



all topics

October 6, 2016

Overview

Background Information

In 2011, the University of Calgary embarked on a journey to define its future direction. The university had experienced significant momentum and growth in a community known for its energy, opportunity and expectation of excellence. There was a shared sense that the 'time was right' to raise the bar on the impact of the University of Calgary locally, nationally and internationally.

A broad consultative process was launched in January, 2011 as part of Project Next. The key deliverables were to:

1. provide opportunities for the campus community to listen, learn and share
2. build consensus and alignment for the future
3. articulate an inspirational strategic statement and institutional values
4. increase pride through clarity of purpose
- 5.

Enrich the Quality and Breadth of Learning

In 2011, when the **Eyes High** strategy was introduced, the University of Calgary consciously embraced its advantage in Calgary as a research-intensive learning environment – one that leverages the expertise of academic staff to provide a high-quality educational experience for students. This would involve increasing research and knowledge to create an exemplary teaching and learning environment in a research university.

We committed to creating a learning environment enriched by research, where we apply evidence to improve teaching and shape programs so that they prepare graduates for success, and where we engage students in the research experience through a collaborative and community-based culture.

We planned to review our undergraduate and graduate programs to ensure that students attain clearly identified outcomes that maximize their success after graduation – including a commitment to providing educational programs that build leadership skills in our graduates. In addition, we planned to review the needs of our communities to identify where we could increase graduate, professional and post-degree educational and research-based programs.

We committed to providing expert instruction, supporting the ongoing development of our passionate educators so that they could engage and challenge students through effective and innovative teaching. We also committed to engaging students fully and far beyond the classroom, focusing on co-curricular initiatives that expand our ability to prepare undergraduate and graduate students to become community leaders.

deerhngp raropn cnglitye s t6(d)10(n)te)3(a)4(c)18(hi0(a)4(lg)6(.)7()14(bi)4(n e)3(n)3(n)10()14(be)3nng)6(d)10W

To ensure that tea. lI0(te)13(a) -42..nng d-0.004 Tc 0.23 [w)2(pr)4(d)] o-4(a)6(lly)2(k)6.1la cr, pl r6-1(s)2.1c2(o)

We planned to cultivate teaching excellence by integrating research evidence and inquiry into how we teach and how students learn. We also planned to promote the professional development of professors, instructors, graduate students, and teaching assistants to create a culture that enables teaching and learning success. The following activities and initiatives were undertaken to enhance the quality of instruction between 2011 and 2016. We:

- f* initiated three-year program for Teaching Scholars (2016) (\$396,400 has been allocated to 14 Teaching Scholars from across nine faculties to implement interdisciplinary teaching and learning initiatives);
- f* created 12.5 new positions in the Taylor Institute to support building and sharing teaching and learning experiences;
- f* allocated \$1.5 million in one-time funds to support evidence-based teaching and learning initiatives;
- f* doubled the number of teaching and curriculum development workshops since 2013;
- f* created the On-line Teaching Community (2014), an on-line repository to share teaching and learning resources;
- f* allocated \$1.0 million for a Teaching and Learning Grants program annually since 2014 (doubled the value of successful grant applications since 2014);
- f* designated \$12.0 million in renovation of learning spaces (since 2011);
- f* organized the Annual Conference on Post-Secondary Learning and Teaching (doubling participation numbers since 2013);
- f* launched the University of Calgary Teaching Excellence Awards in 2014;
- f* unveiled the Wall of Honour in the Taylor Institute for Teaching and Learning to recognize award recipients (2016);
- f* created the Teaching Academy (University of Calgary Teaching Award recipients dedicated to sharing their teaching and learning expertise);
- f* launched the Scholarship of Teaching and Learning program (2015);
- f* launched the annual TA Orientation (over 100 graduate students participated in TA orientation events in 2015-16); and
- f* launched the Graduate Student Teaching Development workshop series (230 participants attended at least one graduate student teaching development workshop in 2015-16).

To enhance the quality of student outcomes, we committed to identify and enhance the learning outcomes for specific programs and review programs of study to ensure they led to appropriate outcomes. The following activities and initiatives were undertaken to increase the number of programs with identifiable outcomes bempngkshop in 2015-

Sharpen Focus on Research and Scholarship

In 2011, when the **Eyes High** strategy was released, the University of Calgary was ranked the ninth most research-intensive university in Canada, based on direct research funding. The strategy declared that we would strengthen our commitment to research impact by supporting more faculty members to achieve higher levels of success. We would use our human resources effectively to enable excellence in research by any international standard. We would support basic research that builds the foundation for advancing knowledge in core disciplines.

To secure additional research funding we agreed to look for innovative, creative, focused and relevant research opportunities. Remaining relevant to our communities would demand increased research collaboration across disciplines, units and time zones. We would hold each other accountable to higher standards, in all stages of research, from conception to execution, results and communication. And because excellence in research also demands excellence in facilities and infrastructure, we committed to developing a proactive and systematic approach to maintaining and enhancing research support needs on campus, at extended facilities and in the field.

We committed to increasing research impact in thematic areas where we had strength and interest, making an unwavering commitment to internationally esteemed scholarship in those areas. The following activities and initiatives were undertaken to sharpen the university's focus between 2011 and 2016. We:

- f* developed a strategic research plan that identified six strategic research themes based on our strengths and capacity:
 1. brain and mental health
 2. human dynamics in a changing world: smart and secure cities, societies, and cultures
 3. new Earth-space technologies
 4. engineering solutions for health: biomedical engineering
 5. infections, inflammation and chronic diseases in the changing environment
 6. energy innovations for today and tomorrow

- f* identified seven strategic research platforms which cut across the strategic themes to support our researchers:
 1. synthesis and visualization
 2. analytics and simulation
 3. research stations
 4. research enablers

We committed to seek strategic partnerships with industry, governments, agencies and other universities that could be partners in our mission of discovery and realization. The following activities and initiatives were undertaken to increase the number of partnerships with non-

f

Campus Culture

In 2011, when the **Eyes High** strategy was introduced, we understood that the University of Calgary's culture was not something that one could touch or see but it was very real. It was based on internal assumptions, values, and beliefs that guided our outward behaviour. Students, faculty members, staff, alumni and community members shared in the creation and expression of our collective campus culture.

Viewed through the lens of our collective behaviour, an observer would have seen a campus culture stimulated by the unknown and unexpected. They would have seen a community offering high- quality programs and services and a community working to maximize the research, learning and work environment with social, cultural, sports and recreational spaces, and programs and services to promote a healthy and safe community. This community would be thinking and acting with a global mind-set, acknoeu(h a)3g an(c)14(uTa59 0 Tj0

- f* invited the campus community to participate in biennial employee engagement surveys as an important way to gather feedback about changes in our campus culture.

We believed that it would be possible to overcome any structural, social, and cultural barriers to the achievement of our **Eyes High** vision by creating a safe, inclusive and respectful environment – one that valued the dignity of every person. This environment would embolden students, faculty members, and staff to disagree, seek common ground, listen to each other, and encourage others to do the same. In this environment, everyone would work and learn to their full capacity, develop new skills, build their careers, create innovative programs, and be recognized for their accomplishments. The following activities and initiatives were undertaken to enhance leadership and innovation between 2011 and 2016. We:

- f* established a Respect in the Workplace program that offered 150 facilitated workshops;
- f* established the Office of Diversity, Equity and Protected Disclosure to serve as a centralized resources to all members of the university community and to provide training and awareness-raising initiatives regarding issues of equity and diversity. The office also functions as a central point of contact for dealing with protected disclosures, including those concerned with alleged breaches of research integrity.
- f* formed a Sub-Committee on the Prevention of Sexual Harassment and Sexual Violence, specifically related to students, which provided recommendations to ensure that practices and policies to address and prevent sexual harassment and sexual violence of students on campus meet the needs of the university community as a whole;
- f* implemented a comprehensive Emergency Plan and Management Program for the institution including business continuity plans;
- f* began development of an Indigenous strategy;
- f* launched the Academic Leadership Academy for new and experienced academic leaders to advance their leadership expertise;
- f* developed the “U” suite of programs (i.e., UBegin, UAdvance, UFundamentals, UAdvance, UManage, ULead, and ULearn) to enhance employee leadership skills;
- f* implemented a policy and new procedures to ensure consistent and high-quality supervision critical to graduate student success; and
- f* established a grant for staff to develop international and cross-cultural competencies

We understood that our success would rely on community members building healthy lifestyles by balancing the demands of the work environment with those of their personal lives. This would require flexible scheduling where possible, responsiveness to family issues, and access to health and recreational programs to build resiliency and develop a quality lifestyle. The following activities and initiatives were undertaken to promote healthy and balanced lifestyles between 2011 and 2016. We:

- f* Introduced a Campus Mental Health Strategy aimed at supporting the mental health and well-being of all students, faculty and staff with the goal of building a community of caring;
- f* launched a suite of informal and formal flexible work arrangement programs to promote a balance between work and personal commitments; and

- f* offered a range of active living programs and services that promote healthy, active lifestyles, ranging from gymnastics and skating to weight loss and lifestyle change;
- f* introduced UCalgaryStrong to foster development of young people across all aspects of their well-being from orientation to convocation;
- f* launched the new WellBeing and WorkLife portfolio to promote and enhance a culture of well-being through the provision of mental health and wellness resources for all faculty and staff;
- f* were the recipient of two highly regarded workplace recognition awards: the WorldatWork Alliance for Work-Life Progress Seal of Distinction, and Alberta Top Employers. These awards recognize the university's efforts to help employees balance the diverse responsibilities associated with work, academic and personal life through policies and practices that support and encourage dependent care, health and wellness, workplace flexibility, paid and unpaid time off, community involvement, and efforts to transform organizational culture;
- f* were the first university to earn a Certificate of Recognition (COR) award by the Government of Alberta for our efforts to develop health and safety programs; and
- f* approved a strategy and supporting program to promote and enhance a strong culture of recognition.

Our commitment to leadership in sustainable ways of living, working and learning would mean that we would meet the needs of the present without compromising the ability of future generations to meet