

Quality Money Committee Project Recommendations for the 74th SLC (2016/17)

#	Project Name	Amount Awarded
1	Gauntlet Office Renovations	\$492,694.00
2	Unicard in MacHall	\$66,150.00
3	2017 Student Influenza Immunization Clinic	\$8,200.00
4	Kinesiology Study Space Improvements	\$448,395.26
5	Den and Black Lounge Patio Ramp	\$143,326.26
6	Enrolment Services: Enhancing the Student Self-Service Experience	\$29,200.00
7	CJSW Accessibility Upgrades	\$13,487.14
8	Eyes Open, Eyes High Event Initiative Fund	\$18,925.00
9	Haskayne Huddle: Student Engagement Project	\$55,326.00
10	Enhancing Counselling with Technology	\$11,340.00
11	SU Undergraduate Research Symposium	\$52,350.58
12	The Bike Share	\$17,510.00
13	SCPA Intersection	\$150,000.00
14	Greener Events Part Two	\$39,083.85
15	Clubs East Redevelopment	\$313,173.00
16	Student Activities Fund	\$99,000.00
17	Indigenous Leadership and Engagement	\$37,100.00
18	TFDL Active Workstations	\$15,317.00

Note:

The SU Quality Money Committee is expecting to receive approximately \$1.65 million from the University of Calgary Board of Governors to allocate to projects to be implemented in 2017-18. The total spending amount for recommended projects this year is approximately \$2 million. This surplus in spending will be covered by funds that have been reconciled over the past year. Final reports are required from every project holder upon completion of the approved work and any funds remaining are recovered at that time to be reinvested in new projects.

1. Gauntlet Office Renovations

Founded in 1960 by Maurice Yacowar, the Gauntlet has existed in one form or another for the last 56 years. The modern organization, in the form of the Gauntlet Publications Society, was created in 1979 when the paper incorporated and became an independent non-profit society, separating it from both the Students' Union and campus administration. One of the society's main goals is to provide training, volunteer, and employment opportunities for undergraduate students interested in digital and print media. Currently there are about 12 paid student staff and over 100 volunteers who work together to produce 35 newspapers and over 800 web articles every year. The Gauntlet ranks among the best in Canada and recently won three national student journalism awards at the annual conference for Canadian University Press (Canada's association of student newspapers) -- more than any other publication in Canada.

Despite being a hub for student activity at the University of Calgary, the Gauntlet office has been in a state of disrepair for years. Among the many issues, some of which are major safety concerns, the floor is scratched and dented, counters have eroded from the use of photography chemicals, a recent leak may have led to the growth of mold behind the drywall and there is exposed and frayed wiring hanging from the ceiling. Quality Money funds would allow for a much-needed renovation to the Gauntlet office, which is one of the last spaces in MacEwan Student Centre to receive any major repairs or updates. These funds would also ensure that the renovated space is brought to today's safety standards and is accessible for students with mobility concerns, as well as replace some furniture that has been worn down over the past 15 years of use.

This project aligns with almost all the Quality Money pillars and subcategories in one way or another, however the most obvious connection is with the Quality of Education and Quality of Student Life pillars, in regards to the volunteers and staff who use this space on a regular basis. As the Gauntlet offers one of the best entry points for prospective journalists in Alberta, the renovations would create a welcoming, safe and practical space where students can be inspired to pursue **research, collaborate** with one another and find future success in the field of journalism (**Pillar #1**). A properly maintained office will also allow an increased sense of professionalism and responsibility for the team and encourage them to learn from their co-curricular experience and take on further **leadership** roles (**Pillar #2**).

2. Unicard in MacHall

First-year students living in traditional residences, namely Kananaskis and Rundle Halls, and second-year students living in Yamnuska Hall are required to pay into the meal plan program which is an additional cost to living in residence. This money can only be spent in a limited number of locations across campus because use of the card requires a dedicated terminal to be installed at each vendor location. The objective of this project is to provide the necessary infrastructure to vendors in MacEwan Student Centre (MSC) so that they can accept the Unicard as a form of payment. A commitment from the university has also been made to keep the user fee at a low three percent. This will allow over 1,300 students to have more options for where they can spend their meal plan food funds, without an increase in cost of food.

This project will mainly address the issue of **balance (Pillar #2)** and **accessibility (Pillar #3)**. The university and SU has received a large amount of feedback from students in recent years requesting more food options to accommodate different dietary restrictions, especially due to health or religious beliefs. There are now several vendors in MacEwan Student Centre that provide Halal, gluten free, vegetarian, and vegan options that could become options for students once they have the Unicard terminal installed. In addition, as the costs of the meal plan are mandatory for those

students living in certain residences, purchasing food in MacEwan Student Centre means students are spending additional money on top of the meal plan and increasing their costs of living on campus. This project will allow them to make better use of their meal plan money and decrease the amount of money they spend in excess of their plan (**affordability, Pillar #3**).

3. 2017 Student Influenza Immunization Clinic

In students between the ages of 18 and 25, vaccination rates for seasonal influenza range between 14% and 25%, well below the 80% recommended by the World Health Organization (WHO) and Center for Disease Control (CDC). Due to the openness of the University of Calgary's campus, a diverse population of individuals interact both directly and indirectly. Some of these user groups are put at a high risk by the seasonal influenza (flu) virus. The flu virus while commonly experienced in the northern hemisphere, results in mortality in all age groups, and is a significant contributor to absenteeism in students during peak flu months (November to March). Within academic literature one of the most commonly cited reasons given by students for failing to receive the flu vaccine is a lack of convenience. While Alberta Health Services organizes a mass vaccination clinic off-campus at their Brentwood location, most students do not travel off-campus to receive a flu shot.

In the fall of 2016 the second Quality Money funded clinic was set up in MacEwan Student Centre to address this gap in service. The number of students vaccinated increased from 2,192 in 2015 to 3,061 students in 2016. This represents almost a 40% increase, demonstrating that U of C students value this service. Funding support from the Vice-Provost (Student Experience) and Staff Wellness for operating the clinic has been secured for future years and Quality Money funding for 2017 will allow for the high-traffic location in the MSC Courtyard to be booked for another year. Other funding alternatives for the following years to secure this ideal space are being discussed with the Students' Union.

Increasing vaccination rates on campus not only reduces the symptoms and occurrence of influenza for individuals who choose to be vaccinated, but also reduces transmission rates within the general population on campus. Minor infections often result in missed lectures, labs, and exams which can negatively affect academic performance and is an additional stressor for students as they work to complete their studies. Increasing vaccination uptake in students by making the vaccine more **accessible (Pillar #3)**, not only contributes to the wellbeing of students, but indirectly also contributes to the overall health of the community (**support, Pillar #2**). Funding for this clinic will significantly contribute to the quality of life for all individuals on campus during the annual flu season in 2017.

4. Kinesiology Study Space Improvements

One of the most important aspects necessary for students to succeed academically is the availability and quality of study spaces which are conveniently available to them. Students generally spend a large amount of time each week studying or completing assignments and need a space in which they feel motivated, comfortable and welcome. The Faculty of Kinesiology currently has very few spaces dedicated for studying and the few that exist are outdated and have deteriorated over the years due to extensive use. Kinesiology is amongst one of the fastest growing faculties on campus, with steady increases in enrolment over the past years, but no major improvements have been made to student spaces to accommodate the growth. In addition, students from all faculties access the current spaces and in fact have

recommended them as locations to settle in for a good study session during the Students' Union recent survey on popular study spaces on campus, because the building is close in proximity to residence buildings, Active Living and MacEwan Student Centre.

Although there are several small spaces that could be upgraded in Kinesiology, Quality Money funding has been approved for KNA 180, which will allow for the creation of a brand-new area for students. This study space will provide students with new seating and will feature both collaborative spaces, as well as some individual seating. It will also be an area in which students can socialize and relax, as there is access to a good amount of natural light and an area set aside for an indoor tree. This space will also contain unique custom-made acoustic walls, which will have power and USB outlets and planters at the top, featuring lush grasses to increase the space's natural appeal and provide a calming and inviting environment.

Primarily this project will enhance the Quality of Education and Quality of Student Life for all students who use the space, as the project will provide a new, modern, comfortable and welcoming area within which students can study as individuals, or work on group projects, no matter what faculty they are from (**collaboration, academic excellence, Pillar #1**). The increased seating will take pressure off other areas on campus that are popular study locations and will blend in natural elements such as vegetation and sunlight to create a peaceful and open atmosphere for students, which is shown to decrease stress levels (**support, balance, Pillar #2**).

5. Den and Black Lounge Patio Ramp

The current entrances and exits to the Den & Black Lounge Patio are not easily accessible to students with mobility issues and are not adequate for safe departure of guests in an emergency. Students with mobility issues must travel to the second floor to access the patio through the Black Lounge. Not only is this an unreasonable distance to go, but once the guest has arrived, the door to get onto the patio requires a small step down with no easy transition to the patio floor. As there is no immediate exit from the patio to Campus, this presents a safety issue for guests on the patio in case of an emergency. If there was an immediate threat and guests needed to vacate they would have to travel a long way to safety.

Funding for this project will allow for the construction of a ramp from the Den to the patio, as well as the addition of adequate lighting on the ramp and patio to meet safety concerns associated with the currently unlit area. This project strongly aligns with the Quality of Life pillar (**support, Pillar #2**), as it addresses the safety and security of all students, faculty, staff and visitors to campus who are using the Den and Black Lounge, especially in regards to possible emergency situations. As the current situation is not ideally set up for individuals with mobility challenges, the issue of **accessibility (Pillar #3)** will also be immediately addressed, thus bringing the space up to standard with other areas on campus.

6. Enrolment Services: Enhancing the Student Self-Service Experience

The Office of the Register, including Enrolment services, aims to offer a high-quality service experience for students in a timely manner, that meets their needs in a respectful and efficient way. In September 2016 students were surveyed on their service experiences at Enrolment Services and feedback identified a critical need to offer an enhanced service

model. Enrolment Services aims to increase accessibility to self-service requests to help decrease the wait time and reduce the number of visits students make. This would include the areas of admissions, registrations, fees and awards.

Funding for this project will allow for the implementation of new self-serve stations in the front welcome area of Enrolment Services and in the adjoining student study space. These stations will complement the current service level offered during business hours. Self-service options will be based on the highest service demands recorded from 2015-2016, including: payments to student accounts, enrolment verification and confirmation of attendance and request a transcript and pick-up service within 24 hours.

This initiative aligns directly with two of the three Quality Money Funding Pillars. First, the Quality of Student Life pillar; specifically, the **support** component (**Pillar #2**). Students at the University of Calgary have needs for support related to registration tasks and activities throughout a student life cycle. At times, limitations of time while service areas are open do not allow for a student's administrative "to-do list" to be completed in a timely manner. Implementing a pilot project to begin to offer self-service for the top requests students have engaged in over the past two years will decrease a student's wait time and give authority to a student to self-serve when the time is best for them. The second Quality Money Funding Pillar this project aligns with is **Affordability and Accessibility (Pillar #3)**. At times students who study at the Foothills campus, Spy Hill or in the evening do not have the option to receive service support based on the hours of operations. This project increases the accessibility of services that could have a positive impact on students without waiting for in-person service.

7. CJSW Accessibility Upgrades

CJSW, the campus radio station, is located on the third floor of MacEwan Student Centre. The doors to the main entrance and to the studios do not have an accessibility button. Many of the offices and faculties on campus now have accessible doors, and CJSW recognizes the need to provide a base level of accessibility to its physical space. Funding for this project will allow for specialized buttons to be installed and create equal opportunity for access and engagement among volunteers and visitors, no matter their physical abilities.

This project is clearly aligned with the **accessibility** subcategory (**Pillar #3**). The improvements to the doors will have a huge impact for CJSW's membership and volunteers who are unable to gain entrance to the station without assistance. Currently, volunteers who would benefit from an accessible door can only gain entrance during day-time office hours when staff are available. Having this project completed would mean that these volunteers would be able to do after-hours volunteering. Completion of this project fits within the long-term vision of the station, as well as the entire campus to be an accessible, open, and welcoming space for students and community members with diverse needs and abilities.

8. Eyes Open, Eyes High Event Initiative Fund

This project is meant to address what is currently a Canada-wide issue of the acknowledgement of historical and contemporary challenges and traumas Indigenous peoples faced and are still facing from the long-lasting impact of a colonial history, including the Residential School system. This project is meant to facilitate the process of reconciliation,

healing, and relationship building between Indigenous and non-Indigenous peoples and communities at the University of Calgary community and beyond. For a period of six years, the Truth and Reconciliation Commission investigated and heard over 6,000 stories from residential school survivors and in 2015, released 94 calls to action with an entire category dedicated to “Education for Reconciliation”¹ in which post-secondary institutions have been called upon to “provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms” (Call to Action 62 ii) and to “establish a national research program with multi-year funding to advance understanding of reconciliation” (Call to Action 65).² This project is meant to help the University of Calgary community answer these calls to action.

This project will look to establish a yearly event in connection with the course EDUC 530: First Nations, Metis and Inuit History, Education, and Leadership that will look to meaningfully acknowledge the traumas faced by Indigenous groups, facilitate impactful learning experiences for all students on campus in relation to these issues, celebrate student creativity and newfound understandings of Indigenous perspectives, and sustain a legacy project fund in collaboration with the Education Students’ Association, thereby establishing the University of Calgary and the Students’ Union as responsive leaders in addressing the Truth and Reconciliation Commission’s calls to action for reconciliation.

The execution of this project is based in **communication and collaboration (Pillar #1)**. The event has students enrolled in EDUC 530 collaborate with faculty and instructors in creating visual exhibitions to be presented at a gala event. The larger university community, including students and staff from all faculties, are encouraged to attend the event. The event will feature facilitated discussion and dialogue on issues pertaining to Indigenous education and equity. This event also provides opportunities for achieving **academic excellence (Pillar #1)**. Students enrolled in EDUC 530 will have the chance to extend their learning beyond the course as they engage in meaningful dialogue with the wider community on how education is taking a leading role in the work of reconciliation. In EDUC 530, students are required to challenge the way they see the world by attempting to understand Indigenous issues through Indigenous epistemology and ways of knowing. This is done through the photovoice assignment, in which students are asked to express their learning in metaphorical ways by presenting a single picture that encapsulates their understandings of Indigenous issues accompanied by a rationale. These assignments have been and will continue to be showcased at the event as a collective representation of student learning from the course.

9. Haskayne Huddle: Student Engagement Project

This project will address the challenge of communicating to over 3,200 Haskayne students and visitors in Scurfield Hall each day by streamlining student and faculty communications in new ways, while improving the accessibility of student services and extra-curricular activities.

Last year, Haskayne’s Undergraduate Office funded the Haskayne Student Association’s (HAS) Haskayne Huddle, a mobile-based app that delivers relevant news to the palms of students. It has become a platform for student groups and faculty to promote their upcoming activities and extra-curricular opportunities. Each event featured in the app is assigned a Haskayne House System point code that is on a banner at each event. Students can then enter the code into

¹ http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf p. 7

² http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf p. 8

the app, which then allocates points to their house (students are organized into one of four houses based on the last two digits of their student ID). The House System improves school spirit and camaraderie as it encourages friendly competition, and has seen high levels of engagement in the last two years - most recently being featured and integrated into Dino's events. Quality Money funding for this project will build on this existing app to develop student interactions in innovative ways and increase the flow of communications to improve accessibility to campus-wide services.

Additionally, screens will be installed in NuWest Commons in Scurfield Hall near the seating area by Brew & Blendz to provide more information on events and initiatives seen on the app, in a more visually appealing way. For example, clubs and student organizations currently focus their marketing strategies via posters in Scurfield Hall – these screens will be used in conjunction with the app to help improve the accessibility to the masses for student groups and faculty while furthering the University's sustainability goals. Moreover, there is currently no way to recognize case teams on campus. These screens can be utilized to recognize individuals who are accelerating in their extra-curricular activities and work as a call-to-action to motivate new students to get involved. Case teams are open to all students across the University of Calgary.

This project improves Quality of Education by highlighting **collaboration and communication (Pillar #1)** amongst students, staff, and faculty. As experiential learning gains momentum within the university community, the engagement project will communicate campus activities and multidisciplinary events that are open to students from any faculty, concentration and background through the app and screens. It will also encourage **academic excellence (Pillar #1)** and provide **support (Pillar #2)** by promoting co-curricular learning opportunities, recognizing student achievements and providing information on how students can become engaged in campus activities with their peers, outside of the classroom.

10. Enhancing Counselling with Technology

Tablets and smartphones are an integral part of students' lives and allow them to use technology in new and innovative ways. Counsellors have noticed this trend and are aware that technology can be used to connect to students and enhance counselling (Rawlins & Hughes, 2016). Technology such as mobile apps that encourage clients to track moods, engage in mindfulness and relaxation, connect with others, and reflect on progress are becoming an increasingly common (East & Havard, 2015). Although the SU Wellness Centre counsellors have been able to recommend tools for client use, they have been unable to incorporate these into the counselling sessions themselves due to a lack of this technology available in the office itself. Providing Quality Money funding for tablets for counsellors will meet the two goals of allowing counsellors to incorporate more technology into their sessions and to better track counselling outcomes.

The SU Wellness Centre has a long tradition of improving the Quality of Student Life through the provision of **support** to enhance student health, wellness and safety (**Pillar #2**). The centre aims to provide the highest quality psychological services informed by the most effective, evidence based practices. By increasing the use of technology, counsellors will be able to improve the services provided, and track the success of these endeavors. Additionally, providing further diversity to our service offerings, this project also enhances **accessibility (Pillar #3)** to a variety of different modes of counselling.

11. SU Undergraduate Research Symposium

The Undergraduate Research Symposium (URS) is an annual research event that is hosted by the Students' Union (SU) every November. URS is a significant event because each year it provides 100 students the opportunity to showcase their research at a poster symposium. Applications are submitted by students in all years of study who have done research throughout the school year or in the summer. URS is the only multi-faculty symposium for undergraduates that occurs at the University of Calgary, providing students with the opportunity to demonstrate their exceptional research in any field. Further, for many of the participants, this is their first time showcasing their research publicly, and hence URS provides an important entry into the scholarly world. A week after the completion of the symposium the SU also hosts a URS Awards Night where all participants and judges are invited to network and celebrate their achievements in research.

The current format of URS has been made possible through the previous support of Quality Money funding in 2010. Those funds allowed the SU to provide students with a poster grant to off-set the cost of printing their posters, thus, making the event accessible to all students regardless of their financial situation, pay for the rental of poster boards to be brought to campus and host the awards night to celebrate the achievements of participants and give them the opportunity to discuss their work with faculty members from across campus. Providing additional Quality Money funds now will ensure that this important academic-based event can continue beyond 2017.

This project aligns with a variety of the Quality Money Funding Pillars. URS creates an opportunity for students to present and share their undergraduate research. The unique opportunity to share with peers and faculty members across campus encourages students to further explore **research** in their field (**Pillar #1**). It has long been understood encouraging undergraduate research "invariably leads to a better understanding of and a deeper appreciation for the discipline under investigation. Students' career goals are usually clarified after they participate in research"³. Further to that one of the foundational commitments UCalgary's Eyes High vision and strategy it to enrich the quality and breath of learning through engaging students in research.

This event is a strong example of **collaboration** between different faculties (**Pillar #1**). The adjudicators come from all faculties and departments and are not assigned to judge students in their area of expertise, but rather judge a variety of research. URS works to students and faculties from across campus together in one room. Furthermore, it is important to ensure that URS continues to be **affordable and accessible** to all undergraduate students (**Pillar #3**). Part of the money allotted to this project will go towards a poster grant for students to off-set the high cost of printing. This will allow students who may not be otherwise able to participate to obtain a high-quality, standard size research poster that can also be used at other conferences in their academic careers.

12. The Bike Share

As the University of Calgary grows, it is imperative the campus community ensures sustainable options are available to the university population. The Bike Share program will exemplify the university's environmental efforts, and become an

³ http://www.acu.edu/legacy/academics/undergradresearch/why_research.html

appealing factor for future students. Even though student fees include a transit pass, students often drive to campus because they find buses unreliable and inconvenient. Many students who live a close distance to the University of Calgary unnecessarily drive to school. Furthermore, the C-train routes are not ideal for traveling into neighborhoods around the university. To address this transportation deficit, the Bike Share program on campus would give the 35,000 university students, faculty and staff a low-cost transportation option that could be used anywhere in the city. Funding from the Quality Money program will allow the Bike Share program to add an additional seven bicycles to its fleet, bringing the total to 15 bicycles.

The Bike Share project aligns with several of the Quality Money pillars. Firstly, it benefits the health of students. There are few stress relievers that compare to a simple cruise on a bicycle between classes. The physical activity of bicycling will benefit student health and psychological well-being; this results in happier and academically successful students (**support, Pillar #1**). It will also provide **balance (Pillar #1)** to the student's life as it will provide a recreational activity for students on campus. It will help students develop a sense of independence as it will give them more freedom to explore the city and possibly try things outside their comfort zone. Secondly, the Bike Share will address the challenge of creating a vibrant bike culture on campus by offering **affordable and accessible (Pillar #3)** bikes to students that might not otherwise have one.

The Bike Share will also provide student volunteers with an opportunity to learn about sustainability and green alternatives, which is essential knowledge for future leadership in any field. Volunteers will receive co-curricular record (CCR) hours for their work and will learn about bike maintenance, project management, enhance educational & personal skills, and sustainability while giving back to the university. Students involved with this project will be at the forefront of promoting **sustainability** on campus, and with these skills, they will be able to transfer them to bigger projects off campus (**environment and design, Pillar #3**).

13. SCPA Intersection

The School of Creative and Performing Arts (SCPA) was formed in 2013, bringing together the divisions of Dance, Drama and Music. A principal challenge and opportunity associated with this union is the creation of a tri-division cohort of students. Each of the three academic units has a distinct history and retains considerable autonomy, but increasingly the School is seeking initiatives to foster cross-division student opportunities in terms of pedagogy, performance, and social activities. However, although relatively well-equipped in terms of teaching, rehearsal, and performance venues, the SCPA owns virtually no social spaces—a lack continuously lamented by students and faculty members alike.

Funding from the Quality Money program will be used to renovate the existing Reeve Theatre Lobby area for the creation of an attractive and functional shared space for broad-based student use, including individual and group study, social interaction, informal group meetings, and exchange with faculty members. In addition, consultation with catering providers will take place to determine whether a regular service could be contracted or other independent options could be made available to students and faculty for warm drinks and simple snack at peak times.

All three student groups (Dance, Drama and Music), individually and in unison, have identified a shared social space as a high-level priority. Because of such a demand, this space will automatically and continuously encourage creative exchange and **collaboration** between students (**Pillar #1**). It will serve as a shared location for both formal and informal

activities, such as studying, relaxing between classes, small events or working on group projects, and would inevitably become a central meeting space for students from all three divisions (**support, balance, Pillar #2**).

14. Greener Events Part Two

The SU prides itself on being a campus leader in sustainability and the MacEwan Conference and Event Centre (MCEC) has been an active participant in ensuring event sustainability. This includes participation in the Campus Fair Trade Program, composting food waste, as well as using high quality compostable catering service-ware when disposable items are necessary. MCEC has sought out ways to ensure sustainable practices within events and has previously received Quality Money funding for this endeavor. This next phase of funding will allow MCEC to acquire additional equipment to be purchased and continue building sustainable best practices.

The project will increase the inventory of event equipment which covers buffet and cocktail tables with a brushed metal covering and spandex bottom. The brushed metal surface is intended to be utilized linen free, while providing an attractive surface. The purchase of this equipment will allow for an estimated environmental savings of 204 washes, 19,747 liters of wash water, transportation costs associated with moving the linen between the washing facility and campus, washing chemicals, and elimination of the plastic wrapping the linens are wrapped in (**environment and design, Pillar #3**). It will also save the SU over \$4,000.00 in annual laundering fees, which can then ensure that event services are kept either free or at a reasonable price for student clubs who use these spaces frequently. (**affordability, Pillar #3**).

15. Clubs East Redevelopment

This project proposes to redevelop the area on the first floor of MacEwan Student Centre, known officially as Clubs East and colloquially as the Clubs Basement. Currently, this clubs space is a poorly-lit jumble of temporary furniture and unused space that limits its capacity and the potential for students to use it. The space is unappealing to students and is in dire need of renovation.

This space is currently utilized by three main groups: SU Clubs, the Volunteer Tax Program, and general students. Clubs make use of this space primarily by storing their event supplies in the lockers and booking meetings in the boardroom. The boardroom is also used by the Volunteer Tax Program during its tax clinic in the winter semester (usually a period of six weeks from the end of February to early April). The Volunteer Tax Program also uses the immediate entrance area for client registration and intake during the clinic; the clinic serves almost 1,000 campus community members each year. The entire area is also used by the general student population throughout the year as a space to meet with friends and study. With study space on campus already at a premium, and a student population that is increasing, this area serves an important purpose of providing space for students to focus on both their academic and non-academic interests.

Quality Money funding will allow for an upgrade to the area to make it more user friendly, efficient, and appealing to students in the various ways it is used and is strongly aligned with the Quality of Student Life and Affordability and Accessibility pillars. The aesthetics of the space will be improved by drastically increasing the lighting and decor to match other improvements in the building. This space will be re-designed and re-purposed for students' enjoyment for many years to come (**environment and design, Pillar #3**). The renovation will provide a windfall of opportunities for student leadership by invigorating the collaborative meeting area and allow for additional storage space for Clubs and the

Volunteer Tax Program, which will support the important work these students do for the campus community (**balance, Pillar #2**).

16. Student Activities Fund

The Leadership and Student Engagement Office is committed to providing an outstanding student experience to all undergraduate and graduate students, and to help students build their leadership identity. In keeping with this commitment, the Student Activities Fund (SAF) was established to financially support student initiatives that promote student engagement and allow students to participate in experiences that enhance their leadership, educational and professional development goals. SAF funds are awarded to students participating in activities, projects, or events that will enhance student life, and events and initiatives that will enhance students' leadership potential, will promote the University of Calgary externally, and will contribute to students' educational goals and/or professional development. With the increasing need to ensure a university education involves rich experiential learning, the SAF can meet this need and reduce financial barriers to engaging in such experiences. Additionally, participation in initiatives funded through the SAF, when coupled with students' academic and other co-curricular experiences, help students to stand out when interviewing for jobs or applying to graduate school.

The SAF aligns well with both the Quality of Student Life and Affordability and the Accessibility pillars. The initiatives or activities that students participate in allow them to apply the leadership skills they have learned on-campus in real world settings; some of these skills include increased competencies in working on teams, reflection, understanding privilege, how leadership differs based on cultural discourse, and building presentation and communication skills. (**leadership, Pillar #2**). Many of the students who apply for funding would not be able to participate without it. (**affordability, Pillar #3**). Having a program like the SAF means that more students can participate in these important co-curricular experiences. The SAF also compliments the goals of Eyes High and the Academic Plan in fostering "a culture of leadership, where each individual can live up to his or her potential to influence our actions, strive for excellence and support the growth of others."

17. Indigenous Leadership and Engagement

The Indigenous Leadership and Engagement program connects Indigenous and non-Indigenous students for a unique service-learning experience in two First Nations communities. The program allows students across disciplines to explore Indigenous ways of knowing through an unconventional learning environment. Developed over the last four years, this ucalgarycares program is the only co-curricular program at U of C that is open to all students and intentionally connects Indigenous and non-Indigenous students to explore and value Canada's rich Aboriginal history. This program was originally designed in partnership with the Native Centre in response to our students' growing interest in learning about the injustices of the residential school system and Indigenous ways of knowing, and a desire to connect with Aboriginal leaders and communities.

The first year of the program was met with an enthusiastic response from students. In 2013-14, 34 students applied for only 12 available student spots. At that time, this ratio of applications to student spots was among the highest ever received for a ucalgarycares program, indicating a strong student interest in increasing cultural humility, developing leadership skills and learning about Canada's FNMI communities. Recruitment for the 2016-17 program demonstrated

some exciting new trends as well – a similar number of students applied to the program (37), and the program received a record number of applications from students self-identifying as FNMI (10), including five new students in the Aboriginal Student Access Program (ASAP). This program continues to be the most competitive ucalgarycares program.

Quality Money funding will allow for this program to continue offering NAPI and wilderness training to participants, as well as bursaries for travel to the Yukon for the 10-day immersion experience. (**affordability, Pillar #3**). Although not for academic credit, the Indigenous Leadership and Engagement program offers students across disciplines and years of study a rigorous interdisciplinary learning experience focused on Indigenous ways of knowing, leadership, and the history and legacy of residential schools in Canada. In this co-curricular service-learning program, students engage in experiential and place-based learning, engage with elders and First Nations communities, work with team members, and complete readings, critical reflection activities and participate in discussion. As a high-impact practice, students involved in service-learning are more likely to achieve **academic excellence (Pillar #1)**, graduate and are more prepared to reapply their learning in different settings. These students generally demonstrate improved critical thinking and problem-solving skills, and their experience contributes to career development and exploration, while providing meaningful benefit to society.

In addition, this ucalgarycares program is an alternative and rigorous leadership development opportunity for students that encompasses leadership from Indigenous and Western perspectives. The inclusion of the NAPI leadership program makes this the most intensive ucalgarycares program. For many students, this program provides opportunities to develop confidence in their leadership ability and helps them to see themselves as leaders. For our Indigenous participants, the program helps students develop confidence in their Indigenous ways of knowing (**leadership, Pillar #2**).

18. TFDL Active Workstations

The objective of this Quality Money project is to provide an opportunity for University of Calgary students to experience the health benefits of active workstations in the Taylor Family Digital Library (TFDL). There is increasing concern amongst health professionals about the length of time Canadians spend in sedentary activities. Prolonged sitting has been called the “new smoking” and is linked to elevated risks of heart disease, cancer and diabetes. Postsecondary students spend a great deal of time sitting while reading, writing and studying; a Master’s thesis tracking physical activity of undergraduate students at a Canadian university concluded “findings suggest that undergraduate students are highly sedentary and a substantial amount of that time is dedicated to study in and out of the classroom” and called for additional research on this topic (Moulin, 2016).

Aside from increasing fitness, walking has been shown to be effective for reducing depression, back pain, stress and excess weight. Consequently, as a means of improving student health many progressive academic libraries across North America are installing treadmill desks. These desks allow students to walk while typing, reading and studying. In Canada, treadmill desks have been installed in the library at Carleton University, and students reported that these desks helped them to reduce distractions and focus and stay alert while studying. Through the Quality Money program, two desks will be purchased and installed at the TFDL over summer 2017. The active workstations will promote exercise which is positively correlated to both mental and physical health. The walking treadmills will be set for recreational walking and therefore accessible to students of all levels of physical fitness.

University of Calgary library staff report receive an average of 1-2 requests per month from students regarding the library acquiring standing desks, which illustrates that students are looking for alternatives to sitting for hours while studying. This project clearly aligns with both the Quality of Education and Student Life funding pillars. Responding to students' desire to combine studying with recreational walking will help balance the learning and work environment for students who are requesting this equipment (**support, balance, Pillar #2**). Movement and exercise can also increase students' ability to concentrate, and increase productivity and creativity, therefore contributing to **academic excellence (Pillar #1)**.

Appendix A: Assessment Criteria and Quality Money Funding Pillars

The Quality Money Committee has weighed each project against these criteria and Funding Pillars to determine how clearly and strongly they align before bringing the recommended projects for 2015/16 to SLC.

Assessment Criteria

1. The project clearly aligns with at least one sub-category of the Quality Money Funding Pillars (see below). These Funding Pillars ensure that your project will support the University's Eyes High Vision and the SU Quality Money program's values.
2. The project will benefit either:
 - a. A large number of undergraduate students;
 - b. A smaller, under-represented group of undergraduate students.
3. The initial impact of the project can be seen or felt within a short time frame (i.e. less than one year).
4. Financial feasibility:
 - a. The project is proposed to be initiated with the assistance of the Quality Money program, but is planned to run as a long-term or permanent program at the U of C. The project application illustrates a means of reaching financial independence and stability after the Quality Money funding is exhausted.
 - b. The proposal is for a short term project that could be completed if Quality Money was provided. The applicant does not foresee the need for additional financial assistance.

Funding Pillar #1: Quality of Education

The Quality of Education Funding Pillar focuses on projects that directly enhance U of C students' academic experience.

Research and Exploration

The Quality Money program values projects that create undergraduate research opportunities and/or encourage students to explore research options in his/her field of interest.

Collaboration and Communication

The Quality Money program supports projects that develop partnerships or initiate inter-disciplinary collaboration that focus on reaching a common academic goal. Bridges can be built between students, between teams or between departments and faculties.

Academic excellence

The Quality Money program supports initiatives that enhance a students' knowledge base through curricular/co-curricular learning. We expect the best of everyone who works and learns at the University of Calgary.

Funding Pillar #2: Quality of Student Life

The Quality of Student Life Funding Pillar focuses on projects that enhance students' wellbeing, provide extracurricular/co-curricular opportunities and/or build a sense of community and pride on campus.

Support

The Quality Money program acknowledges that education is affected by numerous factors. We believe in the importance of programs and services that support the diverse needs of students, especially those that focus on a student's health, wellness and safety.

Balance

The Quality Money program complements the research, learning and work environment with social, cultural, sports and recreational spaces, services and programs to connect the university community and encourage people to spend time at university facilities.

Leadership

The Quality Money program supports activities or programs that develop leadership skills and encourage our students to become leaders on our campuses locally and globally.

Funding Pillar #3: Affordability and Accessibility

The Affordability and Accessibility Funding Pillar focuses on projects that create inclusive social and/or physical environments on campus.

Affordable

The Quality Money program values projects that give students an opportunity to participate fully on our campuses, both in and out of the classroom, while keeping costs low.

Accessible

The Quality Money program believes every student should have the opportunity to participate in an activity or program on our campuses and be fully aware of services available, regardless of the field of study.

Environment and Design

The Quality Money program supports projects that make our physical environments more efficient and align with the needs of our students. We encourage initiatives that are focused on the sustainability and long-term effective use of both constructed and natural spaces.