GENERAL FACULTIES COUNCIL
AGENDA

Meeting #598, May 14, 2020, 1:30-4:30 p.m.   By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	
3.	Remarks of the Vice-Chair	Marshall	Verbal	
4.	Question Period	McCauley	Verbal	
5.	Safety Moment	Dalgetty[1]	Documents	
	Action Items			
6.	Approval of the April 9, 2020 Meeting Minutes	McCauley	Document	
7.	Approval of the Global Engagement Plan 2020-2025	Marshall/Strzelczyk[2]/ Ruwanpura[3]	Document	2:00
	Discussion Items			
8.	Equity, Diversity and Inclusion (EDI) Dashboard	Marshall/Evelyn[4]/ Boyer[5]	Presentation	2:15
	Information Items			
9.	International Strategy Progress Report	Ruwanpura	Document + PowerPoint	2:30
10.	Standing Reports: a) Report on the April 22, 2020 GFC Executive Committee Meeting b) Report on the April 6 and April 20, 2020 Academic Planning and Priorities Committee Meetings c) Report on the April 21, 2020 Research and Scholarship Committee Meeting d) Report on the April 23, 2020 Teaching and Learning Committee Meeting e) Report on the April 23, 2020 Senate Meeting f) Policy Development Update	McCauley	Documents	2:45

Item	Description	Presenter	Materials	Estimated Time
11.	Other Business	McCauley		
12.	Adjournment Next meeting: June 11, 2020	McCauley	Verbal	2:55

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Email: esjogren@ucalgary.ca

Susan Belcher, University Secretary
Email: sbelcher@ucalgary.ca

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

Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Florentine Strzelczyk, Deputy Provost
3. Janaka Ruwanpura, Vice-Provost (International)
4. Bruce Evelyn, Vice-Provost (Planning and Resource Allocation)
5. Luc Boyer, Senior Institutional Analyst, Office of Institutional Analysis

Be cyber aware!

Processes, measures, and systems are in place to safeguard UCalgary's and your information using technology to shield against cybercriminals. The university has leading practices and tools to protect you and your data on campus. During a pandemic when we're working from home, <u>understanding how to practice good cyber hygiene</u> in your home is critical. Here are a few resources outlining best practices and answers to commonly asked questions:

- Ensure that your home Wi-Fi network and devices are password protected – experts recommend that the minimum security you should enable is wireless encryption and password protection (WPA2 where available, otherwise WPA) on all your devices including your wireless router.
- Ensure the operating system on your home devices are updated to the most current version.
- Ensure that you are using anti-virus software on all home devices.
- ALEXA™ may be recording your conversations!! Check your digital home assistant settings to ensure that your work-based conversations are not being recorded.
- Catch the phish: Phishing is an impersonation of a corporation or other trusted institution with the goal of extracting your passwords or other key information. Read more about what to watch for, and how you can protect yourself.
- Protect yourself from social engineering: Guard against those who attempt to use fear, joy, or urgency to manipulate individuals into divulging private information. <u>Read more</u> about increasing your awareness and accessing available technology that can help you protect against social engineering.
- Read more about <u>best password practices,</u> what to do <u>if you are the victim of a cybercrime,</u> how to ensure <u>safety when sharing a computer,</u> and more.
- Turn on 2-factor or Multifactor authentication for all your accounts. <u>Read more</u> on how to do this at UCalgary.
- Protect your web browsing at home with CIRA Canadian Shield, learn more <u>here</u>

According to the FBI, cybercrime reports have quadrupled during the pandemic. For further information and useful tips to assist in recognizing COVID-19 specific threats and the actions you can take to protect yourself, please refer to the Canadian Centre For Cybersecurity: Cyber Hygiene for COVID-19 which is attached.

Remember, cybersecurity is everyone's responsibility. Thank you for your vigilance by staying safe online.

Communications Security Establishment Centre de la sécurité des télécommunications

CANADIAN CENTRE FOR **CYBER SECURITY** | CENTRE CANADIEN POUR LA **CYBERSÉCURITÉ**

CYBER HYGIENE FOR COVID-19

The Cyber Centre has seen an increase in reports of malicious actors using the Coronavirus (COVID-19) in phishing campaigns and malware scams.

The response to COVID-19 is being led by Public Health Agency of Canada (PHAC), with support from public health officials and agencies across Canada. For information about COVID-19 please visit the Government of Canada's COVID-19 Outbreak Update page for the most up to date information.

BEWARE OF FAKES

With public concern around COVID-19 growing, there is an increasing number of phishing attempts referencing the virus. Phishing is the act of sending mass emails that appear to be from a legitimate source, but contain malicious attachments or links. The emails are written to trick receivers into opening attachments or clicking on links that permit threat actors to obtain personal credentials, or gain unauthorized access to a computer system. There have been recent instances where phishing has been used in attempt to impersonate various health agencies.

Malicious cyber actors are quick to take advantage of high profile events, particularly those that cause worry and concern.

WAYS TO PROTECT YOURSELF

Here are some ways that you can protect your device from malware:

Against Malicious Emails:
- Make sure the address or attachment is relevant to the content of the email.
- Make sure you know the sender of an email.
- Look for typos.
- Use anti-virus or anti-malware software on computers.

Against Malicious Attachments:
- Make sure that the sender's email address has a valid username and domain name.
- Be extra cautious if the email tone is urgent.
- If you were not expecting an attachment, verify with the sender.

Against Malicious Websites:
- Make sure URLs are spelled correctly.
- Directly type the URL in the search bar instead of clicking a provided link.
- If you must click on a hyperlink, hover your mouse over the link to check if it directs to the right website.

4 PRACTICAL WAYS TO MAKE YOURSELF CYBERSAFE

- Use unique passphrases and complex passwords
- Apply updates to your mobile devices, computers, and applications
- Store your data securely and know your backup procedures
- Secure your social media and email accounts

Are You Prepared?
Security IT Actions to Protect Your Organization

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

⦿ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: **Global Engagement Plan 2020-2025**

MOTION:

> That the General Faculties Council (GFC) approve the Global Engagement Plan 2020-2025, as set out in the documents provided to the GFC, and as recommended by the GFC Executive Committee.

PROPONENT(S)

Dru Marshall, Provost and Vice-President (Academic)

REQUESTED ACTION

The General Faculties Council (GFC) is being asked to approve the Global Engagement Plan 2020-2025.

CONSIDERATIONS

An external review of our 2013 International Strategy took place September 16-18, 2019. A public summary report was prepared for and discussed by the Academic Planning and Priorities Committee (APPC). Recommendations from the external review have been incorporated into an updated Global Engagement Plan 2020-25 which was provided to GFC for review and feedback. With feedback incorporated, including from the Campus Town Hall on May 6, 2020, and reflected in the supporting materials, GFC is being asked to approve the Global Engagement Plan 2020-25.

BACKGROUND

The University of Calgary invited an external team to conduct a review of our 2013 International Strategy in 2019-20. Following a self-assessment exercise, a site visit was conducted by an external Review Team from September 16-18, 2019. Following the site visit, the Review Team prepared a written report containing comments and recommendations. The Provost International Strategic Committee (PISC) subsequently provided responses to the recommendations and as per our review process a public summary report was prepared and presented to APPC. Based on the recommendations from the review, an update to the International Strategy has been prepared and is currently undergoing consultation and feedback.

The *Global Engagement Plan 2020-25* is an update to the *2013 International Strategy* with a purposeful shift in language from an International Strategy to a Global Engagement Plan to reflect our institutional commitment towards meaningful interaction with the world as a whole. The plan is informed by our original vision, while taking into account emerging global developments, to focus on three overarching goals:

Goal 1 - Increasing the Diversity of the Campus Community
Goal 2 - Improving Intercultural Capacity
Goal 3 - Enhancing Global Partnerships

In the *Global Engagement Plan 2020-25*, Faculties are the driver and initiator of international activities at the University of Calgary. The plan integrates the original goal four (international development) within a renewed goal three – enhancing global partnerships – which now includes our collaborations in the area of international development. New targets for goals have been set and a series of metrics will be developed to monitor and report on our progress. The Regional/Country Framework, which strategically allowed the University to focus its activities in the 2012 International Strategy, has now been replaced by the priorities of the Academic and Research Plan which will help guide our activities and partnerships and strategically advance our global initiatives in the Global Engagement Plan 2020-25.

ROUTING

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Academic Planning and Priorities Committee	2020-03-16			X	
	General Faculties Council Executive Committee	2020-03-25			X	
	General Faculties Council	2020-04-09			X	
	Research and Scholarship Committee	2020-04-21			X	
	General Faculties Council Executive Committee	2020-04-22		X		
X	General Faculties Council	2020-05-14	X			
	Board of Governors	2020-05-29				X

NEXT STEPS

The Global Engagement Plan 2020-2025 will be shared and implemented across campus.

SUPPORTING MATERIALS

- The Global Engagement Plan 2020-25
- The Global Engagement Plan Priorities 2020-25
- The Global Engagement Plan 2020-25 with track changes (version after May 6 town hall compared to version recommended by GFC Executive Committee April 22)
- The Global Engagement Plan Priorities 2020-25 with track changes (version after May 6 town hall compared to version recommended by GFC Executive Committee April 22)

The University of Calgary's
Global Engagement Plan 2020-2025
(An update to the 2013 International Strategy)

Context

In 2011, the University of Calgary introduced an ambitious goal to become one of Canada's top five research universities. The *Eyes High* strategic direction also identified our objective to become a global intellectual hub where students, staff and faculty produce new discoveries, ideas and applications that have global impact. The renewal of *Eyes High* in 2017 was followed in 2018 by a refresh of our *Academic and Research Plans*, which form the roadmaps that outline the priorities, goals and initiatives that will lead us to achieve our *Eyes High* commitments. Internationalization was one of seven academic priorities in the *2012 Academic Plan* and continues to play a central role in the *Academic Plan 2018-23* as part of the priority 'Connecting Communities.'

As a comprehensive academic and research university, the University of Calgary engages with scholars and institutions around the globe and we leverage opportunities with global partners from industry, not-for-profit organizations, governments, and philanthropists to move ideas rapidly from conception to application. The university has an obligation to societies worldwide to contribute to the grand challenges facing humanity and to develop leaders who will further cultural understanding and social justice, improve quality of life, and help to secure a prosperous and sustainable future for all. In the context of a rise of populist nationalism around the globe, the role a research-intensive university is more important than ever in the production and dissemination of scientifically sound knowledge that transcends national borders. Given the current global health crisis, leading research universities provide thought leadership and promote the free flow of information between researchers around the globe. The COVID-19 pandemic has prompted post-secondary institutions to develop and enhance technology-enabled approaches to teaching and learning, and student recruitment services that will, in the long term, improve and refine the academic experiences of our students. The pandemic has also caused universities around the world to think deeply about new and different ways of connecting. The University of Calgary is well positioned to respond to these changing dynamics and contiuing its global reach and impact in new ways.

The University of Calgary strives to create a diverse campus community and a safe, inclusive, and respectful culture of excellence and engagement where all members feel valued for the contributions they are making and where a diversity of views, thought, and cultures exist productively in a respectful and collaborative work environment. By connecting with all of our communities near and far, even at a distance, we develop engaged globally competent citizens who discover new ideas, create new art and cultural expressions, and translate new knowledge into innovative applications that will be of mutual benefit to the university and many global and local communities, societies and environments worldwide.

The City of Calgary is a diverse city that demands graduates who have a global orientation, are competitive in an international marketplace, and who can adapt to diverse cultural, economic, and political environments. In order to support internationalization as an institutional priority and design a clear course of action, the University of Calgary's first *International Strategy* was officially launched in March 2013. The *Strategy* included four goals and three targets (see Figure 1), and prioritized six countries/regions of emphasis and 13 countries/regions of interest for targeted initiatives and attention.

Progress and Success

Over the past six years the University of Calgary has made tremendous progress towards the ambitious targets identified in the *International Strategy*. We have achieved our international enrolment targets (10% undergraduate; 25% graduate) at both the undergraduate (10.3%) and graduate levels (29.4%), and while our 50% target for undergraduate students to have an International Learning Experience (ILE) by the time they graduate was a stretch goal, it has been an important driver for our institution. To date, over 25% of our undergraduate students have an ILE before they graduate and we are on track to reach 30% by the end of 2020 which places us amongst the top schools in Canada.

In fall 2019, the university undertook a review of the *International Strategy* to make recommendations for future directions. A self-study of international activities and support systems on our campus was produced and a highly qualified group of external reviewers (Alejandro Adem, CEO/Scientific Director of MITACS & incoming President of NSERC; Martha Crago, Vice-Principal Research and Innovation, McGill University; David Farrar, President and Vice-Chancellor, McMaster University; Vivek Goel, Vice-President, Research and Innovation and Strategic Initiatives, University of Toronto) was invited for a site visit to conduct the review. Bill Rosehart, Dean, Schulich School of Engineering, served as an internal representative on the review panel. The review acknowledged and celebrated the success of the International Strategy in positioning the University as a leader in internationalization, including increased international student numbers and diversity, enhanced student mobility, two global research facilities abroad, a number of significant academic partnerships and collaborative research grants, successful international development initiatives, the hosting of international events with the support of Calgary Consular Corps, and external recognition including six excellence and innovation awards related to the successful implementation of the strategy. This recognition has come from groups such as the Canadian Bureau for International Education (CBIE), the Association of Public and Land-Grant Universities and the Association of International Education Administrators (AIEA). The review of the International Strategy resulted in 23 recommendations which have provided the framework for an updated plan. Our renamed international plan, the University of Calgary's *Global Engagement Plan 2020-25*, aligns our international activities and resources with the *Eyes High Strategy 2017-22*, and *Academic and Research Plans 2018-23*, and will continue to position the University of Calgary as a global and intellectual leader.

Updated Plan at a Glance

The *Global Engagement Plan 2020-25* is an update to the *2013 International Strategy* with a purposeful shift in language from an International Strategy to a Global Engagement Plan to reflect our institutional commitment towards meaningful interaction with the world as a whole. The plan is informed by our original vision, while taking into account emerging global developments, to focus on three overarching goals:

Goal 1 - Increasing the Diversity of the Campus Community
Goal 2 - Improving Intercultural Capacity
Goal 3 - Enhancing Global Partnerships

In the *Global Engagement Plan 2020-25*, Faculties are envisioned as the driver and initiator of international activities at the University of Calgary with University of Calgary International (UCI) in a facilitating role as a connector that supports the international goals and initiatives of the faculties. The plan integrates the original goal four (international development) within a renewed goal three – enhancing global partnerships – which now includes our collaborations in the area of global development.

This ensures that our global development activities are more integrated with our institutional approach to partnerships. New and ambitious targets for goals have been set which build on our achievements to date and a series of metrics will be developed to track and report on our progress. The Regional/Country Framework, which strategically allowed the University to focus its activities, was a necessary element of our 2013 International Strategy in enhancing our international profile. In the new version of our plan, based on the recommendation from the review team to leverage our existing and emerging strengths, we will use the priorities of the Academic and Research Plans to help guide our activities and partnerships to strategically advance our global initiatives. Since these priorities drive all human, capital and financial resource allocations at the university, we will continue to ensure finite resources will be used in an optimal fashion. Using the priorities of the Academic and Research Plans to help guide our international activities will also allow for overall strategic coherence. The updated goals in the Global Engagement Plan 2020-25 are identified in Figure 1 below.

Figure 1: Goals of the Existing vs Updated International Plan

Global Engagement Plan (GEP)

Overarching Vision: To further develop the University of Calgary's reputation as a global intellectual hub.

Our Approach:

Strategic Partnership Development
Partnerships are essential tools for internationalization, but must be approached strategically. Global partnerships should be focused, with clearly defined objectives that relate to our broader strategic goals while leveraging existing resources and strengths. Collaborative partnerships should be mutually beneficial, sustainable, and where appropriate, multifaceted. Whenever possible, the university should strategically work with universities and organizations that are highly ranked internationally, or within

specific fields of strategic interest. Exceptions to this principle apply when the partnership accomplishes specific educational, research, and/or service objectives.

Faculty Driven

Global engagement activities at the University of Calgary will for the most part be led and driven by academic staff members, with facilitation, coordination and support provided by University of Calgary International (UCI). Academic staff members should strive to maintain networks of international collaborations. The *Global Engagement Plan 2020-25* encourages and facilitates international interactions at the faculty and department levels. In select areas, such as global partnerships in training and professional development, specialized expertise also exists in Continuing Education and they may serve as the driver for these global engagement initiatives.

Incentivized Activities

Sustaining global activities must involve creating and maintaining incentive structures at the faculty level that will drive the achievement of the global engagement goals.

Build Capacity

As unique repositories of knowledge, universities must leverage their expertise to contribute to civil society and capacity development globally.

Sustainability

The value of global initiatives and activities must be assessed relative to their overall impact. Once partnerships are established, technology-enabled solutions to maintain activities should be explored whenever possible.

Goal 1: Increase Diversity of the Campus Community

Students at the University of Calgary bring a rich diversity of identities, cultures, languages and world views to the learning environment, adding a global dimension to our community. Canada as a country is becoming increasingly diverse and Calgary is currently the third most diverse Canadian city. The ability to collaborate with and learn from students and faculty from various cultural, ethnic and national backgrounds that challenge monolithic perspectives enable members of our campus community to expand their awareness of viewpoints and values that differ from their own. Through a diverse campus environment, we aim to provide students with intercultural experiences which will aid in their development of greater problem-solving capacity, critical thinking, and communication skills and in becoming more accepting and thoughtful global citizens. International faculty enrich both domestic and international students' experience with a range of leadership styles and perspectives. Education within a diverse campus community prepares students to thrive in an increasingly complex and pluralistic society, fosters mutual respect and teamwork, and builds community.

Target 1: Undergraduate Target of 15% International Students by 2022

Currently, 10.3% of our undergraduate student population is international, with international students representing 113 countries. The current top five countries represented include China, India, Pakistan, Bangladesh and Nigeria.

Target 2:   Graduate Student Target of 30% International Students by 2022

Currently, 29.4% of the graduate student body are international, with students representing 106 countries. The current top five countries represented include China, India, Iran, USA and Brazil.

Post-secondary research and innovation rely on relatively free flows of highly qualified researchers across international borders. Graduate students in research-based programs are an important part of this enterprise, supporting and contributing to research at our institution. Our ability to attract outstanding graduate students from around the globe enhances the research productivity of the institution and our participation as a leader in international, innovative, and interdisciplinary research.

Priorities and Areas of Responsibility:

	Recruitment & Admissions	Institutional Partnerships	Immigration (Visa, study & work permits)	International Student Supports	English Language Programs	Student Sponsorship/ Scholarship Development
UCI	✖	✖		✖		✖
Registrar's Office	✖				✖	✖
FGS	✖	✖		✖		✖
Faculties	✖	✖		✖	✖	✖
Continuing Education	✖	✖		✖	✖	✖
Student & Enrolment Services			✖	✖		

Notes:

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of institutional partnerships, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

2. *The activities of the units named will be coordinated through the Provosts International Strategic Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives. Going forward, the PISC membership will be reviewed and include at least one representative from the VPR's office and two members from the decanal team.*

Goal 2: Improve Global and Intercultural Capacity within our Campus Communities

The term "intercultural capacity" conveys the focus on skills, attitudes and knowledge, together with process and growth. Advancing Intercultural Capacity refers to a deepened and expanded awareness of cultural differences and to engaging with and responding to cultural differences with sensitivity, appropriateness, purpose and thoughtful intention. This capacity to value and respond to diversity involves navigating a myriad of cultures embedded in the many contextual dimensions of society. Valuing and responding to cultural differences also encompasses an increased awareness and acceptance of diversity and fostering positive relationships by attending to issues of (in)equity and social (in)justice. At the University of Calgary, Intercultural Capacity includes three core capacity areas: Understanding Global

Connections and Cultural Differences; Communicating Across Cultures; and Analyzing Cultures and Valuing Diversity (Intercultural Capacity Framework, 2020). A diverse campus community fosters and grows intercultural capacity in all of its members, including staff, students and other stakeholders. It provides formal and informal curricula and pedagogies to develop students as global citizens, both at home and abroad. Intercultural capacity is a goal that the Global Engagement Plan shares with the *Indigenous Strategy, ii' taa'poh'to'p*.

As a university with a deep commitment to sustainability as expressed through our *Sustainability Strategy* we are committed to ensuring that a number of our transformational intercultural learning experiences can be offered through local community resources, technological innovations and other creative strategies to provide alternatives to the high costs of global travel. Intercultural learning experiences often contain experiential learning at their core and can count towards the high-quality experiential learning experiences set out in the University of Calgary's *Experiential Learning Plan*.

The programs at home and abroad that we offer enable members of our campus community to acquire opportunities that create the bridge between knowledge and practice, develop intercultural capacity through their thinking, skills and attitudes, and provide exposure to international experts and in different learning environments. Types of programs and activities include:

Mobility Programs
- Exchange
- Group Study
- Research Internships
- Industry Internships/Coop
- Volunteer/Service Learning
- Short-term Learning Visits
- Visiting Faculty/Staff
- Capacity Development (global development programs and projects)

Degree Programs
- Collaborative Degree or Certificate programs (e.g. 2+2 and 3+2 programs)
- Joint PhD Programs

Projects
- i@Home: International Virtual Exchange
- i@Home: Local Cultural Community Engagement Projects
- i@Home: Events with Consular Corps

Professional Development
- International conferences/meetings
- Intercultural capacity development opportunities, including land-based learning for staff and students

Many of these programs would not be possible without our mobility partners and the relationships and strategic partnerships that have been developed and fostered globally.

Target 1: *By 2025, 50% of our students will graduate with at least one International Learning Experience or Intercultural Capacity-building Experience that takes place either abroad or at home on our campus.*

Our 50% target includes both International Learning Experiences (ILE) abroad and Intercultural Capacity-building Experiences (ICE) that occur locally. Currently, 25.2% of our students graduate with an ILE abroad. This includes both credit and non-credit activities organized by university faculty, staff or approved student groups that take place outside of Canada for a minimum of five days. Local ICE are an important component of intercultural capacity building at the University of Calgary and are defined as the "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015). Given the global health circumstances occurring in 2020, we anticipate that in the early years of the plan our focus will be on building intercultural capacity through local initiatives and virtual partnerships.

Over the duration of the GEP, we will work to further define and establish metrics for ILE abroad and ICE activities and expand the opportunities available to students, especially to underrepresented groups.

Priorities and Areas of Responsibility:

	Intercultural Capacity Building	International Learning Experiences (ILE) and Intercultural Capacity-building Experiences (ICE)	Eliminating Barriers to ILE	Academic & Mobility Agreements	Fees, Funding & Scholarships
UCI	✖	✖	✖	✖	✖
Registrar's Office			✖		✖ UG
FGS		✖		✖	✖ GR
Faculties	✖	✖	✖	✖	✖

Notes:

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of international learning experiences, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

2. *UG: Undergraduate students. GR: graduate students.*

3. *The activities of the units named will be coordinated through the Provosts International Strategic Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives.*

Goal 3: Enhance Opportunities for Global Partnerships

The priorities of the *Academic and Research Plans* drive the strategic foundation for all global partnerships, including academic, research and global development, at the University of Calgary. The university's global partnerships should leverage and enhance the web of collaborations among our students, faculty and staff and increase our international presence and impact. This includes maintaining strong relationships and collaborations with the Calgary Consular Corps and our diasporic communities.

In order for our global partnerships to be impactful they must be based on solid and long-term relationships among faculty members and programs and sustained through strong institutional and faculty commitments.

The University of Calgary's strategic academic partnerships enable the development of joint and collaborative degree programs with institutions worldwide. Our mobility partnerships ensure that students are able to expand their global understanding through study abroad opportunities that foster strong intercultural capacities and contribute to global citizenship. The metrics associated with our academic partnerships appear in this plan under Goal 2: Improve Global and Intercultural Capacity Within Our Campus Communities.

Through our existing research themes and our focus on matching our research strengths with opportunities, we will leverage our expertise and entrepreneurial mindset to increase international collaborations and access international research funding. The focus on our research themes (including the new emerging research themes) to drive our global research partnerships is complemented by individual scholars who are global leaders in their fields. The University of Calgary is committed to partnering with like-minded institutions that share our commitment to innovation and entrepreneurship, and where possible, that have research parks dedicated to creating social change and scientific innovation that translate research excellence into positive societal and community impact. These partners are institutions that share our focus on increased connectivity between academia, industry, government and non-government organizations and, like the University of Calgary, are fostering the next generation of talented thought leaders through innovation and entrepreneurial thinking.

The University has a significant legacy in the area of global development and through these partnerships we leverage our expertise globally to reduce poverty and inequality, improve health outcomes, develop medical systems, and create education and job opportunities around the world. We develop the capacity that creates future global leaders, strengthens international organizations and systems and achieves improved results through education, research and innovation. Within our global development activities, we are aligned with the priorities of the Academic and Research Plans which drive our decisions to invest in particular development initiatives. The development initiatives we support are also leveraged to create opportunities for our students to develop effective intercultural skills and unique areas of knowledge, such as global Indigenous engagement.

The University of Calgary is also a strategic partner in the delivery of training and professional development programs world-wide, particularly in our areas of academic and research strength. These activities bring skill development and knowledge acquisition to help meet global labour market demands.

	Research & Innovation Partnerships	Global Development Partnerships	Diplomatic & Consular Corps Partnerships	Training & Professional Development Partnerships
UCI	✖ (grey)	✖ (grey)	✖ (black)	✖ (grey)
VPR	✖ (grey)	✖ (grey)		
Faculties	✖ (black)	✖ (black)	✖ (grey)	✖ (black)
Continuing Education				✖ (black) CPE

Notes:

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of research and innovation, and global development partnerships, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

2. *CPE: Continuing and Professional Education.*

3. *The activities of the units named will be coordinated through the Provosts International Strategies Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives.*

Looking forward: 2020-2025

Over the next five years, the University of Calgary's *Global Engagement Plan 2020-2025* will guide our priorities and resources as we work towards our international goals in support of the *Eyes High* strategic vision. This plan will continue to transform our institution and how we engage globally. We will continue to create an increasingly diverse campus community through an increase to the number of international undergraduate and graduate students. We will attract global talent to our programs and international students will receive first-class education, training and development that can be applied both in Canada and abroad, utilizing their skills to transform societies and economies. We will reach out to communities that are challenged to participate in global educational opportunities. Our students will benefit from internationalization at home initiatives and increased mobility opportunities in the world acquiring the intercultural capacity necessary to work in and lead international teams at work and in the community.

The University of Calgary's *Global Engagement Plan 2020-25* will help us realize the goals of our *Academic Plan* that prioritizes people, connects our local and global communities and seeks innovative ways to deliver on our academic mission to create a vibrant, accepting, and inclusive campus culture.

Our global academic and research partnerships will also help us achieve the commitments in the *Research Plan* to increase our research capacity, drive innovative solutions to the existing and emerging challenges facing societies worldwide, and match our research strengths to international opportunities. In collaboration with our partners worldwide, over the next five years, our research partnerships will result in an accelerated global reach and recognition of our innovative and entrepreneurial approaches to research impacting and improving lives in both our local and global communities.

2020-25
GLOBAL ENGAGEMENT IMPLEMENTATION PLAN

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.	**INCREASE DIVERSITY OF THE CAMPUS COMMUNITY**						
	Target 1: Undergraduate Student Target of 15% International Students by 2022						
	Target 2: Graduate Student Target of 30% International Students by 2022						
	Recruitment and Admissions (Initiative Accountability – Registrar's Office (SES))						
1.1	Develop an international recruitment plan that identifies demand and opportunity and diversifies recruitment activities to ensure students come from a variety of countries .	**RO**, FGS, FA, CE, UCI	✓				
1.2	Diversify the strategies used to recruit highly qualified international students including increasing digital recruitment.	**RO, CE**	✓	✓	✓	✓	✓
1.3	Process international applications for admission and exchange students in a timely manner through increased efficiencies and administrative changes.	**RO**	✓	✓	✓	✓	✓
1.4	Attract highly qualified undergraduate international students by offering scholarships, bursaries and other student aid through a reinvestment of international tuition revenue.	**RO**	✓	✓	✓	✓	✓
1.5	Enhance administrative efficiencies by centrally managing undergraduate international student aid through the Student Awards Office.	**RO**	✓	✓	✓	✓	✓
1.6	Develop a management reporting process to monitor international enrolment at the department level to ensure that we are serving both domestic and international student demand.	**RO**, FGS	✓				
1.7	Attract highly qualified graduate international students by offering scholarships, bursaries and other student aid through a reinvestment of international tuition revenue.	**FGS**	✓	✓	✓	✓	✓
1.8	Enhance administrative efficiencies by centrally managing graduate international student aid through the Faculty of Graduate Studies.	**FGS**	✓				

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.9	Continue to develop professional skills training and internships in support of career development for international graduate students.	**FGS**	✓	✓	✓	✓	✓
1.10	Further develop the international summer school programming offered through Continuing Education.	**CE,** FA	✓	✓			
Institutional Partnerships (Initiative Accountability – Faculties)							
1.11	Attract international graduate students through the development of joint PhD programs with other institutions.	**FA**, UCI, FGS,CE	✓	✓	✓	✓	✓
Immigration (Visas, study & work permits) (Initiative Accountability – Student and Enrolment Services)							
1.12	Continue providing high service standards in supporting international students' applications for study permits, work permits, visas, and electronic travel authorizations (eTAs), ensuring that students maintain their legal status in Canada and providing accurate, updated information and advice to international students on Government immigration regulations and policy changes.	**SES**	✓	✓	✓	✓	✓
International Student Supports (Initiative Accountability – Student and Enrolment Services)							
1.13	Monitor and improve on international student satisfaction surveys to ensure the University is providing a supportive and rich living and learning environment for international students.	**SES**, FGS, CE, UCI	✓	✓	✓	✓	✓
1.14	Through a review of existing programs, the creation of new programs and increased awareness and advertising we will increase the number of international students accessing resources through the Student Success Centre and International Student Services.	**SES,** FA	✓	✓	✓	✓	✓
English Language Programs (Initiative Accountability – Continuing Education)							
1.15	Increase the number of international students admitted to language programs that transition to degree programs at the University of Calgary.	**CE,** FA	✓	✓	✓	✓	✓
1.16	Ensure a seamless transition for students moving from English language programs to degree programs through enhanced partnerships between Continuing Education and Faculties.	**CE**, FA, RO	✓	✓	✓	✓	✓
Student Sponsorship/Scholarship Development (Initiative Accountability – University of Calgary International)							
1.17	Seek opportunities for sponsored students by developing partnerships with entities in foreign governments, agencies, governing bodies and corporate sector.	**UCI,** FGS, FA, CE	✓	✓	✓	✓	✓

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.18	Leverage the scholarship opportunities through federal and provincial government programs by partnering with organizations such as Universities Canada, Canadian Bureau for International Education (CBIE).	**UCI**, RO, FGS	✓	✓	✓	✓	✓

2. IMPROVE GLOBAL AND INTERCULTURAL CAPACITY WITHIN OUR CAMPUS COMMUNITIES

Target 1: By 2025, 50% of our students will graduate with at least one International Learning Experience that takes place either abroad or at home on our campus

Intercultural Capacity Building (Initiative Accountability - University of Calgary International)

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.1	Using the Intercultural Capacity Study, create a framework that defines intercultural capacity as well as units and levels of intercultural capacity learning that can be measured and credited according to duration and depth of the experience and that have clear tangible learning outcomes.	**UCI,** FA	✓				
2.2	Create a framework that defines units and levels of internationalization at home activities that can be measured and credited according to duration and depth of the experience that have clear tangible learning outcomes.	**UCI**, FA	✓				
2.3	Track intercultural capacity learning and internationalization at home activities units across all programs and provide annual report.	**UCI,** FA	✓	✓	✓	✓	✓

International Learning Experiences (ILE) and Intercultural Capacity-building Experiences (ICE) (Initiative Accountability – Faculties)

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.4	Identify and reduce curricular barriers to ILE and ICE, including those for underrepresented groups.	**FA**, FGS, UCI	✓	✓	✓		
2.5	Ensure study abroad programs demonstrate an intercultural capacity learning component.	**FA**, UCI	✓	✓			
2.6	Increase understanding and awareness of ILE and ICE opportunities through targeted communications and advising support, including those for underrepresented groups.	**FA,** UCI	✓	✓	✓	✓	✓
2.7	Increase ICE opportunities for students through language programs and cultural learning activities (e.g., Credit and non-credit language courses, Aga Khan international internships, collaborative classroom initiatives, co-curricular programs)	**UCI**, FA	✓	✓	✓	✓	✓
2.8	Develop academic credentials that foster intercultural capacity for students (e.g., Embedded Certificate in Pluralism and Global Citizenship).	**FA,** UCI	✓	✓	✓	✓	✓

Eliminating Barriers to International Learning Experiences (Initiative Accountability - Faculties)

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.9	Enhance access to ILE for underrepresented groups including leveraging funding opportunities through programs like Universities Canada's outbound mobility program.	**FA**, UCI	✓	✓	✓	✓	✓
2.10	Enhance the course approval and transfer credit process for international learning experience programs.	**RO,** FA, UCI	✓	✓			
Academic & Mobility Partnerships (Initiative Accountability - Faculties)							
2.11	Develop a rubric on which academic and mobility partnerships are created and evaluated to ensure alignment with our academic and institutional priorities	**FA**, FGS, UCI	✓				
2.12	Establish criteria for the tracking and monitoring of a limited number of high quality strategic academic partnerships.	**FA**, FGS, UCI		✓			
2.13	Establish criteria for the tracking and monitoring of mobility partnerships, ensuring increased access to students and diversity of locations.	**FA**, FGS, UCI		✓			
Fees, Funding & Scholarships (Initiative Accountability – Registrar's Office)							
2.14	Track and report on student mobility funding annually.	**RO**, UCI	✓	✓	✓	✓	✓
2.15	Streamline and administer international award application processes centrally through RO and FGS.	**RO, FGS,** UCI	✓				
2.16	Introduce study abroad fee payments centrally through the student centre.	**RO**, UCI	✓				
2.17	Raise funds for ILE awards through philanthropic efforts in collaboration with the Office of Advancement. Report on efforts annually.	**UCI**, FA	✓	✓	✓	✓	✓
2.18	Raise awarenesss of existing ILE funding opportunities and support students in the application process.	**UCI**, FA	✓	✓			

3. ENHANCE OPPORTUNITIES FOR GLOBAL PARTNERSHIPS

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
Research & Innovation Partnerships (Initiative Accountability – Faculties)							
3.1	Create and maintain an inventory of global research connections that align with our academic and research priorities.	**VPR**, FA, UCI	✓	✓	✓	✓	✓
3.2	Enhance capacity for global partnerships that focuses on areas of research strength by matching strengths with international opportunities.	**FA,** VPR, UCI	✓	✓			
3.3	Identify and develop partnerships with like-minded entrepreneurial institutions pursuing research in areas that align with our academic and research priorities.	**FA**, VPR, UCI	✓	✓			

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
3.4	Foster innovation, entrepreneurship and commercialization through partnerships with institutions invested in research parks compatible with our Research Innovation Quarter.	**FA,** VPR, UCI	✓	✓	✓	✓	✓
3.5	Surface new international research opportunities and bring them to the faculties/academic staff.	**VPR**, UCI, FA	✓	✓	✓	✓	✓
3.6	Support academic staff to establish and build international research collaborations.	**VPR**, UCI, FA	✓	✓	✓	✓	✓
Global Development Partnerships (Initiative Accountability – Faculties)							
3.7	Increase the number of global development projects through partnership development with external agencies.	**FA,** VPR, UCI	✓	✓	✓	✓	✓
3.8	Provide support to academic staff and students engaged in global development work through the identification of and application for grants and in the tracking and monitoring of projects.	**VPR**, FA, UCI	✓	✓	✓	✓	✓
Diplomatic & Consular Corps Partnerships (Initiative Accountability - University of Calgary International)							
3.9	Sustain relationships with Calgary Consular Corps to support the GEP by co-organizing events.	**UCI**, FA	✓	✓	✓	✓	✓
3.10	Maintain relationships with the Diplomatic corps to promote the University of Calgary's activities and to develop new partnership opportunities with foreign countries.	**UCI**, FA	✓	✓	✓	✓	✓
Training & Professional Development Partnerships (Initiative Accountability – Faculties, Continuing Education)							
3.11	Increase the number of training and professional development partnerships through the identification of new opportunities and the tracking and monitoring of existing partnerships.	**FA, CE**, UCI	✓	✓	✓	✓	✓

Notes:

1. *Under the responsibility column, the bold type indicates the unit that is accountable for a particular initiative. The accountable unit is the owner, initiator and driver of the initiative and has academic oversight. The non-bold type indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

Legend:
CE – Continuing Education   SES – Student and Enrolment Services
FA – Faculties   UCI – University of Calgary International
FGS – Faculty of Graduate Studies   VPR – Vice President Research Office
RO – Registrar's Office in SES

The University of Calgary's
Global Engagement Plan 2020-2025
(An update to the 2013 International Strategy)

Context

In 2011, the University of Calgary introduced an ambitious goal to become one of Canada's top five research universities. The *Eyes High* strategic direction also identified our objective to become a global intellectual hub where students, staff and faculty produce new discoveries, ideas and applications that have global impact. The renewal of *Eyes High* in 2017 was followed in 2018 by a refresh of our *Academic and Research Plans*, which form the roadmaps that outline the priorities, goals and initiatives that will lead us to achieve our *Eyes High* commitments. Internationalization was one of seven academic priorities in the *2012 Academic Plan* and continues to play a central role in the *Academic Plan 2018-23* as part of the priority 'Connecting Communities.'

As a comprehensive academic and research university, the University of Calgary engages with scholars and institutions around the globe and we leverage opportunities with global partners from industry, not-for-profit organizations, governments, and philanthropists to move ideas rapidly from conception to application. The university has an obligation to societies worldwide to contribute to the grand challenges facing humanity and to develop leaders who will further cultural understanding and social justice, improve quality of life, and help to secure a prosperous and sustainable future for all. In the context of a rise of populist nationalism around the globe, the role a research-intensive university is more important than ever in the production and dissemination of scientifically sound knowledge that transcends national borders. Given the current global health crisis, leading research universities provide thought leadership and promote the free flow of information between researchers around the globe. The COVID-19 pandemic has prompted post-secondary institutions to develop and enhance technology-enabled approaches to teaching and learning, and student recruitment services that will, in the long term, improve and refine the academic experiences of our students. The pandemic has also caused universities around the world to think deeply about new and different ways of connecting. The University of Calgary is well positioned to respond to these changing dynamics and contiuing its global reach and impact in new ways.

The University of Calgary strives to create a diverse campus community and a safe, inclusive, and respectful culture of excellence and engagement where all members feel valued for the contributions they are making and where a diversity of views, thought, and cultures exist productively in a respectful and collaborative work environment. By connecting with all of our communities near and far, even at a distance, we develop engaged globally competent citizens who discover new ideas, create new art and cultural expressions, and translate new knowledge into innovative applications that will be of mutual benefit to the university and many global and local communities, societies and environments worldwide.

The City of Calgary is a diverse city that demands graduates who have a global orientation, are competitive in an international marketplace, and who can adapt to diverse cultural, economic, and political environments. In order to support internationalization as an institutional priority and design a clear course of action, the University of Calgary's first *International Strategy* was officially launched in March 2013. The *Strategy* included four goals and three targets (see Figure 1), and prioritized six countries/regions of emphasis and 13 countries/regions of interest for targeted initiatives and attention.

Progress and Success

Over the past six years the University of Calgary has made tremendous progress towards the ambitious targets identified in the *International Strategy*. We have achieved our international enrolment targets (10% undergraduate; 25% graduate) at both the undergraduate (10.3%) and graduate levels (29.4%), and while our 50% target for undergraduate students to have an International Learning Experience (ILE) by the time they graduate was a stretch goal, it has been an important driver for our institution. To date, over 25% of our undergraduate students have an ILE before they graduate and we are on track to reach 30% by the end of 2020 which places us amongst the top schools in Canada.

In fall 2019, the university undertook a review of the *International Strategy* to make recommendations for future directions. A self-study of international activities and support systems on our campus was produced and a highly qualified group of external reviewers (Alejandro Adem, CEO/Scientific Director of MITACS & incoming President of NSERC; Martha Crago, Vice-Principal Research and Innovation, McGill University; David Farrar, President and Vice-Chancellor, McMaster University; Vivek Goel, Vice-President, Research and Innovation and Strategic Initiatives, University of Toronto) was invited for a site visit to conduct the review. Bill Rosehart, Dean, Schulich School of Engineering, served as an internal representative on the review panel. The review acknowledged and celebrated the success of the International Strategy in positioning the University as a leader in internationalization, including increased international student numbers and diversity, enhanced student mobility, two global research facilities abroad, a number of significant academic partnerships and collaborative research grants, successful international development initiatives, the hosting of international events with the support of Calgary Consular Corps, and external recognition including six excellence and innovation awards related to the successful implementation of the strategy. This recognition has come from groups such as the Canadian Bureau for International Education (CBIE), the Association of Public and Land-Grant Universities and the Association of International Education Administrators (AIEA). The review of the International Strategy resulted in 23 recommendations which have provided the framework for an updated plan. Our renamed international plan, the University of Calgary's *Global Engagement Plan 2020-25*, aligns our international activities and resources with the *Eyes High Strategy 2017-22*, and *Academic and Research Plans 2018-23*, and will continue to position the University of Calgary as a global and intellectual leader.

Updated Plan at a Glance

The *Global Engagement Plan 2020-25* is an update to the *2013 International Strategy* with a purposeful shift in language from an International Strategy to a Global Engagement Plan to reflect our institutional commitment towards meaningful interaction with the world as a whole. The plan is informed by our original vision, while taking into account emerging global developments, to focus on three overarching goals:

Goal 1 - Increasing the Diversity of the Campus Community
Goal 2 - Improving Intercultural Capacity
Goal 3 - Enhancing Global Partnerships

In the *Global Engagement Plan 2020-25*, Faculties are envisioned as the driver and initiator of international activities at the University of Calgary with University of Calgary International (UCI) in a facilitating role as a connector that supports the international goals and initiatives of the faculties. The plan integrates the original goal four (international development) within a renewed goal three – enhancing global partnerships – which now includes our collaborations in the area of global development.

This ensures that our global development activities are more integrated with our institutional approach to partnerships. New and ambitious targets for goals have been set which build on our achievements to date and a series of metrics will be developed to track and report on our progress. The Regional/Country Framework, which strategically allowed the University to focus its activities, was a necessary element of our 2013 International Strategy in enhancing our international profile. In the new version of our plan, based on the recommendation from the review team to leverage our existing and emerging strengths, we will use the priorities of the Academic and Research Plans to help guide our activities and partnerships to strategically advance our global initiatives. Since these priorities drive all human, capital and financial resource allocations at the university, we will continue to ensure finite resources will be used in an optimal fashion. Using the priorities of the Academic and Research Plans to help guide our international activities will also allow for overall strategic coherence. The updated goals in the Global Engagement Plan 2020-25 are identified in Figure 1 below.

Figure 1: Goals of the Existing vs Updated International Plan

Global Engagement Plan (GEP)

Overarching Vision: To further develop the University of Calgary's reputation as a global intellectual hub.

Our Approach:

Strategic Partnership Development
Partnerships are essential tools for internationalization, but must be approached strategically. Global partnerships should be focused, with clearly defined objectives that relate to our broader strategic goals while leveraging existing resources and strengths. Collaborative partnerships should be mutually beneficial, sustainable, and where appropriate, multifaceted. Whenever possible, the university should strategically work with universities and organizations that are highly ranked internationally, or within

specific fields of strategic interest. Exceptions to this principle apply when the partnership accomplishes specific educational, research, and/or service objectives.

Faculty Driven

Global engagement activities at the University of Calgary will for the most part be led and driven by academic staff members, with facilitation, coordination and support provided by University of Calgary International (UCI). Academic staff members should strive to maintain networks of international collaborations. The *Global Engagement Plan 2020-25* encourages and facilitates international interactions at the faculty and department levels. In select areas, such as global partnerships in training and professional development, specialized expertise also exists in Continuing Education and they may serve as the driver for these global engagement initiatives.

Incentivized Activities

Sustaining global activities must involve creating and maintaining incentive structures at the faculty level that will drive the achievement of the global engagement goals.

Build Capacity

As unique repositories of knowledge, universities must leverage their expertise to contribute to civil society and capacity development globally.

Sustainability

The value of global initiatives and activities must be assessed relative to their overall impact. Once partnerships are established, technology-enabled solutions to maintain activities should be explored whenever possible.

Goal 1: Increase Diversity of the Campus Community

Students at the University of Calgary bring a rich diversity of identities, cultures, languages and world views to the learning environment, adding a global dimension to our community. Canada as a country is becoming increasingly diverse and Calgary is currently the third most diverse Canadian city. The ability to collaborate with and learn from students and faculty from various cultural, ethnic and national backgrounds that challenge monolithic perspectives enable members of our campus community to expand their awareness of viewpoints and values that differ from their own. Through a diverse campus environment, we aim to provide students with intercultural experiences which will aid in their development of greater problem-solving capacity, critical thinking, and communication skills and in becoming more accepting and thoughtful global citizens. International faculty enrich both domestic and international students' experience with a range of leadership styles and perspectives. Education within a diverse campus community prepares students to thrive in an increasingly complex and pluralistic society, fosters mutual respect and teamwork, and builds community.

Target 1: Undergraduate Target of 15% International Students by 2022

Currently, 10.3% of our undergraduate student population is international, with international students representing 113 countries. The current top five countries represented include China, India, Pakistan, Bangladesh and Nigeria.

Target 2:   Graduate Student Target of 30% International Students by 2022

Currently, 29.4% of the graduate student body are international, with students representing 106 countries. The current top five countries represented include China, India, Iran, USA and Brazil.

Post-secondary research and innovation rely on relatively free flows of highly qualified researchers across international borders. Graduate students in research-based programs are an important part of this enterprise, supporting and contributing to research at our institution. Our ability to attract outstanding graduate students from around the globe enhances the research productivity of the institution and our participation as a leader in international, innovative, and interdisciplinary research.

Priorities and Areas of Responsibility:

	Recruitment & Admissions	Institutional Partnerships	Immigration (Visa, study & work permits)	International Student Supports	English Language Programs	Student Sponsorship/ Scholarship Development
UCI	✖ (grey)	✖ (grey)		✖ (grey)		✖
Registrar's Office	✖				✖ (grey)	✖ (grey)
FGS	✖ (grey)	✖ (grey)		✖ (grey)		✖ (grey)
Faculties	✖ (grey)	✖		✖ (grey)	✖ (grey)	✖ (grey)
Continuing Education	✖ (grey)	✖ (grey)		✖ (grey)	✖	✖ (grey)
Student & Enrolment Services			✖	✖		

Notes:

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of institutional partnerships, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

2. *The activities of the units named will be coordinated through the Provosts International Strategic Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives. Going forward, the PISC membership will be reviewed and include at least one representative from the VPR's office and two members from the decanal team.*

Goal 2: Improve Global and Intercultural Capacity within our Campus Communities

The term "intercultural capacity" conveys the focus on skills, attitudes and knowledge, together with process and growth. Advancing Intercultural Capacity refers to a deepened and expanded awareness of cultural differences and to engaging with and responding to cultural differences with sensitivity, appropriateness, purpose and thoughtful intention. This capacity to value and respond to diversity involves navigating a myriad of cultures embedded in the many contextual dimensions of society. Valuing and responding to cultural differences also encompasses an increased awareness and acceptance of diversity and fostering positive relationships by attending to issues of (in)equity and social (in)justice. At the University of Calgary, Intercultural Capacity includes three core capacity areas: Understanding Global

Connections and Cultural Differences; Communicating Across Cultures; and Analyzing Cultures and Valuing Diversity (Intercultural Capacity Framework, 2020). A diverse campus community fosters and grows intercultural capacity in all of its members, including staff, students and other stakeholders. It provides formal and informal curricula and pedagogies to develop students as global citizens, both at home and abroad. Intercultural capacity is a goal that the Global Engagement Plan shares with the *Indigenous Strategy, ii' taa'poh'to'p*.

As a university with a deep commitment to sustainability as expressed through our *Sustainability Strategy* we are committed to ensuring that a number of our transformational intercultural learning experiences can be offered through local community resources, technological innovations and other creative strategies to provide alternatives to the high costs of global travel. Intercultural learning experiences often contain experiential learning at their core and can count towards the high-quality experiential learning experiences set out in the University of Calgary's *Experiential Learning Plan*.

The programs at home and abroad that we offer enable members of our campus community to acquire opportunities that create the bridge between knowledge and practice, develop intercultural capacity through their thinking, skills and attitudes, and provide exposure to international experts and in different learning environments. Types of programs and activities include:

Mobility Programs
- Exchange
- Group Study
- Research Internships
- Industry Internships/Coop
- Volunteer/Service Learning
- Short-term Learning Visits
- Visiting Faculty/Staff
- Capacity Development (global development programs and projects)

Degree Programs
- Collaborative Degree or Certificate programs (e.g. 2+2 and 3+2 programs)
- Joint PhD Programs

Projects
- i@Home: International Virtual Exchange
- i@Home: Local Cultural Community Engagement Projects
- i@Home: Events with Consular Corps

Professional Development
- International conferences/meetings
- Intercultural capacity development opportunities, including land-based learning for staff and students

Many of these programs would not be possible without our mobility partners and the relationships and strategic partnerships that have been developed and fostered globally.

Target 1: *By 2025, 50% of our students will graduate with at least one International Learning Experience or Intercultural Capacity-building Experience that takes place either abroad or at home on our campus.*

Our 50% target includes both International Learning Experiences (ILE) abroad and Intercultural Capacity-building Experiences (ICE) that occur locally. Currently, 25.2% of our students graduate with an ILE abroad. This includes both credit and non-credit activities organized by university faculty, staff or approved student groups that take place outside of Canada for a minimum of five days. Local ICE are an important component of intercultural capacity building at the University of Calgary and are defined as the "purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015). Given the global health circumstances occurring in 2020, we anticipate that in the early years of the plan our focus will be on building intercultural capacity through local initiatives and virtual partnerships.

Over the duration of the GEP, we will work to further define and establish metrics for ILE abroad and ICE locally and expand the opportunities available to students, especially to underrepresented groups.

Priorities and Areas of Responsibility:

	Intercultural Capacity Building	International Learning Experiences (ILE) and Intercultural Capacity-building Experiences (ICE)	Eliminating Barriers to ILE	Academic & Mobility Agreements	Fees, Funding & Scholarships
UCI	✖	✖	✖	✖	✖
Registrar's Office			✖		✖ UG
FGS		✖		✖	✖ GR
Faculties	✖	✖	✖	✖	✖

Notes:

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of international learning experiences, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

2. *UG: Undergraduate students. GR: graduate students.*

3. *The activities of the units named will be coordinated through the Provosts International Strategic Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives.*

Goal 3: Enhance Opportunities for Global Partnerships

The priorities of the *Academic and Research Plans* drive the strategic foundation for all global partnerships, including academic, research and global development, at the University of Calgary. The university's global partnerships should leverage and enhance the web of collaborations among our students, faculty and staff and increase our international presence and impact. This includes maintaining

strong relationships and collaborations with the Calgary Consular Corps and our diasporic communities. In order for our global partnerships to be impactful they must be based on solid and long-term relationships among faculty members and programs and sustained through strong institutional and faculty commitments.

The University of Calgary's strategic academic partnerships enable the development of joint and collaborative degree programs with institutions worldwide. Our mobility partnerships ensure that students are able to expand their global understanding through study abroad opportunities that foster strong intercultural capacities and contribute to global citizenship. The metrics associated with our academic partnerships appear in this plan under Goal 2: Improve Global and Intercultural Capacity Within Our Campus Communities.

Through our existing research themes and our focus on matching our research strengths with opportunities, we will leverage our expertise and entrepreneurial mindset to increase international collaborations and access international research funding. The focus on our research themes (including the new emerging research themes) to drive our global research partnerships is complemented by individual scholars who are global leaders in their fields. The University of Calgary is committed to partnering with like-minded institutions that share our commitment to innovation and entrepreneurship, and where possible, that have research parks dedicated to creating social change and scientific innovation that translate research excellence into positive societal and community impact. These partners are institutions that share our focus on increased connectivity between academia, industry, government and non-government organizations and, like the University of Calgary, are fostering the next generation of talented thought leaders through innovation and entrepreneurial thinking.

The University has a significant legacy in the area of global development and through these partnerships we leverage our expertise globally to reduce poverty and inequality, improve health outcomes, develop medical systems, and create education and job opportunities around the world. We develop the capacity that creates future global leaders, strengthens international organizations and systems and achieves improved results through education, research and innovation. Within our global development activities, we are aligned with the priorities of the Academic and Research Plans which drive our decisions to invest in particular development initiatives. The development initiatives we support are also leveraged to create opportunities for our students to develop effective intercultural skills and unique areas of knowledge, such as global Indigenous engagement.

The University of Calgary is also a strategic partner in the delivery of training and professional development programs world-wide, particularly in our areas of academic and research strength. These activities bring skill development and knowledge acquisition to help meet global labour market demands.

	Research & Innovation Partnerships	Global Development Partnerships	Diplomatic & Consular Corps Partnerships	Training & Professional Development Partnerships
UCI	✖ (grey)	✖ (grey)	✖	✖ (grey)
VPR	✖ (grey)	✖ (grey)		
Faculties	✖	✖	✖ (grey)	✖
Continuing Education				✖ CPE

Notes:

1. *The block X indicates a unit that is accountable for a particular priority. The accountable unit is the owner, initiator and driver of the priority area and in the case of research and innovation, and global development partnerships, has academic oversight. The grey x indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

2. *CPE: Continuing and Professional Education.*

3. *The activities of the units named will be coordinated through the Provosts International Strategies Committee (PISC) and will meet 3 to 4 times a year to ensure that progress is made on these activities. Each lead unit will be responsible for developing a plan to accomplish key goals which will be reviewed by PISC. Refer to Appendix A – Implementation Plan for more detail on the priority initiatives.*

Looking forward: 2020-2025

Over the next five years, the University of Calgary's *Global Engagement Plan 2020-2025* will guide our priorities and resources as we work towards our international goals in support of the *Eyes High* strategic vision. This plan will continue to transform our institution and how we engage globally. We will continue to create an increasingly diverse campus community through an increase to the number of international undergraduate and graduate students. We will attract global talent to our programs and international students will receive first-class education, training and development that can be applied both in Canada and abroad, utilizing their skills to transform societies and economies. We will reach out to communities that are challenged to participate in global educational opportunities. Our students will benefit from internationalization at home initiatives and increased mobility opportunities in the world acquiring the intercultural capacity necessary to work in and lead international teams at work and in the community.

The University of Calgary's *Global Engagement Plan 2020-25* will help us realize the goals of our *Academic Plan* that prioritizes people, connects our local and global communities and seeks innovative ways to deliver on our academic mission to create a vibrant, accepting, and inclusive campus culture.

Our global academic and research partnerships will also help us achieve the commitments in the *Research Plan* to increase our research capacity, drive innovative solutions to the existing and emerging challenges facing societies worldwide, and match our research strengths to international opportunities. In collaboration with our partners worldwide, over the next five years, our research partnerships will result in an accelerated global reach and recognition of our innovative and entrepreneurial approaches to research impacting and improving lives in both our local and global communities.

2020-25
GLOBAL ENGAGEMENT IMPLEMENTATION PLAN

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.	**INCREASE DIVERSITY OF THE CAMPUS COMMUNITY**						
	Target 1: Undergraduate Student Target of 15% International Students by 2022						
	Target 2: Graduate Student Target of 30% International Students by 2022						
	Recruitment and Admissions (Initiative Accountability – Registrar's Office (SES))						
1.1	Develop an international recruitment plan that identifies demand and opportunity and diversifies recruitment activities to ensure students come from a variety of countries .	**RO**, FGS, FA, CE, UCI	✓				
1.2	Diversify the strategies used to recruit highly qualified international students including increasing digital recruitment.	**RO, CE**	✓	✓	✓	✓	✓
1.3	Process international applications for admission and exchange students in a timely manner through increased efficiencies and administrative changes.	**RO**	✓	✓	✓	✓	✓
1.4	Attract highly qualified undergraduate international students by offering scholarships, bursaries and other student aid through a reinvestment of international tuition revenue.	**RO**	✓	✓	✓	✓	✓
1.5	Enhance administrative efficiencies by centrally managing undergraduate international student aid through the Student Awards Office.	**RO**	✓	✓	✓	✓	✓
1.6	Develop a management reporting process to monitor international enrolment at the department level to ensure that we are serving both domestic and international student demand.	**RO**, FGS	✓				
1.7	Attract highly qualified graduate international students by offering scholarships, bursaries and other student aid through a reinvestment of international tuition revenue.	**FGS**	✓	✓	✓	✓	✓
1.8	Enhance administrative efficiencies by centrally managing graduate international student aid through the Faculty of Graduate Studies.	**FGS**	✓				

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.9	Continue to develop professional skills training and internships in support of career development for international graduate students.	**FGS**	✓	✓	✓	✓	✓
1.10	Further develop the international summer school programming offered through Continuing Education.	**CE,** FA	✓	✓			
Institutional Partnerships (Initiative Accountability – Faculties)							
1.11	Attract international graduate students through the development of joint PhD programs with other institutions.	**FA**, UCI, FGS,CE	✓	✓	✓	✓	✓
Immigration (Visas, study & work permits) (Initiative Accountability – Student and Enrolment Services)							
1.12	Continue providing high service standards in supporting international students' applications for study permits, work permits, visas, and electronic travel authorizations (eTAs), ensuring that students maintain their legal status in Canada and providing accurate, updated information and advice to international students on Government immigration regulations and policy changes.	**SES**	✓	✓	✓	✓	✓
International Student Supports (Initiative Accountability – Student and Enrolment Services)							
1.13	Monitor and improve on international student satisfaction surveys to ensure the University is providing a supportive and rich living and learning environment for international students.	**SES**, FGS, CE, UCI	✓	✓	✓	✓	✓
1.14	Through a review of existing programs, the creation of new programs and increased awareness and advertising we will increase the number of international students accessing resources through the Student Success Centre and International Student Services.	**SES,** FA	✓	✓	✓	✓	✓
English Language Programs (Initiative Accountability – Continuing Education)							
1.15	Increase the number of international students admitted to language programs that transition to degree programs at the University of Calgary.	**CE,** FA	✓	✓	✓	✓	✓
1.16	Ensure a seamless transition for students moving from English language programs to degree programs through enhanced partnerships between Continuing Education and Faculties.	**CE**, FA, RO	✓	✓	✓	✓	✓
Student Sponsorship/Scholarship Development (Initiative Accountability – University of Calgary International)							
1.17	Seek opportunities for sponsored students by developing partnerships with entities in foreign governments, agencies, governing bodies and corporate sector.	**UCI,** FGS, FA, CE	✓	✓	✓	✓	✓

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
1.18	Leverage the scholarship opportunities through federal and provincial government programs by partnering with organizations such as Universities Canada, Canadian Bureau for International Education (CBIE).	**UCI**, RO, FGS	✓	✓	✓	✓	✓

2. IMPROVE GLOBAL AND INTERCULTURAL CAPACITY WITHIN OUR CAMPUS COMMUNITIES

Target 1: By 2025, 50% of our students will graduate with at least one International Learning Experience that takes place either abroad or at home on our campus

Intercultural Capacity Building (Initiative Accountability - University of Calgary International)

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.1	Using the Intercultural Capacity Study, create a framework that defines intercultural capacity as well as units and levels of intercultural capacity learning that can be measured and credited according to duration and depth of the experience and that have clear tangible learning outcomes.	**UCI,** FA	✓				
2.2	Create a framework that defines units and levels of internationalization at home activities that can be measured and credited according to duration and depth of the experience that have clear tangible learning outcomes.	**UCI**, FA	✓				
2.3	Track intercultural capacity learning and internationalization at home activities units across all programs and provide annual report.	**UCI,** FA	✓	✓	✓	✓	✓

International Learning Experiences (ILE) and Intercultural Capacity-building Experiences (ICE) (Initiative Accountability – Faculties)

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.4	Identify and reduce curricular barriers to ILE and ICE, including those for underrepresented groups.	**FA**, FGS, UCI	✓	✓	✓		
2.5	Ensure study abroad programs demonstrate an intercultural capacity learning component.	**FA**, UCI	✓	✓			
2.6	Increase understanding and awareness of ILE and ICE opportunities through targeted communications and advising support, including those for underrepresented groups.	**FA,** UCI	✓	✓	✓	✓	✓
2.7	Increase ICE opportunities for students through language programs and cultural learning activities (e.g., Credit and non-credit language courses, Aga Khan international internships, collaborative classroom initiatives, co-curricular programs)	**UCI**, FA	✓	✓	✓	✓	✓
2.8	Develop academic credentials that foster intercultural capacity for students (e.g., Embedded Certificate in Pluralism and Global Citizenship).	**FA,** UCI	✓	✓	✓	✓	✓

Eliminating Barriers to International Learning Experiences (Initiative Accountability - Faculties)

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
2.9	Enhance access to ILE for underrepresented groups including leveraging funding opportunities through programs like Universities Canada's outbound mobility program.	**FA**, UCI	✓	✓	✓	✓	✓
2.10	Enhance the course approval and transfer credit process for international learning experience programs.	**RO,** FA, UCI	✓	✓			
Academic & Mobility Partnerships (Initiative Accountability - Faculties)							
2.11	Develop a rubric on which academic and mobility partnerships are created and evaluated to ensure alignment with our academic and institutional priorities	**FA**, FGS, UCI	✓				
2.12	Establish criteria for the tracking and monitoring of a limited number of high quality strategic academic partnerships.	**FA**, FGS, UCI		✓			
2.13	Establish criteria for the tracking and monitoring of mobility partnerships, ensuring increased access to students and diversity of locations.	**FA**, FGS, UCI		✓			
Fees, Funding & Scholarships (Initiative Accountability – Registrar's Office)							
2.14	Track and report on student mobility funding annually.	**RO**, UCI	✓	✓	✓	✓	✓
2.15	Streamline and administer international award application processes centrally through RO and FGS.	**RO, FGS,** UCI	✓				
2.16	Introduce study abroad fee payments centrally through the student centre.	**RO**, UCI	✓				
2.17	Raise funds for ILE awards through philanthropic efforts in collaboration with the Office of Advancement. Report on efforts annually.	**UCI**, FA	✓	✓	✓	✓	✓
2.18	Raise awarenesss of existing ILE funding opportunities and support students in the application process.	**UCI**, FA	✓	✓			

3. ENHANCE OPPORTUNITIES FOR GLOBAL PARTNERSHIPS

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
Research & Innovation Partnerships (Initiative Accountability – Faculties)							
3.1	Create and maintain an inventory of global research connections that align with our academic and research priorities.	**VPR**, FA, UCI	✓	✓	✓	✓	✓
3.2	Enhance capacity for global partnerships that focuses on areas of research strength by matching strengths with international opportunities.	**FA,** VPR, UCI	✓	✓			
3.3	Identify and develop partnerships with like-minded entrepreneurial institutions pursuing research in areas that align with our academic and research priorities.	**FA**, VPR, UCI	✓	✓			

#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
3.4	Foster innovation, entrepreneurship and commercialization through partnerships with institutions invested in research parks compatible with our Research Innovation Quarter.	**FA,** VPR, UCI	✓	✓	✓	✓	✓
3.5	Surface new international research opportunities and bring them to the faculties/academic staff.	**VPR**, UCI, FA	✓	✓	✓	✓	✓
3.6	Support academic staff to establish and build international research collaborations.	**VPR**, UCI, FA	✓	✓	✓	✓	✓
Global Development Partnerships (Initiative Accountability – Faculties)							
3.7	Increase the number of global development projects through partnership development with external agencies.	**FA,** VPR, UCI	✓	✓	✓	✓	✓
3.8	Provide support to academic staff and students engaged in global development work through the identification of and application for grants and in the tracking and monitoring of projects.	**VPR**, FA, UCI	✓	✓	✓	✓	✓
Diplomatic & Consular Corps Partnerships (Initiative Accountability - University of Calgary International)							
3.9	Sustain relationships with Calgary Consular Corps to support the GEP by co-organizing events.	**UCI**, FA	✓	✓	✓	✓	✓
3.10	Maintain relationships with the Diplomatic corps to promote the University of Calgary's activities and to develop new partnership opportunities with foreign countries.	**UCI**, FA	✓	✓	✓	✓	✓
Training & Professional Development Partnerships (Initiative Accountability – Faculties, Continuing Education)							
3.11	Increase the number of training and professional development partnerships through the identification of new opportunities and the tracking and monitoring of existing partnerships.	**FA, CE**, UCI	✓	✓	✓	✓	✓

Notes:

1. *Under the responsibility column, the bold type indicates the unit that is accountable for a particular initiative. The accountable unit is the owner, initiator and driver of the initiative and has academic oversight. The non-bold type indicates a unit that is responsible for managing, facilitating, supporting or undertaking the work.*

Legend:
CE – Continuing Education
FA – Faculties
FGS – Faculty of Graduate Studies
RO – Registrar's Office in SES

SES – Student and Enrolment Services
UCI – University of Calgary International
VPR – Vice President Research Office

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **International Strategy Progress Report**

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)
Janaka Ruwanpura, Vice-Provost (International)

PURPOSE

To provide the General Faculties Council with an update on the key goals of the University of Calgary's International Strategy that was first introduced in March of 2013.

KEY POINTS

Within the 'dashboard' document (attached), data is provided to explain progress towards the four strategic goals of the International Strategy:
1) Increase diversity of our campus communities
2) Improve global and cross-cultural competencies within our campus communities
3) Enhance opportunities for international collaborations and partnerships in research and education
4) Leverage our unique areas of expertise to engage in international development

BACKGROUND

The International Strategy is key to the University of Calgary becoming an international hub where students, staff and faculty will promote new discoveries, ideas and applications that will have global impact, as outlined in our *Eyes High* 2017-22 vision; internationalization is a priority within the Academic Plan 2018-23.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Academic Planning and Priorities Committee	2020-05-04				X
X	General Faculties Council	2020-05-14				X

NEXT STEPS

We are currently in the approval phase of a new *Global Engagement Plan 2020-2025* which will be an update to the 2013 International Strategy. The plan signals our commitment towards meaningful interaction with the world as a whole. The plan is informed by our original vision and by an external review of the International Strategy conducted in the fall of 2019, while taking into account emerging global developments.

SUPPORTING MATERIALS

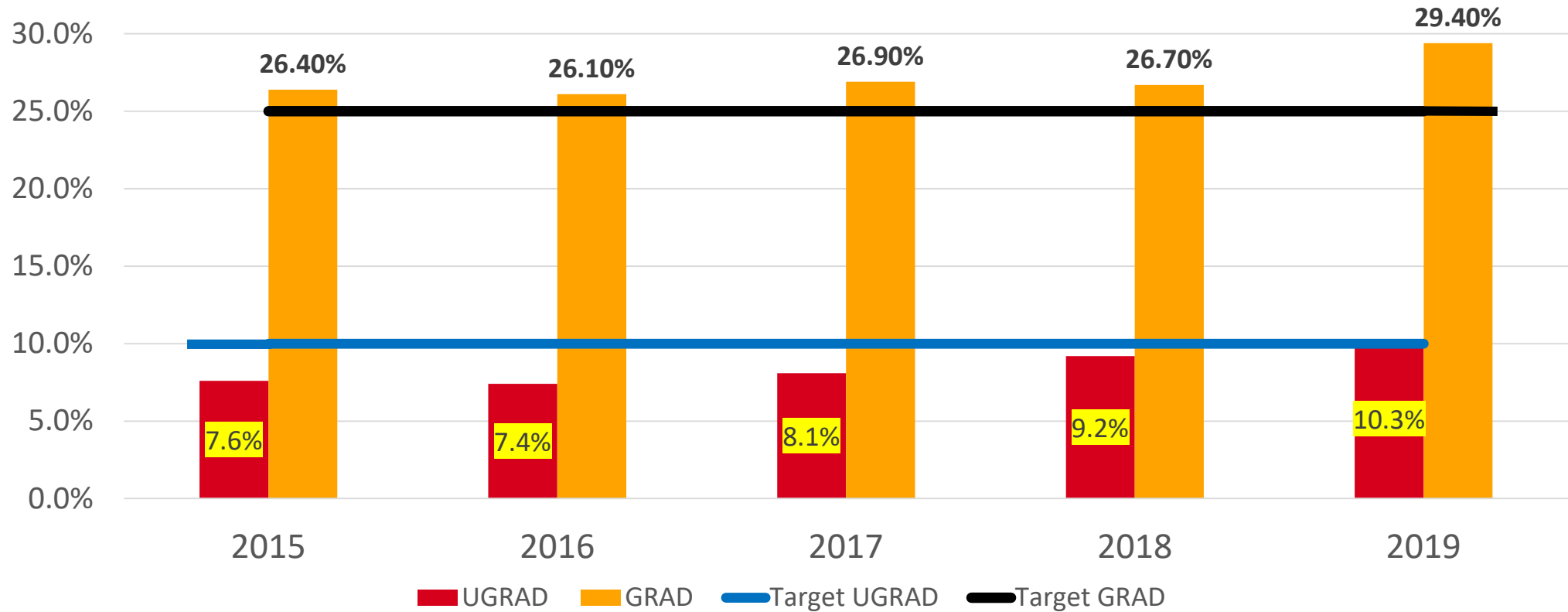1. Highlights of the International Strategy KP Dashboard 2019
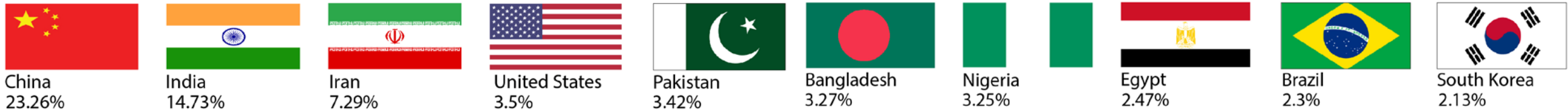
International Strategy KPI Dashboard 2019

Increase of International Student Populations vs. Strategy Targets
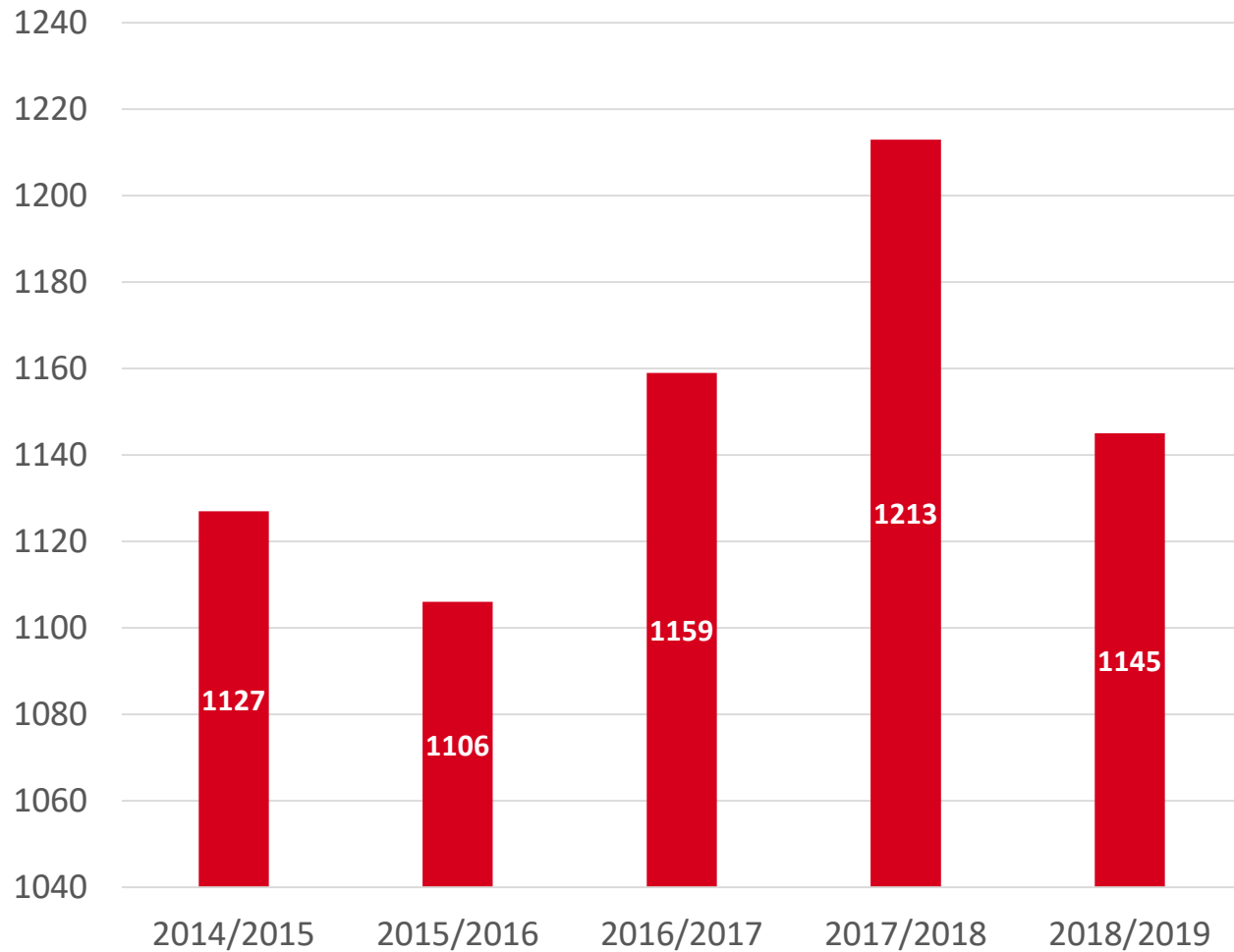
GOAL #1: INCREASE DIVERSITY

	2015	2016	2017	2018	2019
GRAD	26.40%	26.10%	26.90%	26.70%	29.40%
UGRAD	7.6%	7.4%	8.1%	9.2%	10.3%

■ UGRAD   ■ GRAD   — Target UGRAD   — Target GRAD

Top Countries of Origin for International Students

China 23.26%   India 14.73%   Iran 7.29%   United States 3.5%   Pakistan 3.42%   Bangladesh 3.27%   Nigeria 3.25%   Egypt 2.47%   Brazil 2.3%   South Korea 2.13%

GOAL #2: IMPROVE CROSS-CULTURAL COMPETENCIES

UCalgary Undergraduate Students with an International Learning Experience (ILE)

Bar chart values by year:
- 2014/2015: 1127
- 2015/2016: 1106
- 2016/2017: 1159
- 2017/2018: 1213
- 2018/2019: 1145

THE TOP FIVE DESTINATIONS

- United States 16.2%
- Japan 8.4%
- Germany 6.29%
- Mexico 6.02%
- Australia 4.63%

In the past **5** years, our internationally trained faculty increased from **47%** to **49%**

International Partnership Assessment Rating Index (IPARI)

GOAL #3: ENHANCE INTERNATIONAL PARTNERSHIPS FOR RESEARCH AND EDUCATION

WORLDWIDE (2018-2019)

ACADEMIC PROGRAMS & COLLABORATIONS (APC) ONLY (1.1%) — 3

APC & MOBILITY (0%) — 0

MOBILITY ONLY (17.5%) — 47

ALL (3.3%) — 9

RESEARCH & APC (2.2%) — 6

RESEARCH & MOBILITY (42.4%) — 114

RESEARCH ONLY (20.4%) — 55

SOURCE: UC INTERNATIONAL, APRIL 1, 2020
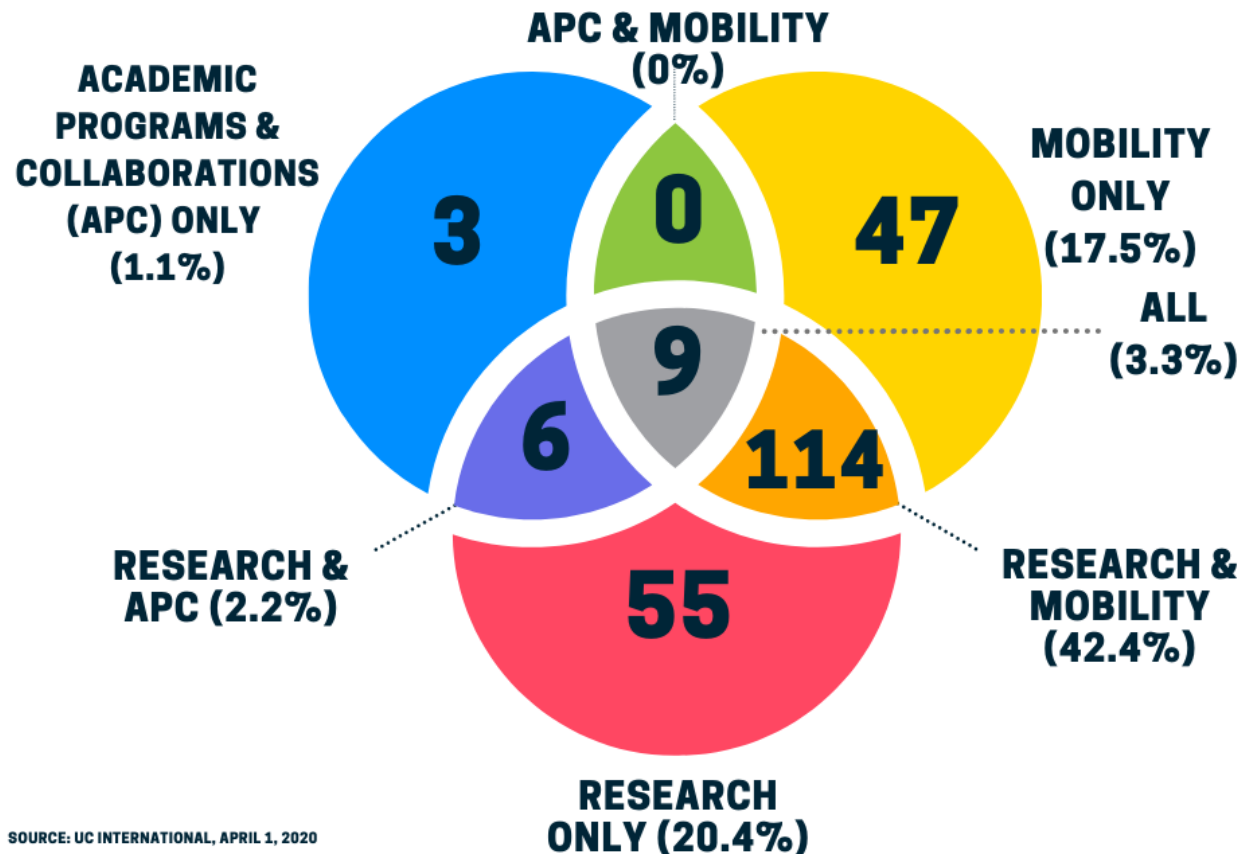
234 active university partners in **55** countries at the end of **2018-19**
170 Mobility Partners
184 Research Partners
18 Academic Programs and Collaboration Partners

GOAL #3:
ENHANCE INTERNATIONAL PARTNERSHIPS
FOR RESEARCH AND EDUCATION

Research Output from International Collaborations
expressed via number of joint publications
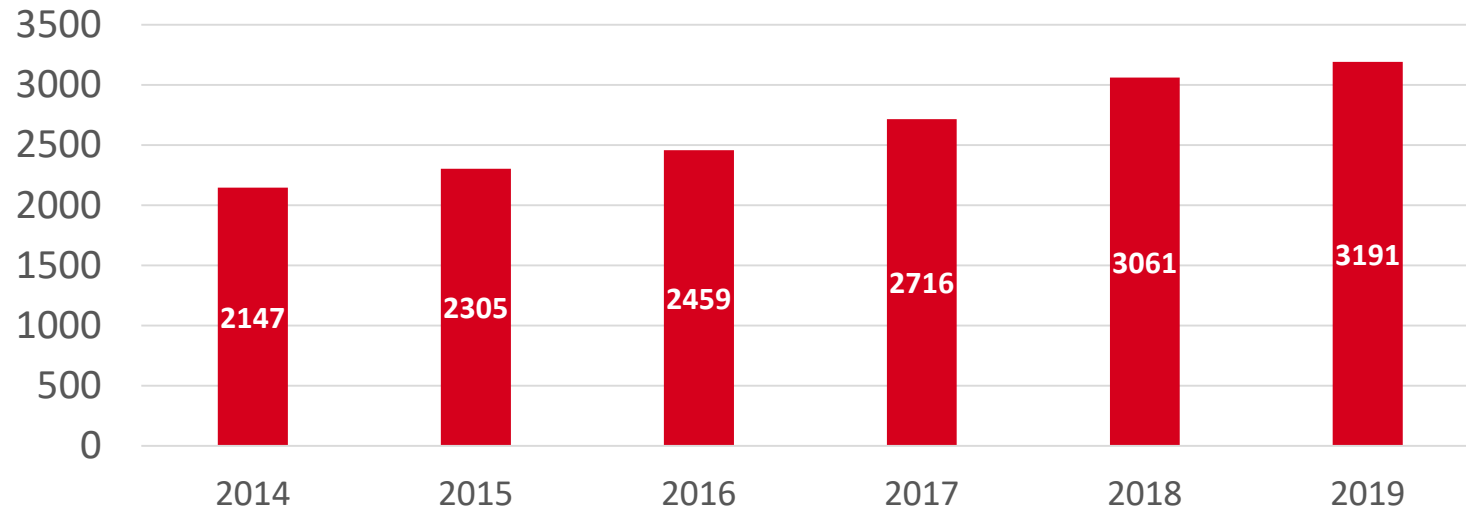
Number of Joint Publications

Since **FY 2013**, we have received funding from **700+** unique sponsoring agencies internationally. Our top 5 international sponsors are from **United States, Mexico, France, UK** and **Qatar**

We have received more than *$138M* in research revenue from sponsors situated in *30* different countries from *FY2013-2020*

As of **2019,** UCalgary had **108,282** publications, of which **40,156 (32%)** were with UCalgary's countries/regions of emphasis/interest

GOAL #4: ENGAGE IN INTERNATIONAL DEVELOPMENT

UNIVERSITY OF CALGARY

NEW project funding for Scaling Up MamaToto for Sexual Reproductive Health & Rights in Uganda **$3.8M**

Since **FY 2013**, we have raised over **$22.6M** for **11** International Development Projects involving **480** students

Global Engagement Plan (GEP) (2020-2025)

- The external review (Sept. 2019) acknowledged and celebrated the success of the International Strategy in positioning the University as a leader in internationalization

- GEP was developed by the Provost International Strategic Committee (PISC) considering the recommendations made by the review team

- Major Changes in GEP
  - Name (International Vs Global Engagement)
  - Goals (4 vs 3)
  - Foundation (Countries vs Research and Academic Priorities)
  - Clear Responsibility Matrix (Accountability vs Facilitation)

- GEP will be presented to GFC for approval in May 2020

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held April 22, 2020

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

Recommendation of the Global Engagement Plan 2020-2025

The EC reviewed the current draft of the *Global Engagement Plan 2020-2025*, and in response to questions it was reported that:

- Increasing the target for international undergraduate students to 15% will not impact the domestic student population, as the overall number of FLEs (full-load equivalent students) will increase

- The term 'plan' is used in the title because this is consistent with the *Academic Plan* and *Research Plan* titles, both of which also fit under the University's overarching *Eyes High Strategy*

The EC voted to recommend that the GFC approve the *Global Engagement Plan 2020-2025*.

Appointment Work

The EC made the following appointments:

West Campus Development Corporation Board
Scott Radford, Haskayne School of Business (the Board's Human Resources and Governance Committee will be asked to approve this appointment on June 8, 2020)

Academic Program Subcommittee
Jessica Shaw, Faculty of Social Work

Campus and Facilities Development Subcommittee
Kerry Black, Schulich School of Engineering
Victoria Fast, Faculty of Arts
Jennifer Lock, Werklund School of Education
TBD

Graduate Academic Program Subcommittee
Rhiannon Jones, Libraries and Cultural Resources
Michael Wright, Haskayne School of Business

Equity, Diversity and Inclusion (EDI) Dashboard

The EC received a demonstration of the interactive EDI Dashboard, which presents data on a series of metrics,

including student representation, retention and completion, graduate outcomes, completion barriers, satisfaction with the educational experience, and employment outcomes. The EC learned that the dashboard can present filtered data, such as by Faculty, survey year, level of study (i.e. graduate or undergraduate), gender, or other characteristics (e.g. identified disabilities, Indigenous, or international origin).

The EC discussed that:

- The dashboard will facilitate awareness and the monitoring of future progress

- The data can be used broadly, such as to inform hiring committees, highlight opportunities to expand initiatives, and inform policy

- It is important to consider that there is bias in some data collection

In response to questions it was reported that:

- It is intended that the dashboard will be made widely available, but some of the data involves very small datasets and so all attempts will be made to anonymize and prevent individual identification or individual attribution

- The University is transitioning to non-binary gender identification

- The dashboard will contain links to specific survey questions and definitions, in order to provide context

- There is inherent error in survey data, but the data pulled from PeopleSoft should not contain much error

- The Office of Institutional Analysis' Fact Book is still available upon request

The EC learned that the EDI Dashboard will be fully completed in time for the demonstration at the May 14, 2020 meeting of GFC.

Review of the Draft May 14, 2020 GFC Agenda

The EC reviewed the draft May 14, 2020 GFC Agenda, which will take place via Zoom.

_____
Ed McCauley, Chair and Dru Marshall, Vice-Chair

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meetings held April 6, 2020 and April 20, 2020

April 6, 2020

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

Approval of COVID-19 Temporary Academic Regulation Guidelines

The APPC reviewed the Temporary Academic Regulation Guidelines, and learned that the revised regulations address anticipated longer term effects of the shift to a CR/F designation for Winter 2020 courses, including impacts on students' academic records, progress, graduation, and awards and honours. The APPC also learned that these guidelines were developed in consultation with associate deans and academic advisors and that they afford Faculties the flexibility to apply them in ways that best serve their students.

The APPC discussed these guidelines' effect on students' transcripts and future university applications, prerequisite and graduation checks, accreditation requirements, deferred coursework, and the Academic Turnaround program, as well as how these guidelines will be communicated to affected parties.

The APPC approved the COVID-19 Temporary Academic Regulation Guidelines.

Approval of Temporary Changes to Undergraduate Admission Regulations

The APPC reviewed the proposed changes to the Undergraduate Admission Regulations, and learned that these changes aim to ensure a fair admissions process in light of many changes to high school curricula delivery around the world.

The APPC discussed how reported grades from high school applicants are considered and how the CR/F designation factors into assessments of transfer students' applications, as well as how these regulation changes will be communicated to affected parties.

The APPC approved the temporary changes to Undergraduate Admission Regulations.

Approval of Additional English Language Proficiency Tests for Admission to Graduate Programs

The APPC reviewed the proposed temporary additions to the list of English Language Proficiency Tests, learning that the TOEFL iBT Special Home Edition Test and Duolingo English Test will allow students to demonstrate English proficiency in light of testing centre closures around the world.

The APPC discussed how proficiency levels compare to other Canadian universities and what the components of the Duolingo English Test include.

The APPC approved the additional English Language Proficiency Tests for admission to graduate programs.

Approval of Temporary Changes to the Admission Requirements for Graduate Programs for COVID-19-Affected Terms

The APPC reviewed the proposed changes to admission requirements for graduate programs for COVID-19-affected terms, learning how prerequisite courses with a CR/F designation will be assessed for admission and how admissions averages will be calculated.

The APPC discussed the three calculations used to determine a student's admission GPA, how this information will be communicated to graduate program administrators and what supports will be available for them, and the advantage these changes may give the University as it competes for high quality international and domestic graduate students.

The APPC approved the temporary changes to the admission requirements for graduate programs for COVID-19-affected terms.

April 20, 2020

Approval of Changes to Academic Regulations in the Graduate Chapter of the University Calendar: D.1 *Registration*, D.6 *Time Limits*, K.2 *Candidacy* and M. *Thesis Examinations*

The APPC reviewed the proposed changes to the Academic Regulations in the Graduate Calendar, which clarify registration cycles for course-based and thesis-based graduate students, that maximum time in program may lead to a requirement to withdraw, regulations regarding the retake of a failed candidacy examination, the timeline for the retake of a failed thesis examination, and regulations regarding the retake of a failed thesis examination and resubmission of a failed thesis.

The APPC discussed the number of extensions that can be granted to graduate students once they reach their maximum time to completion.

The APPC suggested that the language pertaining to the re-take of a failed thesis submission be rephrased to clarify that a student would resubmit a failed thesis and retake a failed oral examination.

The APPC approved the changes to Academic Regulations D.1, D.6, K.2, and M. in the Graduate Chapter of the University Calendar.

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

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held April 21, 2020

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

Global Engagement Plan 2020-2025

The RSC received a presentation on the *Global Engagement Plan 2020-2025*, with focus on the changes from the existing International Strategy.

Discussion included that:

- The switch to academic staff members having a stronger role in driving global engagement activities is seen positively

- COVID-19 will likely impact international travel and activities for years to come

- The Plan, which does not set out institutional priority countries, is perceived as more inclusive

In response to questions, it was reported that:

- The Plan, and in particular its goals and targets, will be presented at Faculty Council meetings

- The UCI (University of Calgary International) office and the office of the Vice-President (Research) will continue to support internationalization efforts at the University, such as through assistance in preparing grant applications, supporting study abroad programs, and enhancing opportunities for the development of cross-cultural competencies, collaborations and partnerships

- Some Faculties have strategic planning committees, and some have internationalization committees. Each Faculty will be provided assistance with planning as needed.

Carnegie Community Engagement Classification – Canadian Pilot Update

The RSC received a presentation on the Carnegie Community Engagement Classification Canadian Pilot Project, including the project's key milestones and timeline.

In response to a question, it was reported that upcoming meetings of the University's Advisory Group will be held remotely, and that meetings with community partners to gather engagement data will be postponed, hopefully only until later in the year.

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

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held April 23, 2020

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

Zoom Guidelines: Using Zoom Effectively in Teaching and Learning

The TLC reviewed the draft document *Using Zoom Effectively in Teaching and Learning*, which includes recommendations for setting up a safe, secure and effective online learning environment.

The TLC discussed that:

- Utilising the security features of a password and the 'waiting room' are important for if the session link becomes shared beyond the class population
- While utilising the Zoom 'waiting room' feature adds security to a session, because participants are manually admitted by the host, instructors of large classes can struggle to manage attendance while teaching. It was reported that utilising the password feature only is an option in cases when it is not possible to have someone assigned as a co-host.
- Some persons do not use their full name when using Zoom, and this can leave them unidentifiable in the 'waiting room'
- The Faculty of Graduate Studies (FGS) has created a webpage with information for supervisors and graduate students, including *FGS Guidelines for Remote Oral Exams* and *Tips for Remote Oral Exams Using Zoom*.

The TLC suggested that:

- There be a clear process for students to report bad Zoom behaviour, such as inappropriate private chat messages. It was noted that the same process for in-person classrooms applies to Zoom sessions: a student should communicate any concerns to their instructor, and then campus security, the police, and counsellors can be contacted as needed.
- Information relating to mental well-being be presented, such as encouraging participants to turn off their video-sharing or take breaks from looking at the screen, if needed
- Detailed instructions, such as the requirement that all participants be appropriately dressed if video-sharing, could be included
- There could be two versions of *Using Zoom Effectively in Teaching and Learning*, one for instructors and one for students. It was reported that, when finalised, this will be a webpage and not a document, and so it can be structured to separate information.

In response to questions it was reported that:

- The document contains links to the University's Code of Conduct and the Media Recording of Students in Learning Space operating standard, and indicates to students that "Zoom recordings are the intellectual property of the course instructor and should only be used for learning purposes".

Because there have been instances of students recording thesis and candidacy exams, the FGS is addressing the inappropriateness of this in communications and exam paperwork.

- An operating standard regarding media recording by students in learning spaces is in development, and will address matters such as when and how students with accommodations are permitted to record. For the time being, a student wishing to record a Zoom session should gain permission from Student Accessibility Services and speak with the instructor.

The TLC discussed the differences between Zoom and Microsoft Teams.

The TLC learned that *Using Zoom Effectively in Teaching and Learning* will be shared with the University community by the start of the Spring term.

COVID/Remote Delivery Discussion

The TLC discussed that:

- There is a broad continuum of people's comfort level with technology
- Instructors are engaging in conversations about teaching and learning, and in particular remote teaching and learning, and are helping each other. Some instructors are observing each other's lectures.
- It is important to ask about other people's mental well-being, as factors such as sudden change, isolation, and the loss of special events can have a serious impact
- The Taylor Institute for Teaching and Learning (TI) is providing a variety of resources and supports for the University's instructors, and is also sharing these with other institutions and the broad network of the teaching and learning community
- Many instructors are teaching creatively and in a different way, and some students are thriving under increased independent learning and greater responsibilities
- The rapid switch to remote teaching and learning was very difficult for some
- There are challenges to remote teaching and learning, and some aspects (e.g. practicums) are less effective when done remotely
- The timeline is uncertain, and it is not known when we may return to in-person activities
- Libraries and Cultural Resources has established a process for providing hardcopy resources to people who need these
- In-person group learning and informal learning-related conversations are not able to happen in the same was as they used to, and some students are missing this peer learning

COVID-related Academic Processes Update

The TLC learned that a number of temporary changes to University Regulations due to COVID-19 have been approved, such as changes to the grading system and admissions processes, and these are published on the University's Academic Calendar webpage. It was reported that communications will be sent to students from their Faculty, not from a central office, as some changes are Faculty specific.

In response to a question, it was reported that temporary provisions have been approved because admission, grant and scholarship application processes will be impacted because students may not have grades for their Winter 2020 term to calculate a GPA.

Carnegie Community Engagement Classification Canadian Pilot Project

The TLC received a presentation on the Carnegie Community Engagement Classification Canadian Pilot Project, including the project's key milestones and timeline. The TLC learned that the classification system is a tool to assess and recognize post-secondary community engagement, and that a Canadian Framework will be developed for launch in 2022.

The TLC discussed that:
- It is valuable for the University to reflect upon its connections to the community
- Interacting with the other institutions that form the Canadian Cohort involved in the Pilot Project allows the University to learn from what other institutions are doing with respect to community engagement

Changes to Academic Regulations K. Statement on Principles of Conduct and L. Integrity in Scholarly Activity in University Calendar

The TLC learned that changes to Sections K (now titled Integrity and Conduct) and L (now titled Free Expression) of the University's Academic Calendar, including a link to a new Statement on Free Expression, have been approved.

In response to an observation that the Calendar refers to "tape recording" in Section K.1, it was reported that this language will be modernized once revisions to the Student Non-Academic Misconduct Policy are approved.

Standing Reports

The TLC received reports on the current initiatives of the Taylor Institute, Students' Union, and Graduate Students' Association.

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

Report on the April 23, 2020 Senate meeting to General Faculties Council
(Meeting was held via Zoom)

1. Alumni Association Report
- Continuing to actively build brand
- 3rd Annual Grow Your Career Conference (February)
  - Over 200 participants
  - Sessions were led by UCalgary grads
- Other events:
  - Nature Nocturne: Bring the Flavour (January), hosted by President Ed McCauley
  - Alumni Night at Battle of Alberta (February) to cheer on our Dinos men's and women's basketball team
  - A Culinary Experience: The Story of Your Plate (February): interactive showcase of products created and grown locally while telling the stories of local producers who are nourishing our community.
  - Beethoven 3 (March): 50 alumni and guests

2. Graduate Students' Association (GSA) Report
  - In-person programming cancelled – move to online events (dance crew, yoga, coffee breaks, movie nights)
  - Continuing mandate remotely:
    - Access to student mental health supports through the Empower Me program
    - Access to health and dental provider, Student Care
  - Financial support programs from the GSA are still accessible to students
    - Emergency Bursary program applications have increased significantly
  - New GSA Executive begins May 1st

3. Students' Union (SU) Report
- In-person programming cancelled – SU Executives and staff working from home. Advocacy and "hardship fund" continue
- 1,146 nominations for the Teaching Excellence Awards
- SU Supported 12 non-profits this year
- Food Bank had to be closed due to the closure of the MacEwan Student Centre

4. Remarks from the President & Vice-Chancellor
- UCalgary's financial reality
  - Further reductions in funding announced by the Government of Alberta in the tens of millions of dollars ($60 million reduction in grants)
  - Further job terminations expected (125-150) in the coming weeks and months
  - UCalgary continues to be "data-driven" and there is a high level of confidence that UCalgary can meet the "performance based funding" metrics targets required by the Ministry of Advanced Education
- UCalgary has experienced increased enrolment in Spring and Summer 2020

5. Retiring Senators
- Our Chancellor recognized each of our outgoing Senators with a summary of their accomplishments and expressed gratitude for their contributions and commitments to UCalgary

6. Alberta's "Fiscal Reckoning"
- Dr. Trevor Tombe presented on the realities related to the Alberta economy and the impacts of low oil prices and the current pandemic
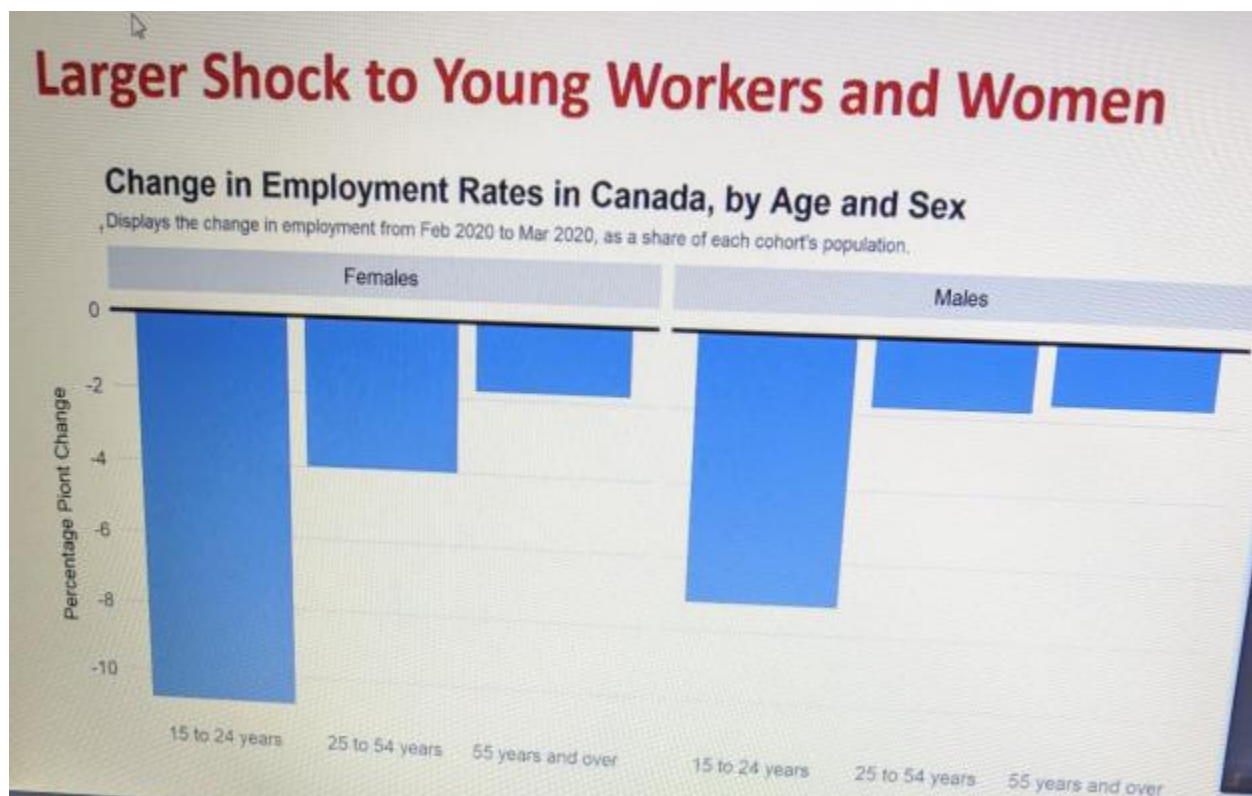
Canada Emergency Response Benefit

Total CERB Benefits (delivered by Service Canada and Canada Revenue agency, combined) as of April 21, 2020

Week of April 20th to date applications	Total unique applicants	Total applications received
528K	6.82M	9.2M

Total applications processed	Total dollar value of CERB benefits paid
8.9M	$21.3B

Larger Shock to Young Workers and Women

Alberta's Uneven Recovery: Change in Employment Rates, by Age and Sex

Displays the change in employment since the recession started in October 2014, as a share of each cohort's population.

15 to 24 years — 25 to 54 years — 55 years and over

Alberta's Fiscal Reckoning

Past and Expected Future Oil Prices

Sources: Own calculations from Alberta Budget 2020 and Bloomberg data. As of April 22, 2020.

POLICY DEVELOPMENT PLAN (PDP) REPORT

as of 2020-05-04

Below is a list of all University Policies and Procedures currently in Consultation or recently Approved by the applicable Approval Authority.

Title	Stage	Drafting Team
Sexual Violence Policy	Consultation	Deborah Book; Carla Bertsch; Susan Barker; Michael Van Hee; Chris Stanley;