University of Calgary

2012 Academic Plan

April 2012

Table of Contents

1. Introduction

"*Eyes High*" is the vision set for the University of Calgary in the largest consultative process in the history of our University and community. It points the way for our University to take a major leap forward, and this academic plan provides the roadmap for attaining this vision.

The City of Calgary, the fastest growing metropolitan area in Canada, is a vibrant, enterprising, energetic city that was recently named one of the top 5 livable cities in the world. The entrepreneurial and can-do spirit of Calgary, in combination with geographical location, provides key strategic advantages for our university. The economic and political power base of Canada is shifting from the East to the West and Calgary is at the center of this trend. We have aspirations to be a great university with global reach in a great city and province. There is also community expectation for the University to match the vibrancy and increasing importance of our city by delivering academic excellence, societal impact, and public prominence. We have already achieved excellence in a number of important areas in teaching and research and we have a clear identification of purpose. Through our *Eyes High* vision we will realize our potential by focusing on three foundational commitments:

1) *sharpen the focus on research and scholarship*

2) *enrich the quality and breadth of learning*

3) *fully integrate the university with the community*

In addition to the consultations conducted to develop our vision statement, we also captured feedback from almost 50 percent of our staff and faculty through an Employee Engagement Survey done in March/April, 2011. This survey established a baseline for employee engagement and enablement from which senior leadership can build and measure future progress. Positive findings included faculty members and staff who like what they are doing, identify strongly with their work and their contributions and who have no plans to leave the university. On the other hand, concerns were raised about leadership and respect and recognition for the work they do, about the amount of collaboration across campus, participation in the governance process, resource support, and attraction and retention of high quality faculty and staff. The executive and senior leadership teams have closely examined these results, and have identified three priority areas for action:

1) *building leadership commitment and trust*

2) *increasing respect and recognition*

3) *creating an environment that results in one university family*

Within the context of these two broad consultation processes on campus, one that resulted in a university vision, another which established a baseline for employee engagement and enablement, we present our academic plan—the roadmap that will lead us to our vision.

The academic community has given us license to be bold—and this boldness reflects our Alberta heritage, along with our set of solid values that form the foundation that guide our endeavours and help us evaluate our progress. These values, identified through a series of consultations with our community, include curiosity, support, collaboration, communication, balance, excellence, sustainability, and globalization.

A top 5 research university in Canada crafts an environment where new ideas are created, tested, and applied—an environment where students, faculty, and staff take calculated risks and view challenges as major opportunities. It is a university community that identifies important problems and mobilizes all resources to seek solutions. The metrics used to define a research university emphasize a critical mass of motivated faculty, highly productive graduate students and post graduate trainees, high impact research and academic programs, and extensive external funding for research. A top 5 university typically has more than 1500 faculty, more than 300 doctoral graduates per year, well-defined research priority areas, and annual research revenues exceeding $470 million. We will surpass these milestones by 2016, but in doing so we will do much more. We will show undergraduates the benefits and rewards of choosing to be educated at a University where discovery, creativity, and innovation intersect to form the central mission. To achieve our goal by 2016 we will need a step increase in research productivity, including research grants, academic papers, presentations, other creative outlets, graduates produced, and commercialization products. Our community has set the goal—and we are charting the course in this academic plan.

Excellence is a word that is widely used in strategic plans. Instead of merely talking about excellence, we will demonstrate it through our actions. We will continuously evaluate our performance using rigorous metrics. We will initially benchmark ourselves against the best in Canada, and then move on to the world stage to achieve our goal of becoming a global intellectual hub. We will be an excellent University based on our merits and our performance, not by privilege or entitlement. We will transform our culture to one that embraces and celebrates excellence and rises to the challenge with achievement. In doing so, we will develop a shared sense that the University of Calgary is a community of optimism, pride and opportunity.
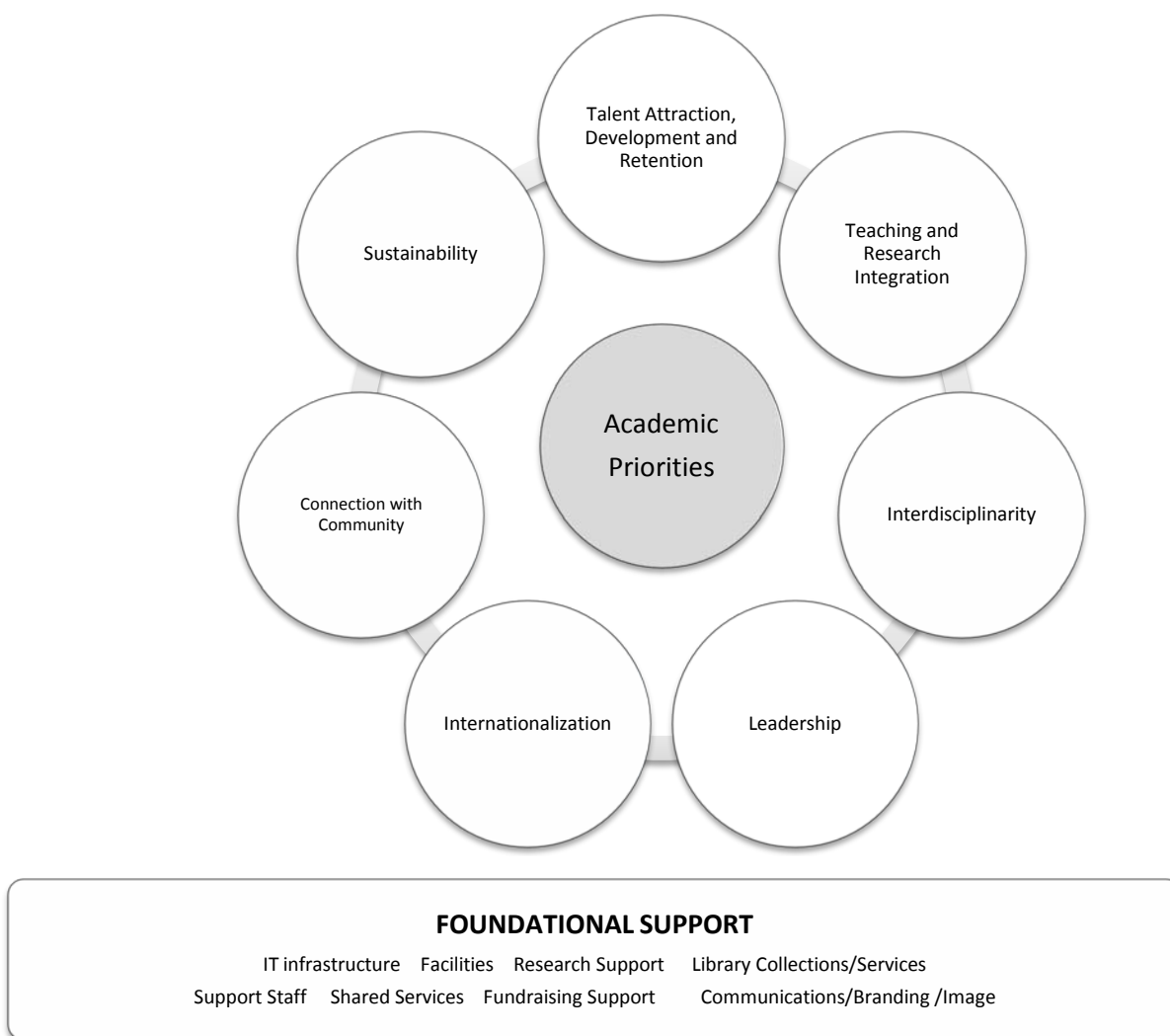
2. Process

The process to develop this plan was led by the Provost and Vice-President (Academic) and the Vice-President (Research). Our academic priority themes were informed by an environmental scan of current trends and issues facing post-secondary education and by a novel questionnaire (See Appendix 1) specifically developed for Faculties and Units, who were invited to describe what they will do *to differentiate their programs and services from those of peer institutions* in *order to contribute to our strategic direction.*

Following the data gathering phase, broad themes were identified from the input submitted by all groups. From these content analyses a draft document was developed. We ensured that the draft included critical information from recently approved documents at the University of Calgary, such as the *Integrated Framework for Teaching and Learning (June, 2011).* This draft was reviewed by three reference groups on campus—a small group of award winning senior professors, a group that was heavily involved in producing our strategy document "*Eyes High*", and a group of management and professional staff. The document also went through a series of consultations throughout the campus, including examination by General Faculties Council (GFC) committees, graduate and undergraduate student groups, a deans' retreat and administrative committees. Following each consultation, iterative changes were made to the document until the final draft was produced.

3. Results from our Questionnaire

The following academic priorities (Figure 1) emerged from the qualitative analyses of the collective responses to the questionnaire in Appendix 1. Faculties and Units identified seven key academic priorities to guide our goals, strategies and tactics, along with key areas of foundational support that must be addressed for the University of Calgary to achieve its vision as articulated in our *Eyes High* strategy.

Figure 1—Academic Priorities

Diagram: Central circle labeled "Academic Priorities" surrounded by circles: Talent Attraction, Development and Retention; Teaching and Research Integration; Interdisciplinarity; Leadership; Internationalization; Connection with Community; Sustainability.

FOUNDATIONAL SUPPORT

IT infrastructure   Facilities   Research Support   Library Collections/Services

Support Staff   Shared Services   Fundraising Support   Communications/Branding /Image

Our analyses revealed that our Faculties and Units have plans that collectively will allow us to leverage our strengths and identify where additional strategic investments are required to achieve our vision. We also identified barriers that could prevent us from reaching our destination—we have embedded strategies for overcoming these barriers throughout this document.

In the following section we describe each academic priority, and identify associated goals, strategies, and tactics for each. The topics included under Foundational Support are embedded within the discussion of each academic priority. In addition, at the end of each priority we identify metrics that we will use to monitor our progress.

Our academic plan provides the roadmap for achieving the objectives set out by *Eyes High*. Our goal is not only to compete with the best universities on a programmatic basis, but also to differentiate our institution in the upper echelon of top 5 universities. We seek that "Strategic Sweet Spot" (Collis and Rukstad, 2008) where we can contribute uniquely to the post-secondary landscape provincially, nationally and internationally.

4. Academic Priorities

Through our consultation process we identified seven major academic priorities that will guide our actions and define the nature of our discoveries, creative endeavours, and innovations. These priorities are:

- Talent Attraction, Development, and Retention

- Teaching and Research Integration

- Interdisciplinarity

- Leadership

- Internationalization

- Connection with Community

- Sustainability

As a result of a focus on these academic priorities, graduates from the University of Calgary will have experienced high quality, engaging academic programs and will be thoughtful, communicative citizens and leaders of their respective communities, with abilities to think critically and creatively to solve issues of the day. They will understand the value of collaboration and partnerships, and will be used to working with others who are considered traditionally outside of their fields of expertise. They will also appreciate different cultures and see value in diversity—of

opinion, thought, gender, race, and culture. They will appreciate the limited resources available on Earth, and work and live to create a sustainable future. Importantly, they will recognize the content and skills they learn during their time at the University of Calgary will change with new discoveries, and as a result they will be life-long learners.

Through a focus on our academic priorities, we will work with the City of Calgary and surrounding communities in Alberta to enhance the strategic advantage already in place. We will work with community leaders, corporate partners, non-profit organizations, alumni and the public to inspire and ensure a positive future. We aspire to work with international communities to solve problems of global relevance. In working with these diverse communities near and far, we will develop a comprehensive model for ethical, socially responsible, sustainable partnerships that will focus on mutual benefit for all.

4.1 Academic Priority: Talent Attraction, Development and Retention
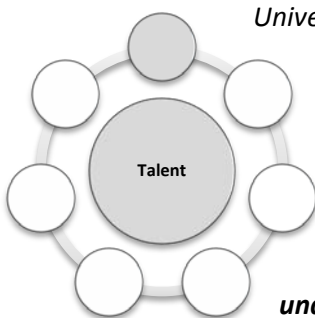
*Universities can be distinguished by the talent they attract and retain—at all levels of the academy—undergraduate and graduate students, faculty, and staff. We compete globally for talent at all levels. We must work to continually revitalize and re-energize our talent pool. Attraction and retention of talent is foundational if we are to achieve our vision of being one of the Top 5 research universities in Canada as outlined in our Eyes High strategy. Relative to the attraction and retention of talented **undergraduate and graduate students, faculty and staff**, the following goals and strategies serve as important guideposts in our journey to Top 5.*

Student Enrolment

In Fall 2011 we had the largest enrolment in the history of the University of Calgary, with 31,510 students (24,554 undergraduates; 6,114 graduates and 842 post-graduate medical education) registered in 14 faculties and 262 programs. Since 2004, our enrolment has increased 13 percent, and the mix of students has changed considerably, with an increase in students enrolled in cost intensive programs (e.g., a 58 percent increase [186 headcount - HC] in MD students, and a 22 percent increase [1,253 HC] in graduate students). Our current enrolment exceeds a sustainable level by 2-3 percent, given our current funding from the Province of Alberta. We intend to slightly decrease or maintain enrolment in programs until further funding becomes available. Appendix 2 outlines enrolment targets for graduate and undergraduate students in each Faculty and unit. In addition to an enrolment management strategy, we will diversify the mix of students. Diversifying our student body will enhance the student experience and lead to a greater cultural and geographic understanding that lends itself to global citizenship.

Goal 1: Attract, develop and retain talented students.

Currently, we attract some of the top students in Calgary, Alberta, Canada, and internationally to attend our university. We aspire to attract the best and brightest students to the University of Calgary from around the world, and once they arrive on our campus, we will inspire them to reach their potential.

Universities that prioritize student success are guided by strategic planning that considers on-campus, community-based and online learning environments in programs and in the professional development of teaching. When these support networks are integrated effectively into teaching and learning activities, students and academic staff experience and demonstrate greater success (University of Calgary Integrated Framework for Teaching and Learning, June, 2011).

A.   **Undergraduate Students**

   Strategy 1.1—Analyze recruitment, admission and registration processes to ensure alignment of processes with the vision of the university, and alignment between the registrar's office and Faculty offices to ensure we have appropriate enrolment management strategies to reach enrolment targets with talented students

   - Evaluate recruitment strategies—develop local, provincial, national, and international recruitment strategies in conjunction with Faculty offices (begin in 2011-12, ongoing).

   - Evaluate admission procedures for competitiveness—in conjunction with Faculties, adjust admission dates and student academic requirements where needed (begin in 2011-12, ongoing).

   - Evaluate institutional registration procedures. Consider the development of an institution-wide course scheduling program to ensure a positive University of Calgary experience for students (begin in 2012-13, ongoing).

   Strategy 1.2—Recruit talented students locally, nationally, and internationally

   - Optimize our recruitment and admission procedures to ensure that we admit the best and brightest students (2012-13 and beyond). As part of these procedures, consider providing advanced credit for International Baccalaureate (IB) students (2012-13 and beyond).

   - Run an expanded Open House starting in 2012 that includes invitations to top grade 11 students throughout southern Alberta (2012-13).

   - Coordinate the breadth of K-12 offerings provided by various units at the University of Calgary as part of our on-going early recruitment strategy (2012-13).

   - Create a series of 6-12 high school seminars given by top teachers/researchers at the University of Calgary. Invite local high school students to these seminars for in-person

interaction and engagement; place the seminars on line for further connection to the local, national and international community (2012-13).

- Increase scholarships available to undergraduate students (2012-13 and ongoing).

- Increase scholarships and bursaries available to undergraduate students who meet admission standards but are in financial need (2012-13 and ongoing).

- Restructure undergraduate scholarship programs to maximize their effectiveness as recruitment tools, including providing multi-year funding (begin process in 2012-13, ongoing).

- Develop a master plan for on-campus housing, to ensure that housing options reflect recruitment and retention strategies (2012-13).

- Identify key areas for recruitment of Canadian students from outside Alberta—and develop targeted strategies for these regions (e.g., recruitment visits to IB schools) (2013-14).

- Involve current students and alumni from outside Calgary in recruitment activities in their home towns and cities (2013-14).

- Recruit current university students in order to link them with their high schools to help recruit top students (2013-14).

- Develop targeted programming for first year students that integrates teaching and research, and that serves as a recruitment tool to the University of Calgary (see Academic Priority: Teaching and Research Integration, for further information) (2013-14 and ongoing).

- Increase international enrolment to 10 percent of the undergraduate population—identify key countries for recruitment through a renewed international strategy (start in 2012-13, accomplish by 2015-16).

- Create opportunities that allow at least 50 percent of our undergraduate students to have at least one international experience (e.g., study abroad, internship, practicum placement, research project/partnership) during their undergraduate program (2015-16).

Strategy 1.3—Diversify the student body at the University of Calgary

- Develop and implement an international student recruitment strategy to recruit high quality international students (begin in 2012-13 and ongoing).

- Develop and implement recruitment strategies for high quality rural and remote students (2012-13 and ongoing).

- Develop and implement an Aboriginal student recruitment strategy (2013-14 and ongoing).

- Identify programs that include flexible ways of learning that would attract mature learners (2012-13 and ongoing).

Strategy 1.4—Enhance retention strategies to improve time to completion for undergraduates

- Evaluate retention rates for each Faculty; work with each Faculty to ensure that programs are in place locally to aid retention rates (2012-13).

- Identify target groups that are at-risk and develop mitigation strategies through the Student Services portfolio (2012-13 and ongoing).

- Increase awareness of student success services of all students and faculty members (2012-13).

- Continue work on the timetabling and scheduling process to assist in effective course planning and timeliness of graduation (2012-13 and ongoing).

- Further encourage and recognize co-curricular activities to highlight their importance (2012-13 and ongoing).

- Work with Students' Union and clubs to help build the student community on campus so that students feel connected to their community (2012-13 and ongoing).

- Ensure supports are in place for expanded international student population (2013-14 and ongoing).

B. **Graduate Students**

To achieve our vision of being one of the Top 5 research universities in Canada, we must expand our graduate programs, particularly at the doctoral level. We must also have a focus on graduate programs in the professional Faculties—in which we know we can build strong ties with industry, government, and community partners around the world.

Strategy 1.5—Increase the number of graduate students at the University of Calgary in both on- and off -campus programs

- Examine the ratio of professors to graduate students in each Faculty; determine an institutional ratio that we will aspire to achieve (2012-13).

- In the absence of new funding, work with Faculties and the provincial government to convert undergraduate full load equivalents (FLE's) to graduate FLE's - a careful analysis of enrolments in undergraduate programs will be completed to determine where this is possible (2012-13 and ongoing).

- Examine graduate student funding—and determine minimum funding requirements for research and professional graduate programs (2012-13 and ongoing).

Strategy 1.6—Attract talented graduate students to the University of Calgary

- Expand and improve graduate orientation, with targeted programs for international students, graduate students in professional programs, and PhD students (2012-13).

- Optimize our recruitment and admission procedures to ensure that we identify and admit the best and brightest of potential graduate students (2012-13 and beyond).

- Evaluate the success of current graduate student recruitment strategies at the departmental, Faculty and central level. Develop a competitive strategy for recruitment of graduate students into both research and professional graduate programs (2012-13 and ongoing).

- Highlight the successes of our graduate students as advocates of graduate education as part of our recruitment strategy (2012-13 and ongoing).

- Identify and recruit our top current undergraduate students for graduate study (2012-13 and ongoing).

- Increase the number of scholarships and awards for graduate students (2012-13 and ongoing).

- Once research priorities are identified, promote the recruitment of high quality domestic and international graduate students into these areas (2013-14 and ongoing).

- Use the federal government Vanier Scholarship Program and the Alberta Innovates scholarships to recruit top international graduate students (ongoing).

- Advocate for increased graduate funding from the provincial government to levels competitive with that provided by other provinces, particularly BC, Ontario, and Quebec (ongoing).

- Highlight research stories in the University of Calgary narrative to attract top graduate students (ongoing).

- Increase the international graduate student enrolment so that international students comprise 25 percent of all graduate student enrolment (2015-16).

- Hire and retain outstanding faculty members who are able to attract outstanding graduate students (ongoing).

Strategy 1.7—Retain talented graduate students and improve time to completion rates

- Evaluate funding practices to ensure that predictable, multi-year funding is in place for all eligible students in research masters and PhD programs (2012-13 and ongoing).

- Ensure appropriate learning environments are in place for graduate programs (2012-13 and ongoing).

- Develop a plan for graduate student on-campus housing, including the option of exploring a graduate residential college in Calgary (2012-13 and ongoing).

- Provide more extensive professional development programs for graduate supervisors to develop effective supervisors who create dynamic training and learning environments for their students (2012-13 and ongoing).

- Provide extensive high-quality professional development training programs for all graduate students, both to support their degree completion and to prepare them to transfer their skills to diverse career paths (ongoing).

C. **For all Students**

Strategy 1.8—Ensure a positive teaching and learning environment on campus

- Evaluate and analyze the study spaces on campus. Develop a plan with the students to enhance spaces that are currently under-used, and to create further types of study spaces where required (2011-12 and ongoing).

- Initiate, implement and provide central resources to university-wide classroom and facility alteration programs to ensure best use of available resources (2011-12). This program will be enhanced by developing and implementing a university-wide strategic plan for instructional space and improvement that includes a discussion of space standards (2012-13).

- Develop strategies to increase and measure the quality of teaching on campus (2012-13 and ongoing).

- Ensure we have relevant academic programs that are taught by academic staff who can engage students (see Academic Priority: Teaching and Research Integration, for further information) (2012-13 and ongoing).

- Nominate and promote deserving undergraduate and graduate students for national and international awards and recognition (2012-13 and ongoing).

- Develop and implement a strategic plan for information and communication technologies (ICT) to enrich the existing on-campus and distance education experiences. This strategic

plan will include a plan for upgrading the information technology backbone throughout the institution, and will include how we incorporate virtual worlds to integrate teaching and research in the student experience, including topics such as simulation platforms, social media, and learning management systems. The ICT and learning plan will explore the use of new and emerging technologies in undergraduate and graduate research for the development and testing of new ideas (begin in 2011-12, with completion by 2015-16, followed by on-going maintenance of infrastructure).

- Develop the "research library collection of the 21st century" through the integration of print and electronic materials, including new media sources, rare and unique archives and special collections, art and artifacts, digitized collections, and spatial and numeric research data (2012-13 and ongoing).

- Develop and implement a strategic plan for the university and every Faculty or school to further develop community-based partnerships leading to an expansion of the overall teaching and learning environments, and also to increased sense of connection to the community for students (2013-14).

- See further strategies to improve the learning environment in Goal 9.

Strategy 1.9—Develop technological supports and applications for students at the University of Calgary

- Develop a University of Calgary application (app) for finding classrooms and study space on campus, and availability of such spaces (2012-13 and ongoing).

- Develop a University of Calgary app to aid in registration (2013-14).

- Improve wireless access and overall information technology support (begin in 2012-13 and ongoing).

METRICS for attraction and retention of undergraduate and graduate students: entering and average GPA; retention rates; completion rates; overall ratio of undergraduate to graduate students; proportion of international students in the undergraduate and graduate population; scholarship funding available for both undergraduate and graduate students; proportion of students who work in their field post-graduation. Please see Appendices for baseline measures in some of these categories.

D. **Academic Staff**

Goal 2: Attract, develop and retain talented academic staff members.

Strategy 2.1 —Analyze current HR practices at the Faculty and institutional levels in the recruitment and selection of academic staff members

- Evaluate recruitment strategies and selection policies and procedures for currency and competitiveness (2011-12).

- Analyze and evaluate starting compensation packages to ensure competitiveness (2011-12 and ongoing).

Strategy 2.2—Analyze current composition of the Academy

- Examine and evaluate the composition of our Academy (i.e., proportion of assistant/associate/full professors, research chairs, instructors, and sessionals) relative to other U-15 universities (2011-12).

- Develop a plan to ensure appropriate renewal of the Academy occurs regularly (2011-12).

Strategy 2.3—Recruit talented academic staff members locally, nationally, and internationally

- Develop budgetary and administrative processes that facilitate nimble decisions about where and when new hiring can occur. Ensure these processes are known to Deans and Department Heads (begin in 2011-12 and ongoing).

- Continue to attract talented academic staff through competitive salary and start up packages (2011-12 and ongoing).

- Create a central recruiting function that provides professional advice, templates, and generic recruiting materials on the university (e.g., vision, values), the City, and province that complement those provided by a Faculty (2011-12).

- Identify strategic areas for critical hires (2012-13 and ongoing).

- Coordinate between Faculties and Institutes/Centres to promote recruitment into priority research areas (2012-13 and ongoing).

Strategy 2.4—Retain talented academic staff members at the University of Calgary

- Further enhance professional development programs that advance teaching and research-related and leadership skills, particularly in junior faculty members (2011-2012 and ongoing).

- Examine, and alter where necessary, GFC-related processes so that the academy is engaged in academic discussion, debate, and decisions (2011-12).

- Complete negotiations with TUCFA on performance standards and guidelines for tenure and promotion. Implement new guidelines once the negotiations are completed (2011-12 and ongoing).

- Ensure a positive and engaging environment that rewards and recognizes achievements of academic staff members (2012-13).

- Nominate and promote deserving academic staff members for national and international awards and recognition (2012-13 and ongoing).

- Ensure that research facilities can support and evolve with the growing needs of the research community (2012-13 and ongoing).

- Create oversight and advisory bodies to ensure that administrative burdens on the professoriate are streamlined to allow them to focus on scholarship (2012-13 and ongoing).

- Develop and improve the IT infrastructure so that each academic staff member is appropriately supported in their teaching and research (2012-13 and ongoing).

E.   **Staff**

Goal 3: Attract, develop and retain talented staff members (MAPS, AUPE).

Strategy 3.1—Analyze current HR practices at the faculty and institutional levels in recruitment and selection of MAPS and AUPE members

- Evaluate recruitment strategies and selection policies and procedures for currency and competitiveness (2011-12 and ongoing).

- Analyze and evaluate starting compensation packages to ensure competitiveness (2011-12 and ongoing).

- Analyze support staff to professor ratios throughout the academy to determine whether the level of service is appropriate and investigate where further efficiencies could be achieved (2011-12 and ongoing).

Strategy 3.2—Recruit talented MAPS and AUPE employees

- Develop budgetary and administrative processes that facilitate nimble decisions about and when new hiring can occur. Ensure these processes are known to Deans and Department Heads (begin in 2011-12 and ongoing).

- Identify opportunities in the corporate sector for recruitment of new employees to the university (begin in 2011-12 and ongoing)

- Ensure HR partners are familiar with best practices in hiring processes (begin in 2011-12 and ongoing).

Strategy 3.3—Retain talented MAPS and AUPE employees

- Ensure MAPS and AUPE employees receive regular feedback on performance and are valued for their contributions (begin in 2011-12 and ongoing).

- Develop and implement leadership training programs for MAPS staff (begin in 2011-12 and ongoing).

- Explore realignment of some MAPS employees, particularly research associates (begin in 2011-12 and ongoing).

- Recognize exemplary contributions of MAPS and AUPE employees to a department, faculty and the university (2012-13 and ongoing).

- Develop and implement professional development programs for MAPS and AUPE staff (2012-13).

- Ensure development and support of high quality personnel in critical research facilities (2012-13 and ongoing).

- Encourage movement of MAPS and AUPE employees within the campus community (begin in 2012-13 and ongoing).

F. **Trainees**

Goal 4: Attract and develop talented Post-Doctoral Fellows to the University of Calgary

Strategy 4.1—Develop guidelines for compensation for PDFs on campus

- Work with the PDF Association and researchers on campus to develop compensation guidelines.

Strategy 4.2—Leverage funding for PDFs through various provincial and federal granting programs

Strategy 4.3—Develop institutional guidelines for PDF working conditions on campus

- Promote professional development opportunities for PDFs.

- Provide opportunities for PDFs to contribute to undergraduate and graduate academic programs, exploring research approaches, translational research, and research applications.

Metrics for academic staff and trainees: number of hires from U15 and top 100 ranked institutions in the world; number of major national and international awards for individuals; proportions of assistant/associate/full professors, research chairs, instructors, sessionals, staff and PDFs; losses of talented people.

4.2 Academic Priority: Teaching and Research Integration
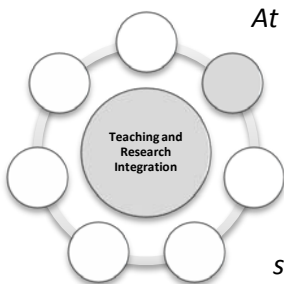
At the University of Calgary, our formal responsibilities for teaching and learning will be research informed, research active and goal oriented, enabled by systemic institutional structures, specialized teaching knowledge, and sustained professional support (Integrated Framework for Teaching and Learning, June, 2011). We will be accountable for meeting these responsibilities to ensure that our students have a positive and engaging student experience.

Whether it is discovering new processes for resource extraction, new ways to reduce child mortality in developing nations, new approaches to understanding human societies, or creating new forms of artistic expression, our students need a balance between developing a knowledge base and a skill set that will help them create new solutions pertinent to their immediate challenge, and prepare them for the diverse issues that they will face upon graduation.

We further develop various forms of engaged scholarship in all our academic programs that enable our students to integrate research and experiential learning into their ways of knowing and learning about the world around them. As a result, our students will develop stronger connections to their community. We will use our currently integrated teaching and research programs, such as our Bachelor of Health Sciences and our Neuroscience programs on campus, as exemplars for future programs. Our curricula will reflect the enterprising spirit of Calgary that instils the importance of applying their newfound knowledge to solving society's most vexing problems, and teach them how to explore bold new approaches while managing the risks that often accompany such endeavours. We will show our students every day, the benefits of attending a research-intensive University for their personal growth and their career trajectory.

These goals will be supported through the development of a comprehensive University of Calgary system of research and scholarship in teaching and learning in higher education, one supported with

an internal network of teaching research professors, a research-informed teaching professional development unit, and a College of Discovery, Creativity and Innovation.

GOAL 5: Create a strongly-lead governance system to support the work of teaching staff and the learning of students

Strategy 5.1—Assign leadership to teaching and learning initiatives

- Recruit and appoint a Vice Provost Teaching and Learning to lead teaching and learning initiatives on campus (2012).

- Recruit and appoint an academic director for the *Institute for Teaching and Learning* (2012-13) (Appendix 3).

- Recruit and appoint a Coordinator of Technology for Teaching and Learning (2012-2013).

Strategy 5.2—Delegate responsibility for teaching and learning to a major standing committee of GFC

- Create a University of Calgary Teaching and Learning Committee (2012-13).

- Create Teaching and Learning Committees in all Faculties with one delegate appointed to the university-wide Teaching and Learning Committee (2012-13).

GOAL 6: Create support and incentives for academic staff to develop their teaching expertise

Strategy 6.1—Senior academic administration commit to valuing and supporting teaching and learning excellence on campus

- Define, support and reward teaching and supervision excellence (begin in 2011-12 and ongoing).

- Support and enable the development of expert teaching practices through reallocation of budget and other resources (2012-13 and ongoing).

- Integrate structures and resources within Faculties and schools and across campus to support the development of expert teaching practices (2012-13 and ongoing).

Strategy 6.2—Academic staff commit to creating an intellectually engaging learning environment for all students

- Assist students to develop expertise and leadership in their chosen fields (2011-12 and ongoing).

- Use research-informed teaching and learning supervision practices (2012-13 and ongoing).

- Develop teaching expertise through ongoing professional development activities (2012-13 and ongoing).

Goal 7: Ensure high-quality, expert teaching and undergraduate and graduate research supervision

Strategy 7.1—Integrate research on teaching and teaching practice

- Create an Institute for Teaching and Learning that includes a research arm focused on the scholarship of teaching (2012-13) (see appendix 3).

- Through the reallocation of current funds and through fund development activities create a *Teaching and Learning Professor Program* with appointments in every Faculty and School (2012 and ongoing).

- Subsume the work of the current *Teaching and Learning Centre* into the professional development arm of the *Institute for Teaching and Learning* (2012-13).

Goal 8: Develop and implement a comprehensive system of course, program, and teaching effectiveness evaluations to support ongoing improvement of teaching and learning

Strategy 8.1—Make evidence based decisions on teaching and learning policy and practice

- Collect and use data on teaching and research to inform teaching and supervision practices, program development and program quality (2012 and ongoing).

- Develop and implement policies and processes to support, guide and evaluate teaching and research supervision expertise (2012-13).

- Support all academic staff to develop research-informed teaching and supervision practices (2012-13).

- Ensure assessment practices to support and guide teaching and research supervision are relevant to the specific culture of a discipline (2013-14 and ongoing).

- Develop explicit student outcome goals and knowledge attributes for all undergraduate and graduate programs (2013-14 and ongoing).

Strategy 8.2—Collect and use a variety of data to support, assess, evaluate and improve teaching and graduate supervision effectiveness

- Apply merit, promotion, and tenure guidelines consistently that emphasize the importance and value of effective teaching and student supervision (2012 and ongoing).

- Extend evaluation of teaching to include evidence of engagement in reflective practice (2013-14) and teaching professional development activities (2014-15).

Goal 9: Distinguish the University of Calgary learning experience

Strategy 9.1—Strategically collaborate with the local, national and international communities to enhance learning experiences of students

- Target and re-allocate resources to expand co-curricular, service, community and experiential learning (2012-13 and ongoing).

- For professional programs, further develop internship and mentorship programs with industry and other partners (2012-13 and ongoing).

- For arts and science programs, create more opportunities for internships, co-operative programs, and practicum placements (2012-13 and ongoing).

Strategy 9.2—Integrate research experience into both undergraduate and graduate learning experiences

- Create and support more opportunities for undergraduate students to engage in applied and /or research active learning components (2012-13).

- Ensure that all graduate students have access to professional development opportunities in research ethics and in teaching development (2012-13 and ongoing).

GOAL 10: Improve learning and teaching by ensuring that structures supporting academic programming are streamlined, coordinated and monitored

Strategy 10.1—Enhance and improve academic program planning, implementation, and review processes

- Streamline existing systems for curriculum planning, review, program revision and approval (2012-13).

- Through the review process, ensure programs and curricula are relevant (2012-13 and ongoing).

- Improve processes and policies within Faculties and schools to support student progress through programs (2012-13 and ongoing).

- Annually review low enrolment programs (i.e., those with less than 20 students) to determine whether they should continue, or can be accommodated due to economies of scale (2012-13 and beyond).

- Revise and implement regular (i.e., every 5-7 years) Unit Reviews at the Faculty and School levels to assess and ensure on-going quality of units. (2012-13 and ongoing).

- Align services within Faculties and Schools to support new program initiation through reallocation of Full Load Equivalents (FLEs) and the implementation of ongoing program developments (2013-14).

Goal 11: Encourage student participation in innovation and entrepreneurial activities

Strategy 11.1—Create incentives for students to enroll and engage in translational learning opportunities (e.g., IGEM etc.)

- Highlight student accomplishments in innovation through an annual GSA conference with representatives from government and industry (2012-13 and ongoing).

Strategy 11.2—Create incentives for faculty participation as student mentors for projects translating research discoveries to applications

Metrics: Surveys (NSSE/Maclean's/Graduate Survey/Globe and Mail); exit surveys; post-graduate surveys of our alumni; number of programs with defined goals and outcomes; number of international/external competitive research grants in teaching and learning; publications in teaching and learning.

4.3 Academic Priority: Interdisciplinarity
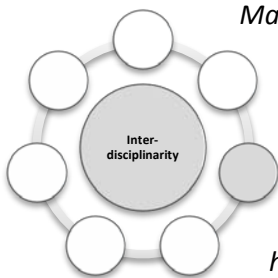
Many have observed that the great challenges we currently face do not have simple solutions derived from a single discipline. The problems are frequently identified as being "complex" and resistant to panaceas. Throughout history, many have used the metaphor of standing on the shoulders of giants when describing significant far-reaching discoveries. And today, the need to stand on many "shoulders", not just one, is even more important as we discover how disciplinary knowledge weaves its way into effective solutions for our grand challenges, such as promoting health and global stewardship. Often the most profound solutions emerge at the edges of disparate fields of inquiry, where often unexpected intersections occur. We will create a scholarly environment where students, staff, and faculty can not only advance their disciplinary expertise, but also experience the rewards of collaborating across fields to either solve important problems or create new artistic expressions. Interdisciplinary work may occur among disciplines on campus, or it may involve working with different disciplines in different communities off

campus. We will show our students every day that they are on campus or working in the community, how to combine their depth and breadth of knowledge to discover, create, and innovate.

Goal 12: Enable interdisciplinary academic programs and research

Strategy 12.1—Recognize and reward work to create interdisciplinary academic programs and research

- Provide support to administrators to understand and appreciate the work required to do high quality interdisciplinary work (2012-13 and ongoing).

- During faculty evaluation processes recognize and reward faculty who participate in and/or supervise interdisciplinary projects (2012-13 and ongoing).

- Encourage the assessment of research grants, publications and academic activities that recognize contributions both within and outside the home discipline, with primary emphasis on research quality and impact (2012-13 and ongoing).

- Develop incentives to encourage cross Faculty collaborations (2012-13 and ongoing).

- Increase and coordinate support for high quality interdisciplinary academic projects and research (2013-14 and beyond).

Strategy 12.2—Promote interdisciplinary academic programs and research

- Promote programs that teach students how to do interdisciplinary work (2012-13 and ongoing).

- Promote internal and external interdisciplinary learning events (2012-13 and ongoing).

- Share pedagogical advances between fields (2012-13 and ongoing).

- Develop multi-Faculty research priorities (2012-13 and ongoing).

- Promote interdisciplinary research team grant programs (2012-13 and ongoing).

- At the graduate level, host multi-disciplinary conferences to enable sharing of different types of research (2013-14 and ongoing).

- Through the *College of Discovery, Creativity, and Innovation* (CDCI) (2013-14) develop interdisciplinary questions that undergraduate and graduate students from a variety of disciplines must tackle each year by working together (2013-14 and ongoing).

Strategy 12.3—Remove/reduce barriers between Faculties and Units that discourage collaborative work

- Develop guidelines to enable interdisciplinary academic programs and research, particularly at the graduate level (2012-13 and ongoing).

- Identify barriers that prevent the development of interdisciplinary academic programs and research (e.g., teaching appointments, research supervision, evaluation, interdisciplinary program approval process), and develop solutions for each barrier (2012-13 and ongoing).

- Encourage incentive systems for interdisciplinary programs so that credit for work is appropriately provided through the FPC process (2012-13 and ongoing).

Strategy 12.4—Enhance research infrastructure that can be used in a collaborative fashion

- Develop and maintain core research facilities that include major pieces of equipment that can be shared among groups. House these facilities with technical expertise that is cost-shared (2012-13 and ongoing).

- Develop and streamline administrative research support systems (2012-13 and ongoing).

- Develop new animal care facilities for research purposes (2013-14 and ongoing).

- When developing new spaces, consider models on campus for collaboration similar to our two newest facilities: Taylor Family Digital Library (TFDL) and Energy Environment and Experiential Learning (EEEL) (2014-15 and ongoing).

Metrics: Number of interdisciplinary programs and joint programs and numbers of students enrolled; number and success rate of team and interdisciplinary grant submissions; number of interdisciplinary publications (in interdisciplinary journals/those involving multiple faculty members from different units); number of interdisciplinary concentrations and capstone projects; number of joint appointments between units.

4.4 Academic Priority: Leadership
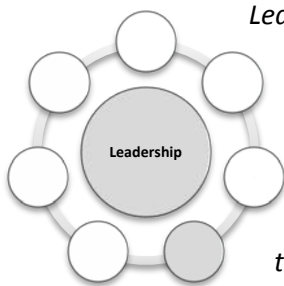
Leaders transform the way we think and act to improve the world around us. Some accomplish this by creating a vision of shared goals and motivating others to act with the highest ethical and disciplinary standards. Communication and collaboration are essential elements in identifying shared goals and vision. Others lead through their actions. We ascribe to the theory that anyone can be a leader at any point in time. We will promote transparency in decision-making that engages and motivates individuals to participate, and enables them to be accountable to their peers and colleagues.

The University of Calgary will encourage 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. We will create an environment where students, staff, and faculty have a global influence over advances in their respective disciplines, social awareness and wellbeing. We will create the next generation of leaders who will either become fully integrated within the community of Calgary or their chosen community, show the way by ethical actions, and inspire others to be champions.

Goal 13: Develop the leadership potential of graduate and undergraduate students

Strategy 13.1—Develop and implement a Leadership and Student Engagement Program

- Centralize and coordinate leadership activities for students on campus through the Leadership and Student Engagement Program. The goal of the program is to provide all undergraduate and graduate students the opportunity to gain valuable personal and professional leadership skills they need through various training and mentorship programs, community service learning and other support services (2011-12 and ongoing).

- At the undergraduate level, ensure opportunities exist in each year of programming to establish leadership skills (e.g., first year—Emerging Leaders Program, Skills for Success Certificate, Orientation Week activities; second year—Sophomore Leadership Program, Peer Helper Program; third and fourth year—Senior Year Experience Program) (2011-12 and ongoing).

- Continue to develop leadership programs in specific Faculties such as the Leaders in Medicine program for MD/PhD or MD/MSc students, and provide targeted programming to nurture future research leaders (2011-12 and ongoing).

- At the graduate level, invest in further developing the leadership skills of an exceptional group of graduate students (Vanier Scholarship winners and Killam Scholars) through the Graduate Leaders' Circle (2011-12 and ongoing).

- Ensure all leadership activities for students are captured on a co-curricular transcript of record (2011-12 and onwards).

- Define University of Calgary attributes of leadership—and ensure that the curriculum addresses each attribute (start in 2012-13 and ongoing).

Goal 14: Continue to develop academic curricular programming in leadership

Strategy 14.1—Continue development of academic certificate programs in leadership

- Create a series of academic leadership certificate programs by identifying leadership courses in the University Calendar and combining them into cohesive groupings (e.g., a Leadership Skills Certificate could include courses on communication skills, conflict resolution skills, stress management and coping) (2013-14 and ongoing).

- Extend current leadership offerings (e.g., Faculty of Education and Haskayne School of Business) to other programs (2013-14 and ongoing).

Goal 15: Develop the leadership potential of faculty and staff

Strategy 15.1—Provide professional development opportunities for faculty and staff

- See strategies 2.4 and 3.3.

- Identify mid-career faculty members with potential to take on leadership roles and provide them with targeted professional development opportunities (2013-14).

- Develop a leadership development fund to assist identified mid-career faculty members with the costs of external leadership courses (2013-14).

Goal 16: Support the development of senior leaders on campus

Strategy 16.1—Support the development of the leadership skill sets and potential of Deans

- Develop and implement a Deans' orientation for all Deans to discuss critical topics affecting the role of the Dean (e.g., strategic planning, budgeting, government relations) (2011-12 and ongoing).

- Develop and implement media training for Deans (2011-12 and ongoing).

Strategy 16.2—Support the development of the leadership skill sets and potential of Heads

- In addition to professional development opportunities for Heads, develop a Heads' School that provides an orientation to and on-going development for key parts of the Head's job (e.g., strategic planning, budgeting), and opportunities for discussion and debate with senior leaders of the critical issues facing the university (2012-13 and ongoing).

- Review procedures for selection of Heads and leaders of Institutes and educational portfolios – the priorities and aspirations of the university must be embodied in these leaders (2012-13 and ongoing).

- Develop and implement media training for Heads (2013-14 and ongoing).

Strategy 16.3—Ensure decisions are made at the right levels within the academy

- Review delegation of authority matrices to ensure decisions are delegated to the right level (2012-13 and ongoing).

Goal 17: The Executive Leadership Team and Senior Leadership Team will work together to improve faculty and staff engagement

Strategy 17.1—Develop leadership commitment and trust

- University leaders at all levels will focus on building greater trust and confidence in their leadership roles across the university by consistently doing what they say they are going to do, and by being accountable for commitments they make (start 2011-12 and ongoing).

- Leaders will be explicitly consultative and collaborative in all processes (start 2011-12 and ongoing).

- Leaders will continue to develop processes that enable academic and support staff to engage in debate and decision making (start 2011-12 and ongoing).

- Leaders will model ethical decision making and in doing so create transparency (start 2011-12 and ongoing).

**Strategy 17.2—Respect and recognize contributions of faculty and staff**

- University leaders will actively engage with members of their own communities and increase recognition for the good work that is being done (2011-12 and ongoing).

- University leaders will seek input from faculty and staff into processes and activities that will shape our university for the future (2011-12 and ongoing).

- University leaders will acknowledge students, faculty and staff in meaningful ways (2011-12 and ongoing).

Strategy 17.3—Develop the concept of one university family

- University leaders will work together to create a shared future and unified environment on campus (2011-12 and ongoing).

- Improve collaboration on campus by removing barriers that prevent us from working together (2011-12 and ongoing).

- Commit to continuous improvement of systems and processes to support the foundational elements of a well-run institution (2011-12 and ongoing).

- Develop a new budget model that supports optimal management of funds at the University of Calgary (2012-13 and ongoing).

Metrics: Inventory of leadership training programs; inventory of leadership courses; participation rates in training programs and leadership courses; index of international/national/provincial leaders (e.g., Prime Minister, mayor); exit surveys of students.

4.5 Academic Priority: Internationalization
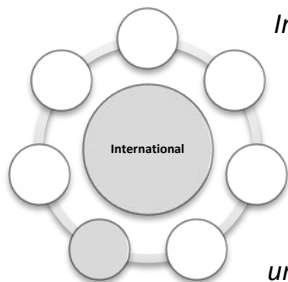
Information, goods and services move around the world at a pace not previously experienced. Our information age has created a planet where the majority of people are linked and "on-line 24/7" – recent data published in the Economist show that this is true even in developing economies/countries. Ideas generated in one location can transform societies and lives around the world at speeds not before envisioned. Our university will be a "global intellectual hub" where our students, staff, and faculty at the center of this hub will radiate new discoveries, ideas, and applications that have global impact. We will create a campus that also attracts scholars from around the world to this hub – one that promotes diversity of thought, culture, and respect for alternatives. We will leverage our expertise to share capacity with targeted institutions in the developing world. International partnerships will be equitable, respectful of differences in culture, and mutually beneficial. We will be a global source for objective information, expertise, and productive collaborations across all sectors of government, industries, and non-governmental organizations. Calgary is a global community – and we must prepare our graduates to work in a globalized world.

Goal 18: Develop an international strategy for the University of Calgary

Strategy 18.1—Determine where we are currently, and where we want to be internationally

- Develop a compendium of current international activity and categorize the compendium by geographical locations in the world (2011-12).

- Determine where we want to be globally and evaluate priority countries/regions where full University of Calgary involvement (i.e., student recruitment, study abroad, joint program possibilities, graduate student activity, research activity/opportunity) is desirable (2012-13 and ongoing).

- Establish regional coordination committees to inform how University of Calgary will interact with priority countries or regions (2012-13).

- Once priority countries/regions are identified, determine if there are strategic partnership opportunities with other U15 universities (2012-13 and ongoing).

- Within priority countries/regions, identify strategic Campus Alberta Partnerships or other strategic provincial or industry partnerships (2012-13 and ongoing).

Strategy 18.2—Develop funding models to encourage and incent international activities

- Determine a funding model for the use of international differential fees. Ensure that operational costs are covered through international fees (begin 2011-12 and ongoing).

- For priority countries, establish seed grants to encourage international activity and collaboration (2013-14).

Strategy 18.3—Analyze the potential for expansion of the UC-Qatar Campus, and explore a Middle East strategy as part of our overall international strategy

- Ensure the viability of the nursing programs at the UC-Qatar Campus. Explore the possibility of a diploma in nursing program, as requested by the Qatar Foundation, as well as the potential for a Masters in Nursing program (2011-12).

- Explore the potential for academic and research programs in areas such as Education, Business, Law, and Engineering at UC-Qatar (2012-13 and ongoing).

Strategy 18.4—Examine opportunities for joint programs (e.g., dual degrees, sandwich programs, 2 + 2 programs, cotutelle programs)

- Develop 2 + 2 or joint undergraduate programs with selected institutions. Use these programs to recruit graduate students to our university (2012-13 and ongoing).

- Develop additional joint, dual, or sandwich programs at the graduate level with international partners and build enrolments in the doctoral cotutelle option (2012-13 and ongoing).

Strategy 18.5—Identify international opportunities for student exchanges

- Ensure that a University of Calgary transcript denotes an international experience (2012-13).

- Increase the number of student exchange opportunities with key international partners for our students to study abroad (2012-13 and ongoing).

- Ensure transferability of credit for courses taken internationally before a student departs for their exchange (2012-13 and ongoing).

- Include the potential for EAL (English as Alternative Language) training as part of any incoming student exchange program (2012-13 and ongoing).

- Identify opportunities for international students to come to the University of Calgary to study. Align policies so that incoming international exchange students are not disadvantaged (2012-13 and ongoing).

- Develop a funding envelope to help offset the cost of international exchanges for students (2013-14).

- Further develop support services for international students (ongoing).

Strategy 18.6—Identify and develop international exchange opportunities for academic staff

- Develop policies and procedures for faculty and staff who wish to participate in international exchanges that allow increased knowledge transfer and understanding of best practices (2013-14 and ongoing).

- Ensure that participation or leadership in an international venture are considered as part of the merit, tenure and promotion process for faculty (2013-14 and ongoing).

- Invite international scholars to our campus to develop international ambassadors for the University of Calgary (2013-13 and ongoing).

Metrics: inventory of international partnerships; proportion of students with international experience; number of international undergraduates/graduates/PDFs; research dollars from international sources; number of international programs; exit surveys of academic staff/staff/students following exchanges.

4.6 Academic Priority: Connection with Community
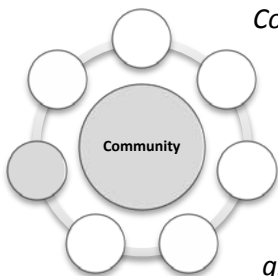
Communities are differentiated by their values, diversity, and accomplishments. Calgarians tackle any challenge, dismiss entitlement, and strive for excellence. We are a major engine for economic prosperity in Canada while supporting a diversity of belief systems and alternative models for growth and sustainability. We live in a community that promotes individualism, yet has some of the highest levels of volunteerism, philanthropy, and charitable giving in Canada. Maclean's has ranked us as one of Canada's most cultured cities, one of the top three smartest cities, and most active. The University of Calgary strives to serve this community and reflect its values, while at the same time recognizing that our achievements extend far beyond our local jurisdiction. We will connect to the community by working with our community members to discover new ideas and create new art and cultural expressions, and by translating new knowledge into innovative applications that will be of mutual benefit to the university and our community. We will support our students, academic staff and staff in active engagement with the community and we will be the geographical hub for exploring new ideas, new partnerships, and new heights of scientific and artistic expression and athletic accomplishments. We will learn from all of our communities, near and far, by forming partnerships that are respectful, responsive and mutually beneficial.

Students, academic staff, and staff create new knowledge that has the potential to promote economic diversity, enhance our productivity, and improve the quality of life for people across the globe. Our challenge is to enable the translation of these great ideas into applications. The recent report (Innovation Canada: A Call to Action) highlights the magnitude of this challenge for Canada, and makes recommendations that will influence the landscape for research and development. Our university will continue its efforts to explore new ways of promoting entrepreneurship and demonstrating the tangible rewards for our students to apply their fundamental understanding for the betterment of societies, by working with societies to help solve problems.

Great cities have anchor institutions that provide civic leadership and operate as hubs of broad, two-way engagement to build community capacity, drive economic growth and attract top talent. The University of Calgary is uniquely positioned to become an anchor institution in the great city of Calgary. The process of interconnecting the university into the fabric of the community through our students, staff, academic staff, alumni and facilities will generate pride in the University of Calgary in both the internal university community and in the broader external communities.

Goal 19: Encourage the external community to come to the University of Calgary

Strategy 19.1—Host public intellectual events on campus

- Create a public lecture series that highlights our academic staff (2012-13 and ongoing).

- Create a series of lectures during which international experts debate and discuss topics of interest to the community with our academic staff (2012-13 and ongoing).

- Recognize and monitor the participation in public events on campus (2012-13 and beyond).

Strategy 19.2—Host targeted events and announcements for the community

- Develop an annual public "University Report to the Community" event (2012-13 and ongoing).

- Identify alignments between university and community priorities and develop special events to showcase the university addressing key community interests – for example, opening up research labs, presenting policy and research work of students and faculty, and demonstrations of undergraduate students engaged in municipal issues (2012-13 and ongoing).

- Become the "go to" place for major community events and announcements (2012-13 and ongoing).

- Use these events and announcements to showcase the breadth and depth of academic work across the university (2012-13 and ongoing).

- Use these events and announcements to encourage alumni to visit and reconnect (2012-13 and ongoing).

- Create events and announcements that are specifically targeted for student recruitment, as part of the university's recruitment strategy (2012-13 and ongoing).

- Bring expertise from the external community onto campus for lectures for the campus community (2012-13 and ongoing).

Strategy 19.3—Invite the external community to athletic competitions, concerts, and other types of productions that highlight the connection of the university to the surrounding community

- Encourage university events as "Calgary" events, for all to enjoy (2011-12 and ongoing).

- Invite community leaders to targeted events on campus, leveraging Board, Senate and student connections (2011-12 and ongoing).

- Increase the emphasis on youth involvement, programs, and services provided by the university, such as science exposure programs for grade school children and mini-university, which can promote the university and encourage youth to pursue post-secondary education (2012-13 and ongoing).

Strategy 19.4—Create a vibrant community within our campus that people in Calgary and the surrounding communities want to visit

- Create walking paths throughout the campus (2013-14).

- Create opportunities for the external community to use the space on our campus (2012-13 and ongoing).

Goal 20: Strengthen and develop strategic partnerships/alliances with key organizations within Calgary and the surrounding communities

Strategy 20.1—Strengthen partnerships with organizations in Calgary and surrounding communities

- Work closely with AHS on the development of provincial wide Academic Alternative Relationship Plans, student placement agreements, and joint use appointments (2011-12 and ongoing).

- Work with health-related and other relevant Foundations and organizations to help fund research, professors and infrastructure related to health themes (2011-12 and ongoing).

- Revitalize the university United Way campaign to ensure we help those in need in our university and broader Calgary communities (2011-12 and ongoing).

Strategy 20.2—Develop new partnerships with key organizations in Calgary and surrounding communities

- Sponsor and bring to campus important community events (e.g., Calgary Youth Science Fair, Canada's largest science fair for Grades 7- 12) (2011-12 and ongoing).

- Sponsor or partner with high-profile Calgary community events, both annual and one-time, to ensure a University of Calgary presence and support of key community initiatives (e.g., Calgary Stampede, Calgary 2012 Cultural Capital of Canada) (2011-12 and ongoing).

- Conduct regular community engagement audits to identify partnership and sponsorship opportunities in the community (2012-13 and ongoing).

Goal 21: Develop an overall Downtown Campus (DTC) Strategy

Strategy 21.1—Name a Task Force to develop the overall DTC Strategy

- Identify individuals from all vice-presidential portfolios for the Task Force (early 2012).

- Have the Task Force submit a report to GFC by June, 2012.

Strategy 21.2—Use the DTC to engage the corporate community

- Provide continuing education through our Executive Business and our Continuing Education programs (2011-12 and ongoing).

- Encourage public policy discussion and debate through sessions conducted by the School of Public Policy (2011-12 and ongoing).

- Encourage corporate partners to hold events in the DTC (2012-13 and ongoing).

Strategy 21.3—Use the DTC to engage the non-profit community in Calgary and surrounding communities

- Provide professional development opportunities for staff of non-profit organizations through our Continuing Education programs (2011-12 and ongoing).

- Encourage non-profit organizations to hold events in the downtown campus (2011-12 and ongoing).

- Engage and support non-profit organizations by using the downtown campus as a hub for collaborative work between Faculties and those community organizations (2012-13 and ongoing).

Strategy 21.4—Provide programming opportunities through the DTC for the Calgary community

- Provide a range of Continuing Education opportunities (2011-12 and ongoing).

- Provide a lecture series for the Calgary community at the DTC featuring University of Calgary faculty members, as well as international visitors to campus (2012-13 and ongoing).

- Provide a broad range of programming connected to the academy such as art shows, wellness workshops, running clinics, documentary screening nights and book clubs (2012-13 and ongoing).

Goal 22: Develop an overall alumni strategy, including a strategy for faculty emeriti

Strategy 22.1—Develop benchmarks for best-in-class alumni relations

- Review and develop benchmarks for alumni relations departments and strategies at competitive Alberta, U15, and U.S. universities (2012-13).

Strategy 22.2—Create a professional governance model for alumni chapters and branches

- Develop Alumni Chapters Governance handbook (2012-13).

- Ensure that existing informal "Chapters" comply with new governance guidelines (2012-13 and ongoing).

- Develop a plan to build new Chapters over time across Canada and around the world (2013-14 and ongoing).

Strategy 22.3—Engage alumni in the life of the university as ambassadors, supporters, mentors and lifelong learners

- Increase efforts across the university to deepen and expand alumni connections (2012-13 and ongoing).

- Develop excellent programs, services and events for alumni of different eras, academic disciplines and communities of interest (e.g. athletics), including current students (2012-13 and ongoing).

- Partner with student groups, Faculties, service providers and alumni to create high levels of engagement (2012-13 and ongoing).

- Develop opportunities to involve alumni in student recruitment, mentorship of current students, and volunteer activities (2012-13 and ongoing).

- Develop opportunities for alumni to connect with the university and enrich their own experience through lifelong learning (2012-13 and ongoing).

Strategy 22.4—Engage faculty and staff emeriti in the life of the university as ambassadors, supporters and mentors

- Increase efforts across the university to develop meaningful, lifelong connections with faculty and staff emeriti (2012-13).

- Develop excellent programs, services and events for professors emeriti (2012-13 and ongoing).

- Develop opportunities for professors emeriti to be involved with the university through mentorship and volunteer activities (2013-14 and ongoing).

Strategy 22.5—Develop and execute an inspiring 50th Anniversary strategy for 2016

- Enhance alumni and faculty and staff emeriti pride, connection and support through a significant 50th anniversary celebration that will be the culmination of the university's *Eyes High* vision (2015-16).

- Leverage the anniversary as an opportunity to engage and honour alumni and faculty and staff emeriti in new and meaningful ways (2015-16).

- Leverage the anniversary to create a plan to build an Alumni Centre on the University of Calgary campus (2015-16).

Goal 23: Solidify current partnerships and explore opportunities to increase partnerships within Campus Alberta

Strategy 23.1—Review current Campus Alberta Partnerships to ensure viability

- Examine current partnerships in Medicine Hat College and Red Deer College to determine if alternations are needed (2011-12 and ongoing).

- Explore potential for partnerships with Alberta Tribal Colleges (2012-13 and ongoing).

Strategy 23.2—Explore new Campus Alberta Partnerships

- Explore the potential for Southern Alberta Institute of Technology (SAIT) to be involved in the Solar Decathlon project (2012-13).

- Explore potential for increased collaboration with other Campus Alberta partners (2012-13 and ongoing).

Strategy 23.3—Develop connections with rural and remote partners

- Explore opportunities with the Alberta Rural Development Network (ARDN) (2012-13 and ongoing).

- Explore opportunities with the Indian and Northern Affairs Canada (INAC) funded schools (2012-13 and ongoing).

Goal 24: Promote partnerships with local and provincial agencies, and industry to accelerate research applications

Strategy 24.1—Encourage university engagement with Innovate Calgary and other commercialization centres (e.g. Biovantage—an Alberta Innovates Technology Futures (AITF) funded commercialization centre) (ongoing)

Strategy 24.2—Institute a professional development program for scholars interested in commercializing knowledge

- Review and improve our Intellectual Property (IP) policy and related procedures to support faculty and graduate students engaged in commercialization efforts (2013-14).

Strategy 24.3—Develop simplified "Memoranda of Understanding" for encouraging industrial partnerships while supporting university interests (ongoing)

Goal 25: Create research facilities that support innovation and translation of new discoveries into applications

Strategy 25.1—Collaborate with industries working in our priority research areas to secure crucial equipment needed to test or license new protocols, products or techniques that would expand access to markets (ongoing)

Strategy 25.2—Create training opportunities for students from Campus Alberta and provide access to specialized research facilities for student projects (2013-14 and ongoing).

Please refer to Goal 9 for strategies related to community service learning and Goal 18 for development of international connections.

Metrics: philanthropic donations; industry donations; alumni engagement (participation rates; engagement with advisory boards; quantifying contacts with alumni); numbers of community contacts; media hits; social network hits; number of public intellectual events

4.7 Academic Priority: Sustainability
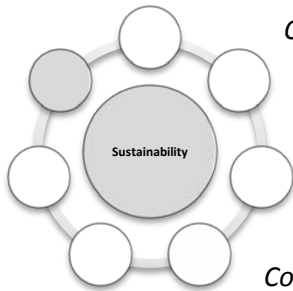
On October 31, 2011 our global population size reached 7 billion and is on track to reach 9 billion by 2050. Total energy consumption increased by 5.6 percent last year following the economic recovery, consumption in emerging economies continues to rise rapidly, and OECD countries also saw growth well above average. Per capita consumption rates of energy continue to increase, showing no signs of leveling off with increasing population size. Consumption of natural resources outpaces the earth's capacity to replace them and to absorb or adapt to wastes. It is clear that our earth's support systems are under increasing pressure, and many question whether current approaches are sustainable. Local and global social systems are similarly under increasing pressure with dire conditions in both developed and developing economies. Disenfranchisement and conflict will contribute to further breakdown. Identifying new approaches are some of society's biggest challenges. Our students have picked up this gauntlet and our university will support their initiative. We will ensure that there are fora to objectively debate alternative ideas and programs of discovery, creativity and innovation that explore new approaches. Of course, sustainability also applies to our local environment, and thus this initiative must involve by its very nature collaboration between the academic and business unit portfolios as well as collaborations with regional and global communities. Our campus will be a model for responsible growth of our curriculum, research, built environments, open spaces, and our daily operational and business practices. We will lead in developing sustainable practices and seek new ways of applying them in local economies and in developing economies throughout the world where we can have the most significant impact.

Goal 26: Develop an academic arm of the Institutional Sustainability Plan

Strategy 26.1—Identify academic sustainability champions and leaders on campus

- Appoint an academic sustainability coordinator to lead the academic sustainability arm of the Institutional Sustainability Plan. This leader would work closely with the Provost's Office and the sustainability team in Facilities Management and Development to help develop more fully the sustainability initiative on campus (2012-13).

- Identify academic sustainability champions and student representatives from various disciplines to sit on an Academic Sustainability Advisory Committee (ASAA) (2012-13).

Strategy 26.2—Through the ASAA develop an academic strategy for Sustainability at the University of Calgary

- Undertake discussions broadly within the academic community, including student representatives, about how and where education for sustainability and sustainability literacy should be developed (2012-13 and ongoing).

- Determine the number and diversity of sustainability course and program options available on our campuses (2012-13 and ongoing).

- Make recommendations to position the University of Calgary for leadership and excellence in sustainability learning outcomes (2013-14 and ongoing).

- Determine how and whether there is value in offering a series of interdisciplinary certificates on sustainability, or a cross-disciplinary minor in sustainability studies, for University of Calgary students. Determine whether over time these certificates and/or the minor could be "stacked" to a degree (2013-14).

- Develop a Sustainability Awareness Week that includes key note speakers of national and international stature. Highlight University of Calgary initiatives during this week (2013-14 and ongoing).

- Develop a regular speaker series on sustainability (2013-14 and ongoing).

- Review best practices and make recommendations on sustainability-focussed Faculty development programs (2013-14 and beyond).

- Review best practices and make recommendations to assist faculty members in updating, where appropriate, existing course syllabi to integrate relevant sustainability learning outcomes (2013-14 and beyond).

- Confirm strategies for commercialization and market development of sustainability-related research (2013-14 and ongoing).

Goal 27: Help position the City of Calgary as a Canadian leader in urban sustainability

Strategy 27.1—Collaborate with imagineCALGARY partners and others to establish a new Regional Sustainability Network

- Host the network and foster collaborations, project-based partnerships, sharing of best practices (2013-14 and ongoing).

- Support the Regional Sustainability Network by providing educational opportunities, relevant research, and the development of relevant public policy and measurement tools (2013-14 and ongoing).

- Revitalize the Urban Alliance as a platform to accelerate research partnerships in support of imagineCALGARY and the new Regional Sustainability Network (2013-14 and ongoing).

Goal 28: Utilize the campus as a vibrant living laboratory for applied research, experiential learning and interdisciplinary partnerships in sustainability

Strategy 28.1—Coordinate programs to support campus sustainability partnerships through the academic arm of the Institutional Sustainability Plan

- Coordinate existing pilot initiatives (2013-14).

- Identify project opportunities that align with the operational arm of the Institutional Sustainability Plan (2013-14 and ongoing).

- Identify a funding strategy to support the partnership program and internships (2013-14).

Goal 29: Develop an innovative co-curricular sustainability strategy that differentiates the University of Calgary

Strategy 29.1—Engage the student community in helping to develop a co-curricular sustainability strategic plan

- Survey best practices in campus co-curricular sustainability programs (2012-13).

- Provide fora to highlight existing student leadership and to identify student priorities (2013-14 and ongoing).

Metrics: Scores on STARS ranking system; number of LEEDS certified buildings; number of academic programs with a focus on sustainability.

5. Conclusion

While *Eyes High* established the strategic vision for the University of Calgary, this academic plan creates the roadmap to achieve that vision. The academic plan is ambitious, bold, and concrete—and will help us achieve our vision to be one of the top 5 research universities in the country by 2016, grounded in teaching and learning excellence and a commitment to fully integrate with our community.

We have established, through a highly collaborative process, seven academic priorities that will guide our financial, human, and capital resource allocations to 2015-16:

- Talent Attraction, Development, and Retention
- Teaching and Research Integration
- Interdisciplinarity
- Leadership
- Internationalization
- Connection with Community
- Sustainability

Our success in reaching our destination will depend on the implementation and integration of these highly connected academic priorities.

We will ensure that we capitalize on trends and advances in post-secondary education if we follow the seven priorities in our academic plan. The combination of advancing these priorities with the opportunities afforded by the City of Calgary will allow us to differentiate ourselves in the post-secondary landscape. Calgary is a tremendous geographical advantage for us—and is at the center of the shift in the economic and political power base of Canada from the East to the West. While this shift creates opportunity for the University of Calgary—it also creates expectations for us to match the vibrancy of the city with academic excellence, societal impact, and public prominence. We will live up to the city's expectations.

As a necessary condition to reach our goal of Top 5 we must have *talented students, staff, trainees, and faculty*. Talented people will form the foundation for all that we do—without talent we will certainly not achieve our goal. Because we are in a global competition for talent, we must do all that we can to attract top quality people to our campus, to develop them while they are here, and to ensure, at the professoriate and staff level, that they stay.

Talented instructors and professors will facilitate *integration of teaching and research* to provide an optimal student experience—one where engaging curricula attracts students both on campus and in communities near and far. As a result, students will understand that knowledge and skill sets must be combined to tackle problems they will face when they leave the university. Students will also recognize that most problems are complex—and require different types of expertise for resolution. They will see and be part of *interdisciplinary* programs and research led by internationally renowned scholars on our campus. Students will have the benefit of working with students from other disciplines in an interdisciplinary fashion to solve complex problems. We will show them how to turn new ideas into innovative solutions—these experiences and skills will set them up for success when they move into communities of their choice.

Calgary is a city of leaders—in business, arts and culture, volunteerism and philanthropy. Our students will become leaders through the experiences we offer them, both inside and outside the classroom. We will foster their *leadership development*, and that of our faculty, staff, and administration—through formal leadership development and mentorship programs.

Because we strive to be a *global intellectual hub* that attracts talented scholars and students from around the world, students will learn to appreciate different cultures and see value in diversity—of opinion, thought, gender, race and culture. They will gain experience not only from international students and scholars that come to our campus, but will also have a variety of opportunities to travel internationally—for student exchanges, research projects, and courses, as some examples. As a result, they will have broader global understanding and appreciation when they graduate, and we as a university will form international partnerships that are equitable, respectful of differences in culture, and mutually beneficial.

As a result of the above strategies—we will become more connected *and integrated with the City of Calgary and surrounding communities*, and those further afield. Through the leadership of our graduates and of the university more generally, we will help to build community capacity, drive economic growth, and further build the reputation of the city. Community leaders in turn will help us better understand what we need to do as an institution. Finally, our graduates will understand and appreciate what they need to do to create a sustainable future and become fully engaged in doing so.

We are ready to embark on our journey!

6. Appendices

6.1 Academic Planning Process Questionnaire

The University of Calgary has recently been through one of the largest consultation processes in our history, where we collectively agreed to a visionary goal of becoming one of the top 5 research intensive universities in the country. Thus—we have established our destination. We are now embarking on an academic planning process to ensure we have the right roadmap to reach our goal. This process, which will be led by the two academic vice presidents, the Provost and Vice President (Academic) and the Vice President (Research), is expected to yield a draft academic plan by mid-December. This plan will form an academic chapter of the Comprehensive Institutional Plan, which is to be submitted to the provincial government in March, 2012.

Our academic enterprise should encourage discovery and innovation across the spectrum of teaching, learning, and research. The "Strategic Sweet Spot" (Collis and Rukstad, 2008) at the University of Calgary will be our Academic Plan—a roadmap describing the strategies we will engage in to leverage strengths and opportunities to advance our academic vision and mandate (Figure 2).

Figure2—The Strategic Sweet Spot
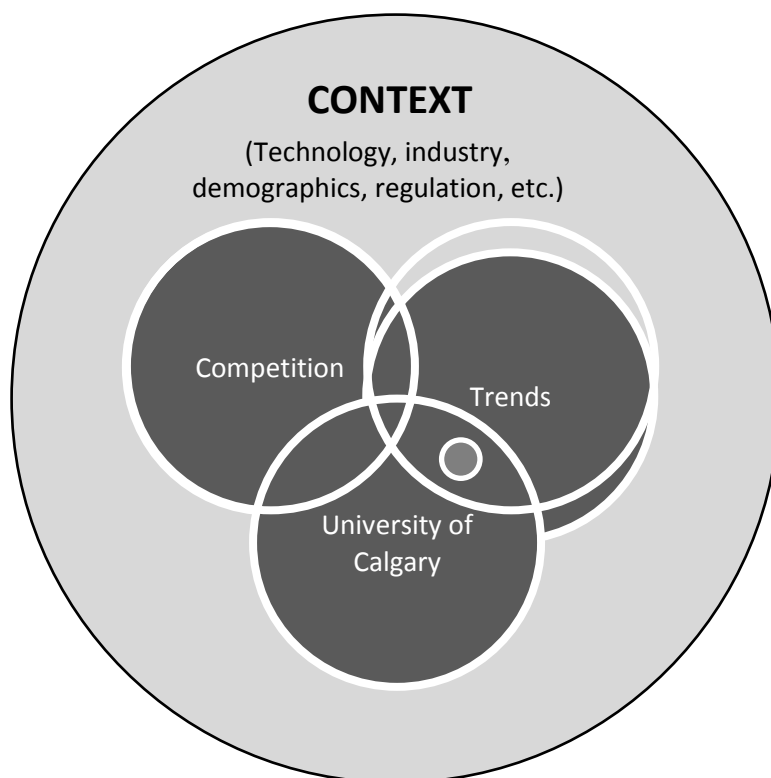
We want to focus our plan on what we can do as an institution in relation to the current trends in the post-secondary sector, in the broader environmental context of Calgary, Alberta, Canada. We have committed to a model where the priorities of the academic enterprise drive human, capital, and financial resource allocations. Within this context, please respond to the following questions:

General

- What does the concept "one university" mean to you—and what would be required to get us there?

- What will you do within your Faculty that will differentiate the University of Calgary in the provincial, national, and international landscape? What strategies will you employ?

- In the next decade, what talent (broadly defined) will be required to vault your Faculty to the top 5 in the country?

- In the next decade, what facilities and/or major infrastructure will be required to distinguish us as a top school in Canada?

- What barriers currently exist in our system that prevents your Faculty from reaching their potential? Do you have suggestions on what we need to do to get by the barriers?

- Our university is closely connected with our community. How can we more fully engage our community in our academic planning process and enhance our "return to the community"?

- What do you think is the optimal student population of the University of Calgary? (currently, we are just over 30,000 students; about 24,000+ Full-Load Equivalent (FLE) students)

Specific

- Does your Faculty strategic plan have to be revised in light of the "Top 5" goal?

- What new programs do you intend to develop in the next 5 years? Be specific.

- What new program innovations do you intend to develop in the next 5 years? Be specific.

- Do you have underperforming programs? If so, what are your plans for revitalizing these programs?

- What programs will you delete? Why?

- The Plan for Graduate Education (approved spring 2011) committed to maintaining the graduate: undergraduate ratio at 1:4 and the doctoral-stream: professional ratio among graduate students at 55:45. In light of the goal of Top 5, do you think we should reconsider these ratios? If so, in what way(s)? Does your Faculty have a specific plan to move towards these targets?

6.2 Enrolment Projection

We plan to maintain or slightly decrease our enrolment over the next three years (Figure 3). Although we are not forecasting any enrolment expansion, our plan remains focussed on recruiting, retaining and rewarding highly qualified students, providing them with a high quality learning environment, supporting and encouraging them to graduate in a timely manner. Shown in Table 1 are enrolment projections by Faculty.

Figure 3—Headcount Enrolment Target by Year
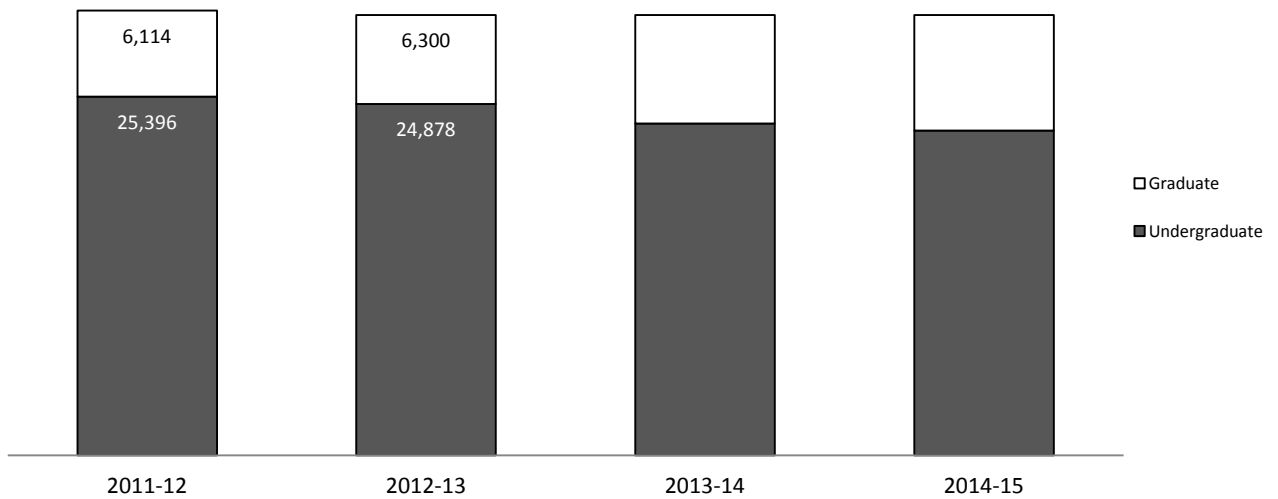
Table 1—Headcount Enrolment Target by Faculty (Fall 2012)

	Undergraduate	Master's	PhD/EdD	Total
Arts	7,200	408	376	7,984
Education	800	1,198	277	2,275
Environmental Design	0	270	35	305
Graduate Studies	0	6	35	41
Haskayne	2,640	514	37	3,191
Kinesiology	760	35	22	817
Law	305	37	2	344
Medicine (Bachelor & MD)	1,040	279	194	1,513
Medicine – PGME	840	0	0	840
Nursing (excluding Qatar)	965	90	23	1,078
Public Policy	0	35	0	35
Schulich	3,000	827	414	4,241
Science	4,700	425	365	5,490
Social Work	460	303	37	800
Veterinary Medicine	120	27	29	176
Open Studies	1,700	0	0	1,700
Sub-total	24,530	4,454	1,846	30,830
Qatar	348	0	0	348
Total	24,878	4,454	1,846	31,178

6.3 Institute for Teaching and Learning

Figure 4—Institute for Teaching and Learning


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                    │     Chair in     │   │    Faculty-based     │
                    │ Teaching & Learning│ │ Research Professors  │
                    │                  │   │  in Teaching & Learning│
                    └──────────────────┘   └──────────────────────┘
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Faculty Engagement ⟷ **Student Engagement**

Professional Development ⟷ **Teaching Scholarship & Innovation**

- Teacher training and support
- Instructional mentoring
- Curriculum development
- Technology integration

- Research in teaching methods and impacts
- Dissemination of research findings
- Led by Chair in T&L
- Linkages to Research Professors in T&L

College of Discovery, Innovation & Learning ⟷ **Experiential Learning**

- Integrate undergrads in research
- Involve graduate students
- Provide academic courses and a unique environment
- Support innovation

- Community Service Learning
- Internships
- Practicum placements
- Simulation
- Focal point for Co-Curricular Learning

For more information about the content of this plan,
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