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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



Safety Moment

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, understanding how to practice good cyber hygiene in your home is critical. Here are a few

- 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. Read more about increasing your awareness



With public concern around COVID-19





GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

For Approval

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 recommending

the Global Engagement Plan 2020-25 which was provided

to the Campus Town Hall on May 6, 2020,

and the GFC is recommending that the GFC approve the Global Engagement Plan 2020-25 as set out in the documents provided to the GFC, and as recommended by the GFC Executive Committee.

the Campus Community

city

os

In the _____, 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

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 strategic direction also identified our objective to become a global intellectual hub where students, staff and faculty produce new discoveries.

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.

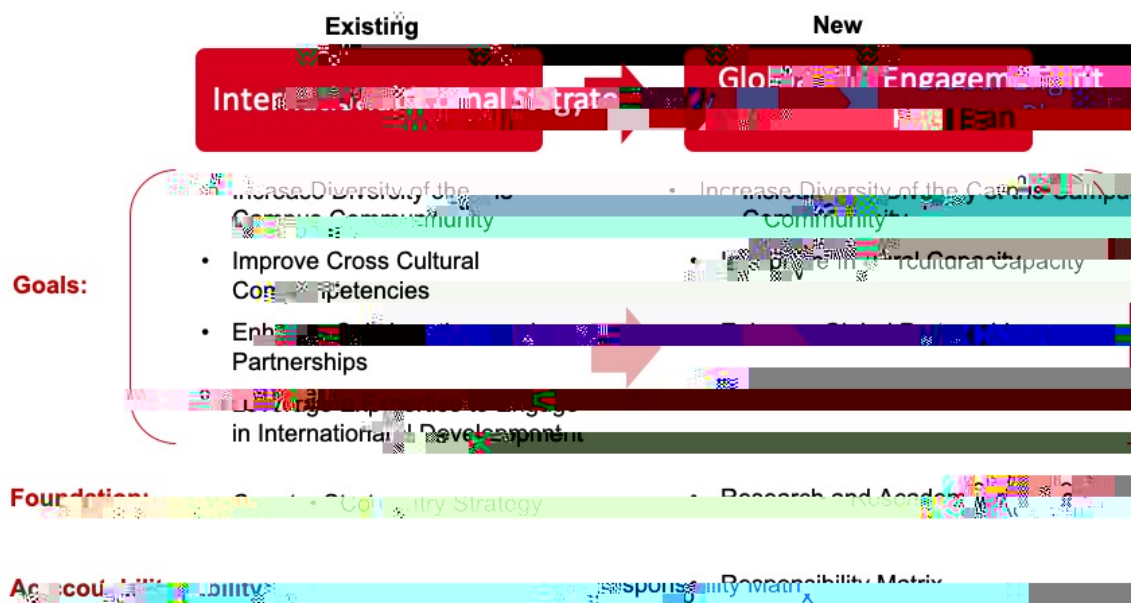


Figure 1: Goals of the Existing vs Updated International Plan

Global Engagement Plan (GEP)

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

Our Approach:

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.

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 UCI 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.

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

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

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.

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.

Currently, 29.4% of the graduate student body are international, with students representing 106 countries. The current

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 _____.

As a university with a deep commitment to sustainability as expressed through our _____ 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 _____.

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.

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.

Goal 3: Enhance Opportunities for Global Partnerships

The priorities of the

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



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						



#	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, F2WBT-0.



Initiative



#	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	✓	✓			



Initiative

Responsibility 20-21 21-22 22-23 23-24

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

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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
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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.

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

Looking forward: 2020-2025

Over the next five years, the University of Calgary's priorities and resources as we work towards our international goals in support of the vision. This plan will continue to track our institution and how we engage globally. We will continue to create an increasingly diverse and inclusive community. Our strategic plan will guide our strategic initiatives and we will continue to create an increasingly diverse and inclusive community.



2020-25

GLOBAL ENGAGEMENT IMPLEMENTATION PLAN

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1.10	Further develop the international summer school programming offered through Continuing Education.	CEFA	9	9			

Institutional Partnerships (Initiative Accountability – Faculties)

1.11 Attract international graduate students through the development of joint P FA UCI, F2 W n programs with other institutions.



Initiative



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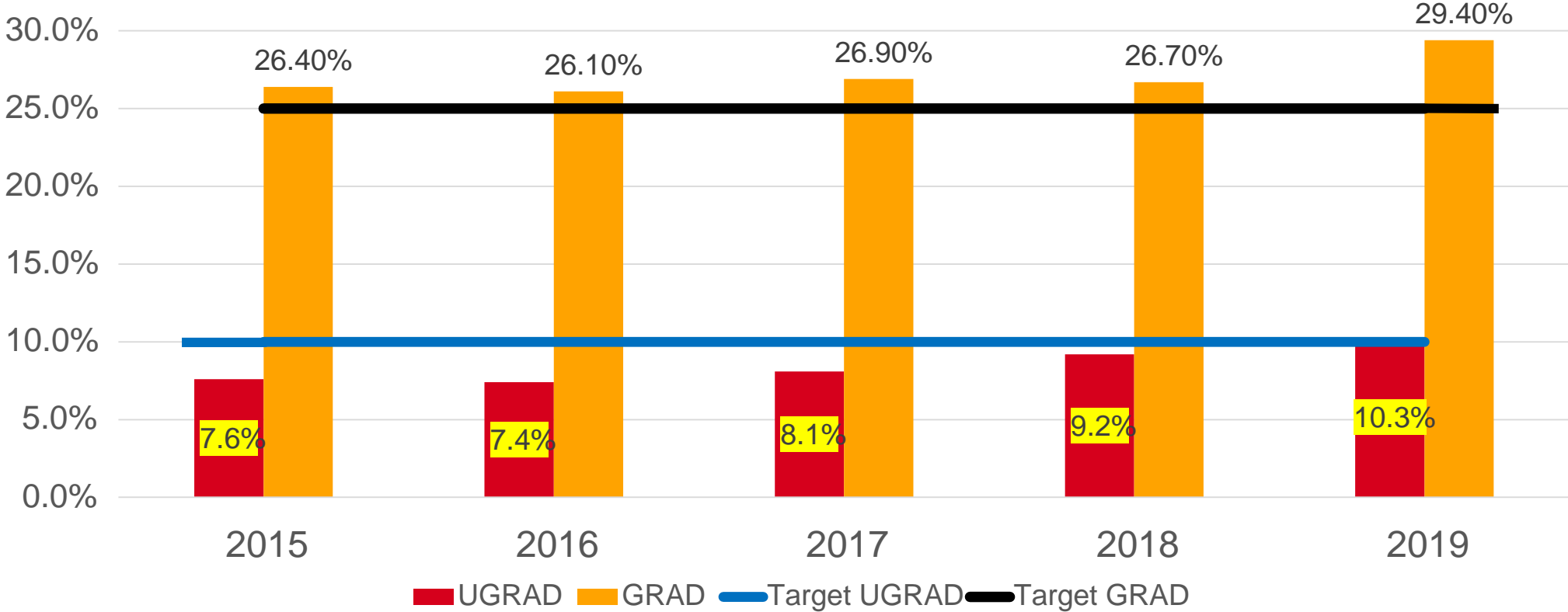


#	Initiative	Responsibility	20-21	21-22	22-23	23-24	24-25
3.4	Foster innovation, entrepreneurship and commercialization through partnerships institutions invested in research parks compatible with our Research Innov. Quarter.						



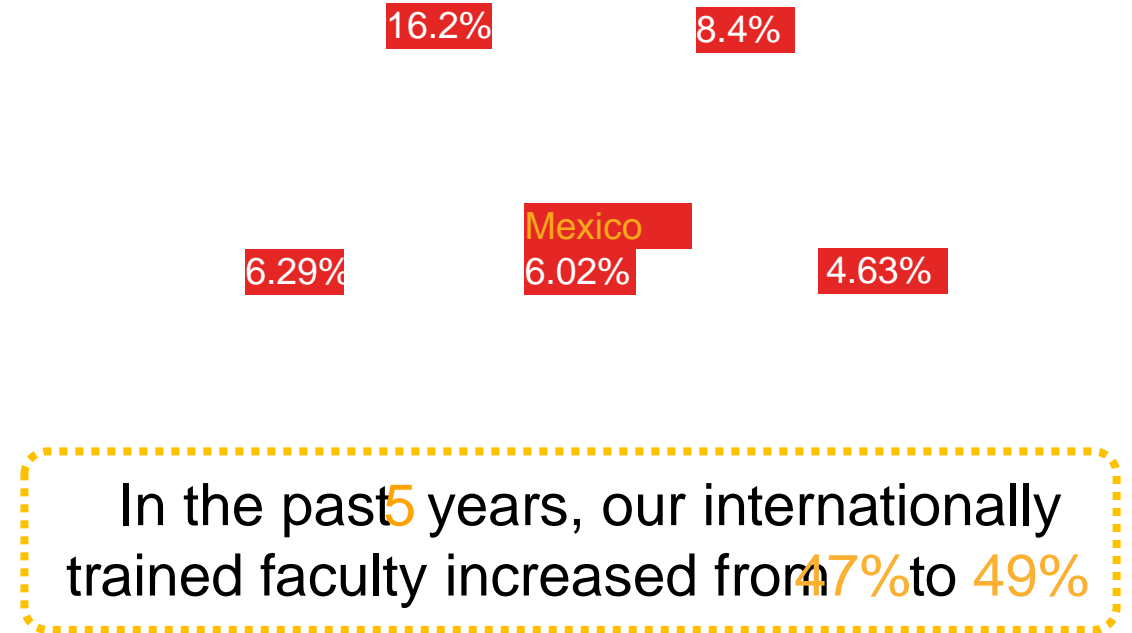
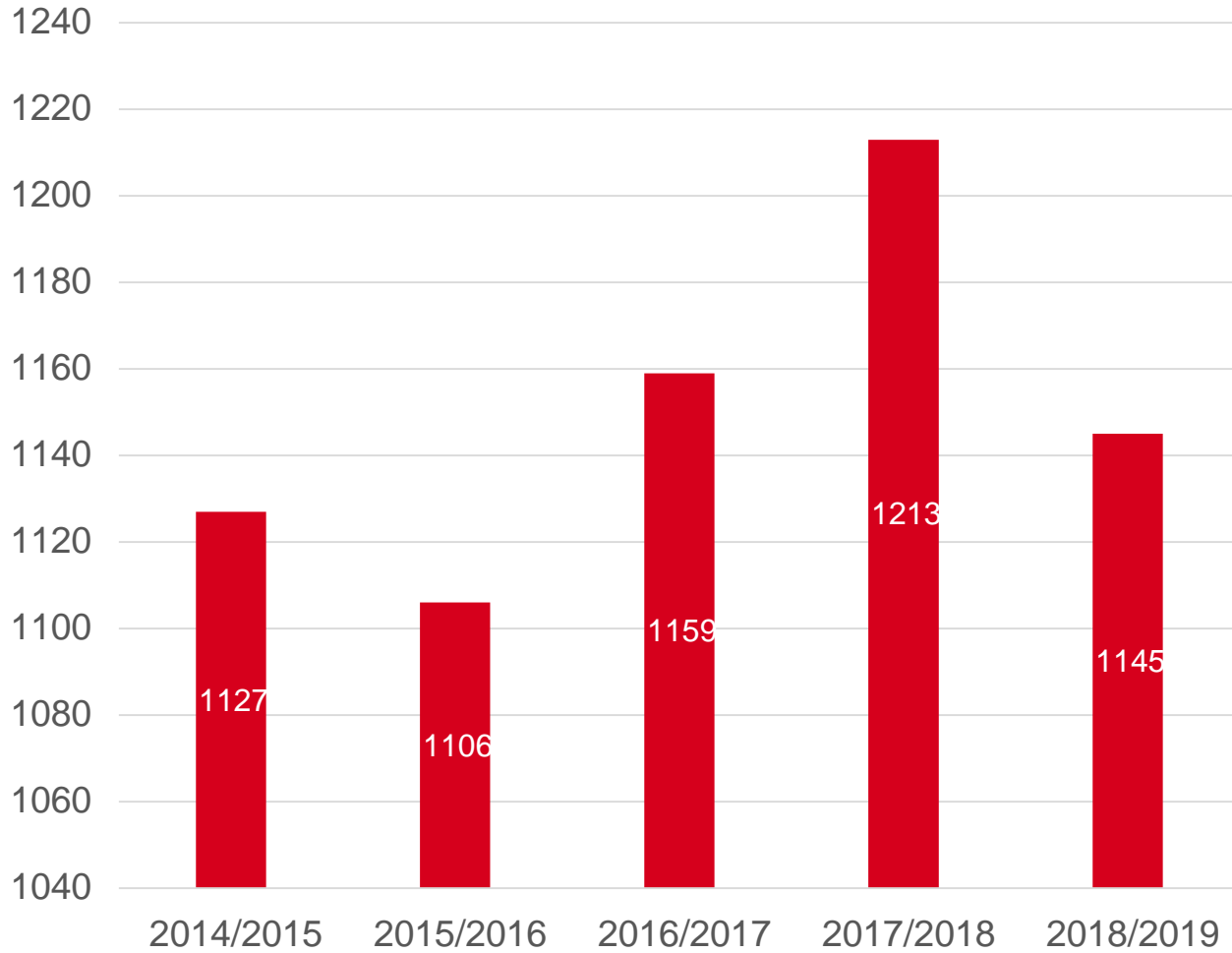


Increase of International Student Populations vs. Strategy Targets



Top Countries of Origin for International Students

UCalgary Undergraduate Students with an International Learning Experience (ILE)



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

International Partnership Assessment Rating Index (IPARI)

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



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 **60** different countries from **FY 2013-2020**

As of **2019**, UCalgary had **108,282** publi



GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meetingheld

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, noting 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.

APPC



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 2020-25

The RSC received a presentation on the Global Engagement Plan 2020-25, with focus on the changes from the existing International Strategy.

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

In response to questions, it was reported that:

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

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

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.

- x 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

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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 the 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:

- x It is valuable for the University to reflect upon its connections to the community
- x 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 Chair

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

1. Alumni Association Report

- x Continuing to actively build brand
- x 3rd Annual Grow Your Career Conference (February)
 - o Over 200 participants
 - o Sessions were led by UCalgary grads
- x Other events:
 - o Nature Nocturne Bring the Flavour (January), hosted by President Ed McCauley
 - o Alumni Night at Battle of Alberta (February)
 - o 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.
 - o Beethoven 3 (March) 50 alumni and guests

2. In-person programming cancelled

- o In-person programming cancelled (move to online events dance crew, yoga, coffee breaks, movie nights)
- o Continuing mandate remotely:
 - f Access to student

4. Remarks from the President & Vice-Chancellor

- x h oP Œ Ç [• (]v v] o Œ o]š Ç
 - o Further reductions in funding announced by the Government of Alberta the tens of millions of dollars (\$60 million reduction in grants)
 - o Further job terminations expected (1250) in the coming weeks and months
 - o h oP Œ Ç }vš]vµ • Œ]À v^_ šv šZ Œ]• Z]PZ o À o }(}v() h oP Œ Ç v u \$Œ v v^% Œ ((µv]vP_ u šŒ] • š Œ P š • Œ <µ Ministry of Advanced Education
- x UCalgary has experienced increased enrolment in Spring and Summer 2020

5. Retiring Senators

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

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- x Dr. Trevor Tombe

