerings and skills development programs to support reskilling and retraining, including non-credit programs in web development, mobile app development, and Python Enterprise applications development.

B.5 PROJECTED ENROLMENT CHANGES IN SPECIFIC PROGRAMS

As the University has adopted a sustainable growth enrolment model, planned enrolment changes are limited to our Ministry funded enrolment expansions, which were achieved in 2018-19, and to projected new international enrolment, which is over and above the existing targets set by the Ministry. Although a number of new programs are under development, these are not factored into our enrolment projections, as the programs are not yet approved. Enrolment management is a complex process with a number of variables that change year to year due to fluctuations in student demand, retention, stop outs, etc. While these factors have been included in the overall enrolment projections in the tables above, they are not included as planned program changes in the table below due to the difficulty in predicting them on an annual basis. The table below contains projected enrolment changes in specific programs that are known to us at this time.

Table 5 – 2019-20 Projected Enrolment Changes in Specific Programs (highlighted in shaded areas)

		Actual		Projection			
Faculty	Specialization	16-17	17-18	18-19*	19-20	20-21	21-22
Arts	Ancient and Medieval History	11	13				
	Anthropology	105	118				
	Archaeology	68	64				
	Art History	-	11				
	Arts	626	635				
	Bachelor of Film Studies	20	19				
	Canadian Studies	10	16				
	Communication and Culture	20	17				
	Communication and Culture (Multidisciplinary)	93	74				
	Communication and Media Studies	433	417				
	Composition	8	6				
	Dance	62	49				
	Drama	76	76				
	Drama Education	-	-				
	Earth Science	33	23				
	East Asia	19	21				
	East Asian Language Studies	36	37				

Faculty	Specialization	Actual		Projection			
		16-17	17-18	18-19*	19-20	20-21	21-22
	Economics	578	564				
	English	292	291				
	Film Studies	38	34				
	French	43	40				
	General Humanities	-	-				
	Geography	92	92				
	German	9	9				
	Greek and Roman Studies	16	17				
	History	180	181				
	History And Philosophy of Science	1	0				
	Integrated Studies	23	33				
	International Development Studies	71	65				
	International Indigenous Studies	10	18				
	International Relations	243	271				
	Italian Studies	5	6				
	Latin American Studies	5	5				
	Law and Society	343	385				
	Linguistics	77	74				
	Linguistics and Language	28	30				
	Music	58	69				
	Music History and Theory	-	-				
	Performance	17	17				
	Philosophy	79	78				
	Political Science	359	420				
	Primatology	-	-				
	Psychology	680	717				
	Religious Studies	18	18				
	Religious Studies And Applied Ethics	1	1				
	Russian	4	5				
	Science Technology and Society	8	3				
	Social And Cultural Anthropology	58	70				
	Sociology	466	490				
	Spanish	29	27				
	Urban Studies	175	163				
	Visual Studies	88	81				
	Women's Studies	20	17				
Schulich School of Engineering	Biomedical Engineering	130	142				
	Chemical Engineering	415	449				
	Civil Engineering	339	340				
	Electrical Engineering	446	411				
	Energy Engineering	148	165				
	Engineering	855	847				

Faculty	Specialization	Actual		Projection			
		16-17	17-18	18-19*	19-20	20-21	21-22
	Geomatics Engineering	80	87				
	Mechanical Engineering	655	669				
	Oil And Gas Engineering	86	74				
	Software Engineering	173	197				
Haskayne School of Business	Commerce	2,638	2674				
	Hotel and Resort Management	3	-				
Kinesiology	Athletic Therapy	4	0				
	Biomechanics	36	44				
	Exercise And Health Physiology	127	146				
	Kinesiology	520	527				
	Leadership in Pedagogy and Coaching	42	46				
	Mind Sciences In Kinesiology	42	58				
Law	Law	346	368				
Cumming School of Medicine	Bioinformatics	27	30				
	Biomedical Sciences	282	283				
	Community Rehabilitation	171	185				
	Health And Society	60	65				
	Medicine, MD	676	676				
Nursing - Qatar	Nursing	281	267				
Nursing	Nursing	87	90				
	Nursing- Degree Holder	406	382				
	Nursing- Direct Entry	403	433				
Science	Actuarial Science	143	152				
	Applied and Environmental Geology	4	0				
	Applied Chemistry	6	7				
	Applied Mathematics	110	142				
	Astrophysics	82	98				
	Biochemistry	95	94				
	Biological Sciences	889	932				
	Cellular Molecular and Microbial Biology	111	137				
	Chemical Physics	2	0				
	Chemistry	369	377				
	Computer Science	775	799				
	Ecology	45	36				
	Environmental Science	171	166				
	General Mathematics	95	107				
	Geology	325	239				
	Geophysics	125	90				
	Natural Sciences	379	409				
	Neuroscience	92	102				
	Physics	141	144				

Faculty	Specialization	Actual		Projection			
		16-17	17-18	18-19*	19-20	20-21	21-22
	Plant Biology	17	20				
	Pure Mathematics	49	41				
	Statistics	35	44				
	Zoology	72	75				
Social Work	Social Work**	412	454	504	501	481	481
Vet. Medicine	Doctor of Veterinary Medicine	128	134	138	139	156	172
Werklund School of Education	Education	16	23				
	Elementary Education	566	677				
	Secondary Education	509	484				
Graduate Studies - Doctoral	Anthropology	12	11				
	Archaeology	18	20				
	Biochemistry And Molecular Biology	42	49				
	Biological Sciences	91	81				
	Biomedical Engineering	38	46				
	Cardiovascular/Respiratory Sciences	17	14				
	Chemical and Petroleum Engineering	153	185				
	Chemistry	67	59				
	Civil Engineering	50	54				
	Clinical Psychology	29	26				
	Communication and Culture	-	-				
	Communication and Media Studies	7	19				
	Communication Studies	15	-				
	Community Health Sciences	61	70				
	Computational Media Design	14	14				
	Computer Science	75	80				
	Culture and Society	1	1				
	Economics	49	42				
	Education	163	170				
	Educational Psychology	46	51				
	Educational Research	86	83				
	Electrical and Computer Engineering	87	81				
	English	31	32				
	Environmental Design	34	40				
	Gastrointestinal Sciences	6	6				
	Geography	27	27				
	Geology and Geophysics	64	69				
	Geomatics Engineering	61	60				
	Greek and Roman Studies	10	10				
	History	18	19				
	Immunology	10	9				
	Interdisciplinary Studies	7	5				
	Kinesiology	39	40				

Faculty	Specialization	Actual		Projection			
		16-17	17-18	18-19*	19-20	20-21	21-22
	Languages, Literatures, and Cultures	-	4				
	Linguistics	13	11				
	Management	41	42				
	Mathematics and Statistics	29	26				
	Mechanical and Manufacturing Engineering	72	68				
	Mechanical Engineering	1	1				
	Medical Science	46	40				
	Microbiology and Infectious Diseases	18	17				
	Military and Strategic Studies	13	6				
	Music	13	10				
	Neuroscience	57	57				
	Nursing	30	34				
	Philosophy	19	20				
	Physics and Astronomy	55	56				
	Political Science	14	12				
	Psychology	29	27				
	Religious Studies	9	8				
	Social Work	25	20				
	Sociology	11	16				
	Veterinary Medical Sciences	48	50				
Graduate Studies - Master	Anthropology	19	18				
	Applied Psychology	2	1				
	Archaeology	11	13				
	Architecture	128	130				
	Art	17	16				
	Biochemistry and Molecular Biology	20	24				
	Biological Sciences	91	92				
	Biomedical Engineering	41	36				
	Biomedical Technology	16	16				
	Business Administration	391	381				
	Business-EMBA	185	184				
	Cardiovascular/Respiratory Sciences	12	16				
	Chemical And Petroleum Engineering	120	146				
	Chemical Engineering	124	123				
	Chemistry	42	44				
	Civil Engineering	67	66				
	Clinical Psychology	10	12				
	Communication Studies	8	0				
	Communication and Media Studies	10	18				
	Community Health Sciences	66	67				
	Computational Media Design	10	10				

Faculty	Specialization	Actual		Projection			
		16-17	17-18	18-19*	19-20	20-21	21-22
	Computer Science	80	85				
	Culture and Society	2	1				
	Drama	10	16				
	Economics	31	41				
	Educational Psychology	213	212				
	Educational Research	474	558				
	Electrical and Computer Engineering	31	32				
	Electrical Engineering	67	64				
	English	18	17				
	Environmental Design	33	23				
	Environmental Science	1					
	French	19	11				
	Gastrointestinal Sciences	8	8				
	Geography	49	46				
	Geology and Geophysics	128	109				
	Geomatics Engineering	18	22				
	German	4	4				
	Greek and Roman Studies	4	5				
	History	24	26				
	Immunology	8	6				
	Industrial Design	-	0				
	Interdisciplinary Studies	-	0				
	Kinesiology	65	70				
	Landscape Architecture	22	30				
	Law	22	21				
	Linguistics	5	5				
	Master of Disability and Community Studies	7	2				
	Master of Planning	59	54				
	Mathematics and Statistics	39	46				
	Mechanical and Manufacturing Engineering	50	51				
	Mechanical Engineering	56	52				
	Medical Science	42	41				
	Microbiology and Infectious Diseases	12	17				
	Music	17	13				
	Neuroscience	48	55				
	Nursing	96	106				
	Pathologists' Assistant	4	10				
	Philosophy	16	15				
	Physics and Astronomy	29	34				
	Political Science	19	23				

Faculty	Specialization	Actual		Projection			
		16-17	17-18	18-19*	19-20	20-21	21-22
	Psychology	22	22				
	Public Policy	54	58				
	Religious Studies	10	6				
	Social Work**	258	262	300	273	273	273
	Sociology	14	18				
	Spanish	2	3				
	Strategic Studies	15	17				
	Sustainable Energy Development	40	38				
	Veterinary Medical Sciences	30	27				
	Master's Engineering Total**	574	592	667	667	667	667
Diploma	Educational Research	120	114				
	Civil Engineering	1	0				
	Mechanical and Manufacturing Engineering	9	0				
	Nurse Practitioner	7	13				
	Radiation Oncology Physics	2	3				
Certificate	Bridge to Teaching	7	0				
	Natural Resources, Energy and Environment Law	1	1				
	Post-graduate Medical Education	956	938				
Open Studies	Open Studies	860	779	640	531	669	653
Institutional Total		**28,560**	**29,145**	**29,700**	**29,750**	**29,693**	**29,693**

*2018-19 Actuals are available through the Learner Enrolment Reporting Submission (LERS) in July 2019.

**The highlighted programs reflect program expansions and are not necessarily at the program level.

B.6 INTERNATIONAL ENROLMENT

In 2015-16, the University of Calgary began implementation of an International Undergraduate Student Recruitment Model in support of the institution's International Strategy, which calls for an overall international enrolment target of 10% of the undergraduate student population and 25% of the graduate student population. While the 25% graduate target has been achieved, the model identified the need for additional international undergraduate student growth in order to achieve the 10% target. As of 2018-19, the University of Calgary required an additional 237 undergraduate international students in order to reach our 10% target, which we anticipate reaching in 2019-20. The additional student growth is a result of the international strategy. It is in addition to any target that the provincial government has established. Diversifying the student body at the University of Calgary has enhanced the overall student experience and has led to a greater cultural and geographic understanding that lends itself to global citizenship, in line with our 2018-23 Academic Plan and 2018-23 Research Plan and our International Strategy.

Table 6 – International Undergraduate Incremental Enrolment Growth (Headcount)

	2016-17 Actual	2017-18 Actual	2018-19 Projection	2019-20 Projection
Incremental Undergraduate International Enrolment	41	327	342	237

Our goal is to ensure our international student population is diverse in origin and distributed across different faculties and programs. We must also respond to student demand. Many of the following programs have a high demand from international students. Consequently, the international enrolment in each program currently exceeds 15% of the overall enrolment of the program. Of the 256 credential programs (121 undergraduate, 135 graduate) offered at the University of Calgary, 89 have an international enrolment that exceeds 15%. Of these 89 programs, the vast majority (94%) are graduate programs, where you would anticipate a higher international enrolment. Of note, 36% of these high international enrolment programs have a total FLE enrolment (domestic and international) of under 20.

Table 7 – International Full-Load Equivalent (FLE) Enrolment by Program Exceeding 15%

Program	Specialization	2017-18	International %
Bachelor of Arts	Economics	564.3	16.60%
Bachelor of Engineering in Oil and Gas	Oil And Gas Engineering	73.5	35.50%
Bachelor of Science	Actuarial Science	151.7	23.80%
	Applied Mathematics	142.3	22.30%
	Statistics	43.9	27.40%
Graduate Studies - Masters	Anthropology	18.2	33.00%
	Archaeology	13	23.10%
	Art	16	40.60%
	Biochemistry and Molecular Biology	24	18.80%
	Biological Sciences	92.3	21.10%
	Biomedical Engineering	35.7	16.80%
	Cardiovascular/Respiratory Sciences	16	18.80%
	Chemical and Petroleum Engineering	145.7	59.00%
	Chemical Engineering	123	67.50%
	Chemistry	44	27.30%
	Civil Engineering	65.7	43.40%
	Computational Media Design	10	30.00%
	Computer Science	84.5	55.00%
	Drama	15.7	16.00%
	Economics	41	53.70%
	Electrical and Computer Engineering	32.4	35.50%
	Electrical Engineering	64	48.40%
	Environmental Design	23.2	23.70%
	French	10.5	42.90%
	Gastrointestinal Sciences	8	25.00%
	Geography	45.7	33.90%
	Geology and Geophysics	108.8	27.10%
	Geomatics Engineering	22	49.20%

Program	Specialization	2017-18	International %
	History	25.7	15.60%
	Immunology	5.5	18.20%
	Kinesiology	69.6	24.40%
	Landscape Architecture	29.5	18.60%
	Law	21.2	36.20%
	Linguistics	5	60.00%
	Mathematics and Statistics	46	63.00%
	Mechanical and Manufacturing Engineering	51.2	40.70%
	Mechanical Engineering	52	30.80%
	Medical Science	40.5	17.30%
	Microbiology and Infectious Diseases	16.8	17.90%
	Music	13	46.20%
	Physics and Astronomy	33.5	40.30%
	Religious Studies	5.5	36.40%
	Spanish	3	66.70%
	Sustainable Energy Development	38	17.10%
	Veterinary Medical Sciences	26.5	37.70%
Doctor of Philosophy	Anthropology	11	45.50%
	Archaeology	20	55.00%
	Biochemistry and Molecular Biology	48.5	60.80%
	Biological Sciences	81	46.90%
	Biomedical Engineering	45.5	63.70%
	Cardiovascular/Respiratory Sciences	14.3	38.60%
	Chemical and Petroleum Engineering	184.5	75.60%
	Chemistry	59	44.10%
	Civil Engineering	54.3	50.60%
	Community Health Sciences	69.8	15.80%
	Computational Media Design	14	42.90%
	Computer Science	79.8	52.00%
	Economics	41.5	71.10%
	Educational Research	82.5	22.40%
	Electrical And Computer Engineering	81.3	67.60%
	English	31.5	20.60%
	Environmental Design	39.5	30.40%
	Gastrointestinal Sciences	5.5	45.50%
	Geography	27	46.30%
	Geology and Geophysics	69	47.80%

Program	Specialization	2017-18	International %
	Geomatics Engineering	60	86.70%
	Greek and Roman Studies	9.5	21.10%
	History	19	34.20%
	Immunology	9	22.20%
	Interdisciplinary Studies	5	40.00%
	Kinesiology	39.5	55.70%
	Languages, Literatures, and Cultures	4	75.00%
	Linguistics	10.5	57.10%
	Management	41.5	45.00%
	Mathematics and Statistics	26	75.00%
	Mechanical and Manufacturing Engineering	68	72.10%
	Mechanical Engineering	1	100.00%
	Medical Science	39.5	46.80%
	Microbiology and Infectious Diseases	16.5	54.50%
	Music	10	45.00%
	Neuroscience	56.5	27.40%
	Philosophy	19.5	53.80%
	Physics and Astronomy	56	59.80%
	Political Science	11.5	26.10%
	Psychology	26.5	15.10%
	Religious Studies	7.5	20.00%
	Social Work	19.5	20.50%
	Sociology	16	53.10%
	Veterinary Medical Sciences	49.5	57.60%

B.7   STUDENT DEMAND

Demand for programs at the University of Calgary continues to be strong, as evidenced by the ratio of applicants to registrants. For example, in 2018-19, the application-to-registrant ratio was more than 9.6:1 in our Medical Doctor (MD) program, 9.1:1 for law, 8:1 for veterinary medicine, 7.9:1 for the Bachelor of Health Science, 6.8:1 for nursing, 6.5:1 for computer science, and 3.3:1 for engineering. Our overall applicant-to-registrant ratio for undergraduate students sits at 2.75:1 and 3.6:1 at the graduate level. This application pressure is expected to increase given the growth in Calgary and as we continue to improve our national and international reputation. In order to manage growth effectively and within available resources, over the past five years we have moved to a sustainable growth model – one that increases our accountability to the government and to the staff and students of the university. A sustainable growth model for the University of Calgary includes a commitment to maintaining enrolment unless new resources become available for expansion through government-funded expansion initiatives, through growth in our cost-recovery programing, or through technology-related pedagogical enhancements that

allow us to increase student numbers. Our ability to admit more students in the future will continue to be constrained by funding and space.

B.8 PROGRAMS UNDER DEVELOPMENT

New programs and program changes are developed by the faculties in response to student demand, new developments in academic disciplines, needs in the labour force, or in response to requests from government. All proposals go through a rigorous internal review as well as a System Coordination Review and review by the Campus Alberta Quality Council. The University of Calgary monitors enrolment in programs of study annually and terminates programs with persistently low enrolment that are no longer sustainable and are not aligned with student demand.

Table 8 – Programs under Development

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
Arts	University and Post-Baccalaureate Certificates and Diplomas	Numerous disciplines within the Faculty of Arts are exploring development of undergraduate and graduate certificates and/or diplomas.	Institution, Ministry	2021
	University Certificate in Creative Writing	The Department of English intends to propose a University Certificate that will build on the current embedded certificate in Creative Writing for people with an interest in expanding their knowledge of writing genres, styles, and aesthetic concerns and earning a stand-alone credential.	Institution, Ministry	2020
	Master of Arts in Visual Studies	A one-year course-based Masters in Visual Studies will provide an opportunity to explore practices with visual media and materials to prepare graduates for career opportunities in the nonprofit sector, public museums and art galleries, and related areas.	Institution, Ministry	2021
	Termination of the BSc in Primatology	Suspension leading to termination of the BSc in Primatology. The degree has been replaced by BSc Anthropology.	Institution, Ministry	2020

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
	Termination of the BA in Canadian Studies	Suspension leading to termination of the BA Canadian Studies. This will be replaced by an embedded certificate in Canadian Studies.	Institution, Ministry	2020
	Termination of BSc and BSc Honours in Earth Science	Suspension leading to termination of the Earth Science programs. Very few students have completed the degree since its inception and students with an interest in Earth Science can choose either a Geography or Geoscience program.	Institution, Ministry	2021
	Termination of the BSc Communication and Culture	Termination of the BSc Communication and Culture. This program has been a low enrolment program and currently has no students registered in it.	Institution, Ministry	2019
	Change of Name to the BA in Women's Studies	To update the name of the degree to align it with the more current field designation of Gender Studies.	Institution, Ministry	2020
	Graduate Diploma in Geographic Information Science and Technology	This professionally oriented diploma program will train students with some background in foundational geospatial knowledge to further develop their skills in GIS, remote sensing, statistical modelling and data management. It will allow students to ladder into a professional master's degree in Geographic Information Sciences.	Institution, Ministry	2021
	Professional Master's Degree in Geospatial Information Technology	As the demand for GIS trained graduates with a master's level education continues to grow, particularly from those working in the profession, the Department of Geography is developing a	Institution, Ministry	2021

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
		professional/executive course-based Masters in the area of Geographic Information Sciences and will provide a stackable certificate/diploma pathway to the Master's degree.		
Architecture, Planning and Landscape Architecture	Doctor of Design	There is a strong demand from students and the profession to develop a professional doctoral program targeted at those currently practicing in the field.	Institution, Ministry	2019
Engineering	Master of Leadership in Engineering and Advanced Practice	This is a course-based, professional Master's program whose intended audience will be engineers with 5 to 7 years of experience, and who require a graduate-level credential to move into senior engineering or engineering management roles.	Institution, Ministry	2020
	Graduate Certificate and Diploma in Engineering and Advanced Practice	A course-based, professional stackable certificate/diploma program, designed for practicing engineers who are looking to develop both their advanced engineering technical expertise as well as their leadership and professional skillset in order to progress in their careers.	Institution, Ministry	2020
	Master of Engineering in Environmental Engineering	A course-based professional master's program focused on an emerging field of engineering requiring highly skilled graduates.	Institution, Ministry	2020
	BSc in Engineering Physics	This is a new degree specialization. It will allow students to apply basic scientific principles to the design of equipment and technology.	Institution, Ministry	2020 or beyond

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
	Graduate Certificate in Pipeline Engineering	The Schulich School of Engineering is building on its expertise in the area of Pipeline Engineering, by developing a Post-Bachelor's Certificate that would allow industry professionals to expand their credentials in an area with high labour market demand.	Institution, Ministry	2019
	Graduate Certificate in Digital Engineering	This Graduate Certificate will provide training that will help a graduate transition to the digital engineering workforce. The program will focus on: *Software Engineering, Applied Artificial Intelligence, Cyber-Physical Systems, Internet of Things, and Robotics, and Applied Augmented and Virtual Reality Systems*	Institution, Ministry	2020
	BSc Biomedical Engineering	A new accredited engineering major in biomedical engineering is proposed which would focus on the development and utilization of advanced technologies to understand and model complex biomedical systems and design and implement solutions that positively maintain and improve quality of life.	Institution, Ministry	2020
Business	Doctor of Philosophy in Sustainable Energy Development	The University's interdisciplinary MSc in Sustainable Energy Development provides a broad-based education in sustainable energy and environmental management. The program is currently exploring the possibility of a PhD program in the same area to respond to student and industry demand.	Institution, Ministry	2020 or beyond

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
	Master of Finance and Master of Accounting (and other professional course-based business graduate programs)	Numerous disciplines within the Haskayne School of Business are exploring development of course-based professional master's level credentials, the first two of which, the Master of Finance and Master of Accounting, are under development.	Institution, Ministry	2020 and beyond
	Graduate Certificates in Business Intelligence and Data Analytics, Advanced Accounting and Management Analytics	These Certificate programs are designed for MBA graduates looking to upskill in the area of data analytic tools and business intelligence within a management context.	Institution, Ministry	2020
	Graduate Certificates and Diplomas in Business disciplines	The Haskayne School of Business is responding to the business and management needs in Alberta and developing a series of Certificates and Diplomas that would ladder into a Master's degree.	Institution, Ministry	2019
Law	Doctor of Law	The Faculty of Law is currently developing a doctoral program, in order to enhance research opportunities for graduate students, particularly in the area of Natural Resources, Energy, and Environmental Law.	Institution, Ministry	2020
	International Lawyers Certificate	A Certificate designed for individuals who have obtained their law degree outside of Canada and wish to practice law in Canada.	Institution, Ministry	2020
Medicine	Physician's Assistant	The Cumming School of Medicine has developed and the institution has internally approved a Physician's Assistant (PA) degree program proposal. Resource discussions are currently	Institution, Ministry	2020

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
		underway with various Ministries.		
	Master of Community Medicine	Suspension of admission leading to termination of the Master of Community Medicine degree, which is only available to physicians registered in the Public Health and Preventative Medicine Residency Training Program.	Institution, Ministry	2020
	Master's degree in Medical Education Research	The Cumming School of Medicine is conducting a needs assessment to create a course-based degree in medical education research at the master's level that may offer online and/or blended delivery options.	Institution, Ministry	2020 or beyond
	Precision Health Professionals Program (graduate certificate/diploma)	The Precision Health Professionals Program is designed to educate the physicians of today given the burgeoning of information and opportunity to approach the diagnosis and treatment of medical conditions using data driven science. It will allow for education in health care quality and safety as well as in business and leadership skills.	Institution, Ministry	2020
Nursing	Graduate Certificates in Nursing	The Faculty of Nursing is responding to the needs of practicing nurses in Alberta and developing a series of Post-Bachelor Certificates in Nursing that would ladder into a Master's level nursing degree.	Institution, Ministry	2019

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
	Graduate Certificate in Healthcare Innovation and Design	The program will be designed to provide technology skills to Albertans who wish to transition to high-tech careers in the healthcare sector and to drive technological innovation and change. The program will be open to students from a wide range of disciplines.	Institution, Ministry	2020
Science	Master of Science in Physics – Dual degree with University of Oslo	This partnership will enable students to benefit from expertise and learning opportunities unique to each institution	Institution	2020
	International Space Masters – Joint Degree with University of Oslo	This degree will build on the MSc Physics degree and create a professional master's degree that will be a mission-based program.	Institution, Ministry	2020 or beyond
	Master of Geoenergy – Joint Degree with University of Edinburgh	This professional master's degree will include expertise in areas of geoenergy along with a significant field experience and capstone project in order to prepare student for geoenergy related careers.	Institution, Ministry	2020 or beyond
	Master of Data Science and Analytics	This professional, course-based master's degree will be comprised of stackable certificates and targeted to working professionals in the field of data science and analytics.	Institution, Ministry	2020
	Master of Information Security and Privacy	This professional, course-based master's degree will be comprised of stackable certificates and targeted to working professionals in the field of information security.	Institution, Ministry	2020
	Graduate Certificate in Data Privacy	This professional, course-based certificate will allow working computer science and IT professionals to gain advanced training in data	Institution, Ministry	2020

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
		privacy on a part-time basis, and will enable its graduates to ladder into the proposed Master of Information Security and Privacy degree program		
	BSc in Data Science	This program will provide undergraduate students with the mathematical, statistical, and computing knowledge and skills necessary to begin analyzing Big Data and will include specific data science courses that give students opportunities to solve real-world data challenges.	Institution, Ministry	2020
	Master and PhD in Mathematical Finance	Through stackable graduate credentials, this program will develop students' mathematical modelling, data analysis and computational skills in applications to finance.	Institution, Ministry	2020
	Graduate Certificate, ==Graduate Diploma and Professional Master's degree== in Computer Game Development: Computational Media Design for Creative Industries	The program will provide advanced training in computational media (i.e. software, media elements, platforms and objects) development and professional practice for the computer game and creative technology sector. Three faculties will offer the program collaboratively: Architecture, Planning and Landscape Architecture, Science, and Business.	Institution, Ministry	2020
	Graduate Certificate for Smart Cities	The program provides advanced training in the computational technologies that will optimize the design, construction and management of cities, buildings, and landscapes in order to curb climate change, increase operational efficiency and maximize	Institution, Ministry	2020

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
		urban livability. The program is jointly offered by the Faculties of Architecture, Planning, and Landscape Architecture, Science, and Engineering.		
	Graduate Certificate for Software Technologies	The program provides advanced training in technologies that enable the development of software for digital innovations with a focus on local industries. The program, built on work-integrated learning experiences, focuses on the creation and deployment of advanced applications to support tailored data acquisition, automated data analysis, and human-centric, data-driven decision making.	Institution, Ministry	2020
	Professional course-based Master of Science degrees	The Faculty of Science is currently exploring other areas where there is strong student and labour market demand to support the development of professional course-based Master of Science degrees.	Institution, Ministry	2020
Social Work	Graduate Certificates in Social Work	Professional, course-based certificates meet the needs of Social Workers across the province looking for part-time professional development opportunities which could ladder to a MSW degree.	Institution, Ministry	2020
Education	Bachelor of Arts in Adult Learning	The Werklund School of Education currently offers graduate programming in the area of adult learning. A BA Adult Learning would focus on community engagement, policy development, and critique, theories of adult learning, and diversities and contexts.	Institution, Ministry	2020

Faculty	Proposed Program	Rationale	Approval Routing	Proposed Implementation
Veterinary Medicine	Master of Veterinary Medical Science	A non-thesis master's program that will also serve as a residency training program for DVM graduates who wish to pursue a veterinary specialty.	Institution, Ministry	2020
Interdisciplinary	Certificate in Entrepreneurial Thinking	This Certificate will provide students with the opportunity to develop the skills needed to recognize opportunities, embrace challenges and the foundations critical to starting a business.	Institution, Ministry	2020

APPENDIX C: RESEARCH, APPLIED RESEARCH AND SCHOLARLY ACTIVITIES

With over 30,000 students, 500 postdoctoral scholars, and 1,800 faculty actively engaged in discovery, creativity, and innovation supported by 3,200 staff, the University of Calgary (UCalgary) has impact across Alberta as a major driver for both economic prosperity and quality of life for Albertans. As a Comprehensive Academic and Research Institution, our responsibility is to produce the next generation of leaders who experience the best possible training in acquiring and creating new knowledge while at UCalgary. While our research has focal areas of priority, we strive for scholarly excellence in all of the disciplines that comprise our 14 Faculties and we create platforms to support our students and faculty to excel in their individual academic endeavours. Through our interlocked Academic and Research Plans, we have broken down several traditional barriers or trade-offs that are frequently viewed as impediments to national and international performance in research and scholarly activity (e.g. pure versus applied research, modes of collaboration, student engagement). The scholarly environment at UCalgary encourages our students, faculty, and staff to take on the tough challenges facing our society and to draw expertise from across all of our domains to provide evidence-based solutions that will enhance Alberta's reputation on national and global stages. Going forward, UCalgary has identified and initiated a critical emphasis on the development of a sharp focus on innovation and application of discovery research, with the objective to impact the future of Alberta through expanded economy diversification, in alignment with the newly launched Alberta Research and Innovation Framework (ARIF 2018).

ARIF 2018 identifies four interrelated Provincial Outcomes that "empower government ministries and innovation system stakeholders to continue to work together to deliver results and benefits for Albertans. Aspirational innovation targets enable us to work towards achieving our outcomes, and evaluate our collective progress towards them."

The current Provincial Outcomes are economic diversification and job creation, environmental stewardship and climate leadership, effective resource management, and engaged individuals and communities for a healthy Alberta. The new knowledge created by our students and faculty, through their research and supported by our systems for knowledge translation and innovation, is a major driver to achieve these Provincial Outcomes. We describe below how the research capacity in innovation strategies at UCalgary contributes to these desired outcomes, how we foster excellence in research and scholarly activity through our Academic and Research Plans, and how we also contribute strategically to the research and innovation system in Alberta via collaborations with other institutions.

Provincial Outcomes

Economic Diversification and Job Creation

Environmental Stewardship and Climate Leadership

Effective Resource Management

Engaged Individuals and Communities for a Healthy Alberta

University of Calgary

Striving for Research Excellence, Implementing Priorities, and Leveraging Opportunities
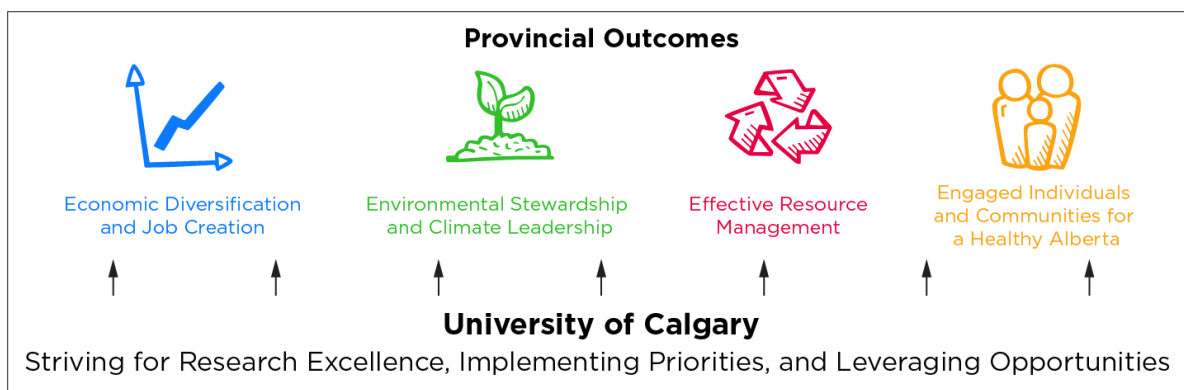
The Innovation Targets identified in ARIF 2018 inspire transformational solutions to be achieved by 2030 in several sectors. Our university is playing a pivotal role in achieving some of these targets through the research performed by students and faculty working on inspirational solutions and our support systems will move these solutions as quickly as possible from discovery to application. Not only are we contributing to the specific sectors, but we are also working closely with our communities to move key technologies forward rapidly so that the value of applications in these areas is realized by Albertans. Innovate Calgary is undergoing a major refresh as a technology transfer office, our University Research Park (URP) is becoming a reality, and a new Associate Vice-President (Research-Innovation) was appointed earlier this year to coordinate activities both internally through our many innovation hubs and with industry and our provincial, national, and international partners. With this expanded focus on innovation, a full section of this appendix is now dedicated to reporting on our impactful efforts in this area.
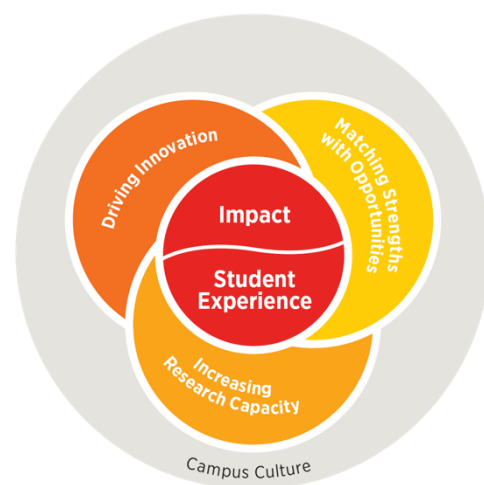
We are implementing our new 2018-23 Research Plan (RP) to deliver the vision endorsed by our communities in our *Eyes High Strategy 2017-22*. The RP has two core values: *Impact and Student Experience*. As a research-intensive university, we have an obligation to our society to contribute new knowledge while simultaneously engaging our students in learning guided by processes of discovery, creativity, and innovation, through initiatives like our Program for Under-graduate Research Experience (PURE). We evaluate ideas critically, we foster informed debate, and we design relevant and meaningful learning experiences for our students that enable them to develop curiosity, communication skills, critical thought, perspective, and disciplinary excellence. The knowledge we create and the leaders we educate promote cultural understanding and social justice, improve quality of life, and help to secure a prosperous and sustainable future – all core components needed to achieve our Provincial Outcomes (ARIF 2018).

Our RP identifies three priorities: 1) Matching our Strengths with Opportunities, 2) Increasing our Research Capacity, and 3) Driving Innovation. In each priority, we have explored new models of research, new methodologies, and new forms of collaboration and partnerships locally, nationally, and internation-ally to build and enhance our capacity. One of our major goals is to break down artificial barriers between pure and applied research by mentoring and training our students, faculty, and staff to recognize the value proposition of their new ideas and to provide them with the tools and structures to translate their knowledge for the benefit of all Albertans. Our institution cannot be categorized into "pure" and "applied" – we are a comprehensive university that will continue to contribute significantly to the diverse outcomes by both creating new knowledge and melding it in a form that provides both short and long-term benefits.

Driving Innovation is a shared priority with the Academic Plan, and delivering on this priority directly supports the aspirational Innovation Targets identified in ARIF 2018. With the incorporation of entrepreneurial thinking in our *Eyes High* Strategy 2017-22, we are charting a bold course for our future.

We are a community of creative individuals willing to pursue new challenges, especially when it benefits our societies and environments, and as a research university, we have engaged scholars and we are leveraging opportunities with partners from industry, not-for-profit organizations, and philanthropists who can help us move ideas rapidly from conception to application. To implement this priority, we are creating cross-campus programs and initiatives, such as the Hunter Hub for Entrepreneurial Thinking, CDL-Rockies, and the Life Sciences Innovation Hub (LSIH). We will help to transform the University into an early adopter and test bed for research ideas and technologies, and we will create pathways and support mechanisms for knowledge translation and commercialization that reflect the comprehensive nature of our scholarship. All of these initiatives, delivered through collaborations with other Post-Secondary Institutions and with our external community supporters, will link a recognized need with a novel idea – key ingredients in driving innovation.

HELPING TO DELIVER PROVINCIAL OUTCOMES

Economic Diversification and Job Creation:

Economies grow when new ideas, new talent, and new capital come together to both create new opportunities as well as providing services valued by our societies. UCalgary impacts our province though its significant contributions in all of these components. Our recent data show that our University is among the top five in Canada in graduation rates, time to completion, and employment rate for our undergraduate students. We are producing the next generation of leaders who are equipped to prosper in innovation-based economies. UCalgary has attracted some of the world's best faculty, postdoctoral scholars, and graduate students, driving us towards our goal of becoming a top five research university in Canada. These recruitments and the excellence of our existing scholars have resulted in significant external research revenue growth, reaching $419.2 million last year, a 48% increase since the 2011-12 academic year. This funding contributes significantly to creating jobs in the province for research assistants and technicians and training opportunities for undergraduate and graduate students. Round four of our Eyes High Postdoctoral Scholars Competition funded the recruitment of 45 new postdocs (7 more in process at time of this report) in 2018-19. We consistently rank in the top 4-7 in national grant competitions (i.e., Natural Sciences and Engineering Research Council of Canada (NSERC), and Canadian Institutes for Health Research (CIHR)) and competitions for operating and infrastructure funding from Canada Foundation for Innovation (CFI), and in the top 12 for corresponding Social Science and Humanities Research Council (SSHRC) opportunities. Since the implementation of our Academic and Research Plans in 2012, we have moved from ninth to sixth place in Canada, as ranked by Re$earch Infosource Inc. which includes ranking components of external research revenue, citation impact, and reputation. This leveraging of federal funds for both operations and personnel is important for Alberta to achieve both its Provincial Outcomes and Innovation Targets.

Based on the combined efforts of Innovate Calgary and our Research Services Office, UCalgary now ranks in the top five universities in Canada for three key metrics in commercialization and knowledge translation: disclosures, agreements and start-up companies. These are leading-edge metrics for inputs to economic growth. We are also starting to develop special programs to encourage social enterprise through our Knowledge Translation platform across our Faculties, resulting in early successes like MoveImprove (Werklund School of Education and Innovate Calgary) and CareFind (Haskayne School of Business).

UCalgary is actively engaged in discussions and preparations for proposals to advance the innovation and entrepreneurial ecosystem at the municipal, provincial, and national levels that will help to promote a strong economy in Alberta. We are assisting in the industry-led proposals for innovation in clean tech,

agriculture, and health that are priority areas supported by the Province of Alberta. With our three entrepreneurially focused entities (Innovate Calgary, Hunter Hub for Entrepreneurial Thinking, and Creative Destruction Lab – Rockies), we continue to drive the growth of an innovation ecosystem in southern Alberta, thus contributing to the diversification of Alberta's economy. We are also helping in the development of a national energy innovation network being championed by industry, UCalgary and the University of Alberta. In the past year, we have placed 31 graduate students in MITACs-administered research internships, working on topics ranging from wildlife conservation education to digital design and prefabrication processes. In addition, 63 graduate students have participated in skills-based internships through UCalgary's Transformative Talent Internship program. These internships have included opportunities in hydrogeology, data science (across multiple industries), evaluating federal relations with Northern and Indigenous Communities and energizing local start-ups in aerospace, capital project cost-control and innovative seniors housing. Further, our graduate students have access to a wide range of entrepreneurship training and professional skills development offerings, equipping them to translate their research into a variety of practical applications. The rapid and effective development of the innovation ecosystem will ensure that the knowledge being generated by our students and faculty will be translated to the benefit of our society. In partnership with the Province of Alberta, 2018 saw the official announcement of the University Research Park, to be developed north of our main campus. As we move through 2019 and beyond, we are actively pursuing the tremendous potential that this opportunity provides as a source of entrepreneurial and commercialization activities for our students and faculty. With additional investment at the municipal level from the Opportunity Calgary Investment Fund and from the federal level through Western Economic Development, the University's LSIH launched in the URP earlier this year, with significant increases in programming and activity planned for 2019-20.

In short, we are helping to create productive economic growth by attracting and producing new talent, by leveraging provincial funding with external funding sources (e.g. industry, municipal, federal, and international) to create new ideas, and working with our partners to create an environment where great ideas can attract the capital investments needed for them to grow and prosper.

Environmental Stewardship and Climate Leadership:

Besides the tremendous advances we are making through our energy research initiatives to reduce the environmental footprint associated with energy extraction, we are also championing new approaches and technologies to monitor environmental impacts and to create the data inventories needed to assess Alberta's contribution to curtailing greenhouse gas emissions and reducing water usage. Our New Earth-Space Technologies research theme brings together geographers, scientists, and engineers to create new data gathering technologies across all spatial scales for Alberta. Whether it is cutting edge technologies for detecting methane emissions or deployment of satellite technologies to assess environmental changes over time and space scales, our students and faculty are providing expertise that enables the province to show environmental leadership on the national and international stage. We have received significant funding to develop an open and unified framework to interconnect Internet of Things (IoT) sensing devices, data and applications over the Web, supporting research in climate change, air quality, ground water and ecology. This type of platform enables effective environmental monitoring that can both assess cumulative effects and suggest mitigation strategies to minimize environmental impacts. Our research on new approaches as well as the rapid diffusion of new technologies supports the provincial goal of being best in class in terms of environmental stewardship.

Building on previous investments from the Provincial and Federal governments, along with ongoing investments from UCalgary and The City of Calgary, Advancing Canadian Wastewater Assets (ACWA) is

energizing its project work and broadening its outreach. The message is spreading that ACWA is here to support researchers from all institutions, as well as other municipalities, rural and Aboriginal communities, regulators and industry, in solving wastewater management challenges. ACWA's physical assets and intellectual capital are being made available to all these segments so that a range of challenges, from near-term issues to long-term emerging concerns can be addressed more effectively. With new agreements coming into effect in 2019, ACWA anticipates expanded use of our facilities by multi-institutional partners, including researchers based at the University of Alberta. ACWA's mission is to support R&D, piloting, demonstration, and knowledge transfer, and to assist communities in meeting their water-related health, environmental and social needs.

The provincial government is creating new research collaborations to focus on Environmental Monitoring. We are actively engaged with the Chief Scientist of Alberta charged with overseeing the province's Environmental Monitoring and Reporting Systems to co-locate one of these major research collaborations at UCalgary. As part of this effort, we are currently recruiting a CAIP Chair who will specifically address "cumulative effects assessment." These initiatives will enable international-class research on cumulative effects assessment and how environmental monitoring can inform policy.

Effective Resource Management:

Our province has major opportunities to unlock its vast energy renewable and non-renewable resources while simultaneously demonstrating the best environmental stewardship as we move to a low carbon future. Our research theme *Energy Innovations for Today and Tomorrow* directly addresses the goals of Effective Resource Management and Environmental Stewardship to reduce costs of resource development while simultaneously decreasing the environmental impacts. Our research creates new economic benefits, jobs, and opportunities to export value-added products and processes to the international market, and produces approaches that lead the world in stewardship of natural resources. The Canada First Research Excellence Fund (CFREF) award for $75 million funds the Global Research Initiative in Sustainable Low Carbon Unconventional Resources (referred to as the GRI). From these federal funds, we have hired six new faculty members (2 in chemistry and 4 in chemical and petroleum engineering), and we support over 80 graduate students, over 40 post-doctoral fellows, and more than 50 individual projects. The GRI program has a foundational partnership with the Southern Alberta Institute of Technology (SAIT) for prototyping and assisting the commercialization of energy technologies that significantly reduce environmental impact and includes $6.5 million to promote and expand research collaborations with the University of Alberta. So far, there are eight joint research projects with the University of Alberta involving over 20 professors and over 30 HQP (graduate students and post-doctoral fellows). From GRI activities, seven spin-off companies have started, 131 inventions have been disclosed, and we have established 52 collaborations with partners, and supporting organizations spanning seven countries. The interaction between our Academic Plan priority on Internationalization and our Research Plan has also yielded major leveraging on an international scale. Specifically, projects in our Mexico ($46M total funding) partnership have started with HQPs being hires, data sharing and samples (oils and reservoir rocks) exchanged. A joint research update meeting was held in October 2018 where more than 15 Mexican PIs and other researchers visited UCalgary to update and discuss research progress. The China collaboration ($14M total funding) is in its final year with over 30 researchers (10 PIs and 20 HQP) involved from UCalgary through a $1.35M MITACS grant. New collaborations have been established and over 20 peer-reviewed publications have resulted from joint research activities. Knowledge created through these collaborations ensures that best practices for environmental stewardship and regulation will be rapidly diffused in international energy markets.
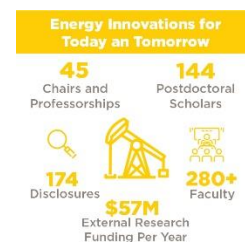
Energy Innovations for Today and Tomorrow also integrates research across our campus on transitioning to a *Low Carbon Future* that dovetails with the provincial goal of enhancing Clean Energy. Our students and faculty are advancing new technologies on energy conversion using biological and chemical systems that will reduce greenhouse gas emissions, while creating new sources of energy and new energy storage systems. Our significant research capacity in Clean Energy will help the province achieve its carbon targets identified in the Climate Leadership Plan. In 2018 our Energy in Society Research Group entered into a research partnership with Germany's Max Planck Society (Institute for the History of Science), to facilitate joint work based in the humanities and social sciences, focused on the transition to a low-carbon economy.

Brain and Mental Health		Engineering Solutions for Health		Infections, Inflammation and Chronic Diseases	
44 Chairs and Professorships	**186** Postdoctoral Scholars	**46** Chairs and Professorships	**178** Postdoctoral Scholars	**36** Chairs and Professorships	**158** Postdoctoral Scholars
36 Disclosures	**370+** Faculty	**174** Disclosures	**230+** Faculty	**100** Disclosures	**223+** Faculty
$136M External Research Funding Per Year		**$123M** External Research Funding Per Year		**$114M** External Research Funding Per Year	

Engaged Individuals and Communities for a Healthy Alberta:

Health research conducted at our University encompasses important contributions from all relevant disciplines spanning virtually all of our 14 Faculties. We pride ourselves on having excellent disciplinary strength in areas typically associated with health such as medicine, nursing, and social work. Research advances by students and faculty in these areas are extremely important, and the future bodes well based on the results of stiff competition for federal research funding. This includes funding from the Canadian Institute for Health Research – where we ranked second in the country in the Project Grant Scheme just behind UBC. In addition, a new SSHRC Partnership Grant ($2M; the second such grant ever received at UCalgary) lead by researchers in our Faculty of Social Work will investigate ways to optimize training for Canadian social workers. However, it is well recognized that solutions for major health problems, issues, and implementation require inputs and knowledge translation from many disciplines beyond the typical disciplines, and UCalgary is championing the exciting integration of this evidence across our campuses. The following are three simple examples that highlight the breadth of health research. (1) The Integrated Concussion Research Program (ICRP) is a university-wide initiative to address the growing concerns about concussions, better the lives of those whom have experienced these injuries and prevent concussion. The ICRP brings together faculty and trainees from the faculties of Arts and Kinesiology and the Cumming School of Medicine, along with the Schulich School of Engineering and faculties of Nursing and Science. (2) Veterinary Medicine is playing an important role in promoting the concept of *One Health*, where research advances in areas such as anti-microbial resistance, zoonosis, and nutrition require extensive collaborative research with colleagues in Science, Engineering, Kinesiology, Arts, and Medicine. This focus will be further enhanced in the coming year with the launch of *One Health* as a new priority crosscutting theme within UCalgary's RP. (3) The Cumming School of Medicine is advancing a state-of-the-art program in precision medicine and co-leading a pan-Alberta effort in this important area. Leveraging investments in the Centre for Health Informatics that will unlock the power of Alberta's internationally recognized data, the CSM is poised to improve health outcomes for all Albertans. The knowledge translation from these collaborations impact human health, agricultural production, environmental sustainability, as well as quality of life for rural communities. In short, we have managed to combine our emphasis on excellence

in individual scholarship with the ability to bring together students and faculty from many disciplines to create a powerful research enterprise that is solving important problems.

To coordinate our health research initiatives, we have created a confederation of scholars in four areas where we have recognized national and international excellence. The three health-relevant research themes – *Brain and Mental Health*; *Infections, Inflammation and Chronic Diseases; and Engineering Solutions for Health: Biomedical Engineering* – move discoveries rapidly from the bench to the bedside to improve the health and well-being of Albertans.

The fourth theme, *Human Dynamics in a Changing World*, investigates grand challenges associated with cultural understanding and the development of smart and secure cities, while protecting the rights of individuals. Our research is yielding progressive and novel facets for urban design that will help to build healthy communities across Alberta and beyond. Newly-funded SSHRC research projects lead by our scholars will address pressing social problems, including access to municipal services for individuals with disabilities, and the impact of open data in smart (wired, digital) cities.

Looking forward, we are excited to undertake leadership or active engagement on a number of provincial and federal opportunities in Quantum Science and Technologies, a key component of our *Human Dynamics* theme. These opportunities include continuing to play a leadership role in the developing *Quantum Alberta* pan-provincial organization, leading Alberta's Major Innovation Fund investment in *Quantum Technologies* to the benefit of all Alberta researchers in the field, and positioning Alberta within the rapidly developing Quantum Canada landscape.

We have also developed new strategies to promote clinical trials and translation of health research to improve treatments and reduce health care costs. Through partnerships with our generous community, we have created a unique International Microbiome Centre and new imaging facilities, such as the Magnetic Resonance (MR) guided Focused Ultrasound Platform, which enables neurosurgery and neuromodulation to areas of the brain as small as a grain of rice, all without any incisions. Our health researchers are drawn from almost every Faculty at UCalgary and they have joined forces through our research themes to tackle global challenges, to develop new technologies that open up potential markets, and to translate knowledge that creates new health policies and procedures. Exciting collaborations relating to health research are emerging from the implementation of the Indigenous Strategy for UCalgary. Our research improves the health of all Albertans, reduces the cost of service delivery, and helps to create a resilient society that respects cultural diversity.

Our Clinical, Health Services and Population Health platform strategy supports research to improve the health of Albertans via clinical research, research on health services and systems, and research on social, cultural, and environmental factors that affect the health of populations. This platform supports the knowledge translation of our four health-relevant Strategic Research Themes, as well as advances in health research from scholars across all Faculties. For example, the Participate in Research at UCalgary initiative enhances access to opportunities for Albertans to participate in clinical trials, health services research, and epidemiological studies, while increasing community awareness regarding the value of local research.

This platform strategy also enables collaboration on clinical research initiatives with Alberta Health Services. For example, the Non-invasive Neurostimulation Network is informing provincial implementation of Transcranial Magnetic Stimulation therapy for treatment-resistant depression in

adults, and several Brain and Mental Health researchers lead AHS Strategic Clinical Networks to ensure clinical care of Albertans is informed by the latest research. Key initiatives also include enhanced services to UCalgary investigators through the Clinical Research Unit, Clinical Research Fund funding support for UCalgary-led clinical trials, renovations to the Heritage Medical Research Clinic (supported in part by a $650K grant from Alberta EDT), and a refreshed certification and quality assurance program serving clinical trials from across campus. The platform strategy supports and is supported by the complementary Integrated Management Plan to Accelerate Clinical Trials (IMPACT) initiative. IMPACT is a full-service program which gives inventors and biomedical scientists access to the expertise, advice, infrastructure and opportunities needed to translate their inventions into commercial products – including the design and execution of early phase clinical trials to demonstrate efficacy and safety.

Innovation@UCalgary: Culture change to drive impact

Canadian universities play an instrumental role in developing innovation and research systems to support Canada's social, economic and cultural development. UCalgary is building a renewed innovation strategy, (Innovation@UCalgary) that links discovery, creativity, invention and entrepreneurship to solve local, national and global economic and social challenges. We are working with communities, government, industry and other post-secondary institutions to accelerate how we bridge the gap between discovery and innovation at our university. The direct impacts associated with university innovation, knowledge engagement, translation and commercialization through various partnerships include job creation, company creation, and research opportunities for faculty and technicians. Research activity also creates indirect economic impact through social and technical innovations that lead to new technologies, policy and industry sectors, and healthier societies. This recharges resources for future research and discovery.

Innovation@UCalgary will help our university become a leader in innovation. Research and innovation are part of the same organism, leading research universities lead the way in innovation and Innovation@UCalgary aims to place UCalgary in this select group of global institutions.

Innovation success: UCalgary spinoff company establishes $1 billion collaboration and licensing agreement with U.S. biotech firm

Parvus Therapeutics, founded by UCalgary researcher Dr. Pere Santamaria, announced an agreement with Genentech to develop, manufacture and commercialize a class of drugs known as Navacims to potentially treat celiac, autoimmune liver and inflammatory bowel diseases.

In 2004, Dr. Santamaria discovered Navacims – a precision nanomedicine designed to trigger a naturally occurring mechanism within the immune system to protect against autoimmune disease. Navacims can 'switch off' autoimmune attacks in a way that doesn't compromise the body's overall immune system the way that current treatments do.

Founded in 2009 with critical support from Innovate Calgary, Parvus has tested treatments extensively in mice with promising results. The new agreement with Genentech will support clinical trials in humans – and if successful, the regulatory work to bring the drug to market.

Parvus also entered into an agreement in 2017 with Novartis to develop Navacims for treating type 1 diabetes.

Cultural change

UCalgary has supported innovation for several decades, but in the last 5 years – and especially in the last 2 years – we have prioritized innovation and impact. We have dramatically improved links to the local innovation community and focused on resourcing via major philanthropic donations. Most Faculties now have active innovation programs, and the university has deployed several programs to increase innovation and entrepreneurial activity more broadly and in step with development of its research base. The structure is in place, but to make significant increases, our university must make a cultural shift, which will be enabled through our expanding innovation infrastructure (e.g. LSIH, W21C) and encouraged through new programs and innovation units (e.g. Hunter Hub, CDL-Rockies).

We are setting goals to transform our innovation levels by 2030. To achieve this, we are building on the developments of the last decade, deploying a three-path innovation model and a wide variety of targeted support activities.
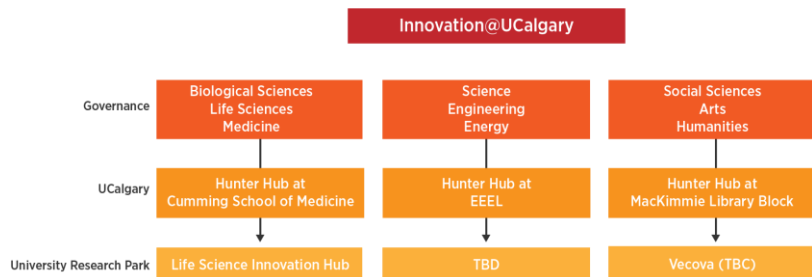
Innovation does not map well on to traditional structures such as faculties, but three broad domains of activity (Life, Biological, and Health Science; Science and Engineering; Arts, Social Science and Humanities) can be defined, with most innovation happening at the intersections, including cross-cutting activities covering aspects of Business, Law, and Policy. Our experience is that technical and social innovations can happen from any of the domains – data science innovation, for example – happening in the Arts faculty, and social innovations coming from science, medicine and engineering innovators.
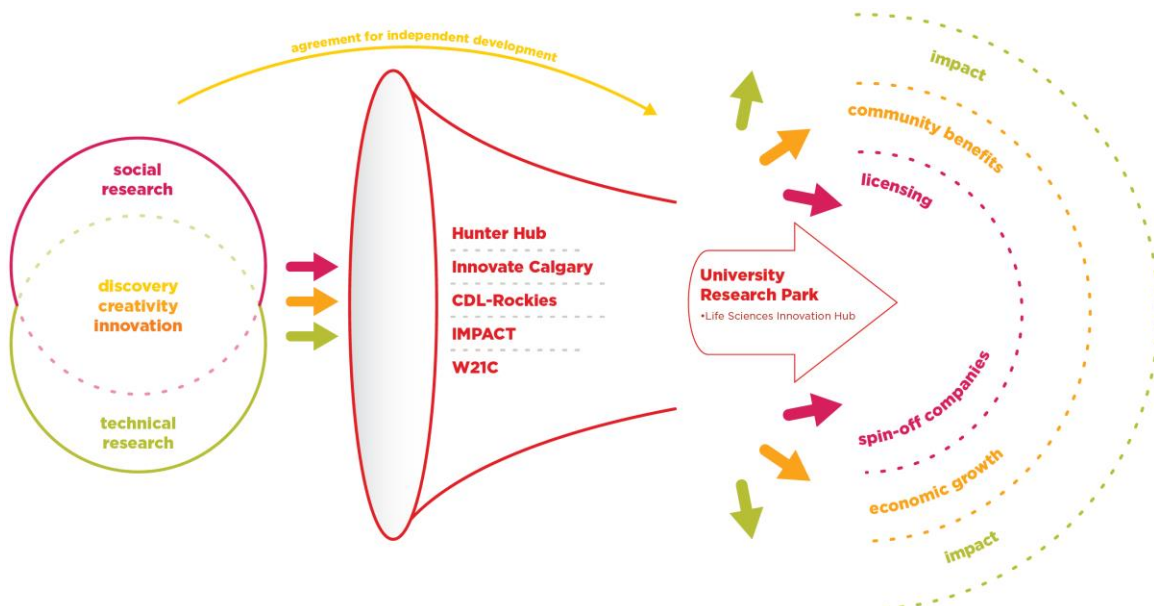
The key components of our Innovation@UCalgary ecosystem are illustrated above and described in detail below, working from left to right in the figure:

Innovate Calgary (IC): IC has operated as UCalgary's knowledge transfer and business incubation centre for 32 years, but has been re-invigorated in the last 5 years to become a transfer office fit for the 21st century, as reflected by the 75% increase in the number of UCalgary-created start-ups last year. It has new leadership, increased staff, and new approaches to flexible engagement and support of faculty and student technology assessment and commercialization. Since it's inception, over 2,200 disclosures have been submitted resulting in 901 patents secured, 549 revenue bearing agreements and 92 UCalgary-based startup companies created. Examples of companies created based on UCalgary research include: LivingWorks, Circle Cardiovascular, Trusted Positioning, Parvus Therapeutics, Epimeron, and Neuraura.

Innovate Calgary currently works with nearly 300 researchers and targets an annual growth of 20%. In addition to traditional industry liaison and technology transfer functions, two key program areas have been put in place:

1. Talent development: By the end of 2019, 25 former UCalgary postdocs and graduate students will be actively involved in a new talent/fellowship program. Each fellow has graduated from UCalgary and has formed their own company, based on a discovery from their research lab. Being an entrepreneur is now a career path for some of our brightest young people. Some of these companies will go on to become part of the broader CDL as a whole.
2. Acceleration and incubation: Place and space are important. In November 2018 the province announced it was transferring the Research Park land, north of 32nd Avenue, to the University. Innovate Calgary is helping UCalgary develop and manage the innovation program in the URP. Starting with the Life Sciences Innovation Hub, we are building places where young and growing companies can benefit from a sense of community

expected in the current cohort. Students and faculty, seeing opportunities to be mentored by leading technology developers and investors, increased their innovation activities at the University of Calgary.

IMPACT and W21C: Innovation in health research requires deep connection with the heath care system and ventures outside of the university. IMPACT and W21C are but two examples of this type of activity. **IMPACT** (Integrated Management Platform to Accelerate Clinical Trials) is a unique approach to facilitate the planning, conduct and dissemination of clinical trials, helping external ventures to navigate the clinical trial and regulatory process, and minimizing common hurdles and barriers to success. IMPACT leverages the relationship between CDL and UCalgary, and draws upon existing infrastructure and units, such as W21C. **W21C** (Ward of the 21st Century) is a research and innovation initiative co-hosted by UCalgary and Alberta Health Services. With a mission to innovate, create, educate, and evolve to build new paradigms of health care delivery, W21C plays a major role in our innovation efforts in the health care sector.

Projects and companies emerging from the central part of the Innovation@UCalgary funnel can flow into the broader Calgary corporate environment, or move to one of the accelerator spaces in our University Research Park (URP).

University Research Park (URP): The revitalization of the University Research Park supports creation of a new innovation and research cluster at the University of Calgary to help drive innovation in the Calgary region. The URP will provide the necessary resources to incubate innovations, cultivate talent, and apply academic learnings to create beneficial solutions for our community.

The URP will be a catalyst to grow employment opportunities. Over a 20-year period, it will support the creation of 6,300 direct new jobs, including 4,500 private sector jobs with the remaining comprised of technical staff for sponsored UCalgary research. Indirect employment impacts will generate an additional 5,700 jobs for a total of 12,000 jobs in Calgary by 2038. This space for companies and start-ups to interact and work alongside UCalgary students and researchers will cultivate high-quality talent, bring innovation to the forefront, and result in lasting impacts for our communities. In addition to the existing Life Sciences Innovation Hub (LSIH), hubs for science/engineering/energy and social innovation are in the design phase.

Outputs: UCalgary contributes to our country's global competitive advantage, driving socio-economic change and making the world a better place. Great ideas enter the Innovation@UCalgary ecosystem, and outputs emerge in the form of knowledge transfer, newly created ventures, technology licensing, direct community benefits, job creation, and economic growth.

Virtuous Cycle

Research excellence is important beyond the university – excellence attracts top faculty and students, which in turn creates impactful programs and companies, which contribute to the economic development of our city.

Innovation is part of the broad, inclusive spectrum of research at UCalgary that links discovery, invention, applied research and impactful creation and delivery of a solution or application to society. Solutions encompass a wide variety of forms, including but not limited to commercial applications. Entrepreneurship is crucial. Technology transfer bridges the difficult transition from discovery through to deployed solutions in society. In recent years we have dedicated much effort to stimulate the virtuous cycle. **Research-intensive entrepreneurship** programs are an important new component to this system. By the end of 2019 we will be mentoring approximately
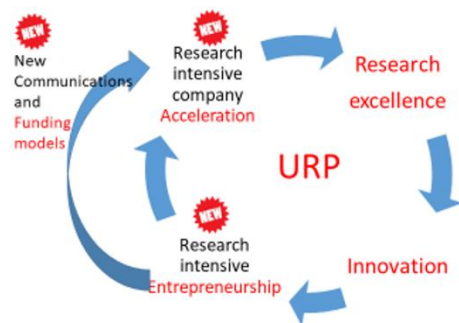
25 of our best young researchers and their teams, each seeking to translate an important technology or social innovation. Programs like this give researchers the time to develop their technology or social innovation, and to build a new, sustainable company.

Today the world of business is a world of ideas and innovation – and our universities are places full of ideas and innovation. 50 years ago, 80% of the value of the S&P500 was accounted for by tangible assets while today only 20% of the value is accounted for by tangible assets. Alphabet, Apple, and Amazon are household names, but high-growth companies are starting every day – and many of these have their beginnings in a university. Calgary and UCalgary need to be leaders in this new world of business, creating **new funding models** and paradigms through which we can share knowledge with our communities.

Company acceleration is the final piece in the cycle – UCalgary has built and continues to build the infrastructure and supports to enable new ventures to scale up and succeed.

Innovation@UCalgary will provide the framework for UCalgary to grow into a globally-leading research and innovation university. We are enabling the components necessary to guide and support students, faculty, postdocs, staff and alumni through discovery, invention and venture development.

To achieve this, we are:

- Developing and promoting an innovation culture together with our community;
- Transforming cultural models for research and teaching to enable innovation;
- Developing an ethos of assessment, ambition and continuous development;
- Actively developing innovative programs for women and minorities;
- Embedding innovation support functions within research teams and across the campuses;
- Building on-campus innovation spaces for students, postdocs and staff;
- Organizing, resourcing and promoting major campus-wide innovation events;
- Creating and supporting student innovation groups and student/postdoc pitch competitions;
- Developing a cohort of entrepreneurial role models;
- Integrating UCalgary innovation ecosystem into the Alberta Rainforest;
- Delivering actual solutions and jobs through leadership and cultural change;
- Leveraging Govnerment support and creating UCalgary Innovation support fellowships and programs for faculty, postdocs, and graduate students, and
- Not being afraid to change our culture and processes to succeed.

In 2017, UCalgary put entrepreneurial thinking at the core of *Eyes High*, our strategic vision. The Hunter Hub for Entrepreneurial Thinking opened its doors in December 2017, catalyzing the effort to embed entrepreneurial thinking into our institution's DNA.

Entrepreneurship is about actions and intentions, while entrepreneurial thinking is about attitude and beliefs to successfully navigate personal and professional endeavours. Entrepreneurial thinking is not a skill that people inherently possess, but a mindset that requires consistent practice to build a system of thinking that will help individuals navigate our increasingly complex world. We assist in developing that mindset through programming on campus that encourages our community to think experientially and interact with researchers, like-minded innovators and entrepreneurial thinkers. Disruptive technologies such as AI and blockchain are entering society resulting in occupations and industries needing to adapt and evolve alongside a constantly shifting technological and social fabric disruption process. As a result, it is imperative to prepare students with relevant training to successfully adapt to a somewhat unpredictable global socio-economic and technological reality and provide us with the inventive steps and innovative solutions for what will be a very different world.

UCalgary is committed to driving innovation that has social impact and value. In 2018, UCalgary joined as be a founding member of the first Canadian Cohort of the Carnegie Classification on Community Engagement. The Carnegie Foundation Carnegie defines Community Engagement as the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. To this end, we will be engaged over the next two years in a process of highlighting, supporting, and evaluating the many partnerships that are essential to our social innovation and impact.

The Alberta economy is changing and diversifying. Calgary is on its way to becoming a truly entrepreneurial city. Peter Cohan, the author of Startup Cities, indicates there are six factors that are needed to support innovative and start-up communities: pillar companies, universities, human capital, investment capital, mentor networks and values. We possess all of these traits, and we now need to continuously advocate for an innovative culture and create strategic collaborative efforts throughout and beyond the university.

IDENTIFYING AND IMPLEMENTING PRIORITIES, AND SYSTEM LINKAGES:

Based on national and international rankings of scholarship, faculty, students and staff, we identified six strategic research themes where we have significant capacity across our 14 Faculties and where we have the ability to solve some of society's most demanding challenges.

Each theme identified grand challenges that our scholars wanted to solve through active collaborations. Solving these challenges typically involves contributions from highly diverse disciplines. Once the strategies were produced and presented to our General Faculties Council and Board of Governors, we invested $1 million for each of the groups to build new collaborations, and to investigate opportunities with partners from other institutions and organizations in Alberta and abroad. Each area has established a confederation of scholars to mobilize and integrate our research capacity, share facilities and equipment, and identify new scholars (students, trainees, and faculty) needed to build capacity. Five of the six themes each involve over 200 faculty members from multiple Faculties. The sixth theme (New Earth-Space Technologies) is slightly more focused, but still engages more than 100 faculty from five Faculties.

In addition to these six strategic priority themes, early in 2019 we added two new emerging Research Themes: Child Health and Wellness and One Health. With investment from the University in 2019 and collaboration across multiple Faculties, we will initially launch these cross-cutting emerging themes as exploratory initiatives, but with high hopes for their eventual growth to the levels of success and benefits to Alberta achieved by our existing themes.

We have also increased our research capacity through partnerships with local institutions, provincial and national programs, and international entities. There are too many of these partnerships to list here, so we provide a few examples that highlight our collaborations, leveraging, and anticipated impact.

In the coming year, we will be heavily engaged with researchers at our partner Alberta universities in strategic research areas made possible by the Provincial Major Innovation Fund initiative. This will include leading both the further development of Quantum Alberta through the *Quantum Technologies* grant and the *Antimicrobial Resistance – One Health Consortium* launch. UCalgary researchers will also participate in the *Centre for autonomous systems in strengthening future communities* initiative, lead out of our partner institution, the University of Alberta.

The LSIH, located in our URP, will form a cornerstone of our Innovation ecosystem. Launching in 2019 and enabled by funds from both Western Economic Development ($3.125M) and the Opportunity Calgary Investment Fund ($8.5M), the LSIH will provide programs to facilitate the flow from discovery to the marketplace in the Life Sciences sector.

UCalgary researchers are national leaders in understanding the avoidance, detection, and effects of youth concussion. Funded through a $9,438,473 (USD) grant from the National Football League, UCalgary will lead a nationwide study entitled "Surveillance in High Schools to Reduce Concussions in Youth". This consortium brings together hospital and university expertise in the pursuit of making sports safer for our youth.

More than 10 years ago we partnered with The City of Calgary to create the Urban Alliance, a strategic relationship which matches research needs identified by the City with our scholars (faculty and students) to engage in collaborative projects, for the benefit of all Calgarians. There are many research projects currently underway that span the full range of questions faced by a major, rapidly growing urban centre. For example, we are working with the City to advance cutting-edge wastewater treatment technology to protect human and environmental health, to develop innovative ways to use City fibre instrastructure to detect real-time traffic movement, and to design new partnerships to effectively address the need for affordable housing. We have major initiatives underway to tackle the diverse challenges and opportunities of Calgary as a smart city, and more broadly drive forward the Digital Innovations landscape in Alberta.

UCalgary is partnering with the Government of Alberta, Alberta Health Services, Alberta Innovates UAlberta and ULethbridge on the Alberta Precision Health Strategy. The strategy will position Alberta as a leader in precision health, including better prediction and early diagnosis of disease, advanced diagnostic testing and discovery of new treatments for disease that enable individualized therapy.

UCalgary, the University of Alberta, and Alberta Health Services-CancerControl are collaborating on a major initiative to jointly select and implement a clinical trial management system (CTMS). The CTMS platform will significantly enhance the clinical trial infrastructure in Alberta, allowing for the optimized management of the 1,800 clinical trials that are being conducted in the province. The CTMS will reduce the administrative burden for researchers, improve budgeting and financial management, and enable central reporting of clinical trial activity. Ensuring that the CTMS is integrated with the future provincial electronic medical record system (ConnectCare) will provide greater patient safety and improve subject recruitment.

At the national level, we have helped to transition Carbon Management Canada from a Network Centre of Excellence (NCE) to Carbon Management Research Institutes – a small number of national research institutes focused on reducing greenhouse gas emissions and building a low carbon economy. UCalgary hosts the first of these institutes, the Containment and Monitoring Institute (CaMI). CaMI is located in southeastern Alberta, near Brooks, and is led by UCalgary researchers, but draws together academic and industrial researchers and entrepreneurs from across Canada and internationally. It is a major field site where new technologies can be explored for carbon sequestration and the efficient monitoring and auditing of injected CO_2, as well as fugitive methane emissions and control. It will help the Province of Alberta deliver on its goal of being a leader in environmental stewardship for the natural resource sector. CaMI is funded by generous grants from the Government of Canada and industry, with new research funds coming from Norway, the United Kingdom, and the United States.

Looking Forward

Our new Academic and Research Plans were refreshed a year ago to support our institution's bold vision articulated by our *Eyes High Strategy 2017-22*, and we are implementing these plans. The Research Plan priorities directly align with the objectives presented in ARIF 2018. Delivering on our priorities will advance

the goals identified in the Provincial Outcomes and will accelerate achievement of the Provincial Innovation Targets in particular sectors where we have world-class research. We have attracted over 150 new faculty members to our academy. There is a renewed energy on our campuses and a desire to demonstrate the impact a research-intensive university can have on improving our society and quality of life. Our existing priority research themes continue to thrive and contribute, with newly identified crosscutting themes adding exciting opportunities across the Health and Wellness sector. Whether it is attracting outstanding new researchers, landing major research grants, or announcing world-leading discoveries and innovations, UCalgary's research and scholarship continues to be a major driver of our *Eyes High* aspirations*.*

APPENDIX D: UNDERREPRESENTED LEARNERS

The University of Calgary's Eyes High Strategy 2017-22 extends its commitment to fully integrating the university with the community. An important element of this commitment is ensuring that qualified students from all groups in our diverse community find an intellectual home at the University of Calgary. We have turned this commitment into action, focusing our efforts related to accessibility on attracting, preparing and retaining students from underrepresented populations throughout Alberta. The 2018-23 Academic Plan sets as its first priority *Prioritizing People* and commits to recruiting and retaining talented people from a diversity of backgrounds. We recognize the need to monitor the composition of the student body to ensure diversity, but also to put in place the appropriate support services to allow the students who come to our campus to succeed.

The university is investing significant resources in turning these commitments into reality. The following sections will highlight key programs that are in place to serve underrepresented learners across Alberta.

D.1 REACHING OUT TO UNDERREPRESENTED LEARNERS

D.1.1 Enhanced student recruitment

As the University of Calgary has expanded its recruitment efforts, we have paid special attention to groups and communities that, in the past, have been less likely to attend university. These include students living outside major metropolitan areas, Indigenous students, mature students and students from families with lower incomes or who attend high schools with lower rates of participation in post-secondary education.

The University of Calgary added a new Community Liaison Advisor position in 2018 to connect directly with local community associations, cultural organizations and social support service agencies to assist newcomers and students from lower socio-economic backgrounds who want to attend the University of Calgary. This position assists students from pre-application through to the first day of classes.

D.1.2 Increased focus on Indigenous recruitment

The University of Calgary launched its Indigenous Strategy, ii' taa' poh' to' p, in November 2017. This strategy commits to "establishing a welcoming, inclusive, and culturally competent campus community that respects, includes, and promotes Indigenous ways of knowing, teaching, learning, and research. In fulfilling this commitment, the university is looking at ways to improve our outreach to Indigenous learners." The university has built a dedicated outreach program to attract more Indigenous students to our campus. This includes a dedicated Indigenous recruitment officer whose focus is to build relationships and support students in the Treaty 7 region and across the province in addition to establishing more personal connections with Indigenous students and their communities. A key recruitment event is Indigenous U where the University of Calgary hosts local Indigenous students and counsellors on-campus to learn about the advantages of studying at the University of Calgary and the specific supports and services available for Indigenous students.

In addition, the Cumming School of Medicine offers the Aboriginal Health Program (AHP) to encourage, advocate and enhance Indigenous programming, specifically recruitment, retention, community involvement as well as curricular activities. Faculties at the University of Calgary are in the process of developing their own Indigenous strategies and there are many faculty-level initiatives aimed at recruiting and supporting Indigenous learners. Funding from the Province of Alberta has also assisted Indigenous students in reducing financial barriers to pursuing undergraduate or graduate education.

At the graduate level, SAGE UCalgary (Supporting Aboriginal Graduate Enhancement) strives to support and nurture the recruitment, retention and completion of Indigenous graduate students. This program aims to ensure graduates students have safe spaces to share their experiences with their peers, mentors,

and campus community and to develop their professional, academic, and personal skills. The group organizes events such as the Indigenous Students Writing Café designed to support Indigenous students' success with grants and awards.

D.1.3   Underrepresented learner recruitment

The University of Calgary has expanded its recruitment initiatives to attract students from a variety of backgrounds into programs where they have been under-represented. This includes first generation students, newcomers to Canada, refugees and rural and remote students. Our recruitment initiatives include events to connect to groups that may have less knowledge of the opportunities for study at the University of Calgary through school and community organizations. To support these groups, our Continuing Education division offers ESL training and programming directed towards newcomers and successful transition to life in Canada.

In an effort to increase access to underrepresented learners, the University of Calgary has developed pathways programs for students with non-traditional backgrounds. The Cumming School of Medicine's *Pathways to Medicine* program supports and mentors students from low-income families, rural areas, non-traditional backgrounds and Indigenous communities to consider a career in medicine. In the Werklund School of Education, the Bridge to Teaching program provides students from rural and remote communities as well as Indigenous learners with a pathway to enter the bachelor of education degree. In the Schulich School of Engineering, the Biology pathway to Engineering is designed to increase access for women and other underrepresented learners who are more likely to have taken Biology 30 in high school rather than the standard Physics 30 requirement. Across the University of Calgary, there is an awareness of the importance of extensive outreach campaigns with the goal of diversifying our student population.

The University of Calgary strives to create a pathway to higher education for all students, including students with disabilities. Student Accessibility Services works collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment that enhances each student's academic and personal development.

D.1.4 Expanded pathways for students – dual credit

The University of Calgary is a partner in Alberta Education's dual-credit program, which provides an additional learner pathway to post-secondary studies for high school students, allowing them to earn high school and university credits simultaneously. The dual-credit program serves both high achieving high school students, but also under represented learners who may otherwise be unlikely to apply to the University of Calgary. Dual credit courses provide a supportive environment for students to take a university-level course alongside their peers and explore a learning pathway prior to graduation. The University of Calgary tracks dual-credit participants upon program completion to identify those who attend the University of Calgary. The University of Calgary offers three long-standing dual-credit courses in collaboration with the Calgary Board of Education (CBE), Rocky View School Division, Foundations for the Future Charter School, and Westmount Charter School in the areas of Psychology, Mathematics, and Physics. A fourth dual-credit program in Kinesiology was launched during the 2018-19 academic year in partnership with the CBE's High-Performance Athlete Development program. In summer 2019, additional dual credit courses in Computer Science and English will be offered. Dual credit opportunities benefit students wanting to pursue studies across a wide range of disciplines and programs.

D.1.5 Continuing Education Focus on Underrepresented Learners

To address research needs within the healthcare sector, Continuing Education's collaboration with Patient and Community Engagement Research Innovates (PaCER), within the O'Brien Institute for Public Health, explores innovative ways to engage patients and communities in healthcare, planning and research. In

this program, participatory-grounded theory (PGT) research methods are taught to patients and community members in remote communities, which enable them to conduct peer research with groups of patients under the guidance of a PaCER mentor. The audiences served by this program include non-traditional, Indigenous and marginalized learners.

Given the low representation of Indigenous peoples in STEM faculties and professions, Continuing Education is delivering a Power to Choose program, currently in its eighth year. By collaborating with University of Calgary faculties up to 60 Indigenous children and youth participate in a week-long camp (youth stay overnight on campus) exploring Science, Technology, Engineering and Math (STEM) disciplines that are often not available in their home communities. The mission of the Power to Choose summer camp program is to empower Indigenous youth with the power of choice in their jobs and life by engaging Indigenous children and youth in STEM disciplines from a young age.

D.2 STUDENT SUPPORT FOR UNDERREPRESENTED LEARNERS

D.2.1 Student Success Centre

As important as attracting students from all backgrounds to our campus are, our efforts to ensure their success is our utmost priority. Through the Student Success Centre, learning support is provided in a variety of areas, including writing, mathematics, exam preparation, and study skills to help students achieve their academic goals. The Student Success Centre fosters a culture of success that enables students to realize their full potential. While the university has many supports that are offered to students who reach out for help, we also take a pro-active approach to identifying and supporting students who are academically at risk through our Thrive Priority Support Network. The Thrive program aims to connect undergraduate students in need of support to the right campus resources at the earliest possible moment.

The Academic Turnaround Program (ATP) is a program of dedicated support that allows students who have been required to withdraw for failure to progress academically to remain in the university under special academic probation. Each year 450-500 students participate in the program, which represents approximately 51% (average over the last three years) of students required to withdraw. Of those participating in the program, the average success rates are around 63% after one year, and of those 84% will typically go on to graduate. The program is an important retention strategy and provides additional supports to those who struggle in their first year of university.

D.2.2 STUDENT SUPPORTS AND INCLUSIVE POST-SECONDARY EDUCATION

Student Accessibility Services facilitates an accessible learning environment for students with disabilities including temporary impairments and permanent disabilities. Students are supported in order to identify reasonable academic accommodations for their academic pursuits. Supports include access to an accommodated Exam Centre (one of the largest exam centres for students with disabilities in Canada), a dedicated access advisor and learning strategist. In addition, the Nat Christie Adaptive Technology Centre is available where students can be trained on, and make use of, a range of assistive and adaptive hardware and software options – and a quiet study area.

The Inclusive Post-Secondary Education (IPSE) program at the University of Calgary supports individuals who have developmental disabilities access an authentic university experience. Students are included in both the academic and social life at the University of Calgary and St Mary's University in Calgary. During the spring and summer months, IPSE supports students in building their resumes through meaningful volunteer work, competitive paid employment opportunities and personal development activities. The program is funded, in part, by the Government of Alberta.

The University of Calgary strives to be a welcoming community where all people live, learn, work, and thrive, including inclusivity for neuro-diverse people. The University is working on initiatives including becoming a neurodiverse-supportive post-secondary education campus; building employment capacity on and off-campus; and nurturing independent living and quality of life.

D.2.3 Indigenous Student Access Program

Each year, around 30 Indigenous students participate in this cohort-based, transition-year access program that provides an opportunity for Indigenous students who are not yet fully admissible to faculties to take university-level credit courses designed to improve academic success and gain access to faculty-based programs. The program consists of first-year university classes, as well as supports such as advising, cultural support, peer support, and tutorials.

D.2.4 Indigenous Careers Advisor

Careers Services has created a dedicated career advisor for Indigenous students who assists students with their successful transition into the workplace and provides advice to employers on hiring and supporting Indigenous students in employment.

D.2.5 Native Ambassador Post-Secondary Initiative

The Native Ambassador Post-Secondary Initiative (NAPI) Program is designed for Indigenous youth, ages 13-24. It consists of two main streams: Educational Outreach and Youth Leadership Training. Both avenues provide educational information, motivation and inspiration that will encourage youth to make informed decisions, develop a vision for their future, and contribute positively to their community. The goal is to develop leadership skills, build self-awareness, offer knowledge, and encourage Indigenous youth to pursue post-secondary education.

D.2.6 Native Centre

The University of Calgary's Native Centre welcomes, respects, and supports the rich diversity of Indigenous learners, their communities, cultural traditions, and aspirations in post-secondary education. It provides a culturally appropriate environment that encourages and supports the success of Indigenous students in their studies through academic, personal and cultural support services and programs. The Native Centre assists Indigenous students with program advising, registration, post-secondary sponsorship information, volunteerism, employment, and personalized support and referrals. It also offers community-based programs and cultural events that engage the campus and the greater Indigenous community.

D.2.7 Q Centre

The Students' Union's Centre for Sexual & Gender Diversity (Q Centre) is a safe, comfortable and inviting space for the LGBTQA+ community at the University of Calgary. Featuring a library and peer support services, the program coordinators and volunteers plan events and direct clients to relevant resources. The Q Centre's Queer Mentoring initiative strives to provide sexual and gender minority undergraduate students with opportunities to empower themselves by pairing them with established, queer-identified role models.

D.2.8 Faith and Spirituality

The University of Calgary embraces the growing diversity in its faculty, students and staff and is committed to creating a safe, inclusive, healthy and respectful campus culture — one that values diversity and the dignity of every person and is grounded in equity and inclusivity. The Faith & Spirituality Centre seeks to cultivate a pluralistic community by encouraging cultural and religious literacy, community building, and

social change as an integral part of the student experience. It continues to expand faith-based supports with chaplains representing Muslim (Shi'a, Sunni, Ahmadiyya), Buddhist (Pureland) Christian (Anglican, Baptist, Catholic, Christian Reformed, Lutheran, Orthodox, Pentecostal, United/Presbyterian), Hindu, Jewish (Chabad), Sikh and Baha'i faiths. The Vitruvian Space provides dedicated space to our community for religious observance and spiritual well-being. Ablution stations are integrated in the space as well as specialized venting mechanisms to allow for sacred practices such as smudging. The Kaleidoscope Project, a week-long immersive program, promotes spiritual and religious growth and learning among students through exploring religious and cultural diversity in Calgary. A related continuing education course entitled "Building Religious & Cultural Inclusion in the Workplace" was developed and has begun to attract a diverse group of campus professionals and members of the Calgary community. A new program for students, Intersections in Diversity, focuses on intersectionality and anti-oppression by immersion in the history and experiences of marginalized groups in Canada through meaningful dialogue and collaboration.

APPENDIX E: COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

The University of Calgary's *Eyes High* Strategy 2017-22 extends its commitment to fully integrating the university with the community. Important elements of this commitment include offerings that enable knowledge exchange and foster skill development, collaborations with community organizations, and program and research partnerships across Alberta. We will grow our partnerships with industry, government, non-profit organizations, local Indigenous communities and alumni. The 2018-23 Academic Plan set as its second priority *Connecting Communities,* leveraging the university's geographical location to foster relationships with the city and the region to explore new ideas and new collaborative partnerships. Our 2018-23 Research Plan aims to create a culture where innovative, entrepreneurial, creative, and critical thinking thrive and will result in measurable impacts to our city, communities and to society. We will nurture collaborations with local Indigenous communities; strengthening community-engaged scholarship and learning approaches; and developing new learning pathways by creating collaborative partnerships with other post-secondary institutions to optimize resources. The university is investing significant resources in turning these commitments into reality. The following sections will highlight illustrative examples of key programs and initiatives that connect us with our community.

E.1 ACADEMIC PROGRAMS IN THE COMMUNITY AND REGION

The University of Calgary has always been a strong Campus Alberta partner and we pride ourselves on strong relationships with our post-secondary colleagues across the province. We provide some illustrative examples of various types of partnerships below.

The University of Calgary's Faculty of Social Work has served students across the province for many years. From campuses in Calgary, Edmonton and Lethbridge, the faculty has been a leader through delivery of its innovative Learning Circles program on-site in rural and remote Alberta communities. Increasingly, through its online Virtual Learning Circles program, additional learners remain in their home communities to complete their degree.

In partnership with the University of Alberta, the University of Calgary has a reciprocal space exchange on each campus. The Faculty of Social Work offers its program in Edmonton on the University of Alberta campus, while our Downtown Campus in Calgary hosts the University of Alberta's programs in Rehabilitation Medicine. This allows students in the two cities access to specialized programs in their home communities and eliminates potential duplication while also reducing costs to both institutions.

In fall 2015, the Werklund School of Education, with support from the Ministry of Advanced Education, introduced a new Bachelor of Education stream designed for Albertans in rural and remote areas. This innovative program allows students to remain in their communities for the majority of the program while taking advantage of strong transfer agreements that the University of Calgary has with its Campus Alberta partners. The program not only allows students outside major urban centers to obtain an education degree but also greatly increases the odds that these students will become the teachers of tomorrow in rural and remote communities across Alberta. A newly approved bridging program to this community-based 4-year Bachelor of Education program will provide students who do not meet the subject requirement for English 30-1 or do not have a competitive average for admission the opportunity to upgrade. This new initiative was designed to assist Indigenous learners whose rural high schools do not offer English 30-1.

The University of Calgary's Energy Engineering program is designed as a pathway for graduates of approved energy technology diploma programs such as the program offered at SAIT. It provides a seamless transition to a University of Calgary engineering degree that can be completed with an additional two years of study. Graduates hold both an engineering technology diploma and an engineering degree.

The Energy Engineering pathway addresses the energy industry's need for engineering graduates who bring a unique mix of technology and engineering science skills and knowledge to the workplace.

The University of Calgary has strong partnerships with both Red Deer University and Medicine Hat College ensuring that learners across Alberta have access to one or more University of Calgary degree programs in their home communities. The Red Deer University partnership allows students to transfer up to two years of college credit. It also allows them to obtain either a Bachelor of Arts degree in Psychology and Sociology or a Bachelor of Science degree in Psychology by completing the required University of Calgary courses offered entirely on site at Red Deer University, keeping students and graduates in their home communities. Courses are taught by faculty from both institutions. The Bachelor of Nursing program at Medicine Hat College is a four-year partnership program offered entirely on site at Medicine Hat College, allowing students in Medicine Hat and surrounding areas access to a baccalaureate nursing program without having to relocate. By opening the doors to degree programs across Alberta, the University of Calgary is serving labour market needs across the province by increasing the likelihood of learners remaining in their home communities following graduation.

The University of Calgary is a champion of co-curricular service learning involving mutually beneficial collaborations between students and community organizations to determine and meet real, defined community needs. Our ucalgarycares program consists of a series of co-curricular service-learning programs for University of Calgary students who seek to get involved with communities at the local, national or international levels. One of the aims is to enhance civic consciousness and provide help to community organizations that need support, such as the Calgary Food Bank, Alpha House, and The Mustard Seed. The ucalgarycares Indigenous Leadership and Engagement program is a collaborative service-learning program that takes place at the Kluane First Nations community in southern Yukon. The program engages both Indigenous and non-Indigenous students in learning that focuses on social justice, reciprocity, Indigenous ways of knowing, and cross-cultural awareness. Volunteer activities in the community include building sustainable greenhouses, a local fishing derby, working at a build site for a local housing complex, and assisting researchers at the Arctic Institute of North America.

E.2 CONTINUING EDUCATION AND COMMUNITY NEEDS

University of Calgary Continuing Education is actively engaged in serving and collaborating with local communities to address mutually identified learning needs to enhance access to University of Calgary programs for Calgarians. University of Calgary Continuing Education and Calgary-based RoboGarden Inc. have partnered to address identified skills shortages both locally and beyond by developing short-cycle, technical skills development programming for adult learners through a unique cloud-hosted, gamified, Artificial Intelligence e-Learning platform.

Continuing Education and University of Calgary Career Services are collaborating to deliver a federally funded program called Digital Skills for Youth (DS4Y) in Calgary and across the prairie provinces. Recent graduates who are unemployed or underemployed are eligible to enrol in fully funded Continuing Education courses, choosing from nine different pathways to fulfil any gaps in their digital skillset, thus putting them on the road to a robust career. Employers post a job through Career Services, in a field that requires digital skills and provide a six-month internship to the employee. This initiative is part of the Government of Canada's Youth Employment Strategy.

Continuing Education addresses mutually identified learning needs for not-for-profit organizations, and municipal and provincial government agencies by providing tailor made training and development programs.

Continuing Education offers members of the public the opportunity to connect and engage with University of Calgary researchers through OneDay@UCalgary. In these unique and affordable one-day classes, University of Calgary academics bring compelling and timely topics to life. Sample topics include: The Great Melt: Geopolitics and the Changing Arctic, Everything you need to know about Canadian Politics, Philosophy of Money, and the Art of the Northern Renaissance and the Dutch Golden Age. In 2018-19 total enrolment in our continuing education programs totaled 20,684.

E.3 KNOWLEDGE ENGAGEMENT

The University of Calgary emphasizes community connection and enhanced learner outcomes through our research activities. As a research-intensive university, the University of Calgary is committed to knowledge engagement. Knowledge engagement is a process that brings together diverse groups—post-secondary institutions, corporations, community organizations, health and social service providers, academics, policy and decision makers, government and the public—to address mutually identified problems. It is a dynamic and reciprocal process that creates, synthesizes and applies knowledge and evidence to benefit our communities. Our extensive research community collaborates with local, provincial, national, and global stakeholders, enabling knowledge exchange and engagement. All university-community knowledge engagement projects are designed to enable students to contribute to developing solutions to identified problems in the community and thus enhance their experience as students and future leaders in our communities.

For example, the Urban Alliance is a community-based research platform and research partnership between the City of Calgary and the University of Calgary. This partnership has led to the establishment of research chairs, attracted significant new research funding, and facilitated more than 120 research projects involving over 100 researchers, students and practitioners.

A long-standing research partnership is ACWA (Advancing Canadian Wastewater Assets) that involves scientists and students working side-by-side with municipal wastewater operators to solve environmental water problems within a full-scale municipal wastewater treatment plant. With 3.8 kilometers of naturalized streams, scientific experts in ecology, biology, toxicology, microbiology, process engineering, medicine and public health – along with municipalities and industrial partners – are working to ensure clean and affordable drinking water for the planet.

makeCalgary is a community-based research platform led by the School of Architecture, Planning and Landscape. Each academic year, makeCalgary identifies a research challenge for collaborative exploration to design elements of a resilient, healthy, vibrant, and equitable city. This initiative provides our students with practical, hands-on experience dealing with real community issues and provides valuable resources and support to the community.

The University's new Knowledge Engagement Implementation Committee (KEIC) works towards supporting researchers and students in identifying problems, prioritizing them, assessing solutions, articulating the mutual benefits that result from knowledge engagement opportunities, and finding suitable community partners. KEIC is dedicated to communicating to the university community how knowledge engagement opportunities can enhance the academic enterprise. It evaluates and measures the impact that University of Calgary knowledge engagement projects have in the community and region. KEIC is developing tools to make research engagement projects successful and provide institutional support to researchers and students.

E.4. COMMUNITY PARTNERSHIPS

Universities help build and support the environment that leads to socio-economic and cultural development. Community engagement is at the heart of the *University Relations Strategy* 2018-22 and supporting unit plans like the *Community Engagement Plan* 2018-22. Our *Community Engagement Plan* includes five key objectives: position the University of Calgary as a city builder through strategic partnerships with other community anchor institutions; position the university as a thought leader in the community by sharing and translating knowledge while enabling public discourse; amplify University of Calgary community engagement activities and celebrate their impact; lead and support service activities across the campus; and develop the University of Calgary as a center of excellence for community engagement.

The university actively engages with community anchor organizations, including cultural and civic partners like Calgary Economic Development (CED), Calgary Municipal Land Corporation (CLMC), Calgary Stampede, Calgary Pride and Calgary Public Library (CPL). We also actively engage with our neighbours through the South Shaganappi Area Strategic Planning Group (SSASPG), a committee of communities surrounding both the university's Main Campus and Foothills Medical Campus. Our faculties and other units also lead a tremendous amount of community engagement activity with key partners.

The University of Calgary collaborates with partners on key community events and initiatives. For example, our relationship with the Calgary Stampede has matured into a mutually beneficial partnership in recent years. In addition to hosting Stampede events on campus and participating in Stampede events in the community, our animal science specialists at the Faculty of Veterinary Medicine provide critical advice and innovative research to support advanced animal care practices at the Stampede. Our historians and experts in the Faculty of Arts have literally written the book on the Calgary Stampede and offer an interdisciplinary course every year on the culture of the Calgary Stampede. Together with the Calgary Stampede, the university hosts the award-winning Campfire Chats on National Indigenous Peoples Day, featuring tipi painting, dancing, drumming and storytelling from community leaders and Traditional Knowledge Keepers from the Treaty 7 region of southern Alberta.

Libraries and Cultural Resources (LCR) has a longstanding tradition of making our library and archival collections open to the community for research and study as well as in partnering with community organizations to share archival collections. Recently, the University and the Glenbow Museum announced the creation of the *Glenbow Western Research Centre* (GWRC) and the move of the Glenbow library and archives collections to LCR. This initiative not only aligns Glenbow's collections with teaching, learning and research at the university but it means that the Glenbow collections will continue to flourish and grow over time and that students, researchers, and the entire community will have improved access to these important collections. In addition, LCR partners with The Military Museums (TMM), by providing library and archive services as well as rotating art exhibits in the *Founders Gallery* to complement the archives, galleries and activities at the TMM. The University of Calgary Press engages the Calgary community when it publishes scholarly monographs and edited collections, as well as works of original poetry and fiction. Because the Press is a leading Open Access publisher, it has more than 100 titles available for free download by the community. Our partnerships and collaborations with the Calgary Public Library are also numerous, including Idea Igniters, a conversation series exploring social, economic and cultural issues in our community that are designed to energize and inspire.

We are a silver-level partner of CED's Action Calgary, a corporate partnership program that engages Calgary's visionary thought leaders to help the city build on its energy and shape tomorrow's Calgary. In addition to senior leadership engagement with CED, the university actively engaged in the development of CED's strategy titled *Calgary in the New Economy.* CED has also invested in the

relationship with the university and is a key player on community-wide initiatives. Their growing support facilitates the university's strategic engagement with Calgary's business and civic leaders.

The university has a partnership with the City of Calgary and the Calgary Chamber of Commerce in the creation of Calgary Technologies Inc. (CTI) whose mandate is to accelerate the impact of innovation-driven ventures by providing access to space, programs, mentorship and capital. This partnership has led to 71 spinout companies being developed or assisted, and 2,100 discoveries securing 800 patents since its inception.

Community partnerships are a key element embedded into many of academic programs. The programs and opportunities within faculties are numerous, for example, in our Haskyane School of Business, students enrolled in MGST 715 – Strategic Business Analysis undertake projects for small and large businesses, start-ups, not-for-profit, government and other organizations as part of a field experience. In the Faculty of Law, students are given the opportunity to practice their legal skills for the benefit of the community. Through a partnership with Innovate Calgary, free legal services are provided to entrepreneurs. The Faculty also has a public interest law clinic, a Student Legal Assistance clinic, a Taxpayer Assistance Program and an environmental law clinical program where experiential learning opportunities supplement what is happening in the classroom.

Our students are also actively involved in service projects in the community, some of which involve both research and help for those in need. The Scholars Academy has a very active Cohort Service Project that gives each member the chance to be part of a community-based project. Recent collaborations include work with the Kids Cancer Care Foundation, Calgary Reads, and the Office of Sustainability. The Graduate College, with its 60 Graduate Scholars, has engaged in outreach activities with a number of community organizations, working with youth in the Syrian refugee community to give them a connection to the University, and engaging with Beakerhead, a community organization that promotes creativity and science. They also reached out to the community to host conversations about a range of issues, including the merits of an Olympic bid, the impact of screens on children's development, and low carbon futures. These conversations included almost 2,000 community members.

The University of Calgary supports community agencies like the United Way of Calgary and Area – raising $701,000 for the 2018 United Way campaign, a new record for the university. Since 2011, the university community has raised more than $4.5 million for the United Way. The benefit of this investment is that every dollar stays in the local area, providing funds for programs that have profound impact on people's lives.

University of Calgary Senators are connectors between the university and our community in part through initiatives such as Lecture of a Lifetime and Chancellor's Club that highlight our faculty, researchers and students to the community. We also have an active connection to our community through our over 173,000 alumni. One of our unique advantages is that approximately two-thirds of our alumni live and work in the Calgary area. Lifelong learners, seekers of new knowledge and innovation, and thought leaders in their respective disciplines, they have become meaningful contributors and active citizens, locally and globally. We continue to strengthen our connection to this important part of our community to achieve our vision and create mutual benefit. We are growing and maintaining an active alumni network, and establishing a stronger and more recognizable alumni profile in order to build our community together.

The University of Calgary has been building its presence in the community over the past years, making it easier for members of the public and interest groups to connect, to experience and learn about the broad spectrum of initiatives and events that the University of Calgary has to offer. The downtown campus offers meeting and conference space and attracts corporate and business leaders as well as providing

governmental and post-secondary venues. The School of Public Policy is located in the downtown campus, as is the Haskayne School of Business executive MBA program, and our alumni engagement group. The University of Calgary's newly established City Building Design Lab (CB Design Lab) is located in the former downtown Central Library Building. CB Design Lab is a first-of-its-kind-in-Canada research initiative that employs entrepreneurial and design thinking to help redefine the future of city building. CB Design Lab brings together major players within the construction industry (consultants, contractors, owners, developers, municipal and provincial government, and civil society) to work with academic researchers and students to develop practical innovations in planning, design, construction, and operational management that will make cities more resilient, equitable, vibrant, prosperous, and healthy. In 2017, the University of Calgary's Haskayne School of Business became a new site for the Creative Destruction Lab (CDL), called the CDL-Rockies. The CDL is a unique milestone-based mentoring and financing program for science-based companies that helps commercialize early stage technology ventures. In 2018, a new CDL-Rockies cohort was launched focusing on startups in areas such as energy, infrastructure, digital oil and gas, power generation, bioenergy and energy efficiency.

Our award-winning National Awareness Program (NAP) connects with regional, provincial and national audiences through a variety of social media featuring topics of public interest to display the meaningful impact of the university's research and scholarship, and to foster community engagement and public advocacy. Each topic typically contains several articles, videos, two live webinars, downloadable e-books, links to resources as well as tweets, Facebook, LinkedIn, blog posts featuring research experts, alumni, students and our community leaders. We also leverage NAP through our Idea Igniters series in partnership with the Calgary Public Library. Idea Igniters showcases the depth and breadth of the university's research, innovation and teaching-and-learning in a real world, community atmosphere.

Over the next years, we will become increasingly connected to industry and non-profit partners with our focus on work integrated learning. Work-integrated learning is the process through which students come to learn from experiences in educational and practice settings. It includes the kinds of curriculum and pedagogical practices that can assist, provide, and effectively integrate learning experiences in both settings. Our goal is 100% of University of Calgary students will graduate with an experiential experience by 2024-25. This goal will require increased connectivity with our community partners.

E.5 MEASURING IMPACT

The University of Calgary is committed to maximizing, evaluating and measuring its community impact. Since 2014, University Relations has utilized an evaluation matrix based on the REAP (Reciprocity, Externalities, Access and Partnership) self-assessment model founded at University of Bradford in England. The model was extensively studied and it is based on four key principles of community engagement activity:

1. Principle of reciprocity: There is a two-way flow of knowledge, information and benefits between the university and its partners in community engagement activities.
2. Principle of externalities: There are benefits created by community engagement activities that extend beyond benefits created specifically for the partners. These contribute to building social trust and networks that contribute to building a learning and knowledge based society, and create social and cultural value for broader society.
3. Principle of access: Community partners have a right to use university facilities and resources, as opposed to receiving a one-off provision of goods or services.
4. Principle of partnership: Partnerships deepen and develop through the extended reciprocity and improved access. They are an output and outcome of CE activities, which should eventually also become key inputs to improving and enhancing those activities.

These principles provided a foundation for a decision and evaluation matrix that reflects the University of Calgary's strategic focus on community engagement. The matrix incorporates a series of qualitative metrics in order to assess community engagement activities against the *Eyes High* Strategy 2017-22 and the goals defined in our 2018-23 Academic Plan and 2018-23 Research Plan, and other institutional strategic priorities. Each qualitative impact indicator is assessed on a scale of one to five, where one represents low impact, three is moderate impact, and five is high impact. A weighted average formula calculates a total score that indicates measurable impact for each community engagement activity. This measure is complemented with quantitative metrics such as attendance and social media impact to derive a broad assessment of the impact of our community engagement activities. The matrix serves as both a decision making and evaluation tool to identify and measure community engagement activities.

E.6 NATIONAL AND INTERNATIONAL NETWORKS

The University of Calgary is a founding member of Community First: Impacts of Community Engagement (CFICE) and Community-Campus Engage Canada (CCEC), emerging national networks and communities of practice focused on strengthening Canadian communities by increasing the capacity, infrastructure and impact of equitable community-campus partnerships of all types, including student experiential learning, community-engaged research, and social innovation.

The University of Calgary is also a founding member of the Carnegie Community Engagement Classification Canadian Pilot Cohort. The Carnegie Foundation's Classification for Community Engagement is an elective classification and has been the leading framework for institutional assessment and recognition of community engagement in US higher education for the past 13 years. Carnegie defines Community Engagement as the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The goals of community engagement are built on this definition; they include strong partnerships between post-secondary institutions and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments in the areas of community engaged scholarship and learning and requires substantial effort invested by participating institutions. A Canadian Pilot Cohort has been convened to explore the Classification and consider how it might support community engagement in the Canadian context. Like other founding members of this cohort, the University of Calgary is committed to co-creating and sustaining our campus as a hub for our communities—contributing to educational achievement, community engagement, and economic activity. Our institution sees value in strengthening inter-organizational relationships and participating in a learning community of like-minded institutions to share successful practices and approaches to civic and community engagement and in implementing institution-wide measurements and evaluation methods of community engagement.

APPENDIX F: CURRENT MINISTRY INITIATIVES

F.1 SEXUAL VIOLENCE PREVENTION

While sexual assault is an issue in our society, post-secondary institutions are uniquely positioned to make sexual assault prevention, education, and accountability a priority on campuses. In June 2017, the University of Calgary approved a Sexual Violence Policy that applies to all members of the university community. The policy was the result of more than two years of work by faculty, students and staff across the university. The policy is a fundamental element in creating and sustaining a safer campus environment for all community members. We agreed with our community that the policy would be reviewed after it has been in place for two years and this review is due in 2019-20.

An important component of the policy and of our efforts to prioritize prevention, education and accountability initiatives is the Sexual Violence Support Advocate (SVSA), who was hired in May of 2018, and who acts as a centralized resource for one-on-one support, guidance on reporting processes and timelines, and educational outreach. The SVSA also identifies gaps in process and changes required.

In order to reduce the incidents of sexual violence, enhance the rigour of our investigations, reduce stigma, dispel myths and increase awareness, key staff members have to have access to continuous training and education. A number of key personnel involved in support, investigations, adjudication and review of sexual violence cases have undergone Forensic Experiential Trauma Interview (FETI) training to minimize trauma for all those involved. Additionally, further training and education opportunities are regularly provided and a number of projects are currently underway to educate our community and involve them in creating solutions. For example, the members of the 'Sexual Violence Prevention via Healthy Masculinities' project are working with athletic teams and coaches, 'Ask First' is a joint project with the Women's Resource Centre and a student club, Consent Awareness and Sexual Education (CASE). Through these projects, faculty, students and staff aim to create a campus culture where victim blaming is no longer tolerated and the concept of consent is understood and practiced in the community, so all students feel safe and respected. These projects also aim to empower students to create change in their own communities by using their voices and starting conversations that challenge negative stereotypes of victims and myths about sexual assault.

F.2 STUDENT MENTAL HEALTH

The University of Calgary's Mental Health Strategy was formally launched in December 2015 and is currently being implemented with a number of initiatives which connect with the community to provide a network of support for students, staff, and faculty. The Mental Health Strategy is comprised of the following six interconnected strategic focus areas: raising awareness and promoting well-being; developing resilience and self-management; enhancing early identification and response; providing direct service and support; aligning institutional policies, processes and procedures; and creating and sustaining a supportive campus environment. Under these six strategic areas of focus, the Mental Health Strategy includes 28 recommendations, all of which are either implemented or currently underway. While most campus mental health strategies focus on student wellbeing only, our strategy extends to the entire campus community including faculty, students, and staff.

F.2.1 Mental Health Strategy Implementation

In 2017-18, the Campus Mental Health Strategy added the focus area of addictions; in 2018-19, the focus was on suicide prevention, mental health messaging, and reaching diverse and unengaged audiences.

Student mental health services goals for 2019-20 are related to harm reduction, regional collaboration and a review of the student counselling model.

F.2.2 Mental Health Care Services Access

Accessing mental health care has been a focus for 2017-19. Efforts to increase accessibility to services across campus include extended hours for Student Wellness Services and counsellors embedded in other locations or faculties. We are working to enhance support during critical transition times, adding a coordinated (stepped) care model and solution-oriented single sessions. We have been successful in reducing wait times, and establishing a triage model during initial appointments, particularly for those in immediate crisis. Following intake, we refer clients to the level of resources they require, including counselling, online resources, group therapy, peer support, or community support. Our services focus on problem solving in three to five sessions, after which we refer clients to external resources for more long-term care. Weekly case consultations between our health and mental health teams assist in managing student-at-risk cases. Furthermore, a collaboration between the University of Calgary, Woods' Homes, and the Distress Centre provides our community with 24-hour health supports, service in over 200 languages and after-hours in-person appointments.

We have increased capacity through developing a case management team of social workers who provide outreach to students, with specific named resources for Indigenous students and International students. This team of social workers engages with students at risk, and provides outreach and harm reduction programming. Our upstream work promotes community awareness, training, psycho-educational workshops, and engaging peers. In 2017, the university opened the Campus Community Hub that helps students to flourish in our community through positive wellness interventions of playing, interacting, helping and learning. Peer support is increasing with activity-based programs in the Campus Community Hub, with five unique peer support team opportunities. We are currently working on indigenizing health outreach and resilience programming. Wellness staff work with the Faith and Spirituality Centre in cross-cultural work, understanding diversity and promoting inter-cultural competency with student leaders and staff who support students. Our Intersections in Diversity program focuses on multiple at-risk populations.

We intersect with the public sector in a variety of ways, including a regional committee on which all nine post-secondary institutions serve together with representatives from Alberta Health Services (AHS) and the K-12 system. Priorities are on easing the transition from high school to university, developing a facilitated referral model with AHS, and building community collaboration. The University of Calgary is an original member of the provincial community of practice, Healthy Campus Alberta, serving on the design and human resources teams. This vibrant community engages in training, development, and supportive outreach among all 26 post-secondary institutions in Alberta as well the First Nations colleges.

F.2.3 UCalgaryStrong

UCalgary Strong is a campus-wide initiative aimed at equipping the University of Calgary community with the skills required to become grounded leaders, build a cohesive community, and to develop personal resiliency that help students to cope with stressors inherent in post-secondary life. Two signature events are held each year: Carnival in September to start of the academic year and Festival in April as a family friendly event to celebrate the end of winter semester. Both attract between two and three thousand students each year.

APPENDIX G: INTERNATIONALIZATION

Our original *Eyes High* strategy (2011) envisioned our university as a global intellectual hub where students, staff and faculty produce new ideas that have global impact. The renewed *Eyes High* Strategy 2017-22 has reaffirmed this commitment to develop next-generation researchers and leaders with broad worldviews who share new knowledge and discoveries generously, and address society's challenges proactively. We have been recognized as a university that provides a gateway to the international landscape of languages, ideas, arts, culture, and science for all domestic and international learners.

Calgary is a global energy and business centre. Our city demands graduates who have a global orientation, are competitive in an international marketplace, and can adapt to diverse cultural, economic, and governmental environments. In order to respond to these demands, an International Strategy was officially launched in March 2013. The strategy outlines four goals to ensure that the University of Calgary is successful in attracting top international scholars and students and identifies ways to leverage our expertise and share capacity with targeted institutions around the world. It encourages faculty, staff, students and post-doctoral scholars to explore the world through linkages with partner institutions and drives the University of Calgary to become a globally recognized source for objective information, research expertise, and productive collaborations across all sectors of government, industries and non–governmental organizations. In recognition of our global engagement efforts, the University of Calgary has been named the winner of the 2017 Institutional Award for Global Learning, Research and Engagement by the Association of Public and Land-grant Universities (APLU).

Implementation of the International Strategy is a continued priority for the University of Calgary and is critical to achieving our *Eyes High* Strategy 2017-22. We are committed to achieving the four strategic goals and three targets identified in the International Strategy and we work closely with our local, provincial, national and international partners in the realization of this vision. In September 2019, the University of Calgary will undertake an external review of our International Strategy followed by a strategy renewal to ensure that the goals and targets are aligned with our energized *Eyes High* Strategy 2017-22 and the 2018-23 Academic Plan and 2018-23 Research Plan. The renewal of the International Strategy will be completed in the context of discussions on international education with the Government of Alberta.

G.1   INTERNATIONAL GOALS AND TARGETS

Goal One – Diversity

Increase the diversity of our campus communities in terms of students, faculty and staff represented from a variety of countries.

Target: 10% of the undergraduate population will be international.
Target: 25% of the graduate population will be international.

To support achieving the diversity targets for students, the University of Calgary developed an undergraduate international student recruitment model that focused our international recruitment efforts in three key areas: 1) direct entry, 2) partnership programs with foreign universities, and 3) an International Foundations Program.

The demand for international students to study at the University of Calgary is increasing in the area of direct entry, where a student meets or exceeds all academic and language requirements for entry to our institution. Applications from international undergraduate students for 2018-19 were up 36% compared to 2017-18, and the trend is continuing this year. It is anticipated that we will reach our goal of 10% international undergraduate students in fall 2019 (9.2% in 2018). Interest in graduate programs from

international students remains high and the university has already surpassed the 25% goal (26.8% in 2018). We remain committed to focused and expanded recruitment while ensuring that all international student growth is over and above our domestic targets.

Partnership programs are largely based on an articulation model and leverage existing and new partnerships with highly ranked international universities, to attract talented international students to the University of Calgary. Over the next year, in collaboration with faculties including Graduate Studies, we will continue to expand our partnerships and create bridges for other international education and research collaborations, focusing on increasing graduate-level mobility and two-way collaborations, diversity of partnerships, types of programming options available, and viability of existing and new markets.

Our English Language Program (ELP), offered through Continuing Education, provides multiple program options to meet the needs of our English language learners who are not degree students at the University of Calgary. Recently proposed changes to the ELP will allow for a seamless transition for students who may wish to pursue a degree at the university or another institution of their choice.

Goal Two – Cross-cultural competencies

Improve the global and cross-cultural competencies within our campus communities.

Target: 50% of our students will have an international experience before they graduate.

In an effort to achieve our second strategic goal of cross-cultural competencies, a target of 50% of students acquiring an international experience was established. This is an ambitious goal and we have established an interim target of 30% by 2020, a target we are on track to achieve (25.2% in 2017-18).

In further support of this goal, many of our faculties offer courses and programs with an international dimension. A striking example is the International Indigenous Studies program, an interdisciplinary program in the Faculty of Arts that examines the situation of Indigenous groups in a variety of societies. Our faculties are also expanding opportunities and funding support for students and post-doctoral scholars to work and study internationally. Our field schools offer many students the chance to take some of their courses in exciting settings and experience elements of life in a new culture. The University of Calgary offers one of the largest suites of study abroad programs in Canada.

In 2016, the University of Calgary International (UCI) launched new funding and expanded opportunities to encourage international study, research, and training for students, faculty, and administrative staff with a focus on the development of cross-cultural competencies. Travel grant applications and travel grants have increased by 68% and 61%, respectively. Over the next year, the programs will continue to be enhanced with a focus on expanding participation and increasing impact as we strive towards our international experience goals. The University of Calgary has signed a new agreement with MITACS through its Globalink Research program that will provide opportunities for senior undergraduate and graduate students (Master's or PhD), and Postdoctoral fellows to gain international research experience through collaborative research opportunities. This program will support 200 outgoing students from the University of Calgary and will host 100 incoming international students over the next 3 years.

Engaging internationally is not just about our students going abroad, but also about offering the knowledge, skills and understandings that allow students, faculty and staff to work, study and engage in cross-cultural environments on our own campus. Following the work of the Internationalization Task Force on Cross-Cultural Competencies (2015-18), an Implementation Committee has been created that will take the Task Force's recommendations and develop an Intercultural Capacity Framework for the University of Calgary. We are also developing a suite of programs to support students, faculty and staff in

the area of cross-cultural competence. A certificate program in Global Leadership is under development that will provide undergraduate students with the knowledge and skills required to be successful in an increasingly global society. A professional development program in Intercultural Competency for staff and faculty is set to launch in 2020.

International Student Services together with the Faith and Spirituality Centre recently launched a program called Intersections in Diversity that immerses students in the history and experiences of marginalized groups in Canada by fostering empathy, encouraging meaningful engagement, and empowering students to get involved in making the community a better, more positive, safer space. Across the university, staff are also being trained to deliver Intercultural Development Inventory (IDI) assessments and Intercultural Conflict Styles (ICS) assessments to help build intercultural competence in our community. The Kaleidoscope project, a residential intercultural experience offered during the winter reading week, focuses on building cultural competence through engaging with faith and diaspora in Calgary. The project is now offered as a continuing education course for the wider community. The University of Calgary continues to organize cultural days including Germany day, Mexico days and China days. The university is also planning to organize a USA oriented day in fall 2019 and a Scottish and Dutch Day in 2020.

Goal Three – Partnerships

Enhance opportunities for international collaborations and partnerships in research and education.

The University of Calgary is committed to enhancing and developing its academic and research partnerships with institutions around the world. Over the next year, the focus will be on enhancing our existing international academic and research partnerships and leveraging these relationships to provide new opportunities for our students and faculty. We will continue to develop new opportunities for international collaboration in areas of strategic importance to the University of Calgary and our partner institutions. In addition to programmatic partnerships, we will also focus particularly on our global research sites in Beijing and Mexico City, which are both focused on unconventional energy resources.

In 2017, the University of Calgary developed a unique ranking system to evaluate university partnerships to advance its international goals and vision. The International Partnership Assessment Rating Index (IPARI) helps us to assess current university partnerships, identify top partners in each country, develop new strategic partnerships, and to decide whether to re-engage a stalled partnership. IPARI uses a points system to assess partnerships in three categories: academic programs and collaborations, mobility programs and research collaborations, and impact. Based on IPARI analyses of 2017-18, we have active partnerships with 208 universities in 61 countries.

   a. 30 (14%) of active university partners are for mobility purposes
   b. 65 (31%) of active university partners are for research purposes
   c. 96 (46%) of active university partners are for mobility and research purposes
   d. 14 (7%) of active university partners are for academic programs and research purposes
   e. 3 (2%) of active university partners have activities related to academic, research and mobility

Our IPARI system has attracted interest by many universities across Canada and overseas, and as a result, we have developed an online version that will be available for use by other institutions in 2019-20.

In 2019-20, we will continue to develop our partnership-based recruitment model which includes articulation agreements, PhD *cotutelle* (currently 24 University partners in eight countries) and dual/joint master's degrees. Partnership-based recruitment supports and strengthens our ability to engage with other international universities in areas of education and research. Articulation agreements, commonly known as 2+2 or 3+2 programs, have been established with 14 Chinese universities in engineering and

science with additional agreements anticipated in future years including expanding these models to the disciplines of Arts and Business. These models allow students to study at both their home university and the University of Calgary, ultimately receiving degrees from both institutions. The University of Calgary continues to develop new collaborative degree programs at the master's and doctoral levels, which provides the foundation for joint research and joint training of graduate level international and Canadian students. Over the next year, our focus will be on the development of these collaborative degree program proposals.

In 2018-19, the University of Calgary embarked on a digital marketing campaign that offered two webinars, an e-book as well as other best practices and models regarding internationalization. We continue to offer additional webinars focusing on "Becoming a global intellectual hub" by highlighting the best practices and programs developed by the University of Calgary. We will further expand this work through the creation of a program focused on leadership development of higher education leaders from international partner institutions.

Goal Four – International development

Leverage our areas of expertise to collaborate with international partners on development needs.

The University of Calgary's international development work is guided by the United Nation's Sustainable Development Goals, international assistance priorities of Global Affairs Canada, our institutional research themes and the goals outlined in our 2018-23 Academic Plan. We plan to launch a 3-Dimensional International Development Action Plan (3D-IDAP) in 2019 that builds on these goals, priorities and themes. Leveraging our unique strengths, in 2019-20, the university will continue to be engaged with multiple countries and partners in the areas of education and research based on our 3D-IDAP in Low-and Middle-Income countries (LMIC) and in the development of social entrepreneurship programming and strategy through seed grants to early researchers and partner organizations in LMIC.

Building upon the University of Calgary's unique areas of expertise and capacities in research and education, 3D-IDAP aims to support academic staff in developing solutions that improve the quality of life for disadvantaged children, men and women in the developing world, through mutually beneficial partnerships. Over the next year, our international development projects will focus on five thematic areas: a) Education, b) Human Dynamics and Rapid Change, c) Renewable and Affordable Energy c) One Health, d) Environment, and e) Governance, Peace and Security, and Human Rights, with four crosscutting themes of Gender, Innovation and Entrepreneurial Thinking, Sustainability, and Indigenous Perspectives.

The University of Calgary will continue to engage our students in international development. The Faculty of Arts' Development Studies Program offers University of Calgary students the opportunity to examine issues such as poverty, hunger, environment and governance around the globe through courses enriched with experiential learning opportunities and enhanced by opportunities for students to carry out community development projects with local non-governmental organizations (NGOs) and social agencies. The Canadian Queen Elizabeth II Diamond Jubilee Scholarships (QES) program has offered University of Calgary students the opportunity to work in Sri Lanka, Kenya, India and other countries, immersing them in local culture, and giving them the opportunity to make a real difference in the communities where they worked. Annually, 30-40 University of Calgary students undertake internships and research abroad, interning at organizations such as the University for Peace in Costa Rica, the Centre for Urban and Regional Excellence in India, and the Bahir Dar Institute of Technology in Ethiopia. In response to QES calls for proposals, we also submit project proposals that include inbound scholarship opportunities for our partner institutions from LMIC countries, enabling international students to come to the University of Calgary as future leaders in international development. To raise awareness about international

development issues, International Development week is held on our campus each year in February, informing faculty, students and staff about poverty reduction and international humanitarian assistance in the developing world. Participants focus on innovative solutions to global challenges, and discuss the role of the university in international development. By leveraging the university's research and academic strengths in line with the United Nation's Sustainable Development Goals and the Global Affair's Canada's Feminist International Assistance Policy priorities, our researchers aim to create sustainable impact through innovation and build capacity to improve conditions in LMIC countries. We offer faculty and postdoctoral scholars a suite of grants designed to support their development work. We connect them to external funding resources such as Global Affairs Canada's various scholarship programs including the Emerging Leaders in the Americas Program (ELAP), the Canada-CARICOM Leadership Scholarships Program, and the Canada-ASEAN Scholarship program, and to networks like Academics Without Borders, to help them find partner institutions to work with on specific development initiatives.

G.2   INTERNATIONAL REPORTING AND ACCOUNTABILITY

Annually the University of Calgary is required to report on our international programming, including significant partnerships and programs that contribute to the enhanced internationalization of our campus. This reporting occurs in our Annual Report; however, key examples from our strategic academic initiatives and those that will be a continued focus for the 2019-20 year are identified below. It is important to note that the bulk of these initiatives are funded either through foreign governments (e.g., activities in Qatar or Mexico) or through the international student differential tuition fees.

International Energy Lawyer's Program (IELP) partnership

Established in 2012, the IELP is a joint Juris Doctor (JD) program with the University of Houston that allows students to earn both Canadian and American law degrees in four years. Upon program completion, students may apply for admission to the bar in both Canada and the US, and, with skills and knowledge in energy law, are highly employable across North America. In addition to the regular degree studies, the IELP is structured to facilitate internships in the energy industry. In 2018-19, four University of Calgary students were studying in Houston, while five University of Houston students were in Calgary.

Qatar Nursing program

In 2007, the University of Calgary entered into an agreement with the State of Qatar to establish a nursing school in Qatar (UCQ). In January 2018, the university and the State renewed the agreement for five more years. UCQ offers both Bachelor of Nursing and Master of Nursing degrees with students coming predominantly from the Gulf Region. The agreement also allows students from the Calgary campus to undertake a practicum in Doha. This agreement is completely funded by the State of Qatar. Over the next four years, we anticipate that the enrolment in our Qatar programs will increase to just over 800 students.

Master of Public Health – Mwanza, Tanzania

The Cumming School of Medicine has partnered to create and deliver a Master of Public Health degree in Mwanza, Tanzania. This work is one component of a multifaceted partnership with the Catholic University of Health and Allied Sciences (CUHAS) that includes research activities, medical electives and research field training for University of Calgary students. An innovative PhD training program will provide an opportunity for graduates to enroll at the University of Calgary with research focused on issues of importance in Tanzania. To date, the University of Calgary has had seven PhD students from CUHAS

pursue studies at our institution. The goal is to build joint University of Calgary and Tanzanian research teams and to strengthen the global health research capacity in both institutions.

Global Energy Executive Master of Business Administration

Based in Calgary, the Global Energy Executive MBA program at the Haskayne School of Business is an international program that combines academic excellence with deep energy industry expertise. Students, who are typically high-level executives in energy companies from around the world, enroll in the program which is delivered over 20 months with continuous online learning, in combination with five intensive in-person modules in key energy centers around the world. Students are enrolled in cohorts – the program started in 2011 and has been offered every second year to a cohort of approximately 20 students.

Global Research Initiative in Energy

The University of Calgary is leading a Global Research Initiative (GRI) for Unconventional Oil and Gas. As part of our Energy Research Strategy, this initiative aims to establish three world-leading research and education sites (China, Mexico, and Middle East) in partnership with governments, industry and educational institutions that are focused on unconventional hydrocarbon resources in key energy locations around the world.

a. China - The first Global Research Site was established in Beijing, China in October 2014 through a partnership with a major Chinese oil and gas company, the Kerui Group. The university is working with the training arm of Kerui, the Victor Institute of Petroleum Training, and has started offering training programs related to energy and the environment. Additional programs are planned for 2019-20 and beyond.

b. Mexico - The University of Calgary, in collaboration with Mexican universities and research institutes, has commenced the 21 projects supported by $46 million in funding for four knowledge networks to produce joint research projects that will aid energy reforms in Mexico. This funding commitment follows from a long-term collaborative partnership the university signed in December 2015 with the Mexican Ministry of Energy to stimulate knowledge creation and practical energy industry solutions between the university and leading Mexican research institutions. The Mexican Global Research Site is progressing well with 13 research partners. Relationship development with the new Mexican government will be a focus over the next twelve months. The University of Calgary is continuing a visiting Mexican Chair program in collaboration with the Mexican Ministry of Foreign Affairs.

c. Middle East - The University of Calgary has secured a partnership with Technion, the Israel Institute for Technology, by leveraging its world-class capacity in chemistry and chemical engineering. Together, collaboration in Material Science, Imaging and Catalysis is already underway and the two institutions are working together on innovation and discovery. Supported in part by the Canada First Research Excellence Fund (CFREF), the University of Calgary and Technion will continue to facilitate technical workshops and interactions among researchers, exchange samples and data, create opportunities for co-supervision of graduate students and postdoctoral fellows, and establish a visiting program for our scholars to work together on joint projects.

2019 General Faculties Council Member Survey
Report

<u>**Introduction**</u>

The members of the General Faculties Council (GFC) were asked to participate in a survey in March/April 2019 to collect information about the engagement and functionality of the GFC from the members' perspective. The survey received a response rate of 29% (28 of 97 members). There is a downward trend in response rate over the last three years in which surveys were conducted (2018 (35%), 2017 (50%) and 2015 (27%)). Not all participants answered all of the questions.

<u>**GFC Member Information**</u>

Of the 28 respondents, 22 were academic staff members, 1 was a student, 2 were non-academic staff and 3 did not clearly identify.

A majority of respondents have served 1-3 years.

A significant majority of respondents reported attending most of the GFC meetings in 2018-2019 up to the date of the survey. Reasons for absences included: conflicts with other commitments, University-related travel, research and scholarship leave, illness, and personal reasons.

9 of the 28 respondents (32%) reported that they serve on a GFC Committee.

14 of the 28 respondents reported that they attended the September 2018 GFC Orientation session or reviewed the materials online.

The Member Information responses are included as Appendix A to this report.

<u>**Survey Questions**</u>

For the "Yes/No/Undecided" questions, members were asked to elaborate if they answered "No" to a question.

1. How engaged do you feel as a member of the GFC and how well do you feel that other GFC members are engaged?

Not very engaged at all.
I feel engaged. I always read the materials in preparation for GFC. I also think other members are engaged. The recent conversation related to the conflict of interest policy seemed particularly lively. So, I think that degree of engagement varies with the agenda item. I am a representative for a large Faculty though where there is no expectation that as a GFC representation I will report back to anyone or discuss GFC business with anyone. I wonder if this contributes to what may appear to be a lack of engagement among some. If the work you do on GFC is always as an individual, it may be difficult to appreciate at times how various GFC decisions impact not just the institution overall but your own Faculty and the departments within it. I am relatively senior and have served on GFC under different circumstances. So, I have a pretty broad perspective. Still, at times I wonder about what it's like for my colleagues with less experience.
I believe I am engaged. I read the materials. I find opportunities to engage.
Me: Reasonably engaged. Others, based on number of absences and lack of asking questions etc. are clearly much less engaged.
Somewhat engaged, less so over time. Part of this is the feeling that others are not very engaged.
I feel engaged with the materials - less so in the meetings. I get the impression that most people are engaged and have valuable contributions to make.

Pretty engaged - whenever I speak I know others are listening and keen to hear what students say. The acoustics of the room hinder the ability for some to engage though, especially those with hearing challenges.
I feel quite engaged, and I think that I have the opportunity to ask questions and state my opinions at meetings.
Moderately. For some things, I feel that we are a rubber stamp committee. For some things, it is nice to know what is happening more globally.
Generally engaged
For me, low to medium, some others seem more in-the-know. There appears to be insider information not available to me.
Because of my role, I do not believe that my level of engagement is paramount. For actual members of the GFC, I have noticed, although it may be issues-based, that many members are relatively quiet.
I feel quite engaged. I read the materials before the meeting. I ask questions if I have them. I am afraid that most GFC members are disengaged -- on their phones or tablets and doing other work during meetings. Too few people ask questions or make comments.
I'm not sure what you mean by 'engaged'. Do I feel that my voice is heard? Yes. Do I feel that GFC accommodates my concerns and challenges? Sometimes. Do I feel that GFC fulfills its mandate? Sometimes. I do not know how other GFC members feel about it although as a faculty member from the Cumming School of Medicine I feel we constantly have to challenge the view that the university is synonymous with main campus and that we all have the same opportunities and privileges afforded those who work on main campus.
My impression is that members are engaged. I am engaged and feel I am Lear I gotta some of the processes
I feel very engaged. My impression is that others around me pay attention in meetings.
i'm not sure how to answer this - what is the level of engagement supposed to be like? I attend meetings and sometimes ask questions; I submit my votes when required.
Appropriately engaged. Large audience so try to speak only when I feel it is important.
sort of
i am engaged, I read the docs given to us throughly. I'm uncertain others do!
moderately
I am quite engaged - as a member of a subcommittee, I also appreciate seeing the work of other subcommittees.
I feel engaged and the meetings are exceptionally well run.   I feel other members of GFC are also engaged. Interesting discussions.
I feel pretty engaged. Can't speak for others.
mixed. This is certainly an open forum, but the time is mostly taken up by presentations with only a little space for faculty input. There are pressing issues of faculty dissatisfaction that are not being addressed.
I consider my engagement to be above average. I think that most of GFC members are engaged. There was only one meeting in my experience that we waited for more than two minutes to get quorum.
Not well engaged
Very

2. How well do you feel that the GFC is functioning?

It seems to provide little benefit in that nearly all items discussed are for information only.
I think it functions well.
Okay.
Moderately well
Ok. It is efficient in communicating material for many people in a relatively short amount of time, but the trade-off is that most of the participants seem passive recipients. There isn't much time for many people to talk.
I think the processes are fairly well streamlined. Decisions get made and conversations are interesting and generative.
The acoustics of the room hinder the functioning of the meetings as we often can't hear other people in the room. Other than that, it functions quite well and is very efficient.
quite wel

The meetings have been quite efficient in the McCauley era.
Well
not very; Dru bulldozes overt he agenda; a few others have inside information; the majority sit and stare. There is no real sense of democracy.
It seems to function well enough but again as an ex-officio member my expectations are different than "real" members
It was functioning better a few years ago, just after the review of its committees and a major effort to engage members.
Acceptable but not great
Still learning, so is a little difficult to say!
Well in strictly administrative terms. Perhaps voices are not all represented given the large numbers and rather formal tiered physical setting but we certainly are invited to speak freely.
good
Performs well given its TOR
not very well
functions OK as long as people do their homework
very well
I think it is meant to inform and provide a venue for discussion. In general we do better on the former than the latter.
Very well.
OK
I have a hard time coming to a full judgement on this, because I still feel somewhat new to university governance. I have no experience with how such councils function at other universities, for instance. However, I will say that I would like there to be a little less boosterism and a little more attention to the concerns and needs of individual faculty members. I think that the administration is very disconnected from the perspective of faculty, who are far less interested in strategic planning and other marketing strategies and very concerned about how prioritization of abstract concepts like "entrepreneurialism" might affect their job conditions and their ability to carry out pure research. We care about preserving the integrity of what we do. We also have a serious issue with the degree to which the corporate model of governance is diminishing the role of faculty. I see no effort on the part of the administration to convey faculty irritation to an ever-growing non-academic staff, who often ask us questions that reveal complete ignorance about academic life. Paying someone to do an index for a book (standard practice) is called using "an outside contractor." Concerns about digital security are described with phrases like "your business" and "business processes," with no attention to research ethics or the fundamental independence of individual researchers. These are issues of both respect and of scholarly productivity. The amount of time we now need to spend to get reimbursed for perfectly legitimate research expenses or to get computers up and running is ridiculous and growing exponentially, and this has a lot to do with the fact that faculty no longer have a strong voice in university governance. There is very little space within GFC to air such concerns, and this actually seems quite deliberate. It is difficult to be the one voice raised against a boosterish agenda, and not providing space for a more productive discussions makes it appear as if the administration is shielding itself from the actual concerns of faculty.
Very well
Good
Good although the room is not conducive to effective discussion as it is difficult to hear others

3. *In general, are proponents of agenda items open to feedback and requests for information from GFC? (Yes or No)*

Yes	85.71%	24
No	14.29%	4
Total	100%	28

If you answered 'no' above, please elaborate.

Dru is definitely not open to challenges to her already-made-up mind. Essentially all other agenda items have been decided prior to the meeting by the inside few; the vote at GFC is a rubber stamp.
Exec minds are made up prior to meetings. Not open to alternative opinions
Sometimes information comes forward for discussion, but it doesn't really matter what the content of the discussion is because it does not change the outcome (e.g. new code of conduct).
In principle, yes. We hear the right noises, but I have not yet seen actual administrative changes based on discussions in GFC.

4. *Do you understand: 1) The composition of the GFC; 2) How members are appointed to the GFC; 3) The role and responsibilities of the GFC; 4) The roles and work of the GFC Committees? (Yes or No)*

	Yes		No		Total
The composition of the GFC	96.43%	27	3.57%	1	28
How members are appointed to the GFC	92.86%	26	7.14%	2	28
The role and responsibilities of the GFC	85.71%	24	14.29%	4	28
The roles and work of the GFC committees	78.57%	22	21.43%	6	28

If you answered 'no' to any of the above, please elaborate.

In principle I think I understand the role and responsibilities as an individual contributor, but I don't know how much consultation or reporting back to my unit is expected.
I am learning as we go for the latter 2. It seems like the GFC is a sounding board. We don't really reject things, but sometimes tweaks are made to policy based on our suggestions. There are a lot of standing committees that feed into the GFC.
No info is provided by the University.
I am relatively new to this so am learning the processes.
I have read about GFC committees, but don't completely understand them - only because I do not engage directly with them
Committees? Not sure what they do.
I do not remeember what committees exsit but each meetig has various reports.
I don't know how many people are on GFC, but I don't think that makes a difference to the substance of our work.
I get the sense that GFC is informational rather than a body of governance. I have seen promises of action ("we'll take that under advisement") without much evidence of faculty-led action actually taking place. If this is how the administration views GFC, then I don't understand its purpose.

5. *GFC meetings: 1) Are appropriately focused on the responsibilities of the GFC; 2) Use GFC members' time productively; 3) Allow sufficient time for general discussion; 4) Promote meaningful participation by members? (Yes, No or Undecided).*

	Yes		No		Undecided		Total
Are appropriately focused on the responsibilities of the GFC	92.86%	26	3.57%	1	3.57%	1	28
Use GFC members' time productively	75.00%	21	17.86%	5	7.14%	2	28
Allow sufficient time for general discussion	75.00%	21	14.29%	4	10.71%	3	28
Promote meaningful participation by members	55.56%	15	14.81%	4	29.63%	8	27

If you answered 'no' to any of the above, please elaborate.

There have been too many times when presentations have taken up far too long, sometimes redundantly so (eg. when the same presentation is given in a "for information and discussion step?" and then again on the day we vote. There is frequently not even time for discussion of genuine issues, since we are manipulated to focus on already packaged, complicated documents.
There can be only a few questions per agenda item, which discourages engagement.
I think, for the most part, meaningful participation is encouraged. Some of us are less comfortable speaking up in large meetings than others. I wonder if there is a possibility to contribute in other ways (e.g. online comments, discussion groups etc.)
I appreciate that meetings are cancelled when there aren't enough agenda items to warrant a meeting.
We are allowed to comment. Not always clear which comments are taken into account...
Dru bulldozes through the agenda, seemingly not interested in dissenting opinions. Any important decision was apparently already discussed with the inside few and bulldozed into passing at the meetings.
We are a faculty committee tasked with academic oversight - however, we spend an inordinate and frankly inappropriate amount of time on non-academic matters and a lot less than we should on academic matters. Please stop these long and rambling presentations on issues that could be covered in much less time and with much more attention to the remit of GFC
I don't feel that discussion is ever shut down by the Chair or speakers, I am just not convinced that everyone who has a question asks it in the large group. I do appreciate that we have been offered the opportunity in recent years to submit questions to the Chair ahead of the meeting. I think administration is trying to be as inclusive and transparent as they can.
While other opinions are occasionally said, they are consistently shot down and we more on without rebuttal.
I have explained this above. I said yes to "meaningful participation," because it is clear that in the meetings, people are encouraged to speak. But this is all just window dressing if no substantial decisions are actually made.

6. *How can we encourage meaningful contributions by GFC members?*

While I don't think representatives from the same Faculty should view themselves as a political block, I wonder if encouraging them to meet and discuss issues coming before GFC (possibly with the Dean as well) might increase the number of contributions at least. In a large Faculty, you don't interact with colleagues from other departments on a regular basis unless you have an administrative appointment tied to the Dean's office. That said, I think there is considerable merit in having regular faculty sitting on GFC, but sitting as an individual in a vacuum can be an uncomfortable place.
Continue to provide opportunities to invite people into the conversations.
Maybe seek discussion and opinions on issues that have not yet reached draft document stage.

That's tough. Possibly having an online submission form, like this one, for adding comments.
See above.
Put microphones in the room and have one that can be passed between anyone who is speaking in the room. People don't want to participate if they know they won't be heard.
Have delineated debate time. Leave Chair or executive remarks out of debate.
Perhaps by opening discussing this question at a meeting.
Really embrace the role of GFC as an academic not a corporate committee and focus on matters of substance that are academic in nature.
I think administration are doing as much as they can given the size of GFC. I think it might be worth considering taking time on an item that seems contentious or where the proponents would like to have more feedback (e.g., when an early draft of a policy is being brought forward) to give GFC members the opportunity to talk for a few minutes with a few colleagues around them before opening it up to the large group. This is one of our few opportunities to engage in dialogue with people from other faculties and hear different concerns and viewpoints but in GFC we do not talk to each other--we talk to the Chair or proponent. It might encourage more people to speak up if they talk and discover that others also have the same questions or concerns.
there's a felling of an 'old boys' club sometimes in the room - this could be mitigated to help make newer members feel welcomed.
Have exec not answer for others
Make sure they do their homework. Make sure presenters actually do a good job presenting. I shudder sometimes with some presentations. If I taught my classes like that I would get very poor ratings.
Don't bring forward items for discussion if there cannot be any impact of the discussion. Instead, just bring them forward for information.
Give us things to vote on that will make meaningful changes. Devote more space to debate of administrative direction rather than informational presentations. For example, we received a presentation on the problems of digital security. But there was absolutely no discussion (or even information) about the practical measures that were coming our way in terms of locking down managed computers in ways that dramatically complicate our research and teaching functions. What we really need to know ends up coming as a nasty surprise when IT policies have suddenly changed. Giving us this presentation without detailing the actual policy changes was insulting. We were treated like digitally naive employees rather than competent users of a very wide range of software and digital services -- as experts in our respective digital spaces. Having just spent a ridiculous amount of time getting four very straight-forward programs installed on a TUCFA computer, I found it retrospectively unforgivable that there was no room to discuss the effects of new security measures on our research and teaching in that GFC meeting. The information was feel-good ("we _care_ about protecting the university from hacks") rather than practical. It was top-down information delivery rather than a productive exchange of ideas about balancing security with our rolls as university researchers. The poor person who gave the presentation would have been completely oblivious to these effects, because he has likely received absolutely no direction from above about how things might be different when you are talking to people with academic freedom and entirely independent research agendas rather than to corporate drones. The episode provides the perfect metaphor for what is wrong with GFC, which is not currently acting as a unifying voice of faculty perspectives but rather as an extension of the strategic planning brochures.
By sending them more reminders of a coming meeting in order to increase the probability that they will remember to read the material ahead of the meeting.
Depends on direct relevance of the topics
Better location would help and one that has some "gravitas". At the U of A they have a special council room for GFC- this highlights the importance of GFC

7. *The quality and distribution of materials allows for adequate understanding and preparation for discussion by the GFC. (Yes, No or Undecided)*

8. *The GFC has effective governance processes to facilitate its work. (Yes, No or Undecided)*

9. *The GFC is being appropriately informed of the work of its committees. (Yes, No or Undecided)*

10. *The Chair (President) demonstrates leadership of the GFC, including with respect to fostering collegiality of members. (Yes, No or Undecided)*

	Yes		No		Undecided		Total
The quality and distribution of materials allows for adequate understanding and preparation for discussion by the GFC	85.71%	24	7.14%	2	7.14%	2	28
The GFC has effective governance processes to facilitate its work	82.14%	23	7.14%	2	10.71%	3	28
The GFC is being appropriately informed of the work of its committees	71.43%	20	7.14%	2	21.43%	6	28
The Chair (President) demonstrates leadership of the GFC, including with respect to fostering collegiality of members	85.71%	24	3.57%	1	10.71%	3	28

If you answered 'no' to any of the above, please elaborate.

See my comments above. I don't mean that the materials distributed are poor quality. They are generally excellent. But, I think individual representatives in some cases at least may be drawing on limited knowledge and experience in reacting to them. Encouraging dialogue within Faculties among GFC representatives is one way of possibly encouraging deeper thought about the materials.
For committee reports, I would like to know more about who was in attendance and how long the meeting was, and more about conclusions and opinions than just what they heard about.
The materials can be hard to follow. When there are larger documents with changes, precis are helpful - sometimes better done than others.
Dru bulldozes through the agenda. Committees are secret.
I don't think we are failing badly, but neither do I think that leadership really embraces the academic mission of the university in GFC. It often feels more corporate than academic and while I acknowledge that that is the reality of a C21 HE institution, the role of GFC in championing academic issues is needed more than ever.
I don't know much about committees. Exec runs right over any dissenting opinion.
I would like to see more action items.

Additional Comments

Sometimes GFC does an excellent job - the recent discussion regarding the new CoI policy from government was a case in point and I think both leadership and GFC worked well to get an acceptable result. What I think is missing is more of a formative role in considering directions in academic policies and strategies - we are often asked to react to things and to police them but a lot less often to contribute to them or lead them. I would suggest that we have an annual GFC retreat to consider these bigger picture issues and make better use of the phenomenal intellectual energy and commitment to academics in the room.
I have been very impressed in my short time so far with this group.
Overall, I believe that GFC works effectively and efficiently.

Results Report from Qualtrics

2019 GFC Member Survey

April 26th 2019, 2:20 pm MDT

28 respondents

GFC Member Information

Are you an academic staff, student, ex-officio, or other appointed member?

academic staff
Academic staff
academic staff
Academic Staff (Professor)
Academic staff
academic staff
Student
academic staff
Academic Staff
Academic
academic
non-academic staff
Academic staff
Yes
Academic staff
Academic staff
academic staff
academic staff
academic staff
academic staff
acedemic staff
yes
Academic Staff
academic staff
academic
Academic
Staff
Yes

How many years have you been a member of the GFC?

2
3 this time around
3
3
2
1
2
7
1
3
1
1
I do not know. About 6.
2
Less than 1
4
1 and a bit
1
1
total over the years approximately 12y
<1
5
6 months
2
2
5
2
7

How many meetings have you attended in 2018-2019?

4
Most of them
Almost all meetings
all of them
All but one
all except one
all but 2
all
6 (I think)
3-4
4
3-4
All of them.
All but one
5
all except 1
almost all, with exception to a few due to illness or another meeting conflict
2
4
all but two
4
all but one
3
all
all of them except one
4
1
All

Please briefly provide the reason for your absence (e.g. teaching conflict, clinical commitment, university travel, research and scholarship leave, or exams).

clinical commitment
teaching conflict, university travel
Conflict with schedule
N/A
travel
vacation
University travel or meeting conflicts
travel usually; I have cancelled OR days to attend when the dates are known.
Research
research
I tend to base my decision to attend on the items being discussed at the meetings
No absences.
University travel
CIHR panel
Medical reasons
overseas travel or on call
research
teaching and field work outside of Canada
no absences
student crisis
clinical commitment, university travel
conference travel
University Travel
A combination of teaching conflict, clinical commitment, travel between campuses, overseas research

Do you serve on a GFC committee?

no
Yes
GFC T&L and Academic Program Sub Committee
No
no
no
yes
yes
No
Yes
no
no
No.
No
No
no
no
no
no
not this year
no
yes
No.
no
yes, Research
Yes
No
Yes

Did you participate in the September 2018 GFC Orientation or review the materials online?

yes
No, but I did at the beginning of my three-year term.
Yes, review the online materials. First year I did the Sept orientation.
No
no
yes
no
no
No to orientation; I was out of town; I download the materials online and occasionally look through it, but usually I look at it as we proceed with the meeting.
No
yes
review the materials online
No.
No
Yes- participated
reviewed materials online
yes
yes
yes
no
reviewed online
yes - online
Yes
no
no, because I had already done this for my service on GFC Research
Yes
No,
No

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

○ For Approval   ○ For Recommendation   ● For Discussion

SUBJECT: **Equity, Diversity and Inclusion Plan Dashboard**

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)

PURPOSE

To share with General Faculties Council (GFC) the list of measures that have been identified to monitor Equity, Diversity and Inclusion (EDI) at the University of Calgary. The dashboard will be presented during the GFC meeting.

KEY POINTS

EDI measures have been grouped within three categories (i.e., student, academic staff, and other staff). Together, these measures will monitor the number and percentage of people self-identifying as international or members of a designated group. For the purpose of the EDI dashboard, 'designated groups' refers to the employment equity groups defined in the federal *Employment Equity Act* (i.e., women, Aboriginal (Indigenous) peoples, persons with disabilities, and members of visible minorities). It should be noted that students are not required to report their status by federally designated group.

BACKGROUND

On April 7, 2018, General Faculties Council (GFC) approved a list of fifty-three (53) metrics to monitor progress against the 2018-23 Academic Plan and 2018-23 Research Plan. Thirty-one (31) were categorized as primary metrics. Twenty-two (22) were categorized as secondary metrics. Primary metrics allow for inter-institutional comparisons. Secondary metrics allow for measurement of strategic initiatives specific to the University of Calgary. In addition to primary and secondary metrics, eight (8) dashboards were approved to monitor specific strategies. Equity, Diversity and Inclusion was one of the dashboards identified at the time. It was expected that these eight dashboards would include some primary and secondary measures, as well as measures specific to each strategy or plan. A small group consisting of 10 individuals has been working over the past eight months to identify key metrics for the EDI dashboard.

ROUTING AND PERSONS CONSULTED

In addition to the routing below, this information was shared with the Academic and Research Leadership Team.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
X	General Faculties Council	June 13, 2019			X	
	Board of Governors	June 21, 2019			X	

NEXT STEPS

The dashboard is being presented for discussion in June and will come back for formal approval in October. This report will be posted on the University of Calgary's website so that the community is informed about 2018-23 Academic Plan progress.

SUPPORTING MATERIALS

Equity, Diversity and Inclusion Plan Dashboard (to be projected at meeting)

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held May 28, 2019

This report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

Appointment Work

The EC re-appointed Jim Brandon, Werklund School of Education, as a member and as the Academic Co-Chair of the Academic Program Subcommittee, for a three-year term ending June 30, 2022.

The EC nominated, in rank order, academic staff members to be approached by the University Secretariat to stand for election to an Advisory Selection Committee for a Dean and Vice-Provost (Graduate Studies). The election will be held at the June 13, 2019 GFC meeting.

The EC nominated, in rank order, academic staff members of GFC to be approached by the University Secretariat to stand for election to the GFC Executive Committee. The election will be held at the June 13, 2019 GFC meeting.

The EC named, in rank order, persons to be approached by the University Secretariat to serve as follows:
- Academic Co-Chair of the Academic Staff Criteria and Processes Working Group
- Academic Staff Members of the Academic Staff Criteria and Processes Working Group
- Two academic staff members to the Academic Planning and Priorities Committee (at least one to be a member of GFC)
- One academic staff member to the Campus and Facilities Development Subcommittee
- One member of GFC to the Graduate Academic Program Subcommittee
- Two members of GFC to the Senate

2019 General Faculties Council Member Survey Report

The EC reviewed the report on the results of the 2019 GFC Member Survey, and discussed that:
- GFC provides valuable feedback to proponents and presenters, and it is important to encourage the continuance of engaged, respectful dialogue and the sharing of broad opinions
- When proponents introduce their items at GFC meetings, it would be useful for them to briefly review the development of their proposal and highlight things such as grounding principles. This background would help GFC members to understand how the item came to be before them.
- It is difficult for people to hear one another at GFC meetings, and so the use of hanging and roving microphones could be trialed
- A new meeting space, or the possibility of renovating ST147, should be investigated
- The use of technology to allow members to use their devices to participate in GFC meetings, through the answering of short polling questions or other prompts, which would then be projected on the screen in the meeting room to further discussion, could be investigated

- The survey asks persons responding 'no' to questions to elaborate with a written comment; thus the comments tend to have an overall negative tone
- GFC members are not required to report to their units, such as at Faculty Council meetings, but this is encouraged
- Approximately one-third of the GFC members responded to the survey, which is fewer than hoped but not poor for a survey of this sort

Review of the Draft June 13, 2019 GFC Agenda

The EC reviewed the draft June 13, 2019 GFC Agenda.

_____

Ed McCauley, Chair and Dru Marshall, Vice-Chair

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE

2018-2019 ANNUAL REPORT

Prepared for:
General Faculties Council

June 2019

Message from the Chair and Vice-Chair

The General Faculties Council (GFC) Executive Committee (EC) is a high-functioning committee, and is performing its duties within the GFC governance structure. We are pleased to present the EC Annual Report for the 2018-2019 meeting year.

> Ed McCauley, President and Vice-Chancellor, Chair
> Dru Marshall, Provost and Vice-President (Academic), Vice-Chair

Committee Accomplishments

GFC Bylaws

> The EC reviewed, and recommended that the GFC approve, the GFC Bylaws. At a subsequent meeting, the EC recommended that the GFC repeal the *Guidelines for Issues Brought to GFC for Action* and amend the GFC Bylaws accordingly.

Policies and Procedures

> The EC reviewed and offered feedback on the:
> - Enterprise Risk Management Policy
> - Alcohol Policy
> - Code of Conduct
> - Student Academic Misconduct Policy and Procedure
> - Acceptable Use of Electronic Resources and Information Policy (twice)

GFC Academic Staff Criteria and Processes Handbook and Related Matters

> The EC reviewed, and recommended that the GFC approve, the GFC Academic Staff Criteria and Processes Handbook. The EC also recommended that the GFC dissolve the Appointment, Promotion and Tenure ad hoc Committee that was established by the GFC in 2011, and that the GFC amend the EC Terms of Reference to have the EC periodically review and recommend to GFC any changes to the GFC Academic Staff Criteria and Processes Handbook. The EC struck an Academic Staff Criteria and Processes Working Group to assist it in carrying out this responsibility.

General Faculties Council Agendas

> The EC fulfilled its duties in reviewing the draft GFC meeting agendas over the course of the year.

Other

> The EC:
> - Received information on the Institutional Enterprise Risk Management Program – Institutional Student Risk Review
> - Discussed the plan to develop an Experiential Learning Plan for the University
> - Discussed the issues relating to student/academic staff relationships, and expressed support that

the Provost and Vice-President (Academic) form an ad hoc committee to explore this matter
- Reviewed, and approved for distribution, the 2019 GFC Member Survey, and then later discussed the report on the results
- Reviewed and approved the 2019-2020 and 2020-2021 GFC and GFC Standing Committees Meeting Schedules
- Reviewed the 2019-2020 GFC elected membership distribution

Appointment Work

The EC made nominations for the following GFC elections held this meeting year:
- Advisory Review Committee, Dean, Science
- Advisory Search Committee, Dean, Werklund School of Education
- Advisory Search Committee, Dean and Vice-Provost (Graduate Studies)
- Advisory Search Committee, Vice-President (Research)
- Board of Governors
- GFC Executive Committee

The EC made appointments to the following bodies on behalf of GFC:
- Academic Planning and Priorities Committee
- Academic Program Subcommittee
- Campus and Facilities Development Subcommittee
- Graduate Academic Program Subcommittee
- Senate
- Appeal Review Administrators for the University Appeals Tribunal and University Appeals Committee
- Academic Staff Criteria and Processes Working Group

The EC named the Academic Co-Chairs of the following GFC standing committees:
- Academic Planning and Priorities Committee (starting 2018-2019)
- Academic Program Subcommittee (starting 2019-2020)
- Graduate Academic Program Subcommittee (starting 2018-2019)

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held May 27, 2019

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

Creation of a Graduate Certificate in Pipeline Engineering

The Graduate Academic Program Subcommittee (GAPS) brought forward a proposal for the Creation of a Graduate Certificate in Pipeline Engineering. The APPC learned that the Graduate Certificate is being proposed to respond to student and industry demand and that the program will provide students with knowledge in the design, construction and operation of pipeline systems.

The APPC discussed student demand and the anticipated domestic and international student enrolment; the staffing plan; the Certificate curriculum, specifically the course design, sequencing and scheduling; the rationale for offering the courses in only one term per year; and student advising. The Committee expressed concern that not enough information regarding course progression and scheduling is included in the proposal and requested that the proponent create a course map to clearly identify how students can complete the courses over two years and provide more information on how students should select courses from the three thematic areas.

The APPC postponed approval of the Graduate Certificate to allow the proponent to complete the required course mapping and requested that the proposal be brought back to the Committee's June meeting.

Comprehensive Institutional Plan (CIP): Goals, Priority Initiatives & Expected Outcomes; Appendix B: Enrolment Plan and Proposed Programming Changes; Appendix D: Underrepresented Learners; Appendix E: Community Initiatives and Regional Stewardship; Appendix F: Government Priorities: Sexual Violence Prevention and Student Mental Health; Appendix G: Internationalization

The Provost and Vice-President (Academic) presented the updated draft of the Goals, Priority Initiatives and Expected Outcomes Chapter, of the Comprehensive Institutional Plan (CIP) and appendices B, D, E, F and G. The APPC was provided with an overview of the updates to the main chapter and appendices.

The APPC recommended the CIP main chapter and appendices B, D, E, F and G to the GFC and suggested minor corrections to wording, grammar, and formatting to add clarity and consistency.

Annual Committee Performance Review and Review of the APPC Terms of Reference

The Co-Chairs explained to the Committee members that as set out in the GFC General Terms of Reference the Committee is responsible for reviewing its own performance and terms of reference annually. It was noted that the Committee completed a mid-term survey in February and that the results from this review were positive and that the recommendations from this have been actioned.

The Committee reviewed its role within the University governance structure and discussed its authority and responsibilities. The Committee discussed the size of the document packages, the value of conducting introductions for new proponents, and the meeting agenda preparation process.

The Committee were acknowledged for their conscientious review of materials and for their thoughtful contributions.

Dru Marshall, Co-Chair
Tara Beattie, Academic Co-Chair

Academic Planning and Priorities Committee (APPC)

Annual Report for the Year Ending June 30, 2019

Prepared for General Faculties Council

May 31, 2019

Introductory Comments

The Academic Planning and Priorities Committee (APPC) is the principal planning and review committee of the General Faculties Council (GFC) dealing with a wide range of matters related to academic programming, university policy development, and oversight/insight on the preparation of annually required University documents related to the academic activities of the University. It undertakes this work either in an advisory capacity to GFC or under the delegated authority of GFC.

Over the 2018-2019 Academic Year, APPC met approximately every two-to-three weeks from September to June, totaling 15 meetings and over 32 hours of in-person committee meeting service by the members of APPC. With roughly 2000 pages of preparatory committee material reviewed or to be reviewed over the course of this academic year, the workload for the membership of APPC remains quite substantial. The APPC co-chairs would like to note and applaud the commitment of the members of APPC and the service provided to the University through their engaged and well-informed participation in the activity of the committee over the last 10 months.

Description of Activities

The following section provides an overview of the range of activities undertaken by APPC over the 2018-19 Academic Year, organized on the basis of the elements contained in the APPC Work Plan. Details on any of these activities can be found in the APPC Reports to GFC, included in the docket of each GFC Meeting during the 2018-19 Academic Year, or in the minutes of the APPC Meetings (https://www.ucalgary.ca/secretariat/general-faculties-council/general-faculties-council-minutes/appc-minutes).

Quality Assurance

2018-2019 marked another busy year for Quality Assurance (QA) Reviews received by APPC, with both reviews and mid-term reports making their way to the committee for discussion, as mandated by the current University QA process and procedures. The committee received two full Unit Reviews from the Faculty of Environmental Design and the Faculty of Arts, and two Midterm Reports from the Werklund School of Education and the, Faculty of Veterinary Medicine. All reports were reviewed by the committee and discussed in person with the leaders of the Unit under review.

In addition to individual faculty and unit quality assurance procedures, APPC also reviewed and discussed the Quality Assurance Audit Report. Upon recommendations from this report, revisions to both the Quality Assurance Handbook and the Curriculum Review Handbook and processes were brought forward to APPC for approval.

Comprehensive Institutional Plan (Academic Components)

Each year, the APPC is asked to review and recommend to GFC the academic-related components of the Comprehensive Institutional Plan (CIP). In 2018-2019, the usual APPC practice of the documents coming to the committee for review in advance of appearing for discussion and recommendation to GFC was followed, allowing the committee two opportunities for input into the documents. The sections reviewed by GFC were:
The Goals, Priority Initiatives and Expected Outcomes Chapter of the Comprehensive Institutional Plan; Appendix B: Enrolment Plan and Proposed Programming Changes; Appendix D: Underrepresented

Learners; Appendix E: Community Initiatives and Regional Stewardship; Appendix F: Government Priorities; and Appendix G Internationalization.

University Priority Initiatives

APPC received updates on the **University's International Strategy**, the **Student Ombuds Office**, and the annual student enrollment report. The committee also provided input on the University's Experiential Learning Initiatives and the recommendation for the renewal of the Graduate College to GFC.

Academic Programming

2018-2019 proved to be a busy year for APPC with respect to Academic Programming changes, additions, and deletions. In this area, APPC works closely with its Academic Program Subcommittee (APS) and Graduate Academic Program Subcommittee (GAPS), each of which reviews proposals in advance of their progress to APPC, with APS dealing primarily with undergraduate program proposal and GAPS dealing with graduate program proposals. In 2018-19, APPC considered **30 proposals** for changes to Academic Programming, including the creation of **four** new degrees, **one** new embedded certificate, **four** new specializations, concentrations, or minors, **one** new teachable subject area, **one** new graduate certificate, **one** new graduate diploma, and **six** new not-for-academic-credit certificates or diplomas. The committee also considered the suspension and/or termination of **one** specialization, **three** concentrations, one program and **one** non-credit certificate. Finally, APPC considered modifications/revisions to **four** existing programs. Examples of some of the more significant changes included the creation of the embedded certificate in Mental Health and Resilience, the creation of the Doctor of Design, a Masters in Data Analytics, a Masters of Science of Information Security and Privacy, a Masters of Engineering in Environmental Engineering, creation of a stackable Certificate and Diploma in Leadership in Engineering and Advanced Practice, the creation of a combined Degree in BSc mathematics/Bachelor of Commerce and the creation of a non-credit certificate in Patient and Community Engagement Research. The committee also approved 10 calendar changes/revisions, most notably, revisions to the academic regulation for course outlines.

Academic-related Policies, Procedures and Regulations

APPC is charged with reviewing and recommending to GFC all changes, additions or deletions to academic-related university policies, procedures, and regulations. In 2018-2019, this included review and recommendation or discussion of **six** university policies or procedures including discussion and input on the revisions to the University Code of Conduct, and approval of **three** Calendar Changes related to specific University policies or procedures. Examples of some of the more significant changes or additions considered were the Student Academic Misconduct Policies and Procedures, Graduate Students Supervisory Policy, the Standard Media Recording of Students in Learning Environments, and the Acceptable Use of Electronic Resources and Information Policy.

Committee Workplans and Evaluations

Each year, APPC is charged with reviewing its workplan, approving the workplans of its subcommittees and carrying out evaluations of operations and workplan progress. APPC subcommittees include the Academic Program Subcommittee (APS), the Calendar and Curriculum Subcommittee (CCS), the Graduate Academic Program Subcommittee (GAPS) and the Campus and Facilities Development Subcommittee (CFDS), with APPC approving these subcommittee workplans in the fall, and monitoring progress through reports from the subcommittees following each of their meetings. In 2018-19 there were 22 such reports received by APPC. APPC monitors its own workplan progress and effectiveness through

reports on workplan progress staggered throughout the year, an annual written committee evaluation completed by the APPC membership each February, and a year-end review of committee progress and its Terms of Reference in May. Member orientation activities are held in September when new members join the committee and when a committee member joins mid-year, they individually meet with the academic co-chair for an orientation.

Other Matters

In addition to specific items in the APPC workplan, the committee considered a range of items not explicitly listed in the workplan, but covered under various components of the APPC Terms of Reference. In 2018-2019, this included: new internal templates for the creation, suspension and termination of institutionally approved programs; the framework for Teaching Expertise; and the Principles and Credentials Framework – Non-credit Professional and Continuing Education. The committee also recommended changing the name of the Faculty of Environmental Design to the School of Architecture, Planning and Landscape.

Overview of Committee Progress Against its Workplan

At the time of submission of this report, APPC has one remaining scheduled meeting of the committee, on the Monday of the week of the prior to the last GFC Meeting of the year. Therefore, a number of items contained within the progress summary provided above have not been fully completed, but will be completed before year end. This includes one academic program changes, the approval of 3 minors, 2 specializations, 5 program suspension/terminations, an internship program, 4 graduate certificates, revisions to final recommendation of the Academic Misconduct Policy and approval of the Revisions to the Examinations and Tests Regulations. In reviewing the committee's progress against its very busy Workplan, the committee has completed all but four of its scheduled items, which will be carried over to 2019-2020 (Mid-Term Quality Assurance Unit Review for Libraries and Cultural Resources and the Quality Assurance Unit Reports for Nursing, Law and the Haskayne School of Business)

Concluding Comment

This was my first year as Academic Co-Chair of the University's Academic Planning and Priorities Committee. I would like to thank the Provost, the members of the secretariat and the Committee for all of their hard-work and dedication. I would also like to thank the many proponents who presented to the committee for their efforts and preparedness. I have very much enjoyed my time in this role and I look forward to the further contributions that this committee will make to the *Eyes High* vision of the University.

Prepared and Submitted by Tara Beattie, APPC Academic Co-Chair, June 2019

UNIVERSITY OF CALGARY

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held May 21, 2019

This report is submitted on behalf of the Research and Scholarship Committee (RSC).

Appointment of an RSC Member to the Information Asset Management Committee

The RSC voted to re-appoint Tom Keenan, School of Architecture, Planning and Landscape, as the RSC's representative on the University's Information Asset Management Committee until June 30, 2022.

Recommendation of CIP: Appendix C: Research, Applied Research and Scholarly Activities

The RSC was reminded of the provincial government's requirements for the Research, Applied Research and Scholarly Activities appendix of the University's annual Comprehensive Institutional Plan (CIP).

The RSC then reviewed the current draft of the appendix, and discussion included:

- That undergraduate research programs, including the Program for Undergraduate Research Experience (PURE) and Markin Undergraduate Student Research Program, have been described in previous CIP submissions and this should not be repeated, but the current document could contain more content about undergraduate research, such as through description of experiential learning opportunities

- The Alberta Research and Innovation Framework (ARIF), which outlines the four Provincial Outcomes (Economic Diversification and Job Creation, Environmental Stewardship and Climate Leadership, Effective Resource Management, and Engaged Individuals and Communities for a Healthy Alberta), and that the new government's priority outcomes might be different

- That the statistic for MITACs graduate student research internships should be double-checked

The RSC voted to recommend the CIP Appendix C: Research, Applied Research and Scholarly Activities to the General Faculties Council (GFC), and authorized the proponent to make non-substantive changes to the appendix prior to its presentation to GFC.

Annual Committee Performance Review and Review of the RSC Terms of Reference

The RSC discussed:

- The overlaps between the RSC and the Associate Deans' Research Council, in terms of membership and the nature of the items of business

- That much of the business of the RSC is generated by the office of the Vice-President (Research), and that the Faculty representatives are encouraged to suggest items of business if there are matters within their units that full under the responsibilities of the RSC, such as to "lead and promote communication and discussion about research and scholarship across the University"

- That the members would appreciate hearing about the outcome of business that came to the committee at an early stage of development, and whether their feedback was incorporated

- That the RSC's 2019-2020 work plan can be used to plot a variety of business for the committee

- That the agendas could end with a standing item allowing members to discuss systemic issues and opportunities relating to research and scholarship

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Prepared by the University Secretariat on behalf of Robert Thompson, Co-Chair and Andy Knight, Academic Co-Chair

Research and Scholarship Committee (RSC)

Annual Report for the Academic Year 2018 - 2019

Prepared for the General Faculties Council by

Dr. Andy Knight, Academic Co-Chair

Message from the Co-Chairs

June 07, 2019

We are pleased to present the Annual Report from the Research and Scholarship Committee (RSC) for the year ending June 30, 2019. The highlights refer to the activity undertaken by RSC in fulfillment of its role as the General Faculties Council's committee for research, scholarship, and research-related activity.

We are pleased to report that we made significant progress toward the achievement of our institutional objectives for research and scholarship as laid out in the Academic Plan and the Strategic Research Plan.

R. Thompson, Associate Vice-President (Research), Co-Chair
A. Knight, Academic Co-Chair

RSC Accomplishments 2018/19

Workplan for 2018/19
RSC reviewed, discussed, revised and recommended the RSC 2018/19 Workplan at the October meeting and added emerging items to agendas as the academic year progressed.

Intellectual Property Issues
The IP Policy was reviewed and in discussions, the importance of dispute resolution mechanisms was raised.

Canada Research Chair EDI Update
The RSC received a presentation on the implementation of the University's Canada Research Chair Equity, Diversity and Inclusion Action Plan. The committee learned that it is expected that the University will exceed its targets for Indigenous peoples, women, and visible minorities by December 2019. Efforts will continue with respect to achieving the target for persons with disabilities

Research Management System
The RSC received two presentations on progress toward the implementation of the Research Management System (RMS). The RSC learned that the RMS now interfaces with systems including the Institutional Research Information Services Solution (IRISS), Biologistix, Medicine Institute Membership, PeopleSoft Human Capital Management (HCM), Funding Calendars, DSPace Institutional Repository, and institutional reporting systems. The RSC discussed the responsibilities of a Principal Investigator (PI), what access project team members will have through the RMS, and whether a PI can delegate some RMS responsibilities to a project manager. The roll-out, training and implementation schedule were discussed.

Hunter Hub for Entrepreneurial Thinking
The RSC received a presentation on the pilot programming offered by the Hunter Hub for Entrepreneurial Thinking between November, 2017 and October, 2018, including weekly workshops, speaking engagements, and special events. The RSC learned about future expansion plans.

Innovate Calgary Update
The RSC was informed that the restructuring of Innovate Calgary has gone well, and heard that four metrics are measured: invention disclosures, patents, revenue-bearing initiatives/licenses, and start-up companies, all of which are on track or increasing in number.

Emerging Research Areas
It was reported that, as part of the implementation of the Research Plan 2018-2023, proposals were invited so that emerging cross-cutting research themes that meet the criteria to be institutional priorities could be identified. Fifteen proposals were submitted and six were chosen to give a public presentation. It was noted that a proposal that does not become new priority Strategic Research Theme may fit within an existing theme and could become a Grand Challenge within that existing theme.

Research Plan Implementation Priorities
The RSC received an update on the implementation of the priorities set out in the Research Plan 2018-2023. The RSC was reminded that the priority areas are: 1) Matching Strengths with Opportunities, 2) Increasing Research Capacity, and 3) Driving Innovation. It was reported that reviews of the existing Strategic Research Themes are underway, announcements regarding the Research Park will soon be made, and that initiatives such as the Eyes High post-doctoral scholars program are very successful.

Teaching and Learning Research and Grants Program
The RSC received a presentation on the University's Teaching and Learning Grants program. The RSC learned that the program serves to support and grow the scholarship of teaching and learning at the University and discussed the appetite for Open Educational Resources and the possibility for integration with the NSERC CREATE program

Experiential Learning Plan
The RSC received a presentation on Experiential Learning (EL) and Work Integrated Learning (WIL), and learned that an Experiential Learning Plan for the University is in development. The committee discussed the need for a definition of EL, the supports that are needed and the importance for reflection after completion of EL and WIL experiences.

Revisions to the Graduate Student Supervision Policy and Procedure
The RSC reviewed and offered feedback on the draft Graduate Student Supervision Policy and Procedure.

Major Provincial and Federal Research Initiatives
The RSC received a presentation on the 2018-2019 provincial Major Innovation Fund and the Tri-Council's inaugural New Frontiers in Research Fund, including information about the programs' goals, areas of focus, criteria and eligibility, and timelines.

Information Technologies Strategic Plan and Research Computing
The RSC received a presentation on the Information Technologies (IT) Strategic Plan, which was approved by the Board of Governors on December 14, 2018. The RSC learned that the IT Strategic Plan will continue the University's transition from a decentralized model/high risk profile to a hybrid centralized model/managed risk profile, that the IT Strategic Plan will support the achievement of the goals of the University's Eyes High Strategy, Academic Plan, and Research Plan, and that the IT Strategic Plan has focus on impactful change and the improvement of data storage and computing power, common platforms, and various supports. The presenter emphasised that effective customer service is a priority.

CIP: Appendix C: Research, Applied Research and Scholarly Activities
The committee discussed and recommended the Research, Applied Research and Scholarly Activities appendix of the University's annual Comprehensive Institutional Plan (CIP).

Acceptable Use of Electronic Resources and Information Policy
The RSC reviewed the Acceptable Use of Electronic Resources and Information Policy Discussion included a wish for clarity about what is a University "information asset", limits on "personal information", and whether limits on "malicious code" may limit research in cyber security.

Re-Launch of University Systems Enabling Research (USER)
The re-launch of the the USER initiative was discussed. USER will serve to facilitate the success of the University's researchers by establishing efficient and effective systems. USER will have an oversight committee, and taskforces will be struck to address each systemic issue. Proposals for the resolution of issues will be presented to the Executive Leadership Team.

Annual Committee Performance Review and Review of the RSC Terms of Reference
The RSC reviewed its Terms of Reference and discussed the nature of the business it receives and the expectations of members. The differences between the Terms of Reference for RSC and ADRC were discussed.

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held May 30, 2019

This report is submitted on behalf of the Teaching and Learning Committee (TLC).

Revised Learning Materials Costs to Students Memo

The TLC reviewed the revised Learning Materials Costs to Students Memo, which was last sent to all academic staff in 2017. The memo is intended to encourage thoughtful selection of course learning resources, and was in need of updating to help clarify that the Students' Union (SU) provides funds to the Library to cover the cost of acquisition of some high-cost textbooks (not all textbooks requested for reserve), there is no longer a Provost-funded Reserve Fund to purchase textbooks for the Library, Bound and Copied is now the only Course Pack provider at the University, and the Bookstore no longer collects feedback on textbooks from students.

The TLC discussed:

- Information relating to the use of the Library's reserve collection, and the procedures for borrowing reserve materials

- That when textbooks are required, but not expressly referred to during course lectures, it is an issue for students that is shared with LCR staff

- That librarians can help instructors to identify, adapt, and create Open Educational Resources (OERs)

- That the University's Development and Innovation Grants stream can be used for the development of OERs

- That the relationship between self-published textbooks and conflict of interest should be discussed at a future TLC meeting

It was agreed that, going forward, the memo will go out from the Provost's office, rather than under the name of the TLC, but that the TLC will continue to review the memo regularly.

Curriculum Review – Chemistry

The TLC reviewed the public report resulting from the Department of Chemistry's January 2016 - December 2018 curriculum review process, and discussed that:

- The University's Curriculum Review Handbook sets out guidelines for a curriculum review team

- Patti Dyjur, Educational Development Consultant within the Taylor Institute for Teaching and Learning (TI), can assist units in holding productive curriculum review discussions and with the curriculum review process

- That the current curriculum review process requires the involvement of students

- That the Chemistry program review was submitted in winter 2019, and this review helped: identify gaps and mismatches in some of the required courses for the program, that students did not have a good idea of what they can do with a chemistry degree. Actions for how to improve the curriculum and student experience were discussed

USRI Working Group Update

The TLC learned that the Universal Student Ratings of Instruction (USRI) Working Group has begun its broad consultation process, which will include a survey and in-person meetings. The consultation process will identify the University's principles for the USRI, such as learning focused and meaningful data collection, and changes to the University's USRI questionnaire will be proposed in due course.

Standing Reports

The TLC received reports on the current initiatives of the TI and SU.

Annual Committee Performance Review and Review of the TLC Terms of Reference

The TLC reflected upon its work this year, and specifically noted that:
- The Co-Chairs' vibrant and welcoming leadership is appreciated
- The table microphones in the meeting room should be used going forward in order to help the members hear one another
- Members can learn from other Faculties' practices and initiatives
- Members are encouraged to share information learned at the TLC meetings with colleagues in their units, such as the content in the TI standing report

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Leslie Reid, Co-Chair, and Dawn Johnston, Academic Co-Chair

Teaching and Learning Committee

Annual Report for the Year Ending June 30, 2019

Prepared for the General Faculties Council
May 31, 2019

Introduction

It is our pleasure to present this annual report for the GFC Teaching and Learning Committee for 2018-19. This report provides an overview and some highlights of our committees work this year in support of General Faculties Council (GFC).

The Co-Chairs met in advance of each meeting to review progress on the TLC work plan and to develop the agenda for each meeting. We made significant progress toward the achievement of TLC's work plan for 2017-18, as well as on emerging issues relevant to the TLC mandate.

Leslie Reid and Dawn Johnston
Co-Chairs, Teaching and Learning Committee

Accomplishments

New Member Orientation

New and returning TLC members were welcomed in September 2018. The committee reviewed its 2018-19 work plan, aligned with its responsibilities. This work plan was subsequently approved by GFC.

Progress on the TLC Work Plan

- TLC received and discussed regular reports from the Taylor Institute, the Graduate Students' Association and the Students' Union throughout the year
- TLC discussed and provided feedback on proposed revisions to the Curriculum Review Handbook
- TLC reviewed and discussed the report and action plan on the 2017 NSSE results
- TLC discussed and recommended revisions to the calendar entry on Course Outlines
- TLC discussed and recommended revisions to the calendar entry on Exam Regulations
- TLC received presentations and discussed the Office of Experiential Learning Plan and the Indigenous Strategy
- TLC conducted a self-assessment of its progress on its work plan
- TLC was not able to receive and discuss initial results from the Teaching Culture Survey as they were as they were not yet available for review
- TLC postponed to next year discussions of a common grade conversion scheme (% to letter grade) and responsible use of student feedback.

Additional Items of discussion
- TLC discussed and provided feedback on revisions to the Teaching Scholars Program
- TLC discussed and provided feedback on the Operating Standard for Media Recording of Students in Learning Spaces and the associated Communication Plan
- TLC discussed, provided feedback, and received regular reports on the establishment of a USRI Working Group
- TLC discussed and provided feedback on changes to the Student Academic Misconduct Policy and Procedures
- TLC discussed and provided feedback on the Acceptable Use of Electronic Resources and Information Policy
- TLC discussed and provided feedback on Course Supplementary Fees
- TLC discussed and provided feedback on Classroom Technology Standards
- TLC discussed and provided feedback on Goals, Priorities and Common Language for Experiential Learning
- TLC discussed and provided feedback on Learning Technologies Advisory Committee Terms of Reference
- TLC discussed and provided feedback on the revised Learning Materials Cost to Students Memo
- TLC received a presentation on and discussed the Curriculum Review for the Department of Chemistry

Issues and Concerns

- Concerns were expressed about the size and shape of our regular meeting room, and requests were made to consider a room with a round table for visibility and audibility purposes.
- A request was made to regularly use the microphones during meetings if this room continues to be used
- We failed to reach quorum for one meeting, and regular absence of some members was a concern.

Considerations for next year

- Introduce a rotating reports on teaching and learning highlights from two faculties/units at each meeting
- Develop plans for more systematic and formal reporting out from TLC to the campus community
- Consider developing a core list of take-home messages to be included with the meeting documents

Report to the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), May 24, 2019 (8:00 am)
From the Member of the Board nominated by GFC

The Chair of the Board called the meeting to order at 8:10 am with a welcome to external guests and approval of the meeting agenda. New Presidents of the SU and GSA were welcomed to the board at their first board meeting in their new roles. Following the call for identification of any existing conflicts of interest amongst the Board Members, the meeting opened with **remarks from the Chair**. These included an observation that there has been an increased level of engagement by Board members at recent events and attendance at meetings. This was noted as being appreciated by the Chair.

A **Board Safety Minute** on International Travel was presented by Linda Dalgetty V.P. (Finance and Services).

Following these comments, the Board approved the minutes of the March 22, 2019 meeting and the **Open Session Consent Agenda**, which included approval of:

- The Internal Restrictions of Net Assets
- The Annual Consolidated Financial Statements and Management Discussion & Analysis

The May meeting also included the following **Discussion Items:**

- Comprehensive Institutional Plan
- Territorial Acknowledgement Education & Discussion

The March meeting also included the following **information Items:**

- Prevention of Sexual Violence on Campus Plan Progress Report
- International Strategy Progress Report

The Board Member Reports included were:

- The Chancellor
- The Board Member nominated by the Alumni Association
- The Board Member nominated by the Senate
- The Board Member nominated by the General Faculties Council
- The Board Member nominated by the University of Calgary Faculty Association
- The Board Member nominated by the Students Union

- The Board Member nominated by the Graduate Students' Association
- The Board member nominated by AUPE, Local 52

There being **no other business**, the Open Session of the Board Meeting was adjourned, and the Board continued its work in closed session.

Sincerely,

Joule Bergerson

Title	Stage	Drafting Team
Acceptable Use of Electronic Resources and Information Policy	Approved	Andrew Goddard; Katharine Kinnear;
Student Academic Misconduct Policy	Approved	Deborah Book; Susan Barker;