



**UNIVERSITY OF CALGARY** | International

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## 2021 INTERNATIONAL IMPACT REPORT



**UNIVERSITY OF  
CALGARY**

# A MESSAGE FROM THE VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT RESEARCH (INTERNATIONAL)

In this report, we share the progress we have achieved towards our Global Engagement Plan, launched in 2020; this report highlights our key achievements and success stories in 2021. We have highlights of the goals presented in the Plan that guide our priorities and resources as we work towards internationalization in support of the University of Calgary's Growth Through Focus strategic vision.

2021 was challenging as we faced many obstacles during the ongoing COVID-19 pandemic. Our team was innovative and responded quickly to ensure students, faculty and staff received support and global-learning opportunities despite the pandemic.

New opportunities for innovation continue to emerge in our constantly changing world, making global engagement more important than ever. The University of Calgary is on course to be the entrepreneurial university — a place where students, faculty and staff face fewer barriers to innovation and have access to more tools to change the world around them, empowering them to tackle society's big problems.

We have many reasons to celebrate going forward. For the first time, UCalgary has ranked in the [top five of Canada's top research universities](#). As a top-five research university, we're committed to sharing generously new knowledge and discoveries. Our scholars are working to address society's challenges proactively and positively impact the world around us.

Dr. Janaka Ruwanpura, PhD, Vice-Provost and Associate Vice-President Research (International)



DR. JANAKA RUWANPURA, PHD, VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT RESEARCH (INTERNATIONAL)

*University of Calgary acknowledges the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw and Wesley First Nations). The city of Calgary is also home to Métis Nation of Alberta, Region 3.*

# UNIVERSITY OF CALGARY INTERNATIONAL

## Strengthening intercultural competencies to forge meaningful international educational and research opportunities

Our goal is to connect our campus community to the world. We help prepare students today for the world of tomorrow, and help faculty and staff engage in international research and learning that benefits local, national and international communities. We've made significant progress in internationalization over the years. In our continued commitment to internationalization, UCalgary's Global Engagement Plan focuses on three goals:

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**GOAL 1** Increase diversity of the campus community

**GOAL 2** Improve global and intercultural capacity within our campus communities

**GOAL 3** Enhance global partnerships

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2021 saw the highest ever percentage of international student enrolment  
**Undergraduates 12.8%**  
**Graduates 33.3%**

Students from more than **139 countries** have studied at UCalgary.

From 2013 to 2021, more than 8,000 undergraduates participated in global-learning experiences in more than **90 countries**.

In 2021, UCalgary produced **7,600 publications** and 53% had an international co-author from 139 countries.

By the end of 2021, we had 440 active academic agreements with more than **220 global partners** from 64 countries and more than 700 international research agreements.

**2,400+** full and part-time students enrolled in UCalgary's ESL program through Continuing Education between April 2021 and March 2022.

# GOAL 1

## Increase diversity of the campus community

The ability to collaborate with and learn from students and faculty from various cultural, ethnic and national backgrounds helps challenge monolithic perspectives and enables 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 that will aid in the development of greater problem-solving capacity, critical thinking and communication skills, and become more accepting and thoughtful global citizens.

### Top countries of origin for international students



In 2021, our international students came from 139 countries; with 195 countries currently in the world, we had students from 71% of them.

### Graduate & Undergraduate International Students



We exceeded our international graduate student target of 30% at 30.3%, but are still working toward our 15% target for international undergraduate students: currently at 12.8%.<sup>1</sup>

19% of academics hired in 2021 were International. Top faculties hiring international academics included: Faculty of Arts;

Haskayne School of Business; Faculty of Veterinary Medicine; Faculty of Nursing (Qatar); School of Architecture, Planning and Landscape; and Werklund School of Education.<sup>2</sup>

UCalgary had a total of 814 international postdocs in 2021. The top three faculties with international postdocs were: Cumming School of Medicine (119); Schulich School of Engineering (101); and Faculty of Arts (97). The top five countries of origin for international postdocs in 2021 were: China, Iran, India, U.S. and Brazil. In 2021, our postdocs were approximately 50% international (on work permits), 30% permanent residents and 20% Canadian citizens.<sup>3</sup>

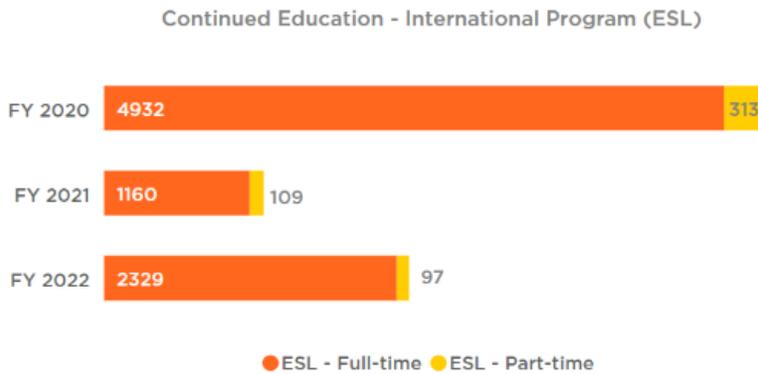
<sup>1</sup> Student data analysis includes full-time international students on a visa and visiting international students. Registrar's office/UCalgary International Dashboard, 2021

<sup>2</sup> HR Data Mart, 2021

<sup>3</sup> Postdoc office, 2021

## Continuing Education - English Language Programs

A full-time English as a second language program is offered for international students and landed immigrants who would like to participate in full-time immersion programs that focus on English language instruction and Canadian culture. Programs are for students at all skill levels and are designed for a variety of English language learning goals. The last two years saw a drop-in numbers in due to pandemic-imposed travel restrictions.



### Student experience

**Name:** Saki Nishimoto  
**Nationality:** Japanese  
**Courses studied at ELP:** Spring semester

Nishimoto came to Calgary to learn English during the third year of her university degree in Japan. She started her study with a pre-semester 2-week Language & Culture course.

“The first 2-week course was very helpful for me to understand Canadian people and culture. I learned Canadian expressions which was very useful when I communicate with local people. After learning about

Canadian geography and history, I could understand the news better. Local newspapers helped me into learning new vocabularies. The instructors also taught me every day skills such as how to take public transits since the system is very different from Japan. They also taught me good local restaurants without spending lots of money. By the end of the two-week course, I had good understanding about Canada including its people and culture, and how to get around the city, and felt ready for the semester program. I met my best friend during this course too!”

“I really want to stay here longer to study more and be with my friend from different countries. In the future, I plan to travel different countries to see my precious friends that I have met here!”

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“My message for future students - I was so nervous about studying abroad before I came here. When I first got to Calgary, I could not understand what people were saying and could not speak complete sentences. This is all normal, just keep speaking in English! Be friends with students from other countries, you will learn English better as well as their culture. Go out and explore Calgary to meet local people!”

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## International Student Services introduces new strategies to support students during pandemic



International Student Services (ISS) created a COVID-19 FAQ page to keep staff and students informed of ongoing changes with travel restrictions and requirements to enter Canada. The website saw 17,570 visits during the 2021 reporting period. ISS also developed a new webinar targeted to students travelling into Canada, “How to prepare for your arrival in Calgary during the COVID-19 Pandemic,” to ensure they had the proper documents and were aware of any changing or newly updated COVID-19 protocols. A Self-Isolation Supports for New Students webpage was created for students who were required

to quarantine when entering Canada. The goal of the page was to provide clear direction, as well as transition and social support. The webpage saw 4,020 visits in 2021.

Pre-orientation and arrival webinars were introduced to respond to current pandemic-related issues and provided new students the opportunity to engage in the information they needed prior to the fall term orientation program; 871 attendees attended 23 webinars. Sessions were recorded and the videos were available on demand for students who were not able to join live due to issues with Internet access or time zones.

A total of 1,046 students attended International Student Orientations in the fall and winter; 92% of attendees joined from outside of Canada. Sessions were recorded and made available to students on the ISS website. Orientation social events were also provided virtually to give incoming students an opportunity to connect with others; 279 participants attended. ISS also continued its International Student Mentorship Program (510 participants) and USpeak Global Program (276 participants), virtually.

An International Student Stories series was created to provide an opportunity for new and current UCalgary international students to connect remotely and learn from the lived experiences of upper-year international students.

## Killam laureate on a mission to improve health of preterm babies (and she’s getting results)

Shirin Moossavi named University of Calgary Killam Postdoctoral Laureate

Leading a clinical trial study of infants born preterm, UCalgary postdoctoral fellow Dr. Shirin Moossavi, MD, PhD, discovered something remarkable — certain probiotics could help accelerate the development of an infant’s gut microbiome.

Some probiotics worked so well that they helped infants reach a gut microbiome level comparable to that of full-term baby who had been breastfed, considered the gold standard.

Moossavi is a co-principal investigator of the project and recipient of a UCalgary Killam Postdoctoral Laureate, offered

to top scholars at the university to help ensure their ground-breaking research continues.

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“It allows greater independence and support for me to achieve my research goals and brings me closer to the vision of the robust and innovative research program I am trying to achieve,” says Moossavi, who is pursuing other projects to further explore this exciting finding and validate the benefit of probiotic supplementation. “I feel a deep sense of responsibility — I see the Killam honour as recognition of my potential, and I am motivated to fulfill the trust placed in me through research that reinforces the importance of science and benefits society.”

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Every year, more than 30,000 Canadian infants are born prematurely, resulting in an estimated cost of \$8 billion to the health-care system and immense socioeconomic cost to families. Prematurity is the leading cause of infant mortality, and preterm infants are at increased risk of short-term life-threatening inflammatory disorders.

“I am aiming to develop microbiome-based diagnostics for preterm infant health, a technology and a device that can do this work currently does not exist,” Moossavi says.

Her work is a cross-disciplinary collaboration between co-advisors Dr. Marie-Claire Arrieta, PhD, from the Snyder Institute for Chronic Diseases in the Cumming School of Medicine and Dr. Amir Sanati Nezhad, PhD, of the Schulich School of Engineering. This research also advances the Precision Biodiagnostics focus area in the Engineering Solutions for Health: Biomedical Engineering research strategy.

Moossavi earned a medical degree from Tehran University of Medical Sciences in Iran in 2008 and a master’s in genetics and molecular biology at the University of Sussex in the United Kingdom in 2010. She achieved her PhD in medical microbiology at the University of Manitoba in 2020, earning the Emerging Leader Award and a Governor General’s Gold Medal for outstanding achievement for her research on milk and the infant microbiome. She is the winner of numerous other awards and accolades, including being named a Canadian Institutes of Health Research Postdoctoral Fellow in 2020.<sup>4</sup>

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<sup>4</sup> UToday October 21, 2021

## Queen Elizabeth Scholars development project wraps up

Collaboration between scholars in Canada, Africa, South Asia and Latin America makes progress toward sustainable-development goals Moossavi named University of Calgary Killam Postdoctoral Laureate

Since 2017, the Canadian Queen Elizabeth II Diamond Jubilee Scholarship – Advanced Scholars (QES-AS) project at UCalgary has supported 16 scholars, including doctoral, postdoctoral fellows and early career researchers from UCalgary and partner institutions in Africa, South Asia and Latin America.

This project, one of four QES-AS projects implemented by UCalgary International since 2015, has provided opportunities for building knowledge, research skills and capacity through academic and professional collaboration in maternal and child health, hydrogeology and STEM. The project ended on Dec. 31, 2021, with all scholars' participation and project activities having wrapped up on Oct. 31, 2021.

“We are very proud of the QES-AS project and of these talented scholars,” says Dr. Cheryl Dueck, PhD, senior academic director (international). “The individual research projects of the participants, along with the increased expertise gained through the co-operation, have made some genuine progress toward sustainable development goals (SDGs). The scholars have engaged in leadership, community and networking activities that have developed their intercultural capacity and global competencies. This kind of work involves a lot of co-ordination, across campus, in the community and internationally, and generates mutual learning that really pays off.”

Research supervisors at UCalgary were connected with specific institutional partners: Dr. Nicole Letourneau, PhD, of the Faculty of Nursing with Aga Khan University, Pakistan; Dr. Getachew Assefa, PhD, of the School of Architecture, Planning and Landscape, with Bahir Dar University, Ethiopia; Dr. Barry Sanders, DSc, PhD, of the Faculty of Science, with the African Institute for Mathematical Sciences in Ghana and Rwanda; Dr. Deborah Dewey, PhD, with the Cumming School of Medicine, with Catholic University of Health and Allied Sciences, Tanzania; and Dr. Cathy Ryan, PhD, of the Faculty of Science, with the Pontifical Catholic University of Peru.

One of the QES-AS scholars is Shireen Shehzad Bhamani, an assistant professor at Aga Khan University School of Nursing and Midwifery (AKU-SONAM) in Karachi, Pakistan, and a PhD scholar at Ghent University. Her scholarship research was supervised by Dr. Letourneau.

Bhamani says the benefits of the QES-AS experience go beyond the research itself. “The grant has provided an opportunity to visit Canada two times and I was able to experience the chilling weather, summer and fall there,” she says. “I had an amazing experience visiting Canada and UCalgary. I was able to build strong international connections with knowledgeable and expert scholars, nurses, researchers, mentors and communities around the world who belong



FROM LEFT: SHAHNAZ ALI, AGA KHAN UNIVERSITY (AKU), PAKISTAN; SHIREEN SHEHZAD BHAMANI, AKU; MARINA HASHWANI, AKU; ADDIS ALAMINIE, BAHIR DAR UNIVERSITY, ETHIOPIA; SADIA ALI, AKU; PRATYUSH SHARMA, UNIVERSITY FOR PEACE, COSTA RICA.

to diverse backgrounds and are open in terms of exchanging ideas at various international platforms.

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“I believe this experience has increased my self-confidence and enhanced my research skills to conduct independent research in this field in the near future. Moreover, receiving close mentorship from Dr. Letourneau has polished my critical and analytical thinking towards research implementations and has strengthened my leadership and mentorship skills. Dr. Letourneau has been an outstanding and valuable mentor. Her constant guidance, in-depth knowledge about research and availability for endless assistance has played a major role while conducting research.”

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Dr. Letourneau agrees the experience was valuable for Bhamani and the others, but adds “it has also been a wonderful gift for my research team and me. The cultural learnings were enormous — and reciprocal. It has been very special to host not one but six QES scholars over the last few years. We learned a lot from each other, and I expect that this will be the beginning, not the end, of a lot of important international work to improve maternity care in the coming years.”<sup>5</sup>



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<sup>5</sup> UToday October 29, 2021

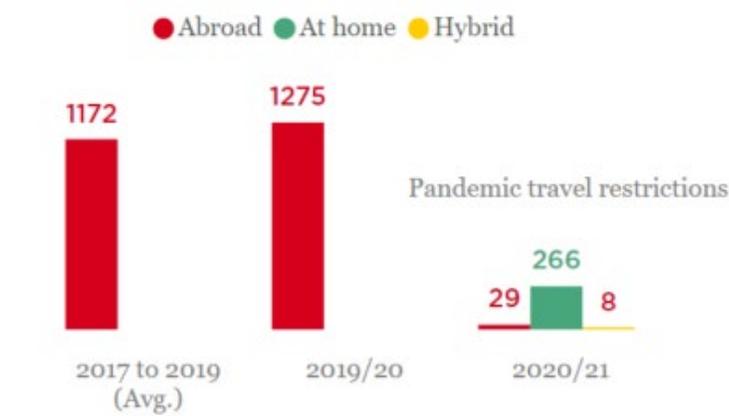
## GOAL 2

### Improve global and intercultural capacity within our campus communities

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



### Undergraduate Global Learning Experiences



Overall, global learning numbers were significantly lower due to the COVID-19 pandemic. We had a total of 303 undergraduate students participate in global learning experiences (GLE) in 2020-2021; 87% of which were virtual. We received 333 incoming undergraduate exchange students in 2019-2020 and 2020-2021.

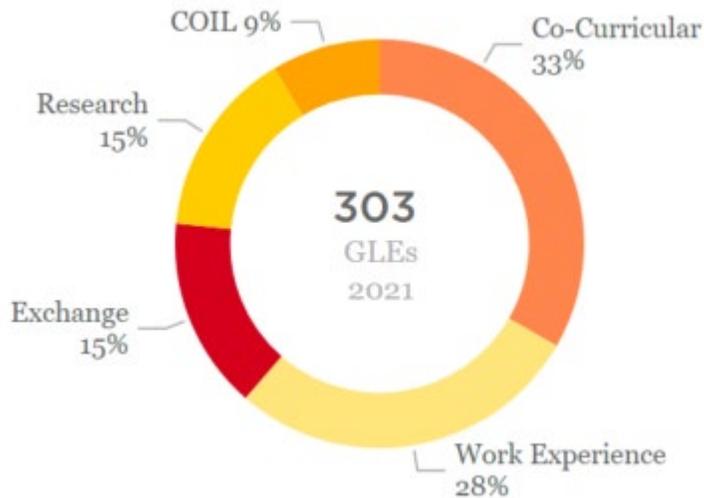
Since 2017, a total of \$2.6 million has been distributed to undergraduate students to support global learning. This total includes funds awarded from 2017-2019 (on average), 2020 and 2021. Of

this, \$287,000 (11%) of UCalgary internal funding was provided by faculties and departments and nominated awards funded by donors. Funding provided by UCalgary International totalled \$1,369,000 (53%), and the remaining 36%, \$945,000, was funded externally.

UCalgary International internal funding includes the International Study Travel Grant, Eyes High Exchange Awards and Undergraduate International Research Grant, with additional funding to be launched in Fall 2022 targeting students who are historically excluded from participation in global learning.<sup>6</sup>

<sup>6</sup> Global Learning Team (Outgoing data), Reporting Cycle: May to April each year (spring, summer, fall and winter term)

## Global Learning Experience program participation by undergraduates



Global Learning at Home existed on a small scale prior to 2020-2021 but expanded significantly because of COVID-19 and will hopefully continue to grow. We are very proud of the innovations in Global Learning at Home that have been developed and/or expanded, such as Collaborative Online International Learning (COIL).

COIL fits under the virtual exchange umbrella and is an approach to teaching that brings students and professors together across cultures to learn, discuss and collaborate as part of their class.

2021 saw a notable shift in the percentage of GLE participants by faculty: Nursing (29%), Science (21%) and Werklund School of Education (20%) have been all very active and innovative in implementing Global Learning at Home activities during the pandemic.



PHOTO COURTESY: CHRISTINE WALSH

It's of interest to note that our top GLE countries have changed since we moved from in-person (up to 2019-2020) to virtual (2020-2021). India and Ecuador were added in 2020-2021, while Mexico, Japan, Spain and the U.K. fell out of top position.

One highlight of our GLE program is our Global Community Challenge YYC (GCC), a co-curricular competition program developed by UCalgary International in 2020 in which we engage students from both UCalgary and our partner institutions around the world on international interdisciplinary teams working together to solve challenges faced by Calgary organizations.

## Global Community Challenge YYC

The Global Community Challenge YYC (GCC) is an eight-week virtual competition program in which teams of students from UCalgary and our international partner universities work together to develop solutions to issues faced by local Calgary organizations with a global focus. This program helps students develop hands-on skills in teamwork, creativity, problem-solving and communication while building their intercultural capacity and positioning them to become innovation catalysts for meaningful change in approaching real-world challenges. Teams are assigned a UCalgary mentor and participate in a series of six workshops to assist them in the challenge and with personal, professional and intercultural capacity-development. Launched in the fall of 2020 in response to the COVID-19 pandemic halting travel-based global learning, over the Fall 2020 and Winter 2021 semesters, 190 students from 33 universities in 17 countries participated in the GCC, working with 22 community partners to solve 33 challenges.

“Participating in the challenge provided me with experience working on a real-life project in a professional setting, which I had never done before. My favourite part about the Global Community Challenge was collaborating on a team of students, not only from different countries, but who each brought a unique academic background and skillset to the team,” says Emily Tetrault, a UCalgary social work graduate and participant in the Fall 2020 challenge.

“The level of innovation, commitment and motivation that the teams showed during the Global Community Challenge were not only commendable, but inspiring,” says Milton Ortega, director of programs at the Calgary Bridge Foundation for Youth. “The professionalism, diversity of ideas by the group of participants from around the world and the endless hours spent on our organizational projects have impressed me immensely. The solutions that the teams presented were realistic, feasible and timely; thus, we will be testing them. I am also confident this experience will positively impact these global students in their future community engagements, career prospects and civic participation.”<sup>7</sup>



PHOTO COURTESY: LOFT 112 CARDS FOR COMMUNITY PROJECT

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“I genuinely loved the GCC. I learned so much about myself as a team member, and I also improved my team working skills. It was a great opportunity to work on a real problem with people from the around the world. The challenge was so well organized that it almost perfectly fit into my (university) schedule. All workshops were extremely interesting, and, literally, my only regret was that we didn't have even more... Not only does it allow students from the around the world to virtually meet and work together on the real issue, but it also helps you to learn about yourself and how to respectfully and effectively work in the international environment.” – U.K. GCC participantquote

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## New UCalgary project ramps up global-learning opportunities for

<sup>7</sup> UToday December 7, 2020

## Indigenous undergrads



Global Indigenous Skills aims to enhance students' experiences in Ainu, Nepalese, Maori and other Indigenous societies

UCalgary's Global Indigenous Skills (GIS) project aims to cultivate leadership, identity awareness and global networks related to Indigenous ways of knowing, doing, connecting and being. Funded by the Global Skills Opportunity program, a Government of Canada outbound mobility pilot, GIS will enable the development of Indigenous-focused global-learning opportunities for UCalgary undergraduate students over five years.

Indigenous students, underrepresented in study abroad, face not only greater financial barriers to international study, but also specific cultural and contextual barriers. GIS aims to increase participation of Indigenous students in study and work-abroad opportunities. It will do so by leveraging UCalgary's International Indigenous Studies program, the only Indigenous studies program in Canada to have an explicit focus on Indigeneity around the world.

GIS will also enhance intercultural capacity-building and support services through partnership with UCalgary Writing Symbols Lodge's Youth Leadership programming, and the strategic direction of ii' taa'poh'to'p, the university's Indigenous Strategy. All of this will come together to facilitate a positive and meaningful global-learning experience for Indigenous students.

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"There is incredible vibrancy to Indigenous intellectual traditions in Canada and around the world," says Dr. Daniel Voth, PhD, academic director of UCalgary's International Indigenous Studies program. "What I'm most excited about is that Indigenous students at UCalgary will be able to share their Nations' intellectual traditions with Indigenous peoples in other parts of the globe, and, in turn, will learn about the brilliance in Ainu, Nepalese, Maori and other Indigenous societies."

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In the spring of 2022, students in the following programs received funding, with higher amounts available for participants who are Indigenous, those with disabilities and low-income participants:

### **Community Building Through Meaningful Collaboration group study program in Japan**

With a focus on social/cultural anthropology and development studies, this experiential-learning opportunity in Hokkaido, Japan, explores the community development undertaken by the Ainu Indigenous people in the northern island province of the country. The program also facilitates understanding of the historical transition of the Ainu-Japanese relationship and meaningful collaborations of Ainu and non-Ainu (Japanese) people to build a vibrant community.

### **Community and Sustainable Development in Nepal virtual group study program**

On this virtual group study program in Nepal, students work closely with Nepalese scholars, practitioners and community leaders to develop an understanding of key social and community-development issues impacting the country. Students will have the opportunity to virtually tour local historical, environmental and cultural sites and community development agencies from the comfort of their home and will participate in experiential activities that offer hands-on cultural immersion.

Additional GIS programs in development include a potential 2023 group study program to New Zealand that will be led by Dr. Jennifer Leason, PhD, associate professor, anthropology and archaeology, and an Anishinaabe academic, as well as research, work and service-learning placements in partnership with the University of Auckland, as well as Australia's Curtin University and University of Tasmania.<sup>8</sup>

## Public data project pairs UCalgary statistics students with Universidad San Francisco de Quito medical students

Dr. Hua Shen, PhD, a UCalgary assistant professor in statistics and actuarial science, worked with the Universidad San Francisco de Quito (USFQ) in Ecuador on a COIL program (funded by Alberta Advanced Education) for the Statistics 431 course. This program brought together UCalgary mathematics and statistics students from with medical students from USFQ to examine epidemiology and statistical methods of data collection and analysis in a global context.

Over a six-week period, students had joint virtual lectures from course instructors from both institutions, as well as guest speakers with a special focus on public health data collection and education for COVID-19 surveillance. Student groups then worked together to understand how key concepts in biostatistics can be informed by the cultural dimensions of public health interventions, including analyzing public data on COVID-19 and how public health interventions differed in Canada and Ecuador. Students also received intercultural communication training from UCalgary specialists, and research on student engagement is expected to yield a joint publication between Dr. Shen and her international partner.

## Nursing students empower Yazidi refugees through community health nursing project

Student group in NURS 289 worked with group of Yazidi women to help make and sell traditional foods at Bowness holiday market

Through the universal language of food, a group of second-year nursing students at UCalgary helped Yazidi refugees strengthen their connection to the Bowness community where they live. Working through community partner organization Reach YYC, the students supported the refugees by printing their COVID vaccine cards and they worked closely with three Yazidi women in particular to help them make and sell food at a booth in the Bowness Community Association's holiday market last winter.

"During our evaluation, we learned that, more than making money, the Yazidi ladies wanted to make their story

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<sup>8</sup> UToday November 22, 2021

known,” says student Sophia Cadang. “This truly encouraged me to reflect on how I can use my voice to help vulnerable people like the Yazidis, who have barriers that might be hindering them somehow.”

Instructor Megan D’Souza, who led this particular clinical group placement for NURS 289, adds that, while the Yazidi refugees have access to specialized care and trauma therapy, what they really need is also that sense of community and engagement.

“I think it’s really important that, from a nursing education perspective, our students learn about trauma-informed care and how you build relationships with people, groups and communities who have gone through significant trauma,” D’Souza says. “But also that they recognize what strengths the community has and then they help to mobilize those strengths.”

Through regular meetings with Reach YYC stakeholders and the Yazidi community members, the students chose the holiday market as their project focus. At one point during the semester, D’Souza says three of the Yazidi women — Masaya, Azezah and Aida — brought the students lunch at the Bowness Community Centre to share their culture.<sup>9</sup>



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<sup>9</sup> UToday December 23, 2021

## GOAL 3

### Enhance Global Partnerships

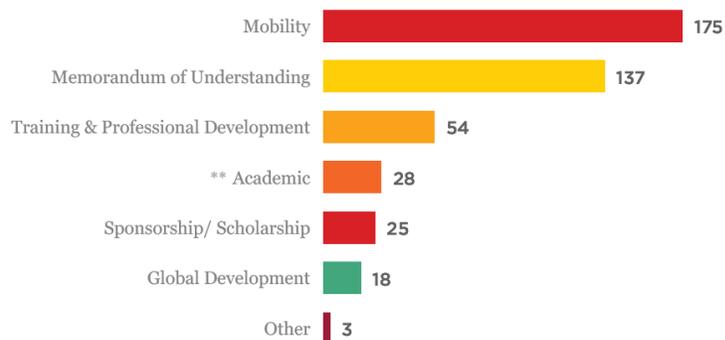
The University of Calgary is committed to partnering with like-minded institutions that share our commitment to innovation and entrepreneurship. These partners are institutions that share our focus on increased connectivity between academia, industry, government and non-government organizations and, like UCalgary, are fostering the next generation of talented thought leaders through innovation and entrepreneurial thinking.



### Agreements

Our footprint across the globe increased in 2021, as countries we have agreements with increased from 53 to 64. However, our global agreements have decreased year over year. This is intentional as agreements are now assessed using the International Partnership Assessment Rating Index to determine if there has been any activity throughout the year end, if the agreement was inactive, we sunset the agreement. In addition to this, we are shifting away from memorandums of understanding and ceremonial agreements and moving to more strategic partnerships that have specific objectives and activities. Top countries with partnership agreements include China, Japan and Germany.

#### 2021 agreement breakdown



Mobility agreements support for-credit student exchanges, group-study programs, research exchanges and for-credit internships. Our mobility agreements in 2021 were with institutions in 42 countries. Top countries in this category include China, U.K., France, Australia and Germany.

Academic agreements include cotutelle, dual degrees and articulation programs (note: these numbers are in flux, since collaborative degree models have changed this year, with some forms phasing out and others introduced). We had 28 Academic agreements in 2021. These agreements are with institutions in China, Japan and Germany.

## International Research Partnerships and Innovation

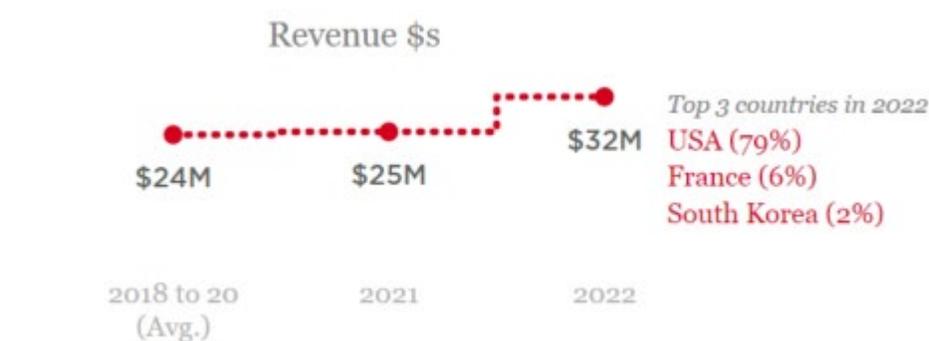
In 2021, UCalgary International in collaboration with the Research Services Office (RSO) established a new unit focused on international research partnerships and innovation. The new team consisting of a manager (hired August 2021) and international research facilitator (hired October 2021) is responsible for supporting all faculties and centres on their international research initiatives.

The team established relationships with all research facilitators at UCalgary and connected with leaders across the campus' innovation ecosystem. They provide support to researchers on their quest for finding sources of international funding, triage requests for support to groups in UCalgary International and the RSO and find potential international collaborators to join research programs.

The unit also established themselves as part of a working group within the RSO developing support around the new NSERC Security Guidelines. They began developing tools for UCalgary researchers to help them find international funding opportunities and future collaborators. In addition, they work with several trade commissioners and embassies to establish further connections and collaborations with UCalgary researchers.

## Research Highlights

We saw a 29% growth in international research revenue between 2021 to 2022, receiving \$32 million from sponsoring global organizations. The top three countries for research revenue were the U.S. (79.1%), France (5.7%) and South Korea (2.2%).<sup>10</sup>



We had a total of 706 research agreements in 2021. The top three countries for research agreements were the U.S. (72.1%), U.K. (5.3%) and Switzerland (2.1 %).<sup>11</sup>

We had a 21% growth in joint publications with international collaborators between 2020 and 2021, from 3319 to 4030.

UCalgary's overall publications have also increased between these two years.<sup>12</sup>

<sup>10</sup> Research Accounting, Cognos database, Fiscal year

<sup>11</sup> International Research Agreements dashboard, Fiscal year

<sup>12</sup> SciVal/Scopus database, Calendar year 2020 and 2021

## Global Development, capacity-building and mobility project funds

University of Calgary International began some 35 years ago with a global development focus, and our story continues. Our activities focus on mutually beneficial partnerships for research and global development, knowledge mobilization, capacity building, and hosting global development events for student engagement and awareness raising. Involvement in global development projects also provides scholarship and internship opportunities for UCalgary students.

Since vaccines arrived later in most lower- and middle-income countries, progress on our shared projects in those countries in 2020-2021 was largely limited to remote work, although some extraordinary efforts by staff at our partner institutions and here at UCalgary made it possible for a few of the scholars to travel and complete their research, coursework, or community engagement.

Global development initiatives are one of the ways that University of Calgary contributes toward specific UN Sustainable Development Goals (SDGs). The past two years have also seen record numbers of refugees displaced from their home countries, and UCalgary has increased its efforts to support post-secondary education for displaced students and refugees.



New global development and capacity-building projects in 2021		
<b>UnivCan Global Indigenous Skills: Ways of Knowing, Ways of Doing, Ways of Connecting, Ways of Being</b>	\$750,000	2021 - 25
<b>Queen Elizabeth Scholarship (QES) West Africa: Partnering for Innovation in Women-led Social Work and Social Science</b>	\$290,000	2021 - 24
<b>Academics Without Borders (6 Projects) Partnerships with Institutions in South Africa, India, Pakistan and Ghana</b>	In-kind support (Academic time, volunteer time and travel support)	2021 - 22
<b>Student Refugee Program, Internal funds from Schulich School of Engineering to support international students</b>	\$375,000	2021 - 25

Ongoing projects in 2021		
<b>QES Advanced Scholars Program</b>	\$940,000	2017 - 21
<b>QES Young Leaders in International Development</b>	\$600,000	2018 - 22
<b>Global Affairs Canada Scaling Up Mamatoto for Sexual Reproductive Health and Rights in Southwest Uganda</b>	\$3.8 million	2020 - 24
<b>Daughters for Life scholarship</b>	\$108,000	2018 - 23
<b>Government of Canada Scholarship Program for Non-Canadians</b>	\$219,000	2020 - 22

Since 2016, our global development projects have aligned with the following United Nations Sustainable Development Goals:



## Delegations, Events and Missions

Due to COVID-19, 2021 saw fewer missions, events, and delegations due to pandemic-imposed travel restrictions.

UCalgary international hosted 44 in-person and virtual visiting delegations in 2021, 32 with consular corps partners and 12 with partner institutions/organizations.<sup>13</sup>

UCalgary representatives visited six Mexican partners in December. The mission served as an opportunity to re-establish rapport with key stakeholders in Mexican institutions and to communicate our ongoing commitment to conduct collaborative research and training and to explore new opportunities to extend our current work.



REPRESENTATIVES FROM UCALGARY AND THE NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY (CONSEJO NACIONAL DE CIENCIA Y TECNOLOGÍA (CONACYT)) MET TO DISCUSS ENHANCING COLLABORATIONS.

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<sup>13</sup> MoveOn active agreement database, International Relations Team, 2021

## Diplomatic and Consular Corps Partnerships



### UCalgary meets with Calgary Consular Corps to discuss furthering global collaborations

Research is stronger when we work together. This is the message UCalgary senior leaders shared with the Calgary Consular Corps as they discussed how crucial partnerships are for top research universities.

Dr. William Ghali, MD, vice-president research, and Dr. Janaka Ruwanpura, PhD, vice-provost and associate vice-president research (international), spoke to 30 members of the Calgary Consular Corps to provide an overview of our Growth Through Focus strategy, research priorities and UCalgary's new Global Engagement Plan.

The Calgary Consular Corps is comprised of career and honorary consular officers in Calgary, representing 51 countries. Its mandate is to provide a forum for consuls in Calgary by building relationships with governments and community and fostering business, educational and cultural endeavours.

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“UCalgary has a strong relationship with the Calgary Consular Corps,” said Dr. Ruwanpura at the meeting. “You have connected us with funding agencies, worked with us on exploring and leveraging scholarships, sponsorships and research opportunities with your countries, and, of course, supported our cultural events on campus. We are very grateful. We have obviously had to pivot some of our activities in light of the pandemic, but collaboration is key to becoming a global intellectual hub and top research university, and maintaining strong relationships is more important now than ever.”

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Dr. Ruwanpura covered topics including an internationalization and global engagement agility framework developed to advance internationalization during and post-pandemic. Areas of focus in the framework align with the goals of the Global Engagement Plan 2020-2025, and aim to sustain and develop new programs in the following areas over the coming years:

1. Attraction and diversification of international students and scholars;
2. Sustaining and diversifying innovative global learning models;
3. Developing and sustaining academic partnerships and collaborative educational models;
4. Value-added research and commercialization partnerships; and
5. Global development programs to align with sustainable development goals.

“Improving global and intercultural capacity within our campus communities is one of our goals, and we have had a significant focus on building our global learning at home program this past year,” said Dr. Cheryl Dueck, PhD, senior academic director (international). “We are looking at various ways to provide knowledge on how to work with culturally diverse teams, across geographic locations in an accessible format, as we know not all students can travel. Our Intercultural Capacity Framework, introduced in 2020 after broad consultations, serves as a guide to help with setting

objectives and learning outcomes for these and other University of Calgary programs.”

Dr. Ghali spoke on the three goals in UCalgary’s Research Plan: matching strengths with opportunity; increasing research capacity; and driving innovation. “An important pathway for our university to create impact is through partnerships, and international partnerships are crucial,” he said, sharing examples of successful partnerships, including the Global Research Initiative in Sustainable Low-Carbon Unconventional Resources, for which UCalgary received a grant from the federal government’s Canada First Research Excellence Fund and established partnerships in Mexico, China and Israel.

UCalgary plans to continue to connect with the Calgary Consular Corps and aims to engage them in several main areas: fostering partnerships and collaborations with foreign education stakeholders, research and academic collaborations; connecting with the local diasporas for cultural events, internationalization at home initiatives and internships; raising international funding and scholarship opportunities; and exploring customized training, capacity-building and skills development to various sectors.

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“Our relationship with the University of Calgary extends back over 20 years and we are proud to be sponsors of a Calgary Consular Corps International Relations Bursary, which we support annually,” says Judith Romanchuk, Honorary Consul of Finland and Chair of the Executive Committee of the Calgary Consular Corps.

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Our Research Changing the World virtual event in March 2021 was attended by 21 representatives from the Consular Corps representing 16 countries.<sup>14</sup>

## Creation of Intercultural and International Protocol and Affairs Specialist

With the Calgary Consular Corp and Diplomatic Communities identified as key partners within the Global Engagement Plan, UCalgary International created a new role within the International Relations unit. The Intercultural and International Protocol and Affairs Specialist takes the lead on developing and building on existing relationships with the Diplomatic Communities.

## Calgary Consular Corps and Partner Newsletters

In efforts to provide updates on the Global Engagement Plan and UCalgary International initiatives, the International Relations unit launched a bi-annual Partner Newsletter and a semesterly Calgary Consular Newsletter.

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<sup>14</sup> UToday April 7, 2021

## University of Calgary Internationalization Achievement Awards

On April 26, 2021, individuals from across campus and the Calgary community came together virtually to celebrate the winners of the 2021 University of Calgary Internationalization Achievement Awards (UCIAA). The event featured cultural performances and recognized and celebrated the outstanding contributions of students, faculty, staff and community members.



### 2021 Award Recipients

Aaron Chau, Student Award | Alisia Chen, Student Award | Dina Moussa, Student Award | Ana Watson, Student Award | Mary Zhang, Student Award | Dr. Amanda Melin, PhD, Academic Staff Member Award (New) | Dr. Barry Sanders, PhD, Academic Staff Member Award (Experienced) | Mama na Mtoto, International Program Award | Dr. Eustacia Yu, PhD, Staff Member Award | Yassin Boga, Staff Member Award | Zainool Mamdani, Community Member Award | Dr. Lashitew Gedamu, PhD, Career Achievement Award | Dr. Gwen Hollaar, MD, Career Achievement Award



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