



# Overview

Thank you for agreeing to participate in an Energizing **Eyes High** focus group session. We have received research ethics approval for the focus group sessions. Based on this approval we are including the following information. Your involvement in this session is voluntary. You may withdraw at any time. Your choice to not participate or withdraw will not affect any rights that you might have at the University of Calgary now or in the future.

All of your comments and responses to questions will be kept completely confidential. Your name and anything else that can identify you will be removed from all written records. Any of the materials that come out of our discussion will only be evaluated by staff working on this project and will be kept secure and protected. Information from focus group sessions will be aggregated. Quotes may be used in summary reports and other forms of public communication but they will not be attributed to individual participants. Personal contact information collected for prize draws will be deleted once winners receive their prizes.

The results of the session will help the Energizing **Eyes High** team better understand the impact that the **Eyes High strategy** has had from the perspective of students, faculty, staff, alumni and other members of the University of Calgary community. The results of this session will also help to develop recommendations for change.

If you have questions that are not answered in this session, you may contact:

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Chair  
Energizing **Eyes High** Strategic Oversight Committee Secretariat  
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# 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 –

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

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