UNIVERSITY OF
CALGARY

2018-23
Academic
Plan

Through broad
consultation, our
university community
has once again charted a
bold and exciting course
for the future of the
University of Calgary.

Vision

The University of Calgary is guided by our overarching *Eyes High* Strategy 2017-22, which was recently renewed:

University of Calgary is 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, hands-on experiences and entrepreneurial thinking. By 2022, we will be recognized as one of Canada's top five research universities, fully engaging the communities we both serve and lead.

The renewal process leading to *Eyes High* Strategy 2017-22 included over 10,000 points of engagement within our campus and local community. Overwhelmingly, the consultation showed that both the campus and local community supported an "evolutionary" rather than "revolutionary" approach to the original version of the *Eyes High* vision that was in place from 2011-16.

Eyes High Strategy 2017-22 extends three foundational commitments: ***Sharpen Focus on Research and Scholarship, Enrich the Quality and Breadth of Learning,*** and ***Integrate the University with the Community.*** It also includes two cross-cutting themes that explicitly extend our commitment to ensuring a rich and multi-faceted ***student experience*** and an inclusive and respectful ***campus culture.***

Now that the *Eyes High* Strategy 2017-22 has been renewed and approved, it is time to refresh the roadmaps that outline the priorities, strategies and goals that will lead us to achieving our *Eyes High* Strategy 2017-22 — the **Academic** and **Research Plans**.

The previous Academic Plan included seven priorities and the Research Plan included three priorities. Together, these ten priorities have guided human, capital, and financial resource allocations at the University of Calgary over the past five years (see Figure 1). In so doing, the University of Calgary has undergone a significant transformation as we continue to aim to meet our *Eyes High* aspirations. This transformation has been the result of the hard work of our entire campus community (see **ucalgary.ca/ provost/strategic-initiatives/academic-and-research- plan-2017-2022** for links to the reports of results of previous Academic and Research plans).
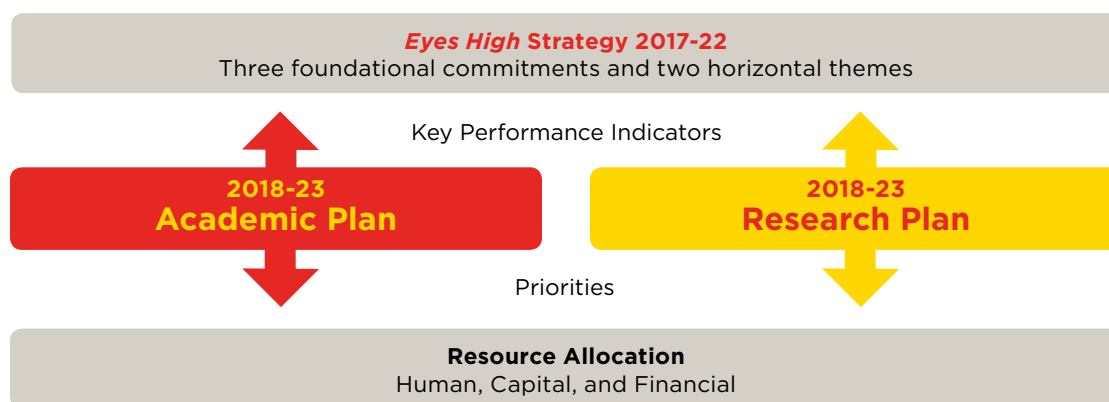

Figure 1 — Academic and Research Plan Roadmap

Process

The process for the renewal of the Academic and Research Plans was led by the Provost and Vice-President (Academic) and the Vice-President (Research).

During our process, data were examined and analyzed from three sources: a literature review on trends in higher education; a review of the data collected for the renewal of the *Eyes High* Strategy 2017-22; and a review of data collected and analyzed from a questionnaire developed specifically for this process that was opened during a three week period in June 2017. Over 2,400 responses were received, with responses ranging from answers addressing single questions to completed questionnaires.

The information collected indicated that the priorities, goals, strategies and actions identified in the previous Academic and Research Plans were supporting the achievement of the primary goals of our *Eyes High* vision. As well, the analysis of data collected from the questionnaire supported evolutionary, rather than revolutionary changes to the Plans. Analyses and synthesis of data and information gathered informed the decision to create an integrated model for the Academic and Research Plans (see Figure 2).

While the Plans co-exist and are linked in the Integrated Model, they also can be detached from one another. This flexibility is necessary since each Plan informs and responds to both internal and external needs and requirements. In addition to driving towards the *Eyes High* Strategy 2017-22, the Academic Plan must respond and relate to the Adult Learning Principles (access, affordability, quality, coordination, and accountability) of the *Alberta Ministry of Advanced Education,* and the Research Plan must respond and relate to the *Alberta Strategic Innovation and Research Plan* (ASRIP) and to federal government funding agencies.

The initial proposal to use an integrated model for the Academic and Research Plans was supported in over 30 consultation sessions that were held with academic staff, students, community groups, government representatives and governance committees.

An integrated model for the Academic and Research Plans

Creating an Integrated Model for the Academic and Research Plans supports our commitment to more strongly connecting research and teaching activities.

The image below represents the Integrated Model, demonstrating how the two plans align. The left half of the model highlights the Research Plan, while the right half highlights the Academic Plan. They are connected through the value propositions of **Student Experience** and **Impact**, and share a common priority, **Driving Innovation.** Each plan has three priorities with identified major goals and strategies that, once achieved, will allow us to deliver on the value propositions of the university and the *Eyes High* Strategy 2017-22. The priority of Driving Innovation reflects the *Eyes High* vision of being an entrepreneurial university. Within each plan that priority will have mutual elements as well as unique strategies. Collectively, the five priorities will

drive human, capital, and financial resource allocations on our campus over the next five years.

The centre circle captures the value propositions of the university — **Impact** and **Student Experience**. It is clear from our engagements with external stakeholders that these value propositions of research-intensive universities are not always well known, obvious, or understood. Thus, we have taken the opportunity to highlight the inherent value of being part of a research-intensive university through these value propositions. The entire model is surrounded by the *campus culture,* one that is inclusive, curiosity-driven, and respectful.
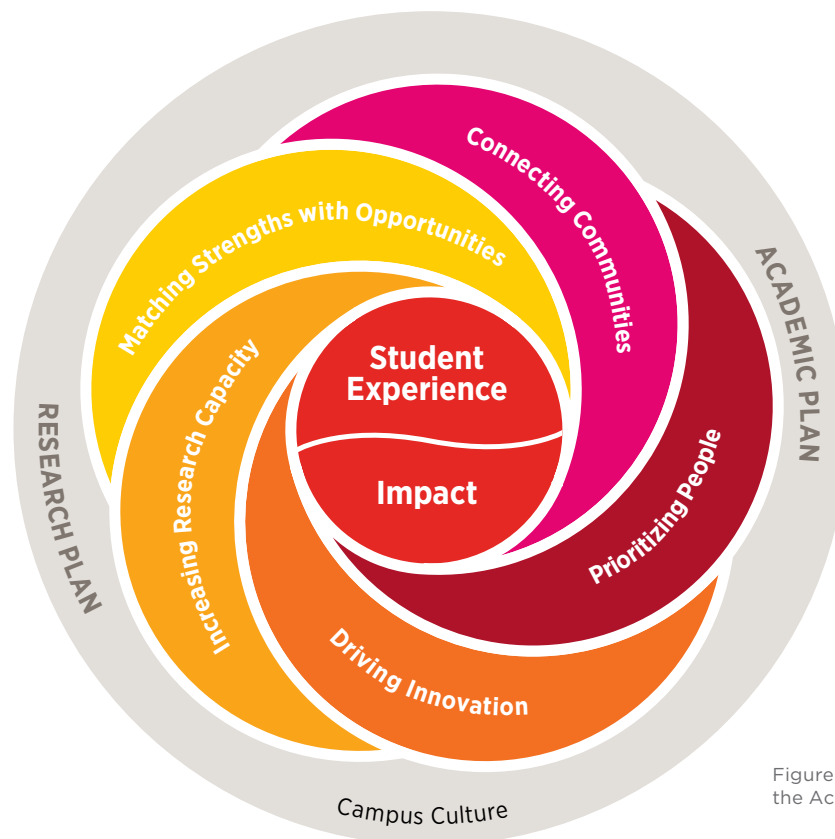

Figure 2 — Integrated Model of the Academic and Research Plans

Value propositions of the university

Impact

Our purpose as a university is to contribute to the body of world knowledge while simultaneously engaging our students in learning guided by processes of discovery, creativity, and innovation. The knowledge we create promotes cultural understanding and social justice, improves quality of life, and helps to secure a prosperous and sustainable future.

A research university plays a special role in our society. We use our scholarly expertise to discover, create and innovate. We evaluate ideas critically and continually grow our understanding of phenomena across diverse academic disciplines and subjects. We foster informed debate and objective approaches for understanding, unpacking, and solving complex problems. Most importantly, we design relevant, meaningful learning experiences for our students that enable them to develop curiosity, communication skills, critical thought, perspective, and disciplinary excellence.

Our university is viewed as a trusted organization that generates objective information and promotes critical discussion for public benefit. In this era of alternative facts, societies need evidence-based decision- and policy-making. Our knowledge creation can be laser-focused to solve important problems within prescribed disciplines, or we can open new doors for inquiry and expression not currently appreciated or anticipated by society.

We create this knowledge through the research activities of our academic staff, students, postdoctoral scholars, and staff. Each person comes to our university with a unique world view, and through our research we continually challenge and advance perspectives. We are a dynamic collaborative with each individual scholar on a life-long journey of personal growth and professional development.

With the privilege of being a scholar at a research university comes important responsibilities — to strive for excellence in research endeavours, to lead by example, to use expertise to advance societal goals, to commit to life-long learning, and to impart the knowledge gained through research to society. We also have a responsibility to engage our communities that we serve and lead in discussions about important issues where evidence is required to better understand those issues or even resolve them. At every level of our engagement — local, provincial, national, global — we strive to understand how our scholarly work can be meaningfully applied and integrated, and also how our research and teaching activities can be informed by those communities. Our community engagement significantly influences our research directions. The goals and aspirations of Calgarians and Albertans feature prominently in those discussions, but as a global intellectual hub, our community also includes and extends well beyond the many academic communities in which we actively participate throughout the world.

We design relevant, meaningful learning experiences for our students that enable them to develop curiosity, communication skills, critical thought, perspective and disciplinary excellence.

Student Experience

At the University of Calgary, we take a comprehensive view of student experience — one that supports and promotes intellectual, social, emotional, mental and physical growth and development.

Our view of student experience encompasses the journey from applicant to alumna/us, and includes all aspects of students' university engagements, including outstanding curricular and co-curricular learning experiences. Our undergraduate and graduate students benefit from pursuing their education at a university where discovery, creativity, and innovation intersect to form the central vision and mission.

Our students are stimulated by inspiring academics who create exceptional learning experiences using pedagogies designed to challenge and nurture in a wide variety of settings. Students are given opportunities to engage in a multitude of co-curricular opportunities and experiences — from student clubs, to active living courses, to volunteering with various community agencies. We value both disciplinary knowledge and skills, as well as the transferable skills that prepare graduates to thrive in the workplace. Students develop ways of thinking critically, creatively, and entrepreneurially, allowing them to create their own futures.

At the University of Calgary, we are committed to ensuring a safe, inclusive, and equitable environment for our students. In order to achieve a distinctive student experience, we create opportunities for students to:

- develop as people, professionals, and leaders in their communities;

- explore, take risks, and push boundaries, even if this makes them uncomfortable;

- build resiliency and a growth mindset through overcoming adversity and learning from challenges;

University of Calgary graduates bring a spirit of curiosity, inquiry, creativity and collaboration to the opportunities and challenges they encounter.

- be self-reflective, appreciate the perspectives of others, and develop relationships that are cultivated through everyday interactions; and,

- appreciate the world around them and understand sustainability principles at a broad level.

This student experience is facilitated by:

- high-quality academic education enriched by research and experiential learning opportunities;

- access to services, resources and opportunities required for them to flourish academically and personally in school, which provides preparation for life following graduation;

- a sense of being valued and respected through active student inclusion in processes of consultation and governance leading to decisions that affect them;

- interactions with the facilities and environment that surround students every day and welcome them to spend time on our campuses;

- a sense of belonging to a community of peers that generate pride in their affinity to the University of Calgary;

- establishment of a fair and just campus where policies and regulations are in place to ensure a safe, welcoming and respectful environment where everyone is held accountable for their actions;

- an acknowledgement and acceptance of diversity and an emphasis on equity and inclusivity.

(continued)

We provide a vast array of opportunities and activities on our campuses to ensure that each student has the opportunity, ability and responsibility to create and shape their own student experience, and we acknowledge the importance of the autonomy of each student in generating their own personalized path.

University of Calgary graduates bring a spirit of curiosity, inquiry, creativity and collaboration to the opportunities and challenges they encounter. They have the knowledge, skills, ambition, determination and integrity to make a difference in a complex and changing world. They are entrepreneurial thinkers, demonstrating the intellectual courage to critically examine information and to explore creative ways to integrate their knowledge, research skills and experiences to grow ideas into innovative solutions. They communicate effectively across audiences and value and engage diversity, integrating new perspectives and multiple ways of knowing to enrich all of their interactions. University of Calgary graduates are skilled collaborators and engaged citizens who — through their thoughts and actions — demonstrate a commitment to sustainability in the ways they use their leadership skills to strengthen the social, natural, economic, and cultural fabric of their communities.

Impact and *Student Experience* value propositions are mutually reinforcing. By creating a positive student experience, we will create graduates who will positively impact society as engaged citizens and life-long learners. The new knowledge we create through cutting-edge research results in societal impact, which produces an environment where students can achieve their potential and flourish. They develop critical thinking, and communication skills and leadership attributes that promote impact and build influence.

Campus Culture

Our energized *Eyes High* Strategy 2017-22 highlights that an inclusive, curiosity-driven and respectful campus culture is key to our success.

Campus culture creates an enabling backdrop that propels our Academic and Research Plans. During the process to energize *Eyes High,* we asked the question "What does campus culture mean to us?"

Our campus response: It means collaborating across groups and embracing meaningful two-way communication that is honest and open. It also means overcoming structural, social and cultural barriers to create a safe, inclusive, healthy and respectful environment — one that values diversity and the dignity of every person. It means we work and learn in a sustainable manner, developing new skills, seeking balanced lifestyles, building our careers, taking initiative, and recognizing one another for our accomplishments. We value a culture that encourages us to listen to one another, enriches our understanding of other perspectives and voices, inspires us to engage purposefully, and welcomes open dialogue and debate (*Eyes High* Strategy 2017-22).

The 2018-23
Academic Plan

The Academic Plan

Through broad consultation, our university community has once again charted a bold and exciting course for the future of the University of Calgary.

Public universities increasingly navigate rapidly changing landscapes that demand innovative and creative approaches to excel. The teaching, research, service, and engagement mission of a university is timeless, but universities are subject to disruptive forces. Disruption in universities today takes multiple forms — from rapid changes in technology, to increasing diversity in students and staff, rising and at times conflicting public expectations, reduced public funding for key parts of the mission, and shifting political dynamics and expectations.

Increasingly, external stakeholders focus on the employability of graduates as a critical indicator of success, alongside or even in competition with the idea that the acquisition of knowledge is a desirable end in itself. The best universities today must resolve the tension between multiple expectations and competing demands, and be agile enough to respond to changes within the environment in a timely manner. Focusing on creating a culture where entrepreneurial, creative, and critical thinking is valued and supported will help us to respond to future opportunities and challenges.

As we learn to adapt to new contextual challenges we must continue to value and support academic freedom and freedom of speech as core principles, commitments and values of a research-intensive university. The University of Calgary should be a place where difficult topics are debated, a place where all members of the community explore, take risks and push boundaries, even when the conversations make us uncomfortable. This requires a collective commitment to respectful debate and close attention to ensuring that all voices are heard. This means overcoming structural, social and cultural barriers to create a safe, inclusive, healthy and respectful environment, one that values diversity and the dignity of every person — a commitment set out in the *Eyes High* Strategy 2017-22.

In order to advance some of our key aspirations, we will need to evaluate how we are organized as an institution. In order to meaningfully engage some of the critical issues today, strong disciplinary expertise will need to be supported and nurtured with opportunities to situate this expertise in an interdisciplinary and integrative fashion. We must think deeply about whether current structures and regulations may create barriers that limit the way we conduct our work.

Finally — we must not shy away from high expectations. We commit to demonstrating excellence through our actions. We will continuously evaluate ourselves against rigorous metrics, benchmarking ourselves against the best in Canada and like institutions around the world. We will strive to be recognized as a top five research university in Canada based on our merits and performance, not by privilege or entitlement.

It is within the above context — rapidly changing landscapes, a continued call for commitment to academic freedom and freedom of speech, a call for examination of organizational structure, and a continued demand for excellence — that we present the Academic Plan 2018-23. This plan, together with the Research Plan, forms a roadmap that will differentiate University of Calgary among the top five research universities in Canada as an institution that embraces innovation.

Entrepreneurial thinking will inform the educational experience of our students, as well as our approach to program innovation, fostering interdisciplinary inquiry, and serving the needs of our internal and external community. It is this openness to change that has allowed the University of Calgary to transform itself so profoundly since the original *Eyes High* vision was adopted in 2011. In the next five years, these plans will firmly establish the University of Calgary as a recognized leader in educational and research innovation in Canada and internationally.

Entrepreneurial thinking is being creative in finding innovative solutions. It involves taking initiative, exchanging knowledge across disciplines, being resourceful, and learning from experience. Entrepreneurial thinking is essential to enriching lives and advancing society (*Eyes High* Strategy 2017-22).

Academic Priorities

The following academic priorities emerged from the analyses of data that were collected: *prioritizing people, connecting communities,* and *driving innovation* (Figure 3).
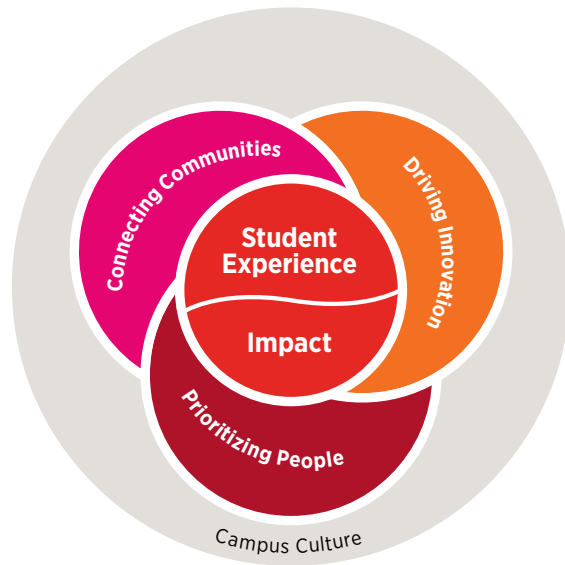

Figure 3 — The Academic Plan

2018-23 Academic Priorities

We took an evolutionary approach to the development of the Academic Plan, particularly given the number of initiatives that have been resourced and are being implemented. It might surprise some, then, to see three priorities emerge, rather than perpetuation of the same seven that were introduced in 2012. We see this as a refinement and focusing of academic priorities. In order to allay concerns regarding the future of major investments underway, we have mapped the previous priorities to the new priorities (see Figure 4).
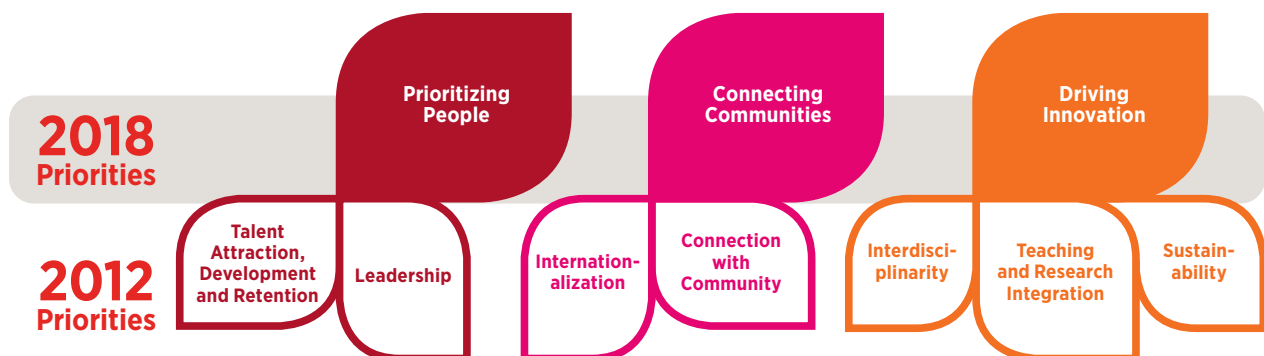

Figure 4 — Mapping of Previous Priorities to New Priorities

1

Prioritizing People

Universities are distinguished by the talent they attract. The University of Calgary is a talent magnet, competing globally for faculty, students, staff and leaders. We must work to continually prioritize our people by creating a safe, inclusive and respectful culture of excellence and engagement where people feel valued for the contributions they are making; where diversity of views, thought, and cultures exists in a respectful and collaborative work environment; where leadership from all is encouraged; and where all are empowered and enabled.

We will listen to one another, enrich our understanding of other perspectives and voices, and welcome open dialogue and debate. We will continue to develop a campus culture that supports exploration, risk-taking, learning, and growth. We will work to continually revitalize, re-energize, recognize and reward our talent pool. Attraction, development, and retention of talent is foundational if we are to achieve our vision of being recognized as one of the top five research universities in Canada as outlined in our *Eyes High* Strategy 2017-22.

1.1 Recruit and retain talented people from a diversity of backgrounds

a. Students

i. General

- Continue to implement our sustainable growth model of student enrolment in order to optimize the student and staff experience [yrs 1-5].

- Continue to monitor the composition of the student body relative to demographic factors to ensure diversity and that appropriate pedagogies, communication strategies, and support services are available and implemented [yrs 1-5].

- Ensure a positive teaching and learning environment on campus by responding to student feedback, particularly the National Survey of Student Engagement [NSSE] and Canadian Graduate and Professional Student Survey [CGPSS]. This will involve enhancing the number and variety of experiential learning opportunities [yrs 1-5].

- Review and enhance scholarship and financial support for students, including analysis and enhancement of programs like the *Eyes High* doctoral scholarships and the development of an *Eyes High* awards program for undergraduate research [yrs 1, 3, & 5].

- Enhance retention strategies to improve completion times and rates [yrs 1 & 4].

ii. Undergraduate

- Review student recruitment and admissions processes within faculties and in the Registrar's office to ensure we are attracting and admitting talented students in a timely fashion [yrs 1 and 5].

- Ensure academic advisors appreciate and understand new programming opportunities, particularly related to embedded and stackable certificates [yrs 1-5].

iii. Graduate

- Increase the number of graduate students at the University of Calgary [yrs 2-5], in part through the expansion of professional master's program opportunities.

- Continue to enhance and expand professional development and internship opportunities with industry and community partners [yrs 2-5].

b. All Staff

- Develop and implement an equity, diversity, and inclusion plan that includes regular monitoring and reporting on an identified set of objectives and metrics [yrs 1, 3, & 5], and ensure support services and resources are in place to implement this plan [yrs 1-5].

- Develop specific action plans to increase representation of underrepresented federally designated groups (women, Aboriginal peoples, persons with disabilities, and visible minorities) [yrs 1, 3 & 5].

c. Academic Staff

- Conduct a third gender and equity salary review study and make changes where warranted [yr 1].

- Identify research chair opportunities and successfully recruit scholars for these positions [yrs 1-5].

- Renew the academy through targeted initiatives [yrs 2 & 4].

d. Postdoctoral Scholars

- Negotiate the first collective agreement with the Postdoctoral Scholars Association (PDSA) [yr 1].

- Support a new round of *Eyes High* postdoctoral scholars [yrs 2 & 4].

- Continue to strengthen professional learning and development opportunities for postdoctoral scholars [yrs 3 & 5].

e. Management and Professional Staff (MaPS)

- Develop and implement human resource guidelines and practices for facilitating mobility and career development on campus [yr 1].

- Conduct ongoing reviews of needs and qualifications of MaPS positions [yrs 1-5].

- Develop and implement mentoring and professional learning and development programs for MaPS staff [yrs 2-5].

f. Support Staff

- Enhance engagement and enablement of support staff through involvement in key university strategies, events and plans [yrs 1-5].

- Develop and implement policies and practices for facilitating learning, mobility and career development of support staff on campus [yr 2].

1.2 Enhance and support a campus learning culture

- Engage and support all members of the campus community to adopt a growth mindset that focuses on learning and innovation to acquire new knowledge, skills, and expertise. This will require a supportive culture necessary for risk-taking, one that values learning from failure [yrs 1-5].

- Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement [yrs 1-5].

- Continue to develop, implement and integrate strategic planning processes across academic and non-academic units [yrs 1-5].

- Ensure action-oriented responses to student and staff feedback received through periodic surveys [yrs 1-5].

- Continue to implement and expand efforts to support the Campus Mental Health Strategy [yrs 1-5].

- Prioritize the key recommendations in the Indigenous Strategy and implement over the next five years. Evaluate this strategy on an annual basis [yrs 1-5].

- Continue to implement the recommendations of the Sexual Violence Subcommittee [yrs 1-5].

1.3 Recognize and reward people

- Evaluate all criteria for university-level awards programs to ensure they include equity and diversity targets [yrs 1-2]; assess all university-level awards programs to ensure equity and diversity is being reflected in award recipients [yrs 1-5].

- Implement unconscious-bias training programs for award and assessment committees [yrs 1-5].

- Develop performance management/annual review processes that ensure transparency and maintain high standards of work performance. Ensure that this system recognizes, assesses, and rewards teaching, using evidence-based teaching metrics; the scholarship of teaching and learning (SoTL); and interdisciplinary teaching and research [yr 2] (note: this will require consultation/negotiations with TUCFA).

1.4 Encourage and develop leaders

- Develop succession plans for leadership positions in all units [yrs 1-5].

- Continue the development and evolution of leadership programs for all students and staff groups, including programs for research and teaching leaders [yrs 2 & 4].

- Review and assess whether the current leadership teams (i.e., senior leadership team, faculty leadership teams) of the university reflect the diversity of the institution, and develop an overall plan to make appropriate changes where necessary [yrs 1-5].

2

Connecting Communities

We live in an interconnected world where ideas generated in one location can transform societies and lives around the world at speeds not previously envisioned. Great universities have always been at the forefront of idea development and exchange — even and perhaps most importantly in turbulent political times. The University of Calgary is a global intellectual hub, where students and staff from over 160 countries come to share ideas and perspectives and grow together.

Communities are differentiated by their values, diversity, and accomplishments. Calgary has been a major engine for economic prosperity in Canada while supporting a diversity of belief systems and alternative models for growth and sustainability. It also is a city currently in a process of renewal and transformation, with an increased focus on entrepreneurial thinking and innovation. We currently have the highest head office concentration per-capita in Canada, and the second-highest small business concentration of major cities in Canada. These large and small corporations and businesses connect not only locally, but globally. We also live in a caring community that has some of the highest levels of volunteerism, philanthropy, and charitable giving in Canada. Calgary is repeatedly ranked as one of the world's most livable cities, is known as one of Canada's most educated cities and is the third most diverse city in Canada. It has a thriving arts community that enriches the lives of Calgarians.

Our greatest advantage as a university is our location in the dynamic city of Calgary — and we reflect the ethos and values of our city. We strive to serve the local community, including local Indigenous communities, while recognizing that our achievements extend far beyond our local jurisdiction. We will connect to all of our communities near and far, including our alumni community, by being engaged citizens, by working with 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 community. We will support our students, academic, management, and support staff in active engagement with all communities.

We will be the geographical hub for exploring new ideas, new collaborative partnerships, and new heights of knowledge creation, artistic expression and athletic accomplishments. We will ensure active implementation of the Indigenous Strategy by working with and alongside Indigenous communities "in a good way". We will learn from all of our communities, near and far, by forming collaborative partnerships that are respectful, responsive and mutually beneficial.

2.1 Connect and collaborate with:

a. Local Community

- Review the downtown campus and determine best use given the direction of *Eyes High* Strategy 2017-22 [yr 1].

- Contribute to driving innovation in the Calgary region by engaging with The City of Calgary, Calgary Economic Development, and the entrepreneurial community, and by contributing to the development of Calgary as a creative, entrepreneurial, and learning city [yrs 1-3].

- Implement the Indigenous Strategy and nurture collaborations with local Indigenous communities [yrs 1-5].

- Strengthen support for community-engaged scholarship and community-engaged learning approaches [yrs 2-4].

b. Regional Community

- Work in partnership with the provincial government on implementing new legislation [yrs 1-2].

- Explore, develop, and implement new learning pathways (e.g., Campus Alberta, dual credit in partnership with school boards) [yrs 1-5].

- Create collaborative partnerships with other post-secondary institutions to optimize resources [yrs 1-5].

c. National Community

- As part of our membership in national organizations, lead and support in shaping the national conversation on higher education [yrs 1-5].

- Work in partnership with the federal government to leverage and optimize resources [yrs 1-5].

d. Global Community

- As part of our membership in international organizations, contribute to shaping the international conversation on higher education, and lead the conversation in our areas of expertise [yrs 1-5].

- Review and reflect on results of the current International Strategy, and develop a new International Strategy to be implemented over the period 2019-2024 [yrs 2-5].

e. All Communities

- Continue to enhance the reputation and brand of the University of Calgary [yrs 1-5].

- Continue to implement and refine the Alumni Strategy [yrs 1-5].

- Work with various communities, including alumni, to develop work-integrated learning (WIL) opportunities, internship experiences, and other experiential learning opportunities [yrs 1-5].

- Review, refine and continue to implement an advocacy strategy for different levels of government [yrs 1-5].

3

Driving Innovation

Innovation is both a process and an outcome. Driving innovation has two key parts: a) a recognized need and b) a novel idea. Linking these two parts at our university through entrepreneurial thinking, as described in the *Eyes High* Strategy 2017-22, will be very exciting for creative endeavours championed by all units. Our university interprets a recognized need very broadly reflecting our highly diverse cultures and enterprises. The need could be reaching students at risk through new teaching approaches, reducing wait times for health treatments, increasing employability of Canadians, improving quality of life for families caring for aging parents, producing new treatments to improve our mental health, promoting cultural understanding, creating new technologies to improve personal efficiencies in work or play, or even improving enterprise solutions for systems that are cumbersome and time-consuming.

As one of Canada's top universities, we have virtually unlimited capacity to generate new ideas to address those needs. We are a community composed of creative individuals always willing to pursue new challenges, especially when it benefits our societies and environments. As a research university, we have engaged scholars, facilities and leveraging opportunities with partners from industry, not-for-profit organizations, governments, and philanthropists who can help us move ideas rapidly from conception to application.

The most enterprising universities do an excellent job of linking need(s) with great ideas through supporting processes that help to drive innovation. These processes could be related to creative and entrepreneurial activities, technology transfer, or idea diffusion, and apply across the entire breadth of our university from Arts to Vet Med, or from administration to University Relations, from first-year students to professor emeriti. Whatever stage of development or area of application, our university is equipped to mentor and advance the objectives of the individual entrepreneur or groups on their journey.

3.1 Facilitate interdisciplinarity

- Decide on the future of the Graduate College, and implement plans [yr 1].

- Identify and remove barriers to and develop incentives for interdisciplinary teaching, research, and learning [yrs 1-3].

- Promote new opportunities and institutional frameworks to enhance interdisciplinary curricula and curriculum design [yrs 1-5].

- Continue to create and reinforce cross-faculty collaborative initiatives and programs (e.g., FabLab; Hunter Hub for Entrepreneurial Thinking; College of Discovery, Creativity and Innovation; Computational Media Design Program) [yrs 1-5].

- Develop interdisciplinary programming that maps onto research themes and emerging opportunities (e.g., summer institutes, certificate programs, professional master's programs) [yrs 1-5].

3.2 Encourage pedagogical innovation and evidence-based teaching practices

- Develop a framework for non-credit programming, including certificates and micro-credentials, and enhance offerings in this area [yrs 1-2].

- Continue to develop innovative new programs (e.g., accelerated [4 +1] combined programs — undergraduate degree + industry-oriented master's programs; practice-based PhDs with a focus on entrepreneurial thinking) [yrs 1-5].

- Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement [yrs 1-5].

- Identify and integrate signature pedagogies within disciplines that include inquiry- and evidence-based teaching and learning practices to create authentic, meaningful learning experiences across campus [yrs 2-5].

- Continue to enhance and expand experiential and work-integrated learning opportunities with industry and community partners [yrs 2-5].

- Assess availability and accessibility of current blended and online learning opportunities at the University of Calgary and determine potential areas in which to increase them. Provide a common platform, resources and support for this activity [yrs 2-5].

3.3 Enable the expression of entrepreneurial and critical thinking across all of our endeavours

- Establish a flexible, adaptable, responsive and innovative organizational structure to support the Hunter Hub for Entrepreneurial Thinking and unit-based entrepreneurial initiatives on campus, and hire people to work within the structure [yrs 1-2]. Encourage the entire academy, including centres and institutes, to leverage this infrastructure [yrs 2-5].

- Analyze current spaces available and develop 'collision' spaces on campus to ensure the right mix of spaces for thinking, interacting and making of things [yrs 1-2].

- Develop flexible and stackable learning opportunities focused on innovation and entrepreneurial thinking [yrs 1-3].

- Lead the drive for social innovation in this province through the creation of unique experiential programming and dedicated space [yrs 1-5].

- Provide leadership and collaborate with the innovation community in Calgary and the surrounding area [yrs 1-5].

- Develop the annual University of Calgary Innovation Prize [yrs 3-5].

3.4 Develop and operationalize academic platforms

- Create the Office of Experiential Learning in the Taylor Institute for Teaching and Learning to support, connect, and enhance experiential learning initiatives across campus through a common platform [yrs 1-2].

- Develop an undergraduate research platform [yrs 1-2] and explore additional opportunities for course credits for undergraduate research experience [yrs 2-3].

- Develop the IT platform to support entrepreneurial initiatives [yrs 1-3].

- Create a campus-wide public policy platform, with the university's School of Public Policy as a central element, and involve other key institutes/centers where appropriate [yrs 1-2].

- Refine and scale up the offerings of the College of Discovery, Creativity and Innovation (CDCI); determine how the CDCI fits with the undergraduate research platform [yrs 1-3].

- Using the physical learning spaces prototype information from the Taylor Institute, and the recent trends literature, develop a physical learning spaces standard platform [yrs 1-3], and establish an interdisciplinary, cross-unit community to help inform physical learning space design using the physical learning spaces using this platform [yrs 3-5].

- Develop and implement a plan for the renewal of key IT institutional software systems/programs for the academy (e.g., learning management system, library management system, student information system, academic reporting) [yrs 1-5].

3.5 Enable leadership and innovation in sustainability

- Continue to refine and implement the Institutional Sustainability Strategy [yrs 1-4] and renew the strategy [yr 5].

- Refine and scale up the *Campus as a Learning-Lab* initiative with a focus on problem-based experiential learning through formal research, class-based research, and co-curricular streams [yrs 1-5].

- Create an institutional environment that engages students and faculty in interdisciplinary research in sustainability with strong connections to local, national and international needs and concerns [yrs 1-5].

- Promote meaningful engagement among students, faculty and staff in all aspects of sustainability and link this to the development of active communities of practice and expanded opportunities for education (emphasizing integrated programs of study and embedded credentials) [yrs 1-5].

- Develop collaborative partnerships for sustainability research and education with Indigenous groups and communities [yrs 1-5].

Summary

Our Academic and Research Plans are the roadmaps that will guide us as we strive to achieve the vision of the *Eyes High* Strategy 2017-22*.

These documents are mutually supportive and can be linked in an integrated model or detached from one another to respond to internal and external needs and requirements. Each Plan contains three overarching priorities, with one being shared (Driving Innovation). Together, these five priorities (Prioritizing People, Connecting Communities, Matching Strengths with Opportunities, Increasing Research Capacity, and Driving Innovation) will drive human, capital and financial resources allocations on our campus over the next five years. The goals and objectives relating to each of these priorities in our plans are bold and

ambitious, and they will be implemented systematically through our collective action. We will not only fulfill these goals and objectives, but we will also advance the value propositions related to *Student Experience* and *Impact*. These value propositions were supported by our students, faculty and staff through our consultation process to develop our plans. By championing and communicating these value propositions, we will support and build our campus culture so necessary to achieve the goals set out in the *Eyes High* Strategy 2017-22.

Enhancing our Value Propositions

Student Experience	Impact
Champion and Communicate	
• Recruitment of excellent researchers and teachers • Support for teaching and research • Enabling intellectual curiosity • Provision of opportunities for undergraduate research • Provision of support services, including those for mental health • Provision of leadership and professional development opportunities, including experiential learning and work-integrated learning opportunities • Value, appreciate, and understand diversity in all forms • Opportunities for the development of communication skills • Outstanding infrastructure	• New knowledge (discovery) has inherent value(s), develop channels to explain and promote these values • Individual scholars pursue unfettered disciplinary excellence • Recognize and reward research by scholars that has significant social and cultural value • Assist our scholars to focus research on identifying and addressing needs of our societies • Explore new ways of engaging with communities for outreach and provide funds to build community-engaged research partnerships • Create incentive structures to promote multidisciplinary collaborations across our university • Create incentive structures to promote collaborative research with NGOs, associations, and industry • Develop communities of practice that can rapidly translate our fundamental discoveries into benefits for societies and our community — engage our alumni to advise on best practices • Discuss and develop relevant metrics that can assess our progress on all types of research impacts

Our focus on creating a culture where **entrepreneurial, creative, and critical thinking** are valued and supported will help to respond to future opportunities and challenges.

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