



UNIVERSITY OF CALGARY | International

2024 INTERNATIONAL IMPACT REPORT

Connecting UCalgary to the world and the world to UCalgary:
Advancing global research, strategic partnerships, and international
engagement to unlock new knowledge, strengthen communities,
and transform the world.



**UNIVERSITY OF
CALGARY**

A MESSAGE FROM UNIVERSITY OF CALGARY INTERNATIONAL

We are proud to highlight the meaningful progress we've made towards realizing our Global Engagement Plan in 2024. This impact report showcases our international stories and Key Performance Indicators, aligned with our overarching goals, reflecting our unwavering dedication to UCalgary's global vision.

In a significant move to better serve our community and enhance global engagement, the International team has been restructured and relocated to the Office of the President. Our mission remains steadfast: to connect researchers, academics, and leaders with global opportunities. As our university expands and embraces a more global perspective, it is crucial to integrate international engagement throughout the institution.

Our team now focuses on three key areas: International Research, Global Academic Partnerships, and International Relations.

International Research collaborates with the Research Services Office to support international research collaborations and provides strategic oversight to attract major international funding.

Strategic Global Academic Partnerships identifies high-potential global prospects and partnership opportunities, supporting faculty in developing and managing global collaborations aligned with UCalgary's strategic priorities.

International Relations oversees official visits, delegations, and protocol to strengthen international relationships, collaborating with the Calgary Consular Corps, embassies, and global partners to enhance UCalgary's global presence.

We also work closely with key collaborators across the university to advance the Global Engagement Plan, including Global Learning, the Registrar's Office/International Recruitment team, the Faculty of Graduate Studies, Post Doctoral Fellows, International Student Services, Continuing Education, Global Alumni, and all Faculties.

We thank our partners, faculty, staff, and students for their continued collaboration and support. As we look ahead, we remain committed to fostering meaningful global connections that enrich our university and the world. Together, we are shaping a more connected, innovative, and inclusive global community.

Buffy St-Amand

Senior Director, International
University of Calgary

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Cover images, clockwise from top left: Vice-President (Research) Bill Ghali, President Ed McCauley, and Senior Director, International, Buffy St-Amand meeting with The Honourable Stéphane Dion, Ambassador to France and Monaco and Special Envoy to the European Union and Europe; student Paige Wheeler taking part in Global learning in Alaska; UCalgary delegation at the University of Aberdeen; student Minjing Li and friends on exchange in Sintra, Portugal.

Global Engagement Plan Goals

Our goals are 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:

Goal 1

Increase diversity of the campus community

Goal 2

Improve global and intercultural capacity within our campus communities

Goal 3

Enhance global partnerships

2024 International impact highlights:

- Graduate International Students
 - Target 30% | Actual **37.6%**
- Undergraduate International Students
 - Target 15% | Actual **11.4%**
- Global Learning Participation
 - **960** undergraduate and **154** graduate students engaged in global learning experiences.
- Support for Global Learning
 - Provided **\$935K** in financial support to our undergraduates.
- International Postdoctoral Scholars
 - **395** international postdocs - 50% of our total postdoctoral community.
- International Research Funding
 - Received **\$28.8M** from international funding organizations.
- International Research Collaboration
 - **56%** of UCalgary publications included an international co-author.
- Global Development Projects
 - **11** active projects valued at **\$6M+**, involving **71 academics** and **116 students**.
- Global Partnerships
 - **386** global academic agreements.

GOAL 1

Increase diversity of the campus community

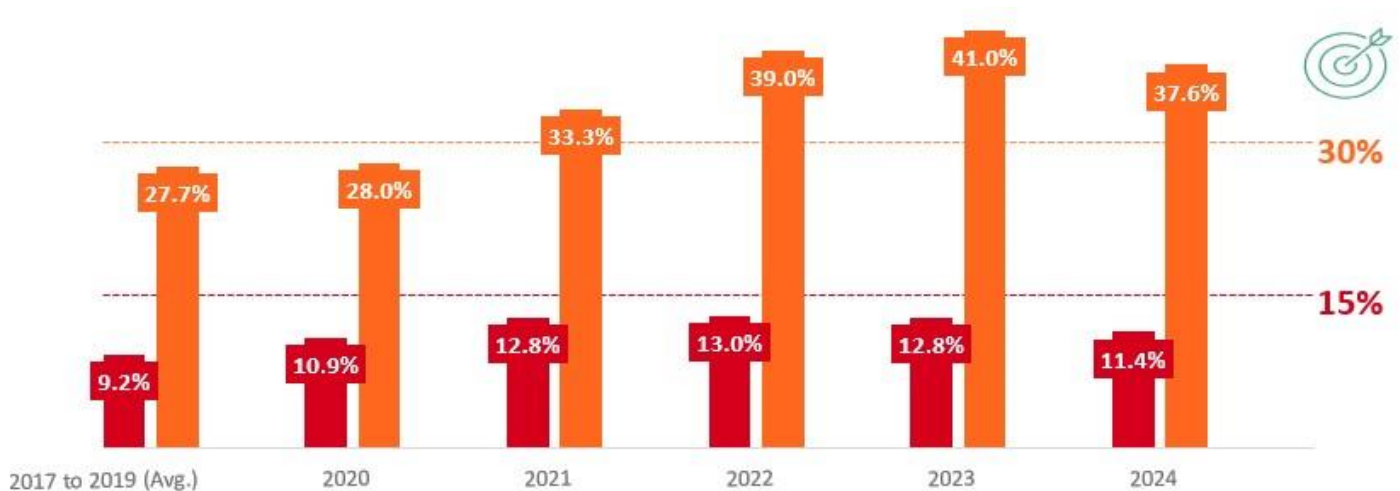
The opportunity to collaborate with and learn from individuals of diverse backgrounds, cultures, and life experiences creates a vibrant learning environment that challenges singular perspectives and broadens understanding. Diversity among international students, postdocs, and faculty enriches our campus community with a multitude of viewpoints and values. Our aim is to foster intercultural experiences that enhance problem-solving abilities, critical thinking, and communication skills, equipping students to navigate the complexities of a diverse world and contribute to a more inclusive and equitable society. This section highlights our progress and achievements in this area.



International undergraduate and graduate students

In 2024, UCalgary continued to foster a dynamic international student community, welcoming students from 138 countries, representing 71% of the world's nations. Graduate international student enrolment surpassed the 30% target outlined in the Global Engagement Plan by over 7%. International undergraduate students comprised 11.4% of the student body. Overall, international students made up 17% of the total student population.

UCalgary is winding down the University of Calgary in Qatar (UCQ) after eighteen years, during which more than 1,100 nurses from more than 40 countries graduated. The University has had tremendous impact in raising the profile of nursing in the Middle East.



International undergraduate and graduate students

Top countries of origin for international students

India remains the leading contributor to our international student body, followed by Iran and China. Approximately 70% of our international student population comes from these ten nations. The remaining 30% is comprised of students from an additional 128 countries. This analysis includes both full-time and part-time international students on visas, as well as visiting international students.¹



International postdoctoral scholars

UCalgary hosted 395 international postdoctoral scholars, making up 50% of our total postdocs in 2024. These scholars, hailing primarily from Iran, China, and India, have significantly contributed to our research output and academic community. The majority of our international postdocs were hired by the Cumming School of Medicine (127), Schulich School of Engineering (122) and Faculty of Science (83), and came from the following countries: Iran (80), China (64), India (52), Brazil (27), United States (19), Mexico (12), United Kingdom (12), and France (11).²

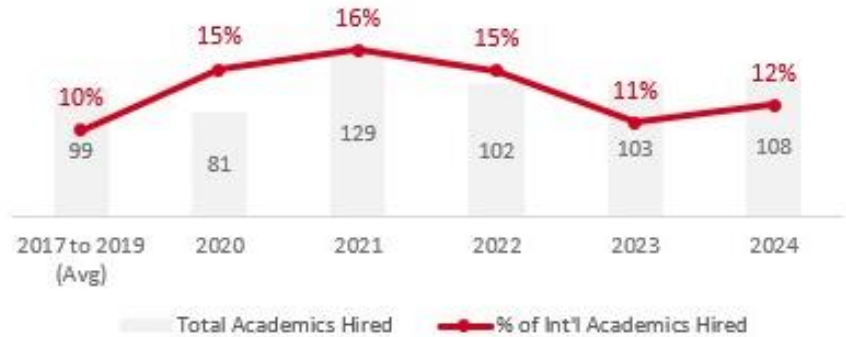


¹ Office of the Registrar, 2024.

² Postdoctoral Office, 2024.

International academics hired

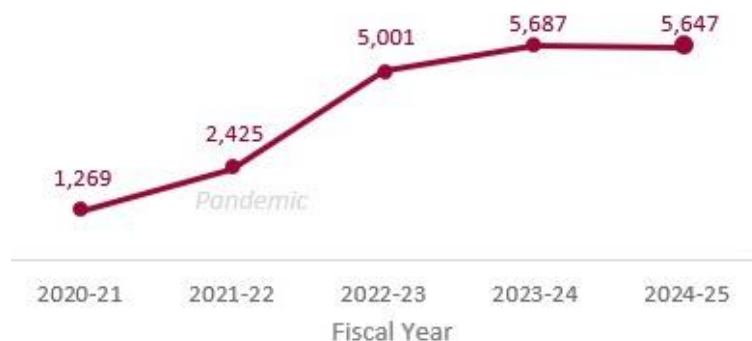
UCalgary recruited 13 international academics in 2024. Six were hired by the Faculty of Science. Among those hired, nine were appointed as Assistant Professors, three Professors, and one Veterinary Parasitologist.³



UCalgary Visiting Scholars Program

In 2024, the University launched the new UCalgary Visiting Scholars Program. An opportunity to further foster international collaboration and academic exchange to enhance research and innovation. This program is open to both scholars based in Canada and international candidates with the goal of increasing UCalgary's international exposure. UCalgary welcomed five international visiting scholars for short-term (1 week) and longer-term (4-6 months) visits. These scholars came from the United States, Palestine, Spain and Switzerland. Host academic units included Schulich School of Engineering, Faculty of Science, Werklund School of Education and School of Architecture Planning and Landscape.

Continuing Education - English Language Programs



Enrolment in Continuing Education's English as a Second Language (ESL) program has steadily increased, growing from 1,269 in the 2020-21 fiscal year to 5,647 in the 2024-25 fiscal year. This significant rise in enrolments is largely due to the recovery following the pandemic.

There was a notable shift in international program enrolments. While enrolments in ESL programs—both part-time and full-time—increased by 222 students, professional full-time enrolments declined significantly,

dropping from 481 to 219. This downturn reflects a broader set of challenges facing international education in Canada, including government-imposed caps on study permits and heightened financial and policy barriers. These include the realignment of Post-Graduation Work Permit eligibility, restrictions on spousal open work permits (which now exclude UCalgary's International Professional Programs), and a higher proof-of-funds threshold for incoming international students. These factors, combined with intensifying global competition for international students, have created a more complex and competitive landscape for international recruitment and retention.

It's important to note that these figures represent course enrolments, not individual students.

³ Human Resources Team, PeopleSoft, 2024.



International student experience

Name: Denisse Guerra Martinez

Nationality: Mexican

Originally from Monterrey, Mexico, Denisse Guerra Martinez began her UCalgary journey as a transfer student from a community college in Texas. Her decision to study at UCalgary was influenced by the university's strong reputation for research, extensive student resources, modern classroom and campus facilities, as well as the vibrant city of Calgary with its promising employment opportunities.

Denisse faced significant challenges moving to a new country by herself. Managing bills, cooking healthy meals, and handling taxes while keeping up with her studies was daunting. Building a supportive social network and stepping out of her comfort zone were crucial to her adaptation to life in Calgary. "It's very important to build connections and relationships that will later play a huge role in your happiness," Denisse advises. The campus community provided ample opportunities to make these connections—she reached out to professors, utilized campus resources, and participated in student events. She emphasizes the importance of being open and

proactive in forming new connections, which has been instrumental in her journey.

Looking ahead, Denisse is exploring a career in student affairs, inspired by her experiences as a Community Ambassador in Residence and her work with International Student Services. Her journey is a testament to the resilience and growth that come with embracing new opportunities and challenges.



International collaboration boosted by education scholar's visit to UCalgary

Robert O'Dowd promotes virtual exchange initiatives to enhance learners' foreign language skills, digital literacy, and intercultural competence

A leading expert in virtual exchange and international education visited the University of Calgary's Werklund School of Education, inspiring faculty and students to expand global learning initiatives across campus.

Dr. Robert O'Dowd, a professor at the University of León in Spain and a recognized authority in Virtual Exchange, spent a week engaging with UCalgary's academic community. Virtual Exchange (VE) is an educational approach that uses online communication technologies to connect students from different parts of the world. Through collaborative tasks and projects, it aims to enhance learners' foreign language skills, digital literacy, and intercultural competence. Dr. O'Dowd's visit included a series of workshops, mentoring sessions, and strategic meetings aimed at strengthening the university's VE initiatives. The visit was supported by the UCalgary Visiting Scholars Program and the Werklund School of Education.

"Visiting scholars like Dr. O'Dowd play a vital role in enriching our academic environment," says Buffy St-Amand, Senior Director, International. "They bring fresh perspectives, share global best practices, and help foster a culture of innovation and collaboration. These visits not only support faculty development and curriculum enhancement, but also create valuable opportunities for students to engage with international thought leaders. Ultimately, they strengthen our global partnerships and contribute to the university's mission of preparing students for success in an interconnected world."⁴



DR. ROBERT O'DOWD

⁴ UToday, June 11, 2025.

Akon Juach's remarkable journey and the Kakuma Empowerment Program

Former refugee overcomes adversity, finds unwavering support at UCalgary, and now creates opportunities for others

Refugee youth empowerment takes centre stage as Akon Juach, communication and media undergraduate and former refugee turned advocate, shares her remarkable journey and the impactful initiatives she spearheads through the Kakuma Empowerment Program. From a challenging upbringing to creating opportunities for others, Juach's story embodies resilience, determination, and the transformative power of education.

Juach came to UCalgary in 2022 through the World University Services Canada Student Refugee Program and sponsored by the Students' Union. Attending UCalgary as a refugee, Juach found unwavering support from mentors and peers. Despite challenges such as financial literacy and cultural adjustments, she thrived academically, attributing her success to the university community's inclusive environment.

"The support I've received from the university community has been multi-faceted," says Juach, "encompassing academic guidance, mentorship, and financial assistance. It is through this collective encouragement that I have been able to thrive and make the most of my academic journey at the university."

Juach, the eldest daughter in her family, hails from South Sudan but spent her formative years in the Kakuma refugee camp in Kenya. The camp hosts over 250,000 refugees and asylum seekers and contends with a range of challenges, including assaults targeting the refugee population, conflicts among various groups within the camp, incidents of theft and robbery, and attacks on girls in particular when they commute to and from school. In many developing nations, access to education is a significant challenge, often compounded by risks such as conflict or political oppression. Recognizing this, UCalgary students took action in 1986 to support refugee students in pursuing higher education and voted to establish a levy to annually sponsor a refugee student through the World University Service of Canada. Through this student-led initiative, funds are set aside annually to sponsor refugee students. Additionally, UCalgary contributes significantly by covering expenses such as admission fees, tuition, textbooks, and accommodation.

In 2021, Juach established the Kakuma Empowerment Program to support other refugees. Juach's vision for the Kakuma program stemmed from witnessing the struggles of refugee youth first hand. The ongoing arrival of new residents in the Kakuma refugee settlement creates congestion in various zones, which has negative implications for the provision of education, the availability of teachers, materials, and spaces, the distance to schools, and girls' participation in school. The program has been highly successful and is actively exploring plans to expand and replicate its successful model in other locations, including countries such as South Sudan and Congo. Recognizing the impact of its initiatives in refugee empowerment, the program aims to not only extend its reach to these countries where similar challenges and opportunities exist but also build schools and health amenities. ⁵

⁵ UToday, Feb. 9, 2024.

GOAL 2

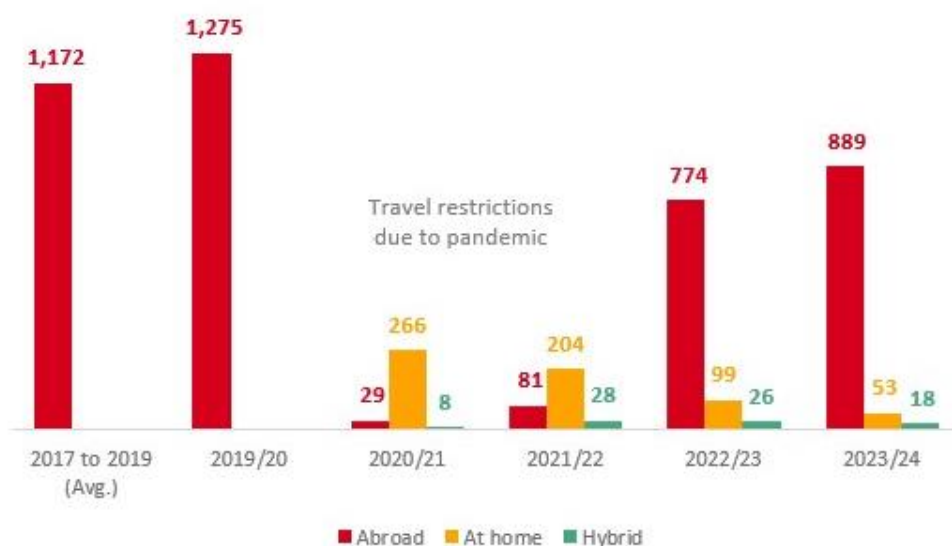
Improve global and intercultural capacity within our campus communities

Our diverse array of global learning programs equips our campus community to transform theoretical knowledge into practical action. These programs foster not only academic growth but also an intercultural mindset that broadens perspectives, skills, and worldviews. By immersing our community in international experiences and diverse educational environments, we drive them towards a more global outlook. This section includes information on both outgoing and incoming global learning students.



KIRSTINA JANELL STUDYING ABROAD IN
COPENHAGEN, DENMARK

Undergraduate student mobility

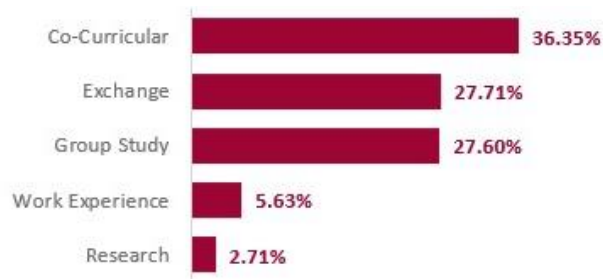


Undergraduate global learning participation continued its upward trajectory in the 2023–24 academic year, with 960 undergraduates engaging in global learning programs. The past two years have seen a strong resurgence in travel-based mobility, encompassing a diverse range of curricular and co-curricular activities, including student exchanges, faculty-led field schools, research initiatives and international service-learning projects.

The top five destinations for global learning were the United States, France, United Kingdom, Germany and Japan.

Virtual global learning programs remained a vital component of our internationalization strategy. These included virtual exchanges, field schools, and co-curricular initiatives such as the Global Community Challenge (GCC). The GCC is an eight-week virtual competition that fosters cross-cultural and interdisciplinary collaboration between students from UCalgary and our international partner institutions, as they work together to address real-world global challenges.

Opportunities by program type



Graduate student mobility

In 2024, the number of UCalgary graduate students participating in international learning programs dropped from 301 in 2023 to 154. This decline was mainly due to a sharp decrease in participation from the Haskayne School of Business MBA and Executive MBA programs, which fell from 177 to 57 students. The high numbers in 2023 were partly due to a backlog of trips postponed during the COVID-19 pandemic. That year, the university ran three cohorts instead of the usual one, temporarily boosting participation. Of the 154 students who went abroad in 2024, 31 took part in graduate research placements.

Inbound exchange: welcoming global undergraduates

In the 2023–24 academic year, we welcomed over 370 undergraduate exchange and research students to our campus, maintaining the strong participation levels seen in 2022–23. This reflects a sustained interest in exchange programs:

- 2019–20: 250+ students
- 2020–21: 70+ students
- 2021–22: 180+ students
- 2022–23: 370 students

The top five countries of origin for incoming undergraduate global learning participants were India (15.73%), Australia (8.8%), the United Kingdom – England (8%), France (6.4%), and Japan (6.4%). The top three faculties by student participation were the Faculty of Arts (26.13%), the Faculty of Science (20.27%), and the Schulich School of Engineering (16.27%).

Financial support for global learning

In the 2023–24 academic year, over 500 undergraduate students received financial support totaling \$935K to participate in global learning experiences. This funding was made possible through a combination of internal and external sources, reflecting our continued commitment to making international opportunities accessible to students.

Breakdown of Global Learning Funding Sources:

- 41% External Funding
- 40% UCalgary International Internal Funding
- 19% UCalgary Internal Funding

This financial support enabled students to engage in a wide range of global learning activities. Notably, the Global Skills Opportunity program continued to play a significant role, contributing \$1,279,190 to support 158 students through the Global Indigenous Skills, Building Bridges to Global Learning, and Mobility Global Access Fund since 2021.

Global learning alumni program

In 2023-24, we began development of a Global Learning Alumni program. The intent of this program was to build an alumni network of past global learning participants, tell alumni stories to demonstrate the impact of global learning on students' personal, academic and professional growth, and create mentorship connections that are beneficial for prospective, current, and past global learning students. As part of this project, we created two alumni webpages featuring outstanding alumni and telling the success stories of alumni who received significant funding for their global learning experiences.

<https://ucalgary.ca/international/global-learning-alumni>

<https://ucalgary.ca/international/alumni-funding>

Global learning ambassador program

The UCalgary Global Learning Ambassador Program is a volunteer program in which students use their experience to support prospective and current global learning participants, raise awareness and interest in global learning programs, and inspire their peers to engage in diverse cross-cultural learning experiences worldwide.

Global Learning Ambassadors are the first point-of-contact for students coming to the UCalgary International office. They assist UCalgary students and incoming exchange students by providing them with information and relevant resources, acting as peer advisors. They help organize and execute programs, projects and promotional events such as classroom visits, Go Global Day, the International Photo Contest and various other recruitment, engagement and cultural initiatives.

Global Learning Ambassadors receive training to help strengthen their leadership skills, gain tangible experiences for their resume, and expand their networks at UCalgary and beyond.



LIAM BERZINS STUDYING ABROAD IN PYLA-SUR-MER, FRANCE

Inaugural event brings together hundreds of globetrotters, thanks to Global Skills Opportunity funding

Students' anticipation and enthusiasm for their global learning experiences is palpable

UCalgary International hosted a pre-departure orientation for outgoing study abroad students. The full-day, conference-style event was hosted for approximately 230 students, taking off on global learning experiences in spring and fall through international exchanges, research and internship opportunities.

“These students are about to embark on thrilling experiential learning journeys abroad, and it was amazing to see their excitement and enthusiasm,” says Colleen Packer, director global learning. “Thanks to the generous backing from Global Skills Opportunity, we were able to create a full-day conference event, allowing everyone to gather under one roof, build their networks and prepare for their upcoming adventures.”

At the orientation, students explored essential elements for successful study abroad experiences. They learned about safety protocols, personalized wellness plans, and intercultural communication skills, including conflict resolution techniques. They also discovered how their experiences abroad could contribute to personal and professional growth and were informed of the importance of sustainable travel practices. They gained a comprehensive understanding of the multifaceted aspects of studying abroad and acquired essential skills to thrive in their international endeavours.⁶



STUDENTS ATTENDING THE PRE-DEPARTURE ORIENTATION FOR OUTGOING STUDY ABROAD STUDENTS

⁶ UToday, April 15, 2024.

Global Skills Opportunity program empowers students and strengthens Canada's global ties

Since its launch in 2020, the Global Skills Opportunity (GSO) program has been a beacon of opportunity for students at the University of Calgary and across Canada. Funded through Employment and Social Development Canada (ESDC), GSO is a cornerstone of Canada's International Education Strategy, fostering global learning experiences that are reshaping the future of our students and, by extension, our country.

"UCalgary is proud to be part of this transformative journey, facilitating opportunities that not only enrich our students' lives but also contribute to Canada's global brand and its capacity for international collaboration," says Dr. Ed McCauley, UCalgary president and vice-chancellor. "By empowering our students with essential skills and global perspectives, we are not only enriching their personal and professional lives but also contributing to a more inclusive and interconnected world. The success stories of our students are a reflection of the incredible impact this program has on individuals and our broader community. We are proud to be part of this initiative and look forward to continuing our efforts to support and inspire our students on their global journeys."

UCalgary has supported 158 students through multiple initiatives funded by GSO, including the Global Indigenous Skills (GIS) award, which aims to invest in global skills for both Indigenous and non-Indigenous students. The Global Access Fund (GAF) award was established to address barriers experienced by economically disadvantaged students, students who are first-in-family to attend university, Indigenous students, 2SLGBTQIA+ students, students with disabilities, and visible/racialized minority students. Additionally, the Building Bridges to Global Learning initiative provides students with funding prior to submitting a global learning application, allowing them to see the possibility of participating in global learning and choose the best program fit with the assurance of guaranteed financial support.



TAYE LOUIE IN AGRA FORT, INDIA.

enhance my global awareness, allowing me to better understand the challenges present across the world and enabling me to develop a broader perspective on the active steps I can take to advocate for and improve the lives of others."⁷

Taye Louie, a fourth year Bachelor of Health Sciences student, with a major in Biomedical Sciences, says of the program, "The GSO allowed me to take part in a really transformative study abroad experience where I had the privilege to learn in depth about India's rich and diverse culture. During our group's two-week stay in India, we got to visit NGOs, explore historic sites, and speak with local experts from the action-packed capital of New Delhi to the peaceful mountain town of Dharamshala to learn about the different challenges faced by local communities. The GSO has helped greatly

⁷ UToday, August 27, 2024

Where did Global Learning take them?

UCalgary alumni reflect on the impact of Global Learning on their personal, academic, and professional growth



Josiah Sinanan, BA'17 (International Relations), a reporter and producer at CBC News, says, "My time abroad was a key moment in my personal and professional development. While in France, I feel I truly solidified my confidence for utilizing French as a second language (something I'd been studying most of my life, even within my degree), but it also opened my eyes to the world of international diplomacy and politics in a way that was truly standout. The courses available to me were specific to being on location and I could not have replicated them otherwise. It's given me a direct advantage in my career and how I understand the world around me. My perspective on the world shifted during my time abroad and quenched many curiosities and dreams I had early on in my education."

"I have developed a boldness and leadership that I didn't have prior to my experience abroad. This has given me confidence in self-travel, strengthened my ability to work in a team and an enhanced sense of social skills that travelling and being placed in a foreign environment allowed me to develop. Professionally, my time abroad has given me a leg up in many situations. Being more confident to utilize my French, having my employers know I was well-travelled and took courses that

broadened my understanding of the world, and applying my people skills and intellectual intelligence that I developed abroad have been instrumental to being able to succeed in several realms."



GOAL 3

Enhance Global Partnerships

UCalgary is committed to building global partnerships with institutions that share our passion for research, innovation, and entrepreneurship. As Canada's youngest top research university, we prioritize collaborations that connect academia, research, industry, government, and NGOs. These partnerships drive discovery, accelerate impact, and foster a global exchange of knowledge and ideas.



Strategic Alliance

In 2022, UCalgary formally launched a three-way strategic alliance with the University of Aberdeen (Scotland) and Curtin University (Australia). This alliance continues to strengthen the global presence of all three institutions, enabling them to leverage each other's networks and strengths and provide students with diverse global opportunities. It also fosters collaboration on impactful research aimed at addressing complex global challenges.

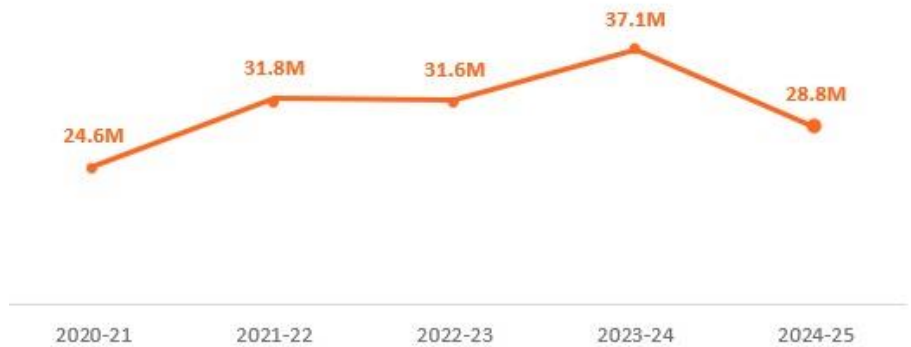


In March 2024, President Ed McCauley led a delegation to Curtin University, meeting with senior research leaders, faculty pro vice-chancellors, and representatives from the Curtin Institute for Energy Transition. The visit reinforced shared priorities in research, innovation, and student engagement under the framework of the strategic alliance. Curtin is home to the Centre for Aboriginal Studies which advances Indigenous-led research and community engagement and supports national reconciliation efforts in Australia.

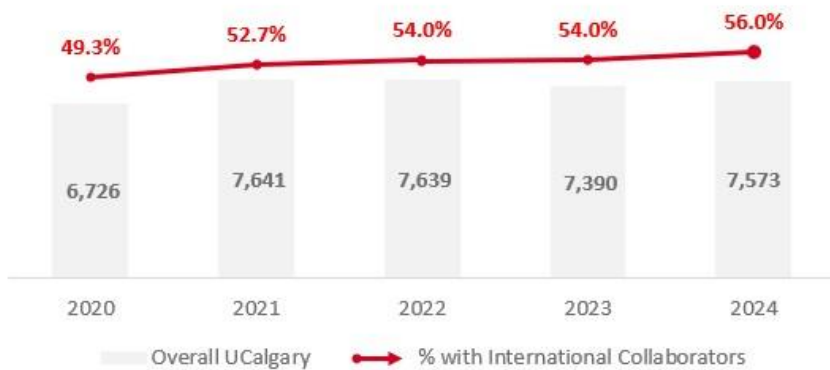
In June 2024, a UCalgary delegation—including President Ed McCauley, Vice-President Research Bill Ghali, Associate Vice-President Research Ian Gates, and Senior Director, International Buffy St-Amand—visited the University of Aberdeen. The visit deepened collaboration in key areas such as energy transition, life sciences, and entrepreneurship, while further advancing the goals of the three-way strategic alliance with Curtin University.

International research revenue

From 2020-21 UCalgary has received an average of \$30M from international organizations for research purposes. \$28.8M was received in 2024-25. The top five contributing countries were the United States, United Kingdom, France, Australia and Switzerland.⁸



International research publications



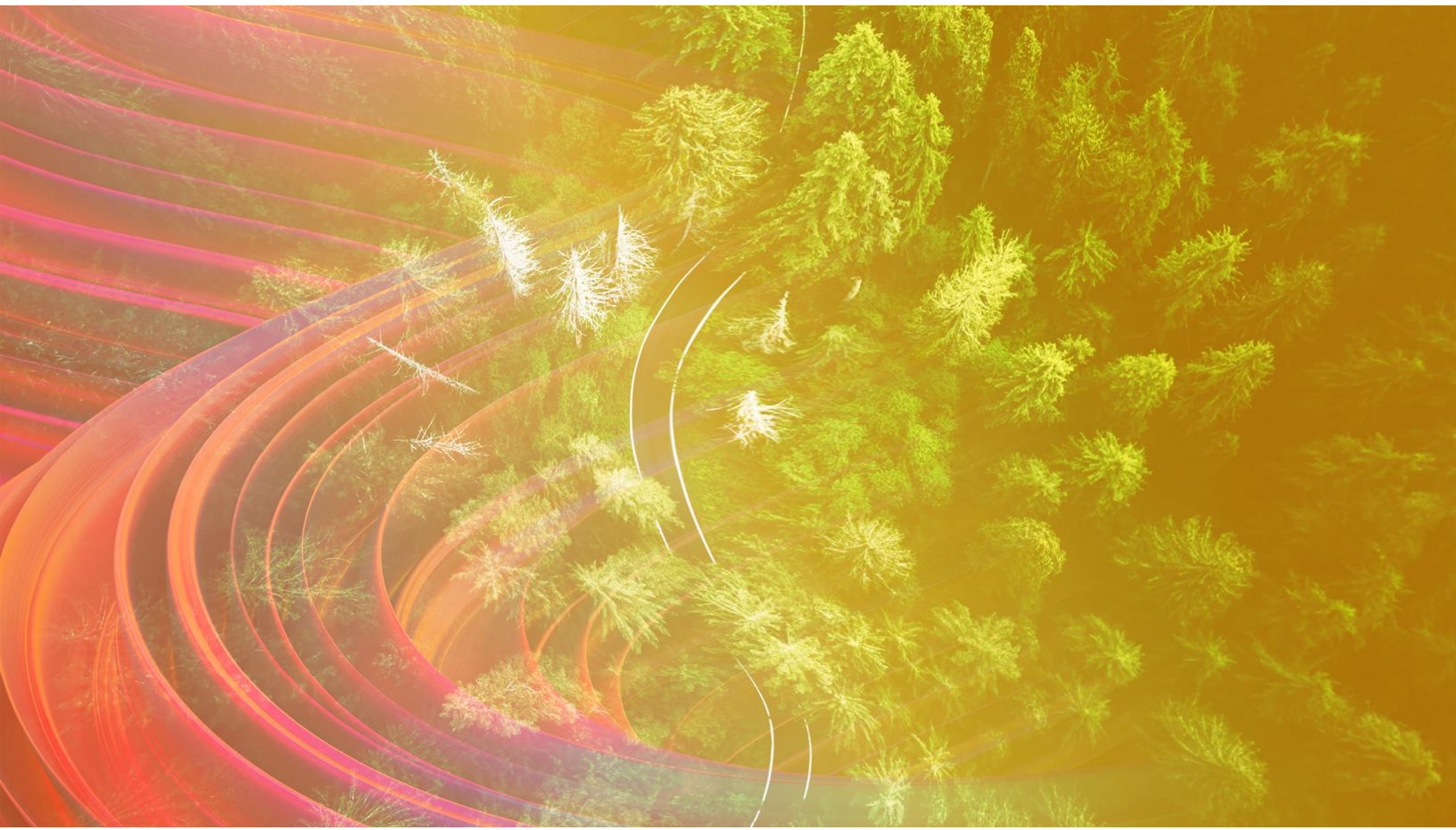
Between 2020 and 2024, UCalgary saw a notable 5% increase in the proportion of research publications co-authored with international collaborators. This growth—from 49.3% to 56.0%—reflects our deepening global research engagement and our commitment to advancing knowledge through cross-border collaboration. As Canada’s youngest top research university, UCalgary continues to strengthen its international research footprint.⁹

⁸ UCRED (UofC Research Ecosystem Dashboard) - VPR Office, Fiscal year (April - March), Funds reported from all international sources are included.

⁹ SciVal/Scopus database, Feb. 5, 2025.

Global development

UCalgary led 11 global development projects valued at more than \$6 million, involving 71 faculty members and 116 students. Each initiative is aligned with the United Nations Sustainable Development Goals, with a strong focus on capacity building, knowledge sharing, and mobilization. These projects reflect our commitment to creating lasting, positive change through collaborative, community-driven research and innovation.



Global development and capacity-building projects

World University Service of Canada – Student Refugee Program

In partnership with UCalgary International and Global Learning, the Schulich School of Engineering (SSE) is sponsoring six refugee students from 2022-25 through the Student Refugee Program (SRP). This initiative combines resettlement with access to post-secondary education. The WUSC UCalgary – SSE Local Committee manages and supports the program, providing academic and social support to SRP students. Funding for this initiative totals \$375,000.

Scaling Up MamaToto for Sexual and Reproductive Health in Uganda

This \$3.8-million project, funded by Global Affairs Canada from 2020-24, addresses gaps in comprehensive sexual and reproductive health (SRH) services in three districts of southwestern Uganda. The initiative expands the MamaToto implementation model, an innovative approach that strengthens local health systems and community leadership. The project aims to enhance the delivery of SRH services and increase local capacity to promote SRH rights and education.

Queen Elizabeth Scholars – Advanced Scholars (West Africa)

With \$289,000 in funding from the International Development Research Centre (2021–25), this project fosters research exchanges between doctoral, postdoctoral, and early-career researchers at UCalgary and the University of Ghana. A total of 20 research placements have taken place to date. The initiative supports innovation in women-led social work and social science research in West Africa.

Academics Without Borders

This non-profit organization works with post-secondary institutions in low- and middle-income countries to build academic capacity. UCalgary faculty and staff contributed in-kind support to two projects in 2024:

- Building Capacity for Knowledge Synthesis at Independent University Bangladesh.
- Scholarly Communication Essentials Program at Madan Bhandari University of Science and Technology, Nepal.

Canada's Global Skills Opportunity Program

Funded by Employment and Social Development Canada and co-administered by Colleges and Institutes Canada and Universities Canada, this program offers international learning opportunities to UCalgary students through three initiatives:

- Global Indigenous Skills: Ways of Knowing, Doing, Connecting, and Being fosters Indigenous-focused international learning for Indigenous and non-Indigenous students. This initiative received \$500,000 for 2021–25.
- Building Bridges to Global Learning provides students with upfront funding to explore global learning opportunities. This initiative received \$394,190 for 2022–25.
- Global Access Fund addresses barriers experienced by economically disadvantaged students who are first-in-family to attend university, Indigenous, 2SLGBTQIA+, students with disabilities, and visible/racialized minority students. This initiative has received \$400,000 to date.

Gender Response One Health

Funded by Global Affairs Canada with a total investment of \$12 million (2023–28), this project promotes gender-responsive One Health approaches in regions affected by endemic zoonotic diseases. Target regions include Jijiga, Somali Region, Ethiopia, and Meru County, Kenya. The project emphasizes health equity and community empowerment for marginalized women and girls. Alinea International leads the initiative, in collaboration with Farmers Helping Farmers, the One Health Institute, University of Guelph, University of Saskatchewan, Atlantic Veterinary College, and UCalgary. UCalgary's share of the funding is approximately \$450,000.

Government of Canada Scholarships for Non-Canadians

This scholarship program supports international students from eligible countries to study or conduct research at Canadian post-secondary institutions. Funded by Global Affairs Canada, the program strengthens academic and cultural ties between Canada and partner countries. UCalgary received \$376,800 in funding from 2024-25.

Faculty Mobility for Partnership Building Program

Part of Global Affairs Canada's International Scholarships Program, this initiative supports professors at Canadian post-secondary institutions in pursuing short-term research or teaching opportunities in Latin America and the Caribbean. The goal is to explore, develop and strengthen institutional partnerships in areas such as research collaboration, student mobility, joint programming, and capacity building. \$18,300 has been received by seven academic staff from 2022-24.

Mitacs Globalink Research Award

Mitacs is a national, not-for-profit organization that supports international research collaborations through funded internships for students to undertake 12- to 24-week research projects at universities abroad. In fiscal year 2024-25, 42 students from UCalgary participated in projects supported by this program. The total value of these initiatives amounted to \$450,000.

Al Faisal University – SPIRIT Program

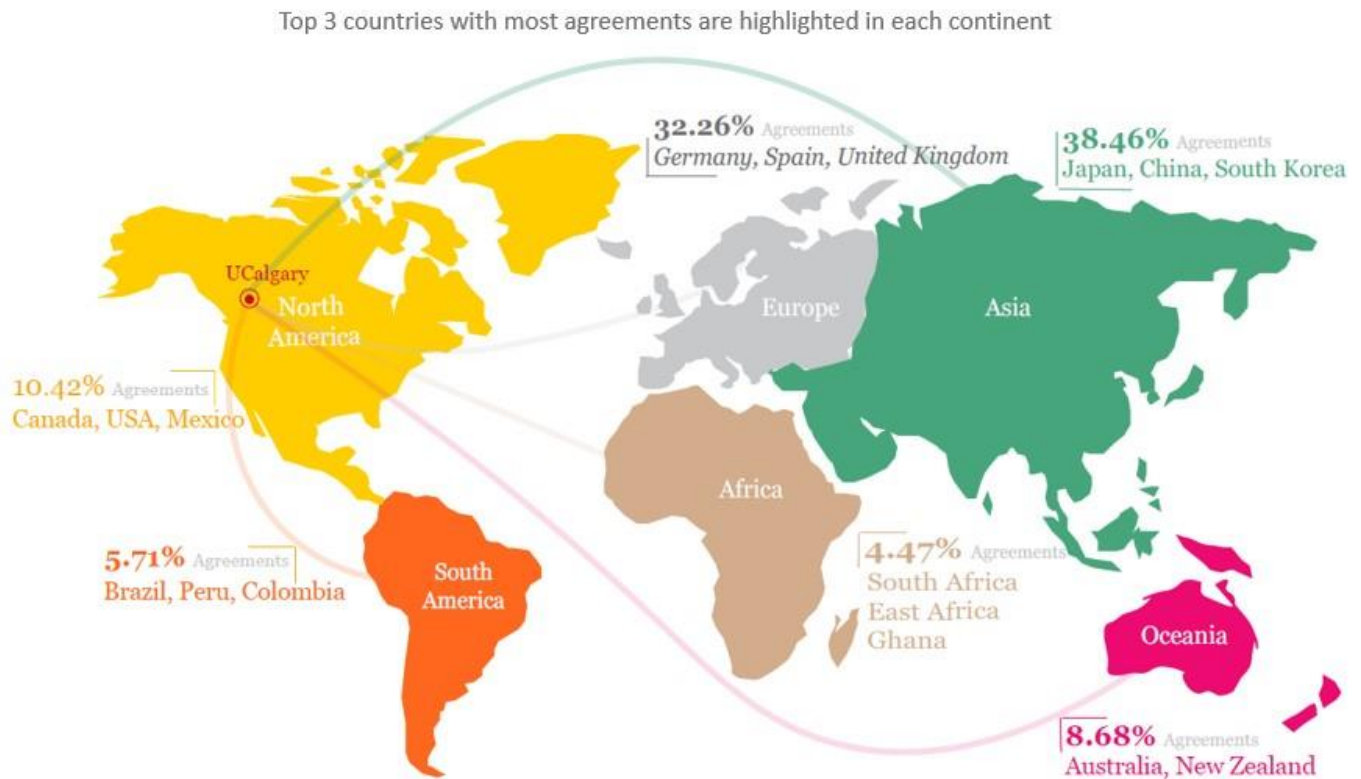
The Summer Program for International Research Internship and Training (SPIRIT) provides undergraduate medical students with a 10- to 12-week research experience at international institutions. In summer 2024, ten students from Al Faisal University in Saudi Arabia completed research placements at the Cumming School of Medicine. The total project value is \$67,720.

Global Community Challenge YYC

Virtual programs such as the GCC level the playing field for students from low-income countries to team up with students from Calgary and around the world to solve shared challenges. In 2024, we had 53 students from nine universities in 15 countries work to solve nine challenges set by local community organizations.

International academic agreements

In 2024, we had 386 global academic agreements in 57 countries. Our academic agreements reflect the diverse ways we engage with global partners. The majority—51%—are focused on mobility, supporting student and faculty exchanges that enrich learning and research experiences. Memoranda of Understanding (MOUs) make up 24%, agreements related to training and professional development account for 14%, while joint academic partnerships represent 6%. Sponsorship and scholarship through Global Affairs Canada comprise 3%.



Delegations and missions

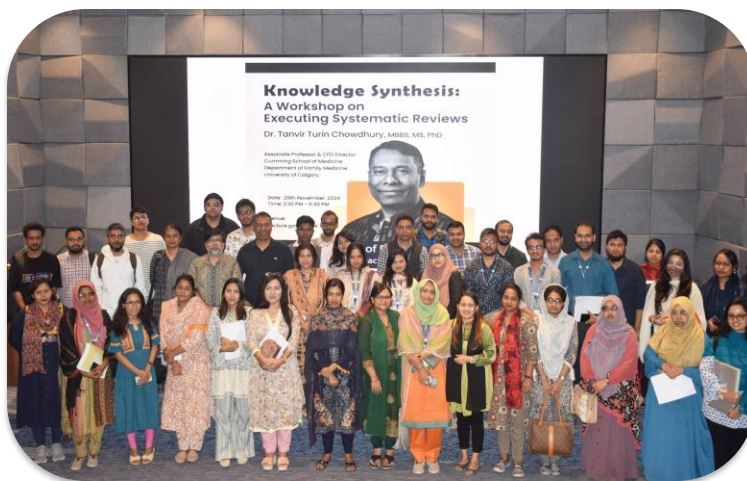
In 2024, UCalgary International hosted 48 visiting delegations. The highest number of visitors came from Australia, the United Kingdom, Germany, Brazil, and France, reflecting our strong ties with institutions in these regions. During the same period, UCalgary participated in 11 international missions, up from 9 the previous year. These missions took place in countries including the United Kingdom, Australia, Singapore, New Zealand, and Switzerland. Each of these engagements represents a diverse range of academic, research, governmental, and industry-focused collaborations.¹⁰

¹⁰ MoveOn active agreement database, Global Partnerships and Affairs Team, 2024.

Academics Without Borders partnership exemplifies UCalgary's commitment to international impact

Cumming School of Medicine public health researcher and professor Dr. Turin Chowdhury, PhD, traveled to Bangladesh in early 2024 to participate in the Academics Without Borders project — Building capacity for knowledge synthesis among academics and learners at a young university in Bangladesh. His motivation for collaborating with Academics Without Borders stems from a belief that knowledge should be accessible to all, regardless of resources. He emphasizes the importance of democratizing knowledge to enable faculty and students in Bangladesh to shape research and policy that reflects their realities. This initiative is about building sustainable partnerships grounded in mutual learning with local communities, and advancing evidence-based policy and practice.

“I’m excited to co-create solutions with people who understand the nuances of their own communities, and in turn, strengthen my own perspective on inclusive research practices. Together, we can advance evidence-based policy and practice, turning knowledge into real social impact. That vision, where open science, local leadership, and shared expertise intersect, is what motivates me to collaborate with Academics Without Borders and commit fully to this work.”



During his time in Bangladesh, Chowdhury worked with Independent University Bangladesh (IUB) to build capacity in knowledge synthesis methodologies — the systematic approaches used to gather, evaluate and integrate research findings from individual studies into a comprehensive understanding of a particular topic. The project involved tailored training sessions for faculty and graduate students. By collaboratively designing curricula that embed these methodologies into academic programs, the initiative aims to ensure sustainability and contribute to advancing evidence-based policy and practice in Bangladesh.

UCalgary’s membership in the Academics Without Borders offers opportunities for academics to share their expertise and knowledge as volunteers in capacity-building projects – projects they may propose themselves – in partnership with institutions in low and middle-income countries. Engaging in this work gives faculty and staff a global perspective that enriches education and research on their own campuses. UCalgary’s partnership with Academics Without Borders is one example of how global engagement has helped spark positive change in local and global communities.¹¹

¹¹ UToday, April 24, 2025.

Women-led collaboration between scholars in Alberta and West Africa empowers social change

Social workers and scientists explore transformative questions, supported by Queen Elizabeth II Diamond Jubilee Scholarships

The Canadian Queen Elizabeth II Diamond Jubilee Scholarships project, Partnering for Innovation in Women-led Social Work and Social Science in West Africa, is fostering collaboration between scholars in Canada and West Africa. Emphasizing education and innovation systems, climate resilience and sustainable food systems, and ethics in development research, the project aims to enhance institutional capacity and generate transformative social workers and scientists.

Dr. Julie Drolet, PhD, a professor in the Faculty of Social Work says, "We are very fortunate to have been awarded this project from QES to advance this international program that provides social work scholars with opportunities to exchange with faculty and community members through innovative projects. The impact of such an international experience is profound. The MOU between the University of Calgary and the University of Ghana is being implemented through research and field opportunities for faculty and students, which is critical in our interconnected world."

Dr. Gertrude Aba Mansah Eyifa-Dzidzienyo, a senior lecturer at the University of Ghana, came to UCalgary for a three-month research exchange. "I am most interested in the QES project's focus on climate resilience and sustainable food systems." Her research explores how shrine systems and Indigenous knowledge practices relate to the environment, food systems, ethnomedicine, and adaptability to environmental changes.

She believes her work in Canada will lead to future research collaborations and impact her teaching and research, benefiting her students. By engaging with her home community, she aims to build stronger relationships for research collaborations and community projects.

By connecting Canadian and West African institutions, the QES project is building a foundation for long-lasting collaboration and advancing critical social work and social science research on a global scale.¹²



GERTRUDE ABA MANSAH EYIFA-DZIDZIENYO AT UCALGARY.

¹² UToday, Aug. 29, 2024.



For more information contact:

University of Calgary International
2500 University Drive NW
Calgary, AB T2N 1N4
ucalgary.ca/international