UNIVERSITY OF
CALGARY

energizing
EYES HIGH
Strategy 2017-22

Consultation Summary

January 2017

OVERVIEW

This document combines into a single report results from the Energizing *Eyes High* consultation process that took place from September 16, 2016 to November 30, 2016. These results will help the Energizing *Eyes High* team better understand the impact that the *Eyes High* strategy has had from the perspective of students, faculty, staff, alumni and other members of the community, and to develop recommendations for change. For more information, please refer to: https://www.ucalgary.ca/eyeshigh.

CONTENTS

Presented in this document are results from the survey, focus groups, and environmental scan grouped within the three foundational commitment areas of the *Eyes High* strategy, as well as two additional areas – campus culture and student experience. A total of 2,318 survey responses were included in the analysis, as well as feedback from the 893 people participated who participated in 39 focus group sessions. Responses were analyzed using ERRC grids, sentiment analysis, qualitative data theming, and word clouds.

ERRC Grids

Participants were asked to respond to two questions for each factor within the foundational commitment areas (i.e., Where are we now? and Where should we be?). This approach is based on Kim and Mauborgne's ERRC (Eliminate, Reduce, Raise, and Create) concept as an abridged analytic tool to develop organizational strategy.[1] The difference score was then used to prompt respondents to discuss potential changes or next steps. The resulting courses of action could be to eliminate the factor (E), raise the focus on the factor (R), reduce the focus (R), create a new factor (C); or maintain the focus (M). Results were then summarized across the factors to create one aggregate ERRC grid for each of the commitment areas.

Sentiment Analysis

The sentiment analysis helped to identify whether a particular factor required attention or could be improved through minor change. Comments providing advice or insight without praise or criticism were visually presented in yellow on the sentiment charts. Comments in support of the factor were classified as "positive" and visually presented as green. Comments that were critical and possibly added a recommendation were classified as "negative" and visually presented as red.

Qualitative Data Theming

Qualitative data theming involved two levels of comment coding. The first was an initial review of comments to identify major themes and then to ensure they were linked to the appropriate factor. The second was to categorize comments according to these major theme(s), adding additional words or codes when appropriate. Two analysts reviewed these codes to check for differences. To ensure validity, themes that emerged through the first- and second-level manual reviews were compared with those that emerged from the automated coding processes embedded in the NVivo program.
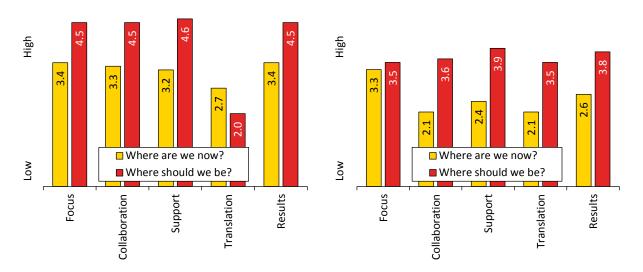
Word Clouds

Coded comments were entered into NVivo and Tagxedo and word clouds were generated to visually present the dominant themes. For each factor, three to four major themes were dominant in the word clouds. Comments associated with these themes were then analyzed to understand the respondents concerns/recommendations for change. The content analysis was conducted by a small research team led by Dr. Loren Falkenberg, Chair of the Energizing *Eyes High* Working Group, and analysts in the OIA.

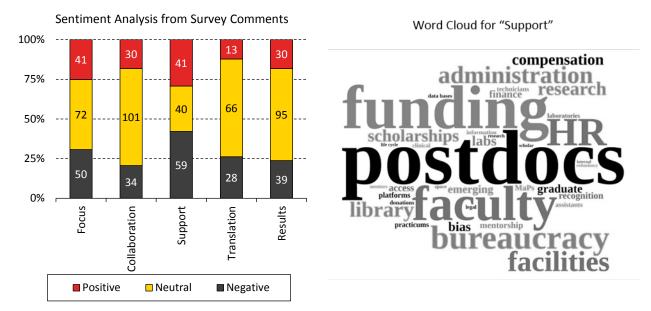[1] See Blue Ocean Strategy Tools, www.blueoceanstrategy.com/tools/errc-grid/.

Mean ERRC Ratings from Survey

	Focus	Collaboration	Support	Translation	Results
Where are we now?	3.4	3.3	3.2	2.7	3.4
Where should we be?	4.5	4.5	4.6	2.0	4.5

Mean ERRC Ratings from Focus Group

	Focus	Collaboration	Support	Translation	Results
Where are we now?	3.3	2.1	2.4	2.1	2.6
Where should we be?	3.5	3.6	3.9	3.5	3.8

With mean scores on the ERRC grids in the range of 2.1 to 3.4 in response to the question "where we are now", it seems evident that these "factors" resonate with respondents. When asked whether the university should eliminate, raise, or reduce its effort and investment, respondents suggested that the university continue to invest in these five areas. The one factor that survey respondents dropped from where we are now to where should be is "translation". However, the comments clarify that respondents recognized a need for a revised approach rather than decreasing the resources put into this factor.

Sentiment Analysis from Survey Comments

	Focus	Collaboration	Support	Translation	Results
Positive	41	30	41	13	30
Neutral	72	101	40	66	95
Negative	50	34	59	28	39

Word Cloud for "Support"

compensation administration research data bases technicians finance funding scholarships information HR life cycle clinical labs research laboratories scholar internal redundancy postdocs mentors access space emerging MaPs graduate platforms donations legal recognition assistants library faculty practicums bias mentorship bureaucracy facilities

When survey comments are coded according to the sentiment expressed, the comments align with the ERRC Grid findings. The factor "support" received the highest proportion (42%) of negative comments. The word cloud for "support" gives prominence to the following terms that appear more frequently in respondent comments: postdocs, funding, faculty, human resources, and facilities.

REPRESENTATIVE COMMENTS

"More investment in research support, allowing researchers to focus on their projects, not navigating bureaucratic processes. The need for finance and HR processes will not go away, but researchers are not given enough support in this area. It is a distraction from the Eyes High strategy. It also causes an unnecessary breach between researchers and university administrators."

"Postdoctoral fellows, who in theory should be the main drivers of scientific efforts, are completely neglected, both in terms of working conditions and benefits, as well as academically - excluded formally from applying for grants, (co)directing theses, etc."

"I feel the University has made a strong commitment and focus on research initiatives however there was little thought put into adequate space for faculty to conduct their research. The University and many researchers are in dire need of space such as a dedicated Fab Lab."

"I have worked at UofC for over a year and I am impressed on the amount of support it is given to the researchers at UofC, compared to the other provincial university (spent 8 years there). I feel lucky to be part of the UofC community."

ENVIRONMENTAL TRENDS

- Peer institutions plan to focus on strong or potentially strong academic programs that are strategically important to the university and which maintain areas of excellence within each of the basic academic disciplines. In other words, they plan to create and maintain academic leadership across all of the broad areas, but do so selectively and invest strategically within each.
- Many leading universities plan to create interdisciplinary teams or university-level research centers to tackle societal problems.
- According to government and local partners, there is a need to create new knowledge with academic partners and translate that knowledge into measurably better outcomes.
- Universities are increasingly being viewed as a key hub of entrepreneurship and innovation in the modern world. An entrepreneurial spirit is the acceptance of the risk that activities may not work – which is a key part of innovation and transferring knowledge from the academic world to the public. Faculty are increasingly required to develop entrepreneurial skills in order to succeed.
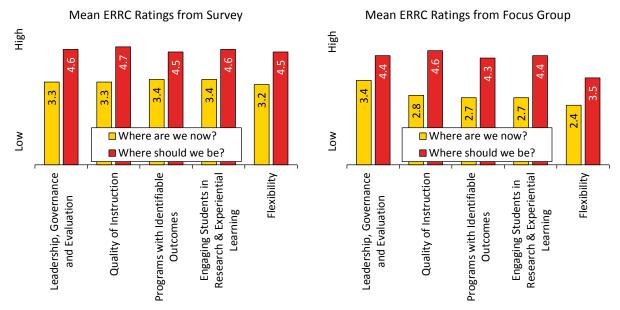
FINDINGS

Focus – Central findings from the analysis of this factor are the university's focus on the six research areas can potentially limit curiosity-driven research, and the need to increase integration of the social sciences and humanities into these research areas.

Collaboration – A dominant finding is the need for increased interdisciplinary collaboration including both internal and national and international partners.

Support – Themes from the analysis are a need to review postdoctoral scholar employment conditions and streamlining administrative processes.
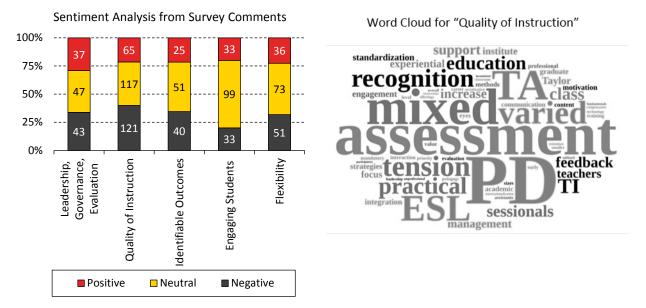
Translation – The main findings are the need for researchers to find new ways to transfer knowledge into multiple communities and develop innovative/entrepreneurial thinking to address societal issues.

Results – Theme(s) that emerged from the analysis of this factor are: the need for visible governance of relationships between external organizations and the university; expansion of the definition to include relationships with not for profit organizations; and, given confusion, a relabeling of this factor or combine it with collaboration. Another label might be "meaningful impact".

Mean ERRC Ratings from Survey

Mean ERRC Ratings from Focus Group

With mean scores on the ERRC grids in the range of 2.4 to 3.4 in response to the question "where we are now", it seems evident that these "factors" resonate with respondents. When asked whether the university should eliminate, raise, or reduce its effort and investment, respondents suggested that the university increase its effort and continue to invest in these five areas.

Sentiment Analysis from Survey Comments

Word Cloud for "Quality of Instruction"

When survey comments are coded according to the sentiment expressed, the comments align with the ERRC Grid findings. The factor "quality of instruction" received the highest proportion (40%) of negative comments. The word cloud gives prominence to the following words that appear more frequently in respondent comments: assessment, professional development, teaching assistant (TA), English as a Second Language (ESL), and recognition.

REPRESENTATIVE COMMENTS

"Student experiences need to be aligned with industry needs. Experiential learning cannot just be a theoretical end, but should have a practical application or skill at the end of the course."

"More online courses or hybrid style courses with more options on lecture times."

"I think we need to add a minimum TOEFL level for staff, and a high one. Too many students complain they can't understand their teachers, TA's and that they don't speak English well…. Also more workshops in the first year of teaching to help out the new instructors."

"I would like the U of C to develop consistent and coherent criteria for instructional quality, not USRIs. All teaching staff would be assessed according to this criterion. That would elevate the quality of teaching on campus."

"Through credit and non-credit offerings, as well as the recent adoption of the Diploma and Certificate Framework, I think the U of C is positioning itself to be adaptable to demand for all types of programs."

"It would be great to see more online Masters programs, or evening programs, or part-time masters to accommodate those in an 8-4/9-5 work environment that want to continue work while they do their masters, since it can be expensive and work can allow for more professional insight."

ENVIRONMENTAL TRENDS

- The Alberta Government developed several strategies to promote teaching excellence: encourage innovation in curriculum development, teaching and learning; adopt a set of core graduate skills at the undergraduate and graduate levels; develop and implement ways to assess teaching quality; support the use of digital learning technologies; and support high quality mentorship/supervision for graduate students.
- Experiential learning appears in almost all peer strategic plans. Universities Canada notes experiential learning is valued highly by students and employers, and that graduates with these skills are a key source of talent.
- Students are increasingly required to develop entrepreneurial skills in order to succeed. One way these skills can be developed is through experiential learning – including entrepreneurial learning.
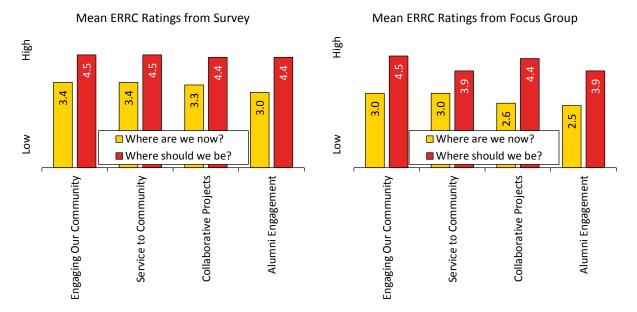
FINDINGS

Leadership, Governance and Evaluation – Respondents are satisfied with the progress made in this factor. Any extra effort should be directed to improving teaching outcomes.

Quality of Instruction – A major concern is the need to move assessment of teaching beyond USRIs and encouragement of faculty to participate in teaching development programs.
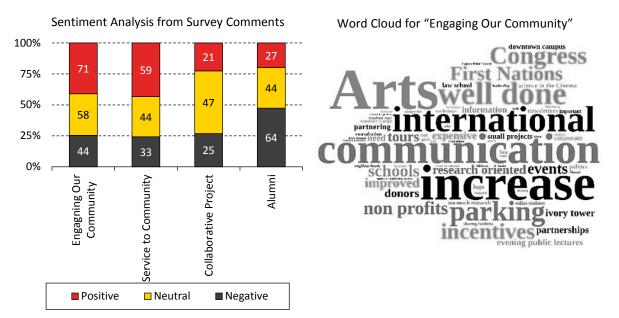
Programs with Identifiable Outcomes – Continue to map curriculum and programs with specific learning outcomes.

Engaging Students in Research & Experiential Learning – A large gap in the student experience is the lack of opportunity to engage in research.

Flexibility – There is a need to continue to explore the diploma and certificate framework in both credit and non-credit offerings. There is also a rising expectation for online learning.

Mean ERRC Ratings from Survey

High
Low

- Where are we now?
- Where should we be?

	Engaging Our Community	Service to Community	Collaborative Projects	Alumni Engagement
Where are we now?	3.4	3.4	3.3	3.0
Where should we be?	4.5	4.5	4.4	4.4

Mean ERRC Ratings from Focus Group

High
Low

- Where are we now?
- Where should we be?

	Engaging Our Community	Service to Community	Collaborative Projects	Alumni Engagement
Where are we now?	3.0	3.0	2.6	2.5
Where should we be?	4.5	3.9	4.4	3.9

With mean scores on the ERRC grids in the range of 2.5 to 3.4 in response to the question "where we are now", it appears that these "factors" resonate with respondents. When asked whether the university should eliminate, raise, or reduce its effort and investment, respondents suggested that the university increase its effort and continue to invest in these five areas.

Sentiment Analysis from Survey Comments

	Engagging Our Community	Service to Community	Collaborative Project	Alumni
Positive	71	59	21	27
Neutral	58	44	47	44
Negative	44	33	25	64

- Positive
- Neutral
- Negative

Word Cloud for "Engaging Our Community"

When survey comments are coded according to the sentiment expressed, the comments align with the ERRC Grid findings. The factor "Alumni" received the highest proportion (47%) of negative comments. The word cloud for "engaging Our Community" illustrates some of the more dominant themes across all the factors giving prominence to issues such as communication, international engagement, Faculty of Arts, First nations, and parking.

REPRESENTATIVE COMMENTS

"I'm not sure that this has been very successful. Not sure that Calgarians outside the university perceive us as the place to come for ideas, art and culture - science perhaps. Football games, yes. The kids' summer programs are great - need to engage their parents at the same level."

"We are working well with this goal, but we still don't always communicate our work to the community as well as we might."

"Ongoing partnerships, such as Innovate Calgary and the Urban Alliance, have been quite productive."

"As an alumnus, my impression of alumni engagement is occasionally receiving a phone call to inquire about donations... I think that could be handled better to seek to grow alumni connection first and seek donations second. "

"The university does a really good job of reaching out to alumni. Perhaps broaden the focus and stop emphasizing solely 'leadership'. We graduate thousands and quite frankly they can't all be leaders or make contributions on a global scale! We also need to cherish and honor those who go out and become great elementary teachers, nurses, clerks, lawyers who aren't running the large corporate firm but focusing on building community."

ENVIRONMENTAL TRENDS

- Ongoing Alumni Engagement – Several U-15 strategic plans highlight the importance of maintaining engagement with alumni though the creation of in-person and virtual programs for alumni (and other learners) to engage in continual education. Engaging alumni all over the world to be active ambassadors for higher education is also included among the strategic plans.
- Community Based Learning – A community-engaged campus offers service learning courses and other community-based experiential based learning opportunities. These programs, which can include applied research and training programs, link the campus and community in a common purpose; they encourage and support institution-wide initiatives, services, and programs, such as arts and cultural activities, intramurals, student groups, volunteering, clubs, and centres, which bring students from all faculties into community with each other.
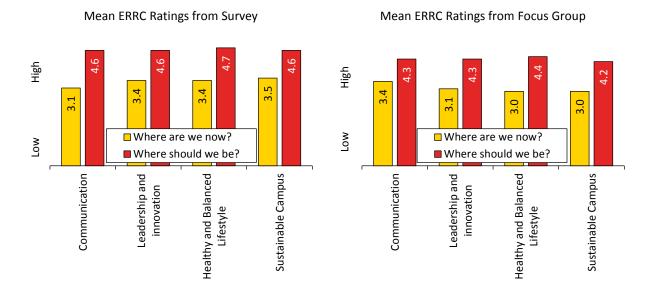
FINDINGS

Engaging Our Community – The local community appreciates the university outreach programs however they see barriers such as parking and cost keeping them from accessing these programs. Possibly change this to Intellectual/Cultural Hub.
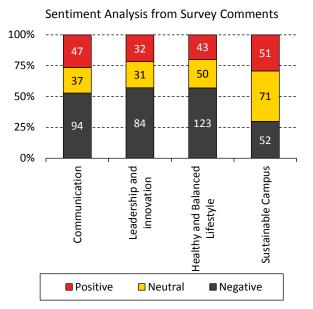
Service to Community – Respondents recognize the value the university gives back to the community.

Collaborative Projects – There was minimal awareness of collaborative projects; when there was it was positively viewed.
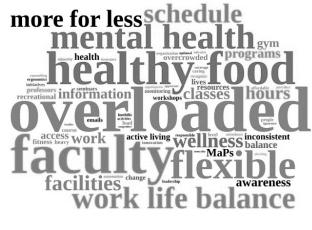
Alumni Engagement – Alumni recognize the need to financially donate but are searching for two-way engagement.

Mean ERRC Ratings from Survey

Mean ERRC Ratings from Focus Group

With mean scores on the ERRC grids in the range of 3.0 to 3.5 in response to the question "where we are now", it seems evident that these "factors" resonate with respondents. When asked whether the university should eliminate, raise, or reduce its effort and investment, respondents suggested that the university increase its effort and continue to invest in these five areas.

Sentiment Analysis from Survey Comments

Word Cloud for "Healthy and Balanced Lifestyles"

When survey comments are coded according to the sentiment expressed, the comments align with the ERRC Grid findings. This is the one commitment that had the highest percentage of comments categorized as negative. The factor "Healthy and Balanced Lifestyles" received the highest number of comments. The word cloud for this factor illustrates the more dominant themes in the respondents' comments giving prominence to issues such as feeling overloaded and requiring a better work-life balance by faculty and staff, mental health, demand for healthier food options on campus, and flexible working conditions.

REPRESENTATIVE COMMENTS

"I feel like, on a large scale, communication is great but I do not see the information transferred correctly at the lower levels. Managers only share what they want …"

"We could be working and communicating more effectively across departments and disciplines."

"While I do not experience this myself, I have heard about instances where faculty and support staff do not respectfully disagree, seek common ground, or effectively listen to each other. I think that initiatives that seek to improve a culture of respect are one essential element (and that have been very successful) but also requires continued focus…"

"The comparisons between expectation of AUPE staff and non AUPE staff can no longer be ignored…. The high staff turnover should also be investigated. Staff retention affects ALL OF US."

"This is the area that needs more work. As the expectations are growing we also need to find balance. Learning strategies is one thing. The other is for people to appreciate the need for balance. How do we help people to get a healthy balance?"

"I like the current sustainability initiatives (the recycling/compost bins, water bottle enabled fountains, electric car charging station, transit) but would like to see more! And beyond that, would like to see the university encouraging the implementation of these into the greater community."

ENVIRONMENTAL TRENDS

- Work-Life Initiatives – While employee mental health has been an issue in the Canadian workplace for decades, it features very little in the strategic plans of other institutions. According to the reviewed documents, perceived flexibility makes a large difference to successfully managing work-life balance, and can be a key determinant of mental health.
- Campus Engagement – The __ strategic plan makes an engaged university a priority and discusses promoting links between students, faculty and the community. A key part of engagement is programs that inspire dialogue between and within these groups.
- Consultation – Involving stakeholders in planning processes, such as what has been done with the EEH process, is considered best practice for building support across campus for the plans.
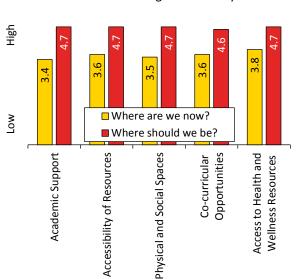
FINDINGS

Communication – A major gap in communication of strategic planning is occurring at the mid-level of the university.

Leadership and Innovation – There are pockets of perceived disrespect in the campus and a lack of acceptance of diverse opinions.

Healthy and Balanced Lifestyles – Advances have been made in the recognition and treatment of mental health however workload, flexibility, and access to wellness resources are still an issue.

Sustainable Campus – In general the university community believes we are headed in the right direction.

Mean ERRC Ratings from Survey
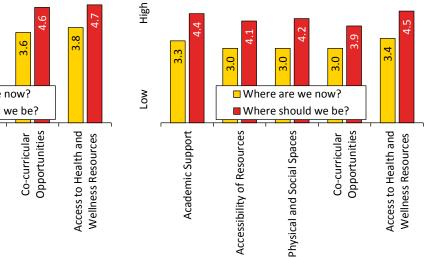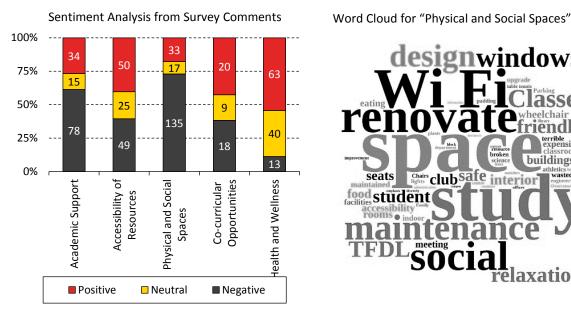

Mean ERRC Ratings from Focus Group

With mean scores on the ERRC grids in the range of 3 to 3.8 in response to the question "where we are now", these "factors" appear to resonate with respondents. When asked whether the university should eliminate, raise, or reduce its effort and investment, respondents suggested that the university increase its effort and continue to invest in these five areas.

Sentiment Analysis from Survey Comments

Word Cloud for "Physical and Social Spaces"

When survey comments are coded according to the sentiment expressed, the comments align with the ERRC Grid findings. The factor "Physical and Social Spaces" received the highest proportion (73%) of negative comments in this category. The word cloud for this factor represents some of the more dominant themes in the respondents' comments giving prominence to issues such as scarcity of social, relaxation and study space, need for improvement of Wi-Fi coverage, and maintenance and renovation of existing spaces.

REPRESENTATIVE COMMENTS

"I think it's great having the Student Success and Student Wellness Centres, Q Centre, etc. I think it would be great for students to have an easy to access index of what is available to them for supports right when they start… "

"Not enough space for students to read/study. New facilities are outstanding but so many buildings require improvements."

"The ergonomic quality of classrooms, in particular for mature students, is poor in some instances. With the new education style, computers and electronic devices are needed yet classrooms lack the space to accommodate computers in an ergonomically appropriate way and with insufficient supply of electrical outlets."

"Wi-Fi still poses an issue in various locations throughout the campus."

"Student Clubs and volunteering opportunities are very easily-accessible at the UofC. Co-curricular opportunities stand strong here. "

"Unfortunately, in this day, the need for psychological services is very high. there is not nearly the capacity to deal with it. This must be a major focus going forward."

ENVIRONMENTAL TRENDS

- Student Community – The strategic plans of several universities mention the importance of the student community and the importance of student spaces to building that community. A key highlight is the importance of making the campus a safe and respectful place.
- High Impact Co-Curricular Activities – Experiential learning appears in almost all of the strategic plans of other universities. Advanced Education has made it a priority to support internship programs as well as other forms of experiential learning. In a strategic plan of a peer institution, one goal is every student participates in a high impact or work integrated learning experience. Another plan identifies activities that involve international and public engagement, and which promote students' overall health and well-being. Other strategic plans discuss using the advantages of their location, community, faculty and staff to provide co-curricular activities.
- Co-Curricular Record – Strategic plans at peer institutions mention the creation of co-curricular records that capture the student's learning outcomes outside the classroom. This allows students to demonstrate the skills they have learned and provides a way to evaluate these learning outcomes.

FINDINGS

Academic Support – Inconsistent support for teaching across departments and a need for more experiential learning

Accessibility of Resources – High quality resources are available but they are difficult to access.

Physical and Social Spaces – Wi-Fi coverage and access to study and social spaces are still issues.

Co-curricular Opportunities – Students recognized the value of available activities however they were not always able to access them.

Access to Health and Wellness Resources – A very positive factor for students is the health and wellness resources on campus; however, the availability of mental health resources should improve.