



UNIVERSITY OF
CALGARY

energizing 
EYES HIGH
Strategy 2017-22

Focus Group Guides
all topics

October 6, 2016

Overview

Participation

Thank you for agreeing to participate in one or more Energizing *Eyes High* focus group sessions. 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.

Confidentiality

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 discussions 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.

Results

The results of the sessions 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 the sessions will also help to develop recommendations for change.

Information

If you have questions that are not answered in the sessions, you may contact:

Loren Falkenberg
Chair
Energizing *Eyes High* Strategic Oversight Committee Secretariat
loren.falkenberg@haskayne.ucalgary.ca

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. establish a framework for decision-making and resource allocation

Over 4,000 students, faculty members, staff, alumni and community leaders participated in the process through a broad range of engagement tools including workshops, social media and one-on-one conversations. Based on this consultation process, the *Eyes High* strategic planning document was approved in June, 2011.

The *Eyes High* strategy articulates an inspirational strategy statement as follows:

The University of Calgary will be a global intellectual hub located in Canada’s most enterprising city. In this spirited, high-quality learning environment, students will thrive in programs made rich by research and hands on experiences. By our 50th anniversary in 2016, we will be one of Canada’s top five research universities, fully engaging the communities we both serve and lead.

The *Eyes High* strategy is supported by three foundational commitments:

1. Sharpen focus on research and scholarship
2. Enrich the quality and breadth of learning
3. Fully integrate the university with the community

The *Eyes High* strategy served as a guide to planning, development activities, priority identification, and resource allocation, as well as measuring and reporting progress over the past five years. It also served as a beacon for change, elevating excellence and building a strong community around a shared future state.

Given that 2016 is the University of Calgary’s 50th Anniversary, it is both timely and opportunistic to “energize” the *Eyes High* strategy so it can continue to provide the platform from which the University of Calgary leverages its momentum and aspirations. The process to energize the *Eyes High* strategy will be similar to that of Project Next. It will provide opportunities for the university and its primary stakeholders to review progress to date. Additionally, members of the community will be invited to share in the development of a new future for the University of Calgary.

These are five background documents that have been developed to inform the Energizing *Eyes High* consultation process. They describe where we started in 2011 and the path we would take to achieve success by 2016. I would encourage you to read these background documents as a starting point for the energizing *Eyes High* discussion. Thank you for taking the time to participate.

Enrich the Quality and Breadth of Learning

WHERE WE STARTED

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.

OUR PATH TO SUCCESS FOCUSED ON FIVE KEY AREAS

1. Leadership, Governance and Evaluation

To ensure that teaching and learning would be fully supported and recognized as a valued activity, it would be critical to assign leadership responsibilities in teaching and learning. Governance of systemic initiatives would need to be structured with a system-wide and fully integrated model through which teaching and learning initiatives could be effectively implemented, measured and sustained. High-quality teaching and learning would also need to be evaluated fairly and responsibly to ensure that teaching development was well supported and teaching excellence was rewarded. The following activities and initiatives were undertaken to enhance leadership, governance and the evaluation of teaching and learning between 2011 and 2016. We:

- created the position Vice-Provost (Teaching and Learning) (2012);
- created a GFC Teaching and Learning Committee (2012);
- opened the Taylor Institute for Teaching and Learning (2016);
- appointed a university Chair in Teaching and Learning (2015);
- created associate dean positions with responsibilities for teaching and learning;
- initiated “A Comprehensive Framework” for demonstrating teaching effectiveness;
- launched a new professional development program for graduate supervisors through the Faculty of Graduate Studies; and
- launched the Supervisory Review Process through the Faculty of Graduate Studies.

2. Quality of Instruction

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:

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

3. Programs with Identifiable Outcomes

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 between 2011 and 2016. We:

- initiated a university-wide curriculum review in 2014 (45 programs scheduled to complete reviews by 2016);
- dedicated two full-time academic staff members to consult on curriculum review and quality assurance processes;
- developed a certificate and diploma framework to guide and support the development of future programs;
- conducted an examination of pre-requisite requirements for registering in specific courses;

- reviewed the open studies program, resulting in recommendations to diversify learner pathways into degree programs;
- created the opportunity to earn certificates in undergraduate programs;
- initiated flexible pathways for the entry of college technology diploma graduates into undergraduate programs (i.e. Energy Engineering Program); and
- launched the certificate in Sustainability (2016).

4. Engaging Students in Research and Experiential Learning

Because learning takes place in a research environment at the University of Calgary, we planned for students to learn research skills through authentic learning experiences in their courses, assignments, fieldwork and as members of research teams. This would prepare students to critically examine the world around them, generate new knowledge, and be part of solving societal problems. The following activities and initiatives were undertaken to engage student in research and experiential learning between 2011 and 2016. We:

- increased funding to the PURE undergraduate research program by 28.0 per cent;
- launched the College of Discovery, Creativity and Innovation;
- hosted the Alberta Innovates Health Services student research program (2016);
- initiated the Global Challenges Inquiry-based courses (2015);
- completed an inventory of experiential learning opportunities in each faculty (2016);
- funded two dedicated positions for integrating experiential learning in academic courses (2016);
- allocated \$425,000 to support international exchange programs, and doubled support for travel study grants for students (2016);
- initiated an Aboriginal Relations Leadership program; and
- launched the Scholars Academy and the Emerging Leaders Program.

5. Flexibility

We understood that there would be a need to accommodate a range of learning needs. This would involve more flexible program options ranging from shorter programs focusing on knowledge and skills development to longer term programs for students interested in undergraduate and graduate degree programs. The following activities and initiatives were undertaken to increase flexibility between 2011 and 2016. We:

- reviewed the open studies program, resulting in recommendations to diversify learner pathways into degree programs;
- embedded the opportunity to earn certificates in undergraduate programs;
- initiated flexible pathways for the entry of college technology diploma graduates into the new Energy Engineering Program; and
- launched the community-based Bachelor of Education degree (2015).

Sharpen Focus on Research and Scholarship

WHERE WE STARTED

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.

OUR PATH TO SUCCESS FOCUSED ON FIVE KEY AREAS

1. Focus

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:

- 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
- 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
 5. commercialization
 6. knowledge translation
 7. policy creation

- built a confederation of scholars for each research theme to identify grand challenges and delivered a research strategy; and
- created interdisciplinary committees around research platforms to provide recommendations on priorities and actions.

2. Collaboration

We committed to research initiatives in areas that capitalize on the multiple perspectives, data, methodologies and concepts of collaborators across disciplines – on campus, within Calgary, across the country and through strong international partnerships. The following activities and initiatives were undertaken to enhance collaboration between 2011 and 2016. We:

- created the Global Research Initiative in Unconventional Hydrocarbon Resources (GRI) with international partners (China, Mexico, Israel);
- developed new research partnerships and Memoranda of Understanding with institutions in countries such as Norway, Germany and UK; and
- established a strategic partnership with SAIT Polytechnic to accelerate innovations from lab to field applications.

3. Support

We recognized people as our most valuable asset, committing to hire and retain talented individuals to provide the support critical for researchers to be leaders in their fields. The following activities and initiatives were undertaken to increase support for research on the campus between 2011 and 2016. We:

- created a network between Research Services and Research Facilitators within faculties;
- coordinated stimulus hire academic positions between the Provost and Vice-President (Academic) and Vice-President (Research) (VPR);
- made major investments in the post-doctoral program leading to an increased number of post-doctoral positions and new professional development program for postdoctoral scholars;
- invested in each research theme through the VPR matching funds competition leading to funding for training opportunities for undergraduate and graduate students;
- recruited our first Canada Excellence Research Chair; and
- improved the intake process for our Canada Excellence Research Chairs.

4. Translation

Because solving problems and then applying those solutions in the real world requires effective knowledge translation, we committed to support faculty and staff members as they made research findings available. The following activities and initiatives were undertaken to increase support for translation of research activities on the campus between 2011 and 2016. We:

- signed a Master Agreement with Innovate Calgary to act as our technology transfer and business incubation centre, providing services to our researchers with licensing, company creation, IP, etc.; and
- established the Peak Scholars Awards to encourage academic work in knowledge engagement, entrepreneurship, tech transfer, innovation and collaborative research.

5. Results

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-academic institutions between 2011 and 2016. We:

- invested in the Urban Alliance, which is a strategic partnership with the City of Calgary to fund joint projects and engage in new collaborative initiatives such as the City of Calgary Expert Management Panel on River Flood Mitigation; a review of the social/community implications of economic downturn scenarios; a project on innovative approaches to prevent gang involvement by high-risk youth;
- launched ACWA (Advancing Canadian Wastewater Assets) as part of the Urban Alliance, which is a partnership with the City of Calgary to develop wastewater treatment technologies that will remove existing and emerging contaminants to improve ecosystem and human health;
- created the Containment and Monitoring Institute (CaMI) in collaboration with CMC Research Institutes Inc.; and
- were awarded \$75M in the Canada First Research Excellence Fund national competition to implement, with our partners, the Global Research Initiative in Unconventional Resources.

Integrate the University with the Community

WHERE WE STARTED

In 2011, when the *Eyes High* strategy was introduced, we recognized that the University of Calgary has always been an integral part of the community. The University of Calgary was created to serve the burgeoning intellectual, educational and research needs of Calgary and the surrounding region. As the city enjoyed increased national and global prominence, expectations of the university increased as well. Early on, we committed to building our global impact, becoming – like our host city – a destination for people with ambitious dreams.

We planned to enhance Calgary's profile through broad, two-way, mutually beneficial engagement with the community. This effort would encompass teaching and learning, scholarship and research, community leadership and ideas, and the everyday wellbeing and fulfillment provided by sport, culture, youth programs, adult learning and the outdoors. Our students, faculty and staff were integral to this community of engagement, creating the vibrant culture of a well-run organization and sharing in the expression of our collective community identity through our services and offerings.

The University of Calgary would create a portal to the best minds in the world, and at the same time elevate Alberta voices and ideas to the world stage. Locally, provincially, nationally and globally, we committed to acting as a nexus for ideas. The university would manifest as an institution of which all Albertans could be proud.

OUR PATH TO SUCCESS FOCUSED ON FOUR KEY AREAS:

1. Engaging our Community

A key element of our strategy statement was the University of Calgary would become a global intellectual hub, purposefully engaging with the community by applying our academic and research strengths to address the challenges and opportunities facing our society. This meant that we would develop next-generation leaders, share new knowledge and discoveries broadly, enhance access to art and cultural events, and increase opportunities for our local and extended communities to engage in sports and recreational activities. We wanted to be recognized as a campus that provided a two-way connection to the international landscape of ideas, art, science and culture for all life-long learners.

The following activities and initiatives were undertaken to increase community outreach between 2011 and 2016. We:

- directly engaged the communities surrounding our campuses;
- supported public events with internationally recognized speakers;
- collaborated with the community to offer arts and cultural events;
- increased access to our athletics and campus recreation facilities and events;
- increased the availability of academic experts to the media;
- developed extensive community partnerships with organizations such as Calgary Economic Development, Calgary Chamber of Commerce, Calgary Arts Development Authority, Calgary Public Library, Calgary Stampede and TELUS Spark.

2. Service to Community

We understood that our role in the community would involve the provision of expertise and infrastructure. This meant that many of our faculty, staff and students would play an active role in civic projects and initiatives and that community members would make use of campus facilities. The following activities and initiatives were undertaken to increase our service to the community between 2011 and 2016. We:

- raised more than \$2.0 million for the United Way;
- became the home of the Calgary Youth Science Fair;
- established community clinics run by students with expertise in law, nursing and social work;
- supported 2013 flood relief efforts by housing 1,186 evacuees and 485 RCMP officers while deploying 1,094 volunteers;
- extended access to post-secondary education and English language training to Syrian refugees; and
- welcomed more than 1,400 evacuees from the Fort McMurray wildfires to our campus in 2016.

3. Collaborative Projects

We held a firm belief that we all benefit when the University of Calgary collaborates with the surrounding community on solving pressing challenges and realizing new opportunities. That belief would require our students, faculty and staff to provide expertise to help the community address pressing societal challenges. Our expertise and infrastructure would be combined with other resources for the common goal of solving societal problems.

The following activities and initiatives were undertaken to collaborate between 2011 and 2016. We:

- established the Urban Alliance, a unique research partnership with the City of Calgary, in which university academic and research expertise is applied to municipal challenges, over 200 projects and initiatives have been launched to date including the Advancing Canadian Wastewater Assets (ACWA) facility at Pine Creek Wastewater Treatment Plant;
- created the makeCalgary program – an interdisciplinary community focused research platform that brings students and faculty together with the City of Calgary, community partners and industry professional to help design a bright future for our city; and
- worked closely with local health and social service organizations to address societal and community health challenges in Calgary and surrounding areas.

4. Alumni Engagement

We knew that one of our unique advantages was that a significant proportion of our alumni worked and lived in Calgary. Over the years, these alumni have moved into positions of leadership and made contributions on a global scale. We knew that the connection to our alumni needed to be strengthened to achieve our *Eyes High* vision. The following activities and initiatives were undertaken to increase alumni engagement between 2011 and 2016. We:

- developed and implemented a comprehensive alumni engagement strategy;
- created an Alumni Weekend program; and
- initiated faculty alumni councils.

Student Experience

WHERE WE STARTED

In 2011, when the *Eyes High* strategy was released, we understood that every facet of campus life should be geared toward student success. As one of Canada's leading research universities, we were home to faculty members, postdoctoral fellows, research technicians, support staff and legions of smart, ambitious students who were passionate about knowledge. We were also home to world-class facilities that include innovative technology, state-of-the-art libraries, laboratories, and exceptional teaching resources.

Our goal was to offer programs and services to help students fully engage with the university to make the most of their experience. Whether it was through advising students as they chose their major, helping them with personalized academic planning, programming to get them through the first six weeks of university, accessing scholarships and bursaries, or even writing support, our student support staff right across the university cared about student success.

Our residence program was intended to transition with students as they progressed through their university experience. From shared dorm-style rooms in first year, to full apartments in upper years or grad school, to family housing for families, there would be options available for all students. Whether students lived on campus or commuted from across the city they would have access to our world-class active living recreational facilities, which includes our aquatic centre, fitness centre, gymnastics centre, Olympic oval and racquet centre. From fitness classes and intramural leagues, to sports clubs and fully-equipped gyms, there would be multiple ways to stay active on campus. Students could also join one of over 300 clubs that brought together people who share similar passions.

We also recognized that academic success was only possible if students took care of themselves first. Our wellness centre focused on creating a healthy campus community and empowering students to maintain their own health and wellbeing. With health services, counselling, student support and outreach, and numerous events and programs throughout the year, we would ensure that students could easily access programs and services to keep them healthy and well.

OUR PATH TO SUCCESS FOCUSED ON FIVE KEY AREAS:

1. Academic Support

Inside the classroom we would provide high-quality educational experiences where student learning was facilitated by highly qualified academic staff. We would also complement the classroom experience with academic supports available to all students. The following activities and initiatives were undertaken to enhance academic support between 2011 and 2016. We:

- revised the academic advising model and recruited additional advisors to promote integrated campus advising, using an online system for cross-campus collaboration, regular professional development, and a network of senior advisors focused on streamlining advising across advising offices;
- piloted the Thrive Priority Support Network in 2015 and launched the program campus-wide in 2016 to proactively reach-out to and support undergraduate students who may be at academic risk;

- established the Academic Turnaround Program in 2012 to support those students who had been required to withdraw from their program on the basis of academic performance to practice academic strategies and develop a learning plan to improve academic performance and regain good academic standing;
- piloted faculty-based offerings of the Academic Turnaround Program in the Schulich School of Engineering and the Haskayne School of Business in 2016;
- refined and expanded Academic Development Specialist advising and support services to broaden learning support and study skills development as well as academic decision-making for high-achieving students
- registered approximately 1,600 students annually with our Student Accessibility Services and accommodated approximately 9,773 student exams in our specialized exam centre;
- implemented a new Student Accommodation policy in 2015;
- implemented new registration and course scheduling timelines to enable students to plan their next academic year and register in courses before the end of the winter term;
- improved communication to students to take a more proactive approach to informing students of upcoming events, deadlines and opportunities associated with scholarships, awards, registration, student aid, payment deadlines etc.;
- revised academic regulations for withdraws, reappraisal of grades and non-disciplinary academic appeals to clarify language and simplify processes for students.
- revised the model for the Student Ombuds Office and renovated facilities;
- offered over 170 study abroad opportunities annually;
- established the Scholars Academy to provide unique programming and individualized support for the university's best and brightest undergraduate students in a newly renovated space centrally located on campus;
- established a checklist to define the expectations and responsibilities of the graduate student and supervisor. Completion of the checklist may take several meetings, but it is expected that it will be completed within the first two months after a supervisor has been appointed;
- launched the My SupervisorSkills program provides training to supervisors to mentor graduate students, resolve conflicts, and prepare students for oral exams, etc.; and
- Awarded the 2014-15 Excellence and Innovation in Graduate Education award from the Western Association of Graduate Schools.

2. Accessibility of Resources

We knew that a truly transformative experience was one in which students had opportunities to experience a depth and quality of learning that extended far beyond a test, a textbook, classroom, laboratory or country. Whether students were making face-to-face, telephone, or online inquiries, our goal was to ensure they had prompt access to knowledgeable, friendly staff and other resources. We would ensure that they perceived a high level of professionalism in interactions with staff and faculty and that our policies and practices were supportive and understandable. The following activities and initiatives were undertaken to increase student access to resources between 2011 and 2016. We:

- initiated an Aboriginal Relations Leadership program in 2012;
- enrolled over 250 graduate students in MyGradSkills workshops annually;
- expanded leadership advising and increased the uptake of StrengthsQuest inventory participation by incoming students, as well as strengths-based program offerings throughout the year to extend the application of strengths advising to academic and career planning.

3. Physical and Social Spaces

We understood that the physical and social spaces students occupied on campus would shape their overall experience. Everything from the classroom to on-campus housing, from Wi-Fi connectivity to safe spaces for social groups would all contribute to students feeling comfortable, safe, and supported on campus. The following activities and initiatives were undertaken to create and enhance physical and social spaces between 2011 and 2016. We:

- opened the Vitruvian Space to support spiritual health, wellness and diversity related initiatives such as religious observance, workshops and community gatherings, reinforcing and celebrating pluralism and inclusivity on campus;
- invested more than \$11.0 million in learning spaces across campus since 2011 to facilitate active learning, innovation, and creativity for a wide variety of disciplines;
- invested \$4.0 million in wireless infrastructure to greatly improve connectivity, speed and access for one of the largest and most complex wireless networks in Alberta, covering what is in effect a small city and four distinct campuses. The wireless network will allow guest access for the first time, enabling visiting scholars and members of the public to go online without having to request a temporary IT Account; and
- constructed two new residence buildings – one for upper-year undergraduate students in their third or fourth years and one for graduate students.

4. Co-curricular Opportunities

Outside the classroom, our programs and services would enrich campus life and encourage personal growth and engagement, professional development, and community connections. The following activities and initiatives were undertaken to enhance co-curricular opportunities between 2011 and 2016. We:

- expanded and improved the coordination of co-curricular credited hours on the UCalgary Co-Curricular Record officially recognizing extracurricular activity participation;
- expanded curricular and co-curricular (non-credit) community-based learning opportunities including the UCalgaryCares service-learning programs that build on partnerships with service agencies and non-profits in the community;
- began offering the Global Citizenship program in Toronto for first-year students in 2016; and
- held the first annual Camp LEAD in 2011 and the first annual Leadership Exchange conference in 2013 giving students the opportunity to practice the fundamentals of leadership and engage in leadership dialogues with faculty members, staff and industry professionals.

5. Access to Health and Wellness Resources

We would provide students with the health and wellness supports necessary to encourage them to achieve their maximum potential. The following activities and initiatives were undertaken to increase access to health and wellness resources between 2011 and 2016. We:

- launched the UCalgary Strong program in 2014 to assist students in navigating the transition to post-secondary education, integrating elements of personal wellness, leadership and engagement;
- launched the Campus Mental Health Strategy in 2015, aimed at supporting the mental health initiatives and well-being of students, faculty and staff;
- launched the annual UFlourish Week in 2014 to increase knowledge, awareness and capacity for improved mental health and overall wellness in students, faculty and staff;

- facilitated the development of Healthy Campus Alberta, a provincial post-secondary community of practice in 2015;
- Expanded mental health and addictions programming with a 3 million dollar grant from Alberta Health, including embedded support in faculties, residence and student service units;
- developed tailored wellness workshops based on specific faculty requests and designed innovative new programs such as the Community Helpers Training Program, Roots of Resiliency, mindfulness programs for graduate students as well as self-directed online mindfulness programming in 2015; and
- launched the Global Families Program in 2014, and the family housing collaboration in 2016 to provide advising and workshops for family members accompanying international students, connect families in family friendly activities, and support intercultural communications in residences and on campus.

Campus Culture

WHERE WE STARTED

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, acknowledging the pervasiveness of worldwide connectivity, aware of global developments, and acting on opportunities to benefit the world.

To achieve our *Eyes High* vision, we committed to valuing people who interact with others in an inclusive and respectful manner. Our relationships would be defined by a culture of collaboration and a shared commitment to achieving common goals. We would build bridges through proactive communications between individuals, between teams, between departments and faculties, and with other organizations in the community, with integrity and transparency. We would promote a vibrant campus culture that expected the best of everyone who worked and learned at the University of Calgary. What's more, we would recognize the achievements of all community members and help each other achieve our highest ambitions. We would also be known as a community committed to leadership in sustainable ways of living, working and learning.

OUR PATH TO SUCCESS FOCUSED ON FOUR KEY COMMITMENTS:

1. Communication

We understood that the University of Calgary was a large, complex organization comprised of many smaller units each with their own mission, identity, and learned culture. The ability to collaborate and work across units to achieve our *Eyes High* vision would require a strong, collective commitment to communication – two-way, frequent and meaningful. That communication would need to be open, honest and transparent, particularly with respect to our goals, priorities, and plan progress. The following activities and initiatives were undertaken to enhance communication between 2011 and 2016. We:

- established a regular process for reporting progress towards our *Eyes High* goals through an annual Community Report;
- launched the MyUofC portal to provide easier, direct access to online applications and information for students, faculty, staff and researchers;
- enhanced a range of communications tools across the institution, faculties and departments and units including UToday, UThisWeek, and more than 150 social media accounts;
- launched the UC Emergency app to keep the campus community informed in an emergency;
- formalized a process for holding regular campus town halls. These town halls would engage the community in discussions about key campus issues, changes in the environment, our academic and research priorities, and strategic decisions concerning the allocation of resources; and

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

2. Leadership and Innovation

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:

- established a Respect in the Workplace program that offered 150 facilitated workshops;
- 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.
- 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;
- implemented a comprehensive Emergency Plan and Management Program for the institution including business continuity plans;
- began development of an Indigenous strategy;
- launched the Academic Leadership Academy for new and experienced academic leaders to advance their leadership expertise;
- developed the “U” suite of programs (i.e., UBegin, UAdvance, UFundamentals, UAdvance, UManage, ULead, and ULearn) to enhance employee leadership skills;
- implemented a policy and new procedures to ensure consistent and high-quality supervision critical to graduate student success; and
- established a grant for staff to develop international and cross-cultural competencies.

3. Healthy and Balanced Lifestyles

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:

- 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;
- launched a suite of informal and formal flexible work arrangement programs to promote a balance between work and personal commitments; and

- 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;
- introduced UCalgaryStrong to foster development of young people across all aspects of their well-being from orientation to convocation;
- 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;
- 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;
- 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
- approved a strategy and supporting program to promote and enhance a strong culture of recognition.

4. Sustainable Campus

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 their own needs. This would require us to take steps toward becoming a more sustainable campus – by reducing our carbon footprint, by improving our health and safety practices, by becoming more efficient with scarce resources, by supporting research focussed on sustainability initiatives, and by building sustainability into the academic curriculum. The following activities and initiatives were undertaken to create a sustainable campus between 2011 and 2016. We:

- launched an Institutional Sustainability Strategy uniting the three frameworks of education, research and community engagement, and administrative and operational excellence;
- earned a STARS Gold Rating from the Association for the Advancement of Sustainability in Higher Education (AASHE) in recognition of its sustainability achievements and is currently the top-scoring institution in Canada;
- ranked one of the top 10 organizations in Canada by Corporate Knights for the third year in a row for having the best sustainability and disclosure practices;
- developed an embedded certificate in sustainability studies that will be the first program of its kind offered at the university, and among the first embedded certificate models for education in sustainability in Canada;
- developed a sustainable budget model that ensures all human, financial and capital resource allocation decisions align with the *Eyes High* strategy; and
- moved to a sustainable enrolment growth model – one that increases our accountability to the government and staff and students by maintaining enrolment at current levels unless new resources become available through government-funded expansion initiatives.