



UNIVERSITY OF
CALGARY

energizing 
EYES HIGH
Strategy 2017-22

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1. Executive Summary

The University of Calgary invited members of its community to participate in a survey seeking advice about necessary changes to the *Eyes High* strategy that will advance the university toward the achievement of its vision by 2022. The survey investigated the three (3) foundational commitment areas of the *Eyes High* strategy as well as two (2) additional areas – campus culture and student experience. The objective of the survey was to help the Energizing *Eyes High* team better understand the impact that the *Eyes High* strategy has had from the perspective of students, faculty, staff, alumni and other members of the University of Calgary community.

Survey respondents were asked to evaluate four or five factors listed under each foundational commitment as well as two (2) additional areas on a 5-point scale from 1 (low) to 5 (high) on “Where are we now?” and “Where should we be?”, and then make recommendations for changes. 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 With mean scores (“Where we are now?”) on the quantitative data in the range of 2.5 and above, it seems clear that respondents are generally supportive of factors identified within the five (5) commitment areas under investigation. The overwhelming response is for the University of Calgary to “raise” or put additional effort and resources into each of the five commitment areas.

Qualitative responses were analyzed using three (3) methods: sentiment analysis, qualitative data theming, and the use of word clouds. The sentiment analysis coded comments based on whether they could be considered positive, neutral, or negative. Qualitative data theming involved two levels of comment coding – the first was an initial review of the comments to identify major themes. The second was to categorize comments according to these major theme(s), adding additional words (or codes) when appropriate. Comments were then entered into word cloud programs (NVivo and Tagxedo) to visually present dominant themes.

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

Shown below are results grouped within each of the five (5) commitment areas arising from the analysis of survey(s) responses:

SHARPEN FOCUS ON RESEARCH AND SCHOLARSHIP	ENRICH THE QUALITY AND BREADTH OF LEARNING	FULLY INTEGRATE THE UNIVERSITY WITH THE COMMUNITY	CAMPUS CULTURE	STUDENT EXPERIENCE
<ul style="list-style-type: none"> • Focus - Central findings are that the university's focus on the six research areas can potentially limit curiosity-driven research, and that there is a 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 with internal, national and international partners. • Support - Themes arising from the analysis include the need to review postdoctoral scholar employment conditions and the need to streamline administrative processes. • Translation - The main findings are the need for researchers to find new ways to transfer knowledge into multiple communities and the need to develop innovative/entrepreneurial thinking to address societal issues. • Results - Theme(s) from 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, to relabel this factor or combine it with the collaboration factor. 	<ul style="list-style-type: none"> • 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 the assessment of teaching beyond USRIs and encourage faculty to participate in teaching development programs. • Programs with Identifiable Outcomes - Respondents recommend continued mapping of curriculum and programs with specific learning outcomes. • Engaging Students in Research & Experiential Learning - A large gap in the student experience is the lack of opportunities 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. 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 issues. • Sustainable Campus - In general, the university community believes we are headed in the right direction. 	<ul style="list-style-type: none"> • Academic Support - There is 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 - Very positive factors for students are the health and wellness resources on campus; however, the availability of mental health resources should improve.

2. Background and Objectives

This section provides the background to the Community and Alumni surveys and outlines the reasons for which the research has been conducted. It also includes information on how the research results are intended to be used.

2.1 BACKGROUND

In 2011, the University of Calgary embarked on a journey to define its future direction. It had experienced significant momentum and growth in a community known for its energy, opportunity and expectation of excellence. There was a shared sense that the ‘time was right’ to raise the bar on the impact of the University of Calgary locally, nationally and internationally. A broad consultative process was launched in January, 2011, as part of Project Next. The key deliverables were to

- Provide opportunities for the campus community to listen, learn and share;
- Build consensus and alignment for the future;
- Articulate an inspirational strategic statement and institutional values;
- Increase pride through clarity of purpose; and
- Establish a framework for decision-making and resource allocation.

Over 4,000 students, faculty members, staff, alumni and community leaders participated in the process through a broad range of engagement tools, including workshops, social media and one-on-one conversations. Based on this consultation process, the *Eyes High* strategic planning document was approved in June, 2011. The *Eyes High* strategy articulated an inspirational strategy statement and supported three foundational commitments: (1) sharpen focus on research and scholarship, (2) enrich the quality and breadth of learning, and (3) fully integrate the university with the community. The *Eyes High* strategy served as a guide to planning, development activities, priority identification, and resource allocation, as well as measuring and reporting progress over the past five years. It also served as a beacon for change, elevating excellence and building a strong community around a shared future state.

Given that 2016 was the University of Calgary’s 50th Anniversary, it was both timely and opportunistic to “energize” the *Eyes High* strategy so it could continue to provide the platform from which the University of Calgary leverages its momentum and aspirations. The process to energize the *Eyes High* strategy was similar to that of Project Next. It provided opportunities for the university and its primary stakeholders to review progress to date. Additionally, members of the community were invited to share in the development of a new future for the University of Calgary. Five background documents were developed to inform the Energizing *Eyes High* consultation process. They describe where we started in 2011 and the path we would take to achieve success by 2016.

2.2 OBJECTIVES

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

3. Methodology

This section outlines the survey administration and describes the participants, survey instruments, how the data were collected, and how analyses were conducted. The surveys were an important part of the *Energizing Eyes High* consultation and provided an opportunity for anyone who was interested to engage and provide feedback.

University Relations promoted the surveys in various mass communications and social media. The surveys were conducted online. The community survey was publicly available through the *Energizing Eyes High* website. The alumni survey link was emailed to alumni by the Development and Alumni Engagement Office. The online surveys were granted ethics approval by The University of Calgary Conjoint Faculties Research Ethics Board. Survey participants were promised confidentiality and anonymity, and could withdraw their participation at any time. At the end of the survey, participants had the opportunity to go to another site and enter a contest to win an iPad Pro tablet computer (10 computers were given away). Eligibility rules were provided in the contest site. Undergraduate students who participated in the survey were eligible to enter a weekly draw for a MacEwan Student Centre \$10 food voucher. The Students’ Union donated the vouchers. For the purpose of analysis, community survey data were extracted on November 16th and alumni survey data were extracted on November 22nd.

3.1 RESPONDENT PROFILE

All Respondents

Respondents had to answer at least one question in order to be included in the analysis. A total of 2,318 responses were included in the analysis. The survey questionnaire allowed participants to skip any question they did not wish to answer. Given this, the reporting of respondent information is based on the number of responses to the questions rather than the number of individuals participating in the survey. As shown in Table 1, the largest proportion of survey responses was contributed by students (53.0 per cent). Overall, a larger proportion of survey responses came from females (63.2 per cent) as compared to males (35.1 per cent) and other gender (1.7 per cent). When asked about how long they have been at the university, over half of the respondents (55.3 per cent), and over three-quarters (78.4 per cent) of respondents who were faculty members indicated they had been at the University of Calgary for at least five years.

Table 1 – Survey Respondent Profile

	Status		Gender		Length of Time at U of C	
	# Responses	% Responses	# Responses	% Female	# Responses	% >5 years
Students	707	53.0	700	63.7	n/a	n/a
Faculty	94	7.0	87	44.8	88	78.4
Staff	422	31.6	406	69.0	394	53.6
Faculty/Staff (not specified)	63	4.7	57	54.4	56	67.9
Postdoctoral Scholar	48	3.6	47	51.1	48	12.5
Total from both surveys	1334	100.0	1297	63.2	586	55.3

Note: Respondents were allowed to skip any question in the survey.

Students

As shown in Table 2, over three-quarters (79.0 per cent) of the student responses came from undergraduates. Of this group, 63.1 per cent of the responses were made by females. Undergraduate (full-time) year of program was fairly evenly distributed across years one to four (Table 3). When asked whether they were international students, 699 respondents answered. Of this group, 9.7 per cent indicated yes. Of 704 responses to the question asking whether the student had ever lived in university residence, 17.3 per cent indicated yes.

Table 2 – Student Respondent Profile: Status and Gender

	Student Status		Student Gender	
	# Responses	% Responses	# Responses	% Female
Undergraduate	556	79.0	553	63.1
Graduate	134	19.0	132	65.9
Postdoctoral Scholar	3	0.4	3	0.4
Other	11	1.6	11	33.3
Total	704	100.0	699	63.7

Note: Respondents were allowed to skip any question in the survey.

Table 3 – Student Respondent Profile: Year of Program for Full-time Undergraduates (per cent)

	1st Yr	2nd Yr	3rd Yr	4th Yr	5th Yr	Other Yr
Undergraduate (537 responses)	21.0	25.3	20.9	20.7	9.5	2.6

Note: Respondents were allowed to skip any question in the survey.

Alumni

While a separate survey was administered for alumni, a number of respondents to the community survey also indicated that they were alumni. Given this, data from both surveys were combined for questions common to both surveys: this involved 734 responses from the community survey, and 987 responses from the alumni survey, for a total of 1721 survey responses. The question asking about gender received 560 responses, of which 62.7 per cent were from females. When asked when they had graduated from the University of Calgary, over half (58.4 per cent) of the 269 responses indicated that the respondent graduated over 10 years ago. As would be expected, a large majority of alumni respondents do not work at the university. See Tables 4 and 5 below.

Table 4 – Alumni Respondent Profile

	# Responses	% Responses
Graduated in the past year	20	7.4
Graduated 2 to 5 years ago	48	17.8
Graduated 6 to 10 years ago	44	16.4
Graduated more than 10 years ago	157	58.4
Total	269	100

Note: Respondents were allowed to skip any question in the survey.

Table 5 – Alumni Respondent Status

	# Responses	% Responses
Students	11	4.0
Faculty	9	3.3
Staff	23	8.4
None of the above	230	84.2
Total from both surveys	273	100.0

Employees

As shown in Table 6, the greatest proportion of responses was contributed by support staff (40.5 per cent), with Management and Professional Staff (MaPS) representing about one-quarter (24.9 per cent) of the responses.

Table 6 – Employee Respondent Profile

	# Responses	% Responses
Support Staff	208	40.5
Management and Professional Staff (MaPS)	128	24.9
Faculty (Academics with/without Tenure)	103	20.0
Senior Leadership Team	7	1.4
Postdoctoral Scholars*	48	9.3
Other	20	3.9
Total	514	100.0

Note: Respondents were allowed to skip any question in the survey.

* Postdoctoral Scholars – number of responses determined from more than one survey question

3.2 DATA COLLECTION

The Office of Institutional Analysis (OIA) was responsible for managing the online surveys. This involved liaising with the Energizing Eyes High Secretariat, preparing the surveys, obtaining ethics approval from The University of Calgary Conjoint Faculties Research Ethics Board, and responding to questions about survey content as well as technical questions about using the online survey. The OIA was also responsible for compiling data from the online surveys. This involved reviewing completed surveys, coding responses to open-ended questions, correcting data errors, and programming data tables using SPSS and Excel.

The surveys were administered online using Campus Labs: Baseline.² The community survey was conducted from September 16th to November 30th, 2016. At the request of Development and the Alumni Engagement Office, a separate survey was created for alumni, and administered nine days after the community survey started. The alumni survey contained the same thematic questions as the community survey, but the questions were reordered such that the community engagement questions, which were considered to be more relevant to alumni, were presented first. Additionally, a few demographic questions were changed for the alumni survey.

² Campus Labs: Baseline (formerly Student Voice) specializes in higher education assessment and evaluation. Survey data are stored at the Campus Labs Canadian site in Ontario. For more information about this survey tool, visit www.campuslabs.com.

3.3 SURVEY INSTRUMENT

The survey was structured to gather feedback on progress made since 2011, and to seek advice concerning necessary changes that will advance the university toward the achievement of its vision by 2022. The three foundational commitment areas of the *Eyes High* strategy were investigated, as well as two additional areas – campus culture and student experience. These five (5) categories are as follows:

1. Sharpen Focus on Research and Scholarship;
2. Enrich the Quality and Breadth of Learning;
3. Fully Integrate the University with the Community;
4. Campus Culture; and
5. Student Experience.

The *Eyes High* strategy lists four to five factors under each of the five categories. These factors describe how the university could work towards its vision. For example, within the commitment “Enrich the Quality and Breadth of Learning”, the five factors are leadership, governance and evaluation; quality of instruction; programs with identifiable outcomes; engaging students in research and experiential learning; and flexibility.

Background documents/ survey guides were developed that contained information about the activities/initiatives undertaken in each of the factors in the five (5) categories since 2011. Participants could refer to these guides for information when completing the survey questions.

On a 5-point scale (from low to high), respondents were asked to evaluate the factors according to the questions “Where are we now?” and “Where should we be?”, and then make recommendations for changes. Respondents were also invited to suggest new factors that the university should consider. These two questions with a low-to-high response rating were also used in Project Next in 2011. 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.³

Demographic questions were asked at the end of the survey in order to collect some general information about the respondents. Copies of the community and alumni survey instruments are provided in the Appendix.

3.4 ANALYSIS

The analysis involved comparing response values for the two questions. A difference score was calculated by subtracting the score of “Where are we now?” from the score of “Where should we be?” 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 on the factor (R);
- Create a new factor (C); or
- Maintain the focus on the factor (M).

³ See Blue Ocean Strategy Tools, www.blueoceanstrategy.com/tools/errc-grid/.

Results were then summarized across the factors to create one aggregate ERRC grid for each of the categories (i.e., the three foundational commitment areas plus student experience and campus culture). A final ERRC grid summarized respondents' perceptions regarding the value of the factor. For example, a low score of 1 for "Where we should be?" as compared to a higher score of 2 for "Where are we now?" implies that the investment in this factor could be reduced or possibly eliminated. A high score of 5 for "Where we should be?" as compared to a lower score of 4 for "Where are we now?" implies that investment in the factor should be increased.

Sentiment Analysis. The rationale for completing a sentiment analysis was to identify if there was one factor that was dominantly perceived as not working, or required more attention than the other factors, or if there was a factor that could be improved by predominantly minor changes. Comments that provided advice/insight on moving forward without providing praise or criticism of the current strategy were visually presented in yellow on the sentiment charts. Comments that positively described the strategy and possibly added constructive insight were classified as "positive" and visually presented as green on the sentiment chart. Comments that were critical and possibly added a recommendation were classified as "negative" and visually presented as red. Sentiment analysis involved calculating and comparing the percentage of each classification of comment.

Qualitative Data Theming. Respondents contributed a considerable number of comments for each factor. The analysis of comments involved two levels of coding – the first was an initial review of the comments to identify major themes and to ensure they were linked to the appropriate category/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 in interpretation. To ensure validity, the 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. The qualitative data 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.

Comments and Word Clouds for Themes. The coded comments were then entered into NVivo and Tagxedo and word clouds were generated in order to visually present the dominant themes. For each factor, three to four major themes were dominant in the word clouds. The 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.

4. Results

Discussion of the survey results is organized around the three (3) foundational commitment areas of the *Eyes High* strategy as well as two (2) additional areas – campus culture and student experience. Included as part of the discussion is the background information provided to survey respondents for each foundational commitment, along with a brief description of each foundational commitment factor or initiative.

4.1 SHARPEN FOCUS ON RESEARCH AND SCHOLARSHIP

We provided the following narrative to survey respondents about where we started on our path to sharpen our focus on research and scholarship within five (5) factors:

In 2011, when the Eyes High strategy was released, the University of Calgary was ranked the ninth most research-intensive university in Canada, based on direct research funding. The strategy declared that we would strengthen our commitment to research impact by supporting more faculty members to achieve higher levels of success. We would use our human resources effectively to enable excellence in research by any international standard. We would support basic research that builds the foundation for advancing knowledge in core disciplines.

To secure additional research funding we agreed to look for innovative, creative, focused and relevant research opportunities. Remaining relevant to our communities would demand increased research collaboration across disciplines, units and time zones. We would hold each other accountable to higher standards, in all stages of research, from conception to execution, results and communication. And because excellence in research also demands excellence in facilities and infrastructure, we committed to developing a proactive and systematic approach to maintaining and enhancing research support needs on campus, at extended facilities.

As shown in Figure 1 below, with mean scores (“Where we are now?”) in the range of 2.7 to 3.4, respondents are generally supportive of the activities/initiatives within each given factor. The overwhelming response is for the University of Calgary to “raise” or put additional effort and resources into each of the five factors under this foundational commitment. The most significant difference between “Where are we now?” and “Where should we be?” was in the factor “Support” (a difference of 1.4). Interestingly, “Translation” is the single factor for which respondents felt the university is at a moderate level (2.7), and should actually reduce its investment. The comment analysis associated with “Translation” reflects confusion and conflicting interpretations about what this factor encompasses, with respondents consistently recommending a change in the approach to knowledge translation.

Figure 1 – ERRC Grid for Sharpen Focus on Research and Scholarship (Mean Ratings from Surveys)

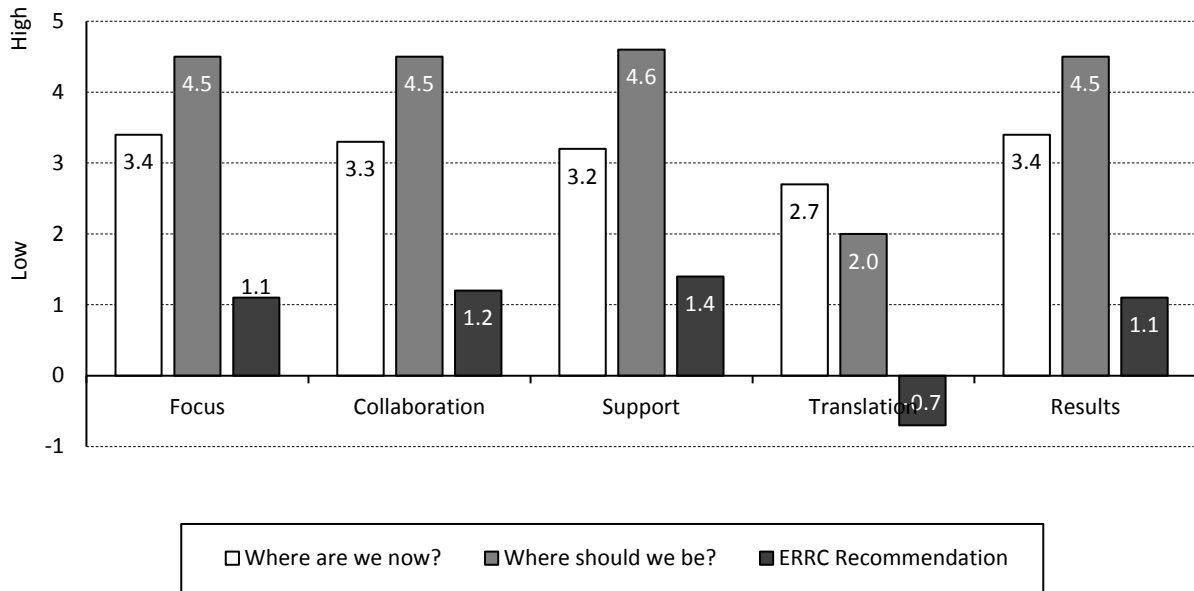
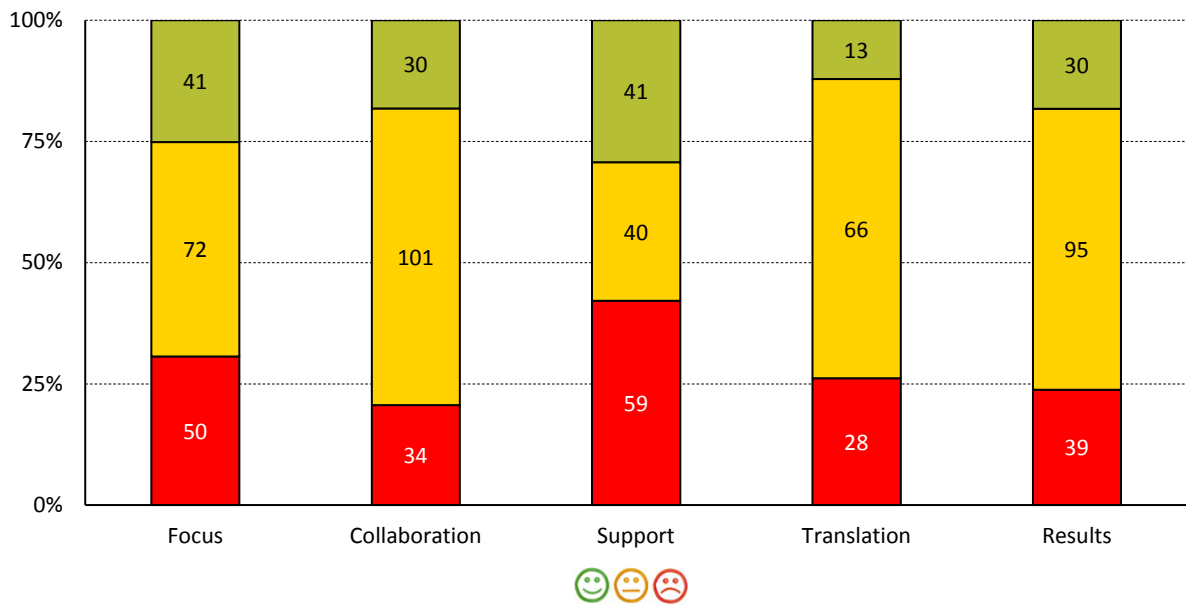


Figure 2 – Sentiment Analysis for Research and Scholarship

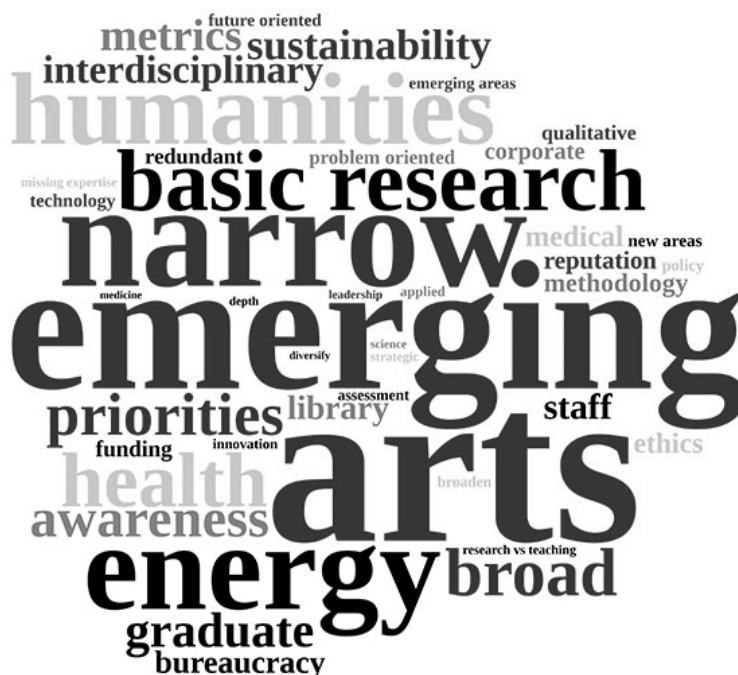


The sentiment analysis indicates that the highest proportion of comments identifying a need for change was in the factor “Support” (42.0 per cent of the comments were classified as negative). "Translation" also had one of the higher proportion of comments identifying the need for possible changes of direction (64 per cent). The comment analysis clarifies the concerns around translation.

1. Focus

We asked respondents to evaluate the progress we have made over the last five years (and need to make over the next five years) to increase our research impact in thematic areas where we have strength and interest, making an unwavering commitment to internationally esteemed scholarship in those areas.

Figure 3 – Word Cloud for Focus



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- There is a tension between researchers who feel that visibly identifying six thematic research areas can limit curiosity-driven research, versus those who perceive the six thematic research areas as providing a basis for investing resources and developing specific research strengths.
- Along with this tension are comments on the need for continually monitoring of the environment to ensure that the university responds to emerging societal issues, particularly ones that may not initially fall under one of the six thematic areas.
- Both the external and internal communities view the research institutes as valuable assets for the university. They attract researchers and academically strong students. There are some concerns about corporate-sponsored institutes.
- There is a concern about the low visibility of the humanities and social sciences⁴ in the research plan. Many respondents perceive these disciplines as having fewer resources and a lower profile than other areas of research and scholarship.
- Many respondents recognize the need for further research on energy; however, there were numerous comments recommending a shift to researching more sustainable forms of energy.

⁴ It was difficult to differentiate comments relating to Arts, Fine Arts, Humanities and Social Sciences, so these terms are used almost interchangeably.

- There were comments reflecting the tension between developing research and teaching strengths.
- Both faculty and students perceive a need for more interdisciplinary research.

Representative Comments

Below are exemplars of the comments that led to the word cloud.

“There needs to be increased emphasis on humanities and social sciences. They are housed in older buildings and do not seem to have a high profile compared to other areas of scholarship, research, and teaching. Maybe more seed funding for these areas is required to get active research programs initiated.”

“The focus areas are good and seem to be in line with the province's goals and the fields that are in-demand. More attention to research and development in the arts than the current primarily STEM-related research areas would be good too.”

“Based on the statement, I gather that U of C focused on particular themes or subjects that accommodated their strengths and interest and were committed to academic study and achievement in those areas. I believe working on areas of strength and interest work; however, you should take it a step further. Choose cutting-edge research. Find areas where there is a lack of information. Find themes where society needs help. Something that can be beneficial to society. Try to collaborate with other universities as well. Your focus should always be to find cutting-edge research; focus on innovation, creativity and adding new information for the betterment of local, national and international communities of academic scholarship and society as a whole.”

“It is brilliant to see minds from around the world coming to do research at U Calgary. The biggest motivation for my interests as an undergrad student are the Mathieson Center and the Hotchkiss Brain Institute. Through connections, I have come to understand the lengths to which U Calgary has gone to take strides in these extremely important areas.”

2. Collaboration

We asked survey respondents to evaluate the progress we have made over the last five years (and need to make over the next five years) to capitalize on the multiple perspectives, data, methodologies and concepts of collaborators across disciplines – on campus, within Calgary, across the country and through strong international partnerships.

Figure 4 – Word Cloud for Collaboration



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- A general perception is that universities need to collaborate internally and with external partners; and where possible collaborations should be interdisciplinary.
- Some respondents believe that there needs to be more collaboration across universities, both national and international (e.g., visiting faculty; national; international).
- A number of comments identified barriers to collaboration, including the physical distance between the Foothills and Main campuses, perceived faculty ownership of some themes, and resource constraints.
- Some respondents felt that collaborative projects should be allowed to evolve naturally, and a variety of collaborative structures or forms should be supported.
- Some students requested more opportunities to engage with research teams (e.g., teams, graduate students, post-doctoral scholars).

Representative Comments

Below are exemplars of the comments that led to the word cloud.

“Across discipline opportunities for research and collaboration encompassing all disciplines and program streams is where we should be. Let’s also ensure research funding and cross-discipline research opportunities are available for students in the Arts and humanities.”

“It is probably one of the most collegial and collaborative environment I have ever seen! Would like to see more multidisciplinary collaborations and make it easier for clinical pilot studies to be set up.”

“Definite advances in collaboration have occurred but more needs to be done here. I think it's about how professors and researchers approach their research. Perhaps traditionally it has been more specialized and isolated. Today it needs to be more inclusive and this may be a culture shift for some people”.

“Collaboration for collaboration's sake is foolish -- it distracts from research productivity, rather than encouraging it. The point is to create incentives (such as seed grants, support for speaker’s series and brown bag series, etc.) for people to select for themselves what the optimal scale is going to be, and then produce research at that scale. For some it'll be two people co-authoring papers together. For others it'll be ten people starting up a new research group or a lab. The emphasis on giving huge money to large collaborative groups is sometimes effective, and sometimes a waste of money.”

“I don't think collaboration should be 'forced' on our faculty members – it will come naturally in the future, as it has in the past for those faculty who collaborate in research with colleagues at UC and elsewhere.”

3. Support

We asked respondents to evaluate the progress we have made over the last five years (and need to make over the next five years) to hire and retain talented individuals to provide the support critical for researchers to be leaders in their fields.

Figure 5 – Word Cloud for Support



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- There is a higher proportion of negative comments associated with "Support", as compared to the other factors; however, there is general recognition that support for research activities is good, and that it has improved over the last five years.
- A number of respondents identify the need for better maintenance of laboratories.
- Post-doctoral respondents have concerns with employment conditions, specifically the lack of benefits, access to travel, access to mental health resources, and some poor supervisors.
- Many of the MaPS and AUPE research staff feel unrecognized.
- Respondents noted the need for increased stability in funding, or bridge funding, for students and research staff, and the need for the university to have a deeper understanding of the challenges that many people face when accessing or securing research support.
- Respondents appreciate the development of platforms, databases, and the library.
- Respondents note the need for financial and HR processes, but also find them a burden and need more help in administering them.
- Some students would like practicums and scholarships to support research opportunities.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“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. I do not doubt that, if we continue in this course, we will take the lead, slowly but steadily, on leading among the top Canadian Universities.”

"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."

"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."

"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."

4. Translation

We asked respondents to evaluate the progress we have made over the last five years (and need to make over the next five years) to apply solutions to the real world through effective knowledge translation.

Figure 6 – Word Cloud for Translation



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- There are differing perceptions as to the interpretation of "Translation", and in general the label does not resonate with the respondents. The range of interpretations include
 - The need to communicate research findings to the general public;
 - An inappropriate shift to applied research; and
 - The need for more open access.
- There is a tension visible in the comments reflecting a recognition of the value of commercialization versus a fear that commercialization will drive research. Some researchers are concerned that "Translation" is equated with commercialization when it should focus on open access, telling research stories to the community, and integrating research into the undergraduate curriculum.
- There are more than 40 comments identifying the need to increase the university's support for translating research to different community groups.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“The wrong people are doing the translation. Translation work is not just about 'telling our story.' It is someone being able to take the research and speak to practitioners about how it impacts them in their area.”

“I think the sky is the limit in this category we need to translate our research into a 'consumable product' for target industry-based audiences and the general public. I think the university could grow in this area by leaps and bounds. Human and financial resources dedicated to this specific task are necessary.”

“We have to enter the 21 century in terms of social media. Tweeting and Facebooking is not enough. Creating a UofC YouTube channel, hiring cartoonists that make a 2-minute video on specific research being done at UofC, posting lectures like Cornell has done... those are the things we should be moving into to create as much exposure as possible on our amazing achieving!”

“We were the first university in Canada to have an open-access author's fund. Having worked in in the private and non-profit sectors, I can attest to the importance of free access to research. If you're not employed by a university, with access to an academic library, it's very hard to access the results of research; even government departments don't have the library budgets for this. We have also developed an institutional repository for storing open-access copies of published work, our Press has many open-access publications, and many of our librarians are involved in the publication of systematic reviews of evidence.”

“I think this goal undermines the value assigned to (and therefore the money available) do basic research. This is a research university. Please do not forget the basic sciences.”

“Cooperation between faculties, companies, tech transfer, research groups etc. needs to be not just facilitated but actively and intentionally brought about.”

5. Results

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to seek strategic partnerships with industry, governments, agencies and other universities that could be partners in our mission of discovery and realization.

Figure 7 – Word Cloud for Research Results



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments. This factor is a combination of external partnerships and research outcomes. Most respondents focused on external partnerships, and the comments reflect split views on the value of partnerships with corporations.

- The comments reflect a tension between recognizing the value of corporate university partnerships, and academic freedom, basic research, and independence.
- There are comments on the need to reduce the number of partnerships with corporations; however, many respondents are more concerned about the need for visible governance of these relationships.
- Many faculty, particularly in the arts and humanities, would like to see partnerships with non-profit organizations.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“Research is not of any use to society if it is unable to apply itself in our everyday lives. Building partnerships with industry, governments and other possible actors is what enables ideas to pass from discovery to innovations.”

“Again, the university must take great pains and exercise extreme caution when undertaking partnerships with outside institutions of a non-academic nature. Validity of research in the greater community depends on said research being above reproach in terms of accuracy and objectivity, which certain partnerships can automatically bring into question in the eyes of the wider public.”

“Partnerships with industry are becoming problematic because of misinformation about the role of industry and impact on academic freedom. I suggest that the university get out ahead of this and explain to the public how the university works with industry to advance research and what safe guards are in place to protect the integrity of the academy. We have been in reaction mode and this front which has not served us well.”

“I think the University has been successful in creating partnerships with industry and business in Calgary (not hard in our city) but there remains an opportunity to build better relationships between faculties and disciplines as well as other community collaborations that are not business such as non-profits to organizations that benefit a greater social cause.”

4.2 ENRICH THE QUALITY AND BREADTH OF LEARNING

We provided the following narrative to survey respondents about where we started on our path to enrich the quality and breadth of learning within five factors:

In 2011, when the Eyes High strategy was introduced, the University of Calgary consciously embraced its advantage in Calgary as a research-intensive learning environment – one that leverages the expertise of academic staff to provide a high-quality educational experience for students. This would involve increasing research and knowledge to create an exemplary teaching and learning environment in a research university.

We committed to creating a learning environment enriched by research, where we apply evidence to improve teaching and shape programs so that they prepare graduates for success, and where we engage students in the research experience through a collaborative and community-based culture.

We planned to review our undergraduate and graduate programs to ensure that students attain clearly identified outcomes that maximize their success after graduation – including a commitment to providing educational programs that build leadership skills in our graduates. In addition, we planned to review the needs of our communities to identify where we could increase graduate, professional and post-degree educational and research-based programs.

We committed to providing expert instruction, supporting the ongoing development of our passionate educators so that they could engage and challenge students through effective and innovative teaching. We also committed to engaging students fully and far beyond the classroom, focusing on co-curricular initiatives that expand our ability to prepare undergraduate and graduate students to become community leaders.

As shown in Figure 8, with mean scores (“Where are we now?”) in the range of 3.2 to 3.4, respondents are generally supportive of the activities/initiatives within each given factor. The overwhelming response is for the University of Calgary to “raise” or put additional effort and resources into each of the five factors.

Figure 8 – Enrich the Quality and Breadth of Learning ERRC Grid (Mean Ratings from Surveys)

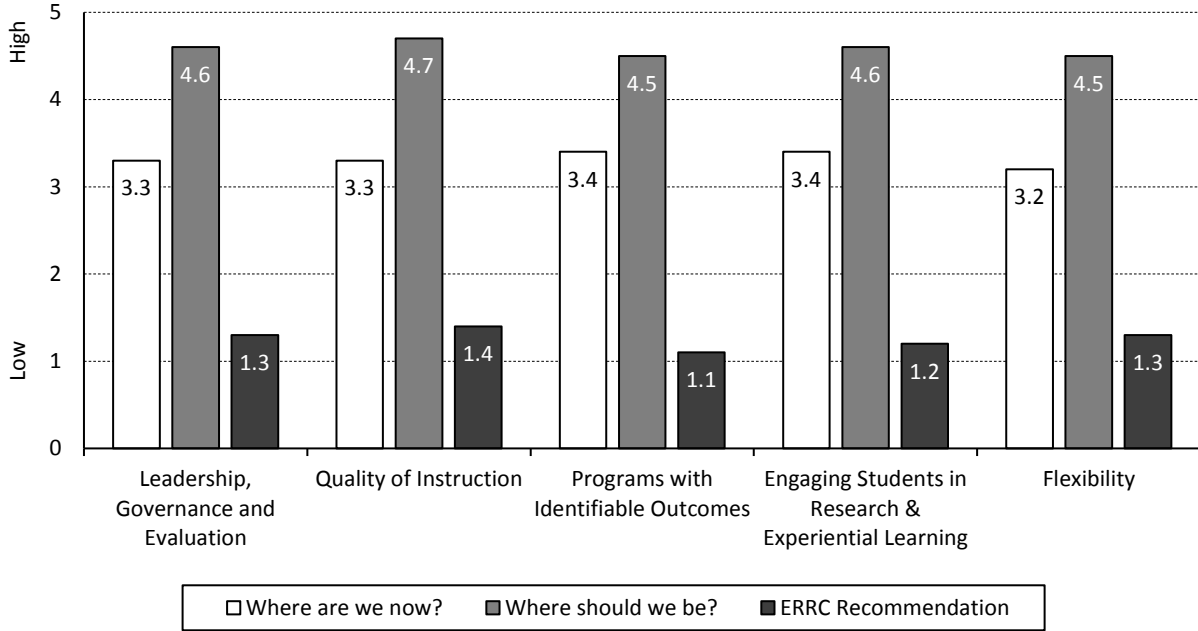
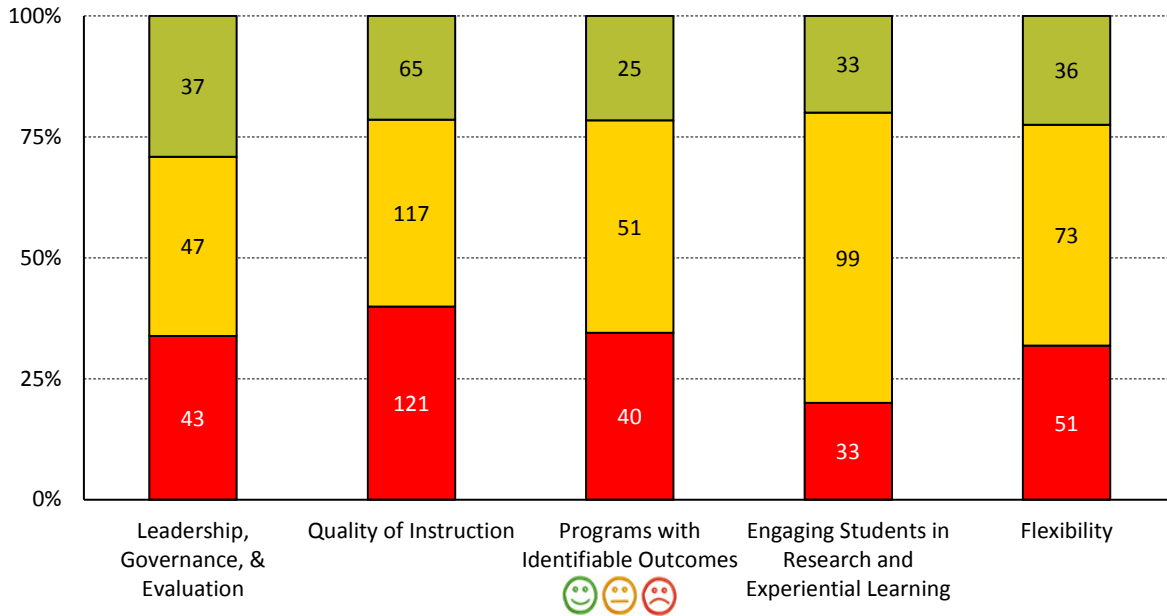


Figure 9 – Sentiment Analysis for Enrich the Quality and Breadth of Learning



With the exception of the factor “Quality of Instruction”, the sentiment analysis does not reflect a high degree of dissatisfaction with the five factors. The factor with the highest proportion of negative comments is “Quality of Instruction” (40 per cent), while the factor with the most “constructive recommendations” is “Engaging Students in Research and Experiential Learning” (60 per cent). The comment analysis clarifies the concerns around “Quality of Instruction”.

1. Leadership, Governance and Evaluation

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to ensure that teaching and learning would be fully supported and recognized as a valued activity; to assign leadership responsibilities to teaching and learning; and to ensure that teaching and learning were evaluated fairly and responsibly to ensure that teaching development was well supported and teaching excellence was rewarded.

Figure 10 – Word Cloud for Leadership, Governance and Evaluation



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents requested that more steps be taken to manage and/or improve poor teaching outcomes, and identify the need to shift away from USRI.
- Respondents are satisfied with the progress made in the area of leadership, governance and evaluation of teaching and learning over the past several years. Comments supporting this theme identify the recruitment of a Vice-Provost (Teaching and Learning), the designation of Associate Deans of Teaching and Learning, and the construction and establishment of the Taylor Institute.
- The awards program for teaching and learning and the Taylor Institute activities are perceived as positive support for teaching and learning.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“I speak mostly to the element of evaluation, as I believe the USRI reports do not promote growth within the academic community to improve learning. The questions asked serve as a checklist on an instructor's ability to deliver content rather than a student's capacity to learn within the environment that the instructor provides.”

“There are current inconsistencies in how teaching and learning is valued and recognized across the institution. To move forward we must commit to ensuring that we strengthen our current APT [Awards, Promotion and Tenure] and merit structures and processes.”

“I have seen a lot of progress in my faculty regarding T&L [Teaching and Learning] and have heard good things from the Taylor Institute. My faculty has a dedicated Associate Dean and T&L team who are working hard to bring structure and support to teaching and learning.”

“Continue to provide support to instructors from teaching and learning department by offering workshops and focusing on professional development opportunities.”

2. Quality of Instruction

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to cultivate teaching excellence by integrating research evidence and inquiry into how we teach and how students learn; and promote the professional development of professors, instructors, graduate students, and teaching assistants to create a culture that enables teaching and learning success.

Figure 11 – Word Cloud for Quality of Instruction



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- A dominating theme is the need to go beyond USRI for the assessment of teaching quality and engagement. A large proportion of negative comments focuses on concerns with the USRI.
- Respondents note a need for more consistency in the quality of instruction and mentoring experiences. Student experiences within their programs ranged from amazing to poor quality.
- Repeated comments from students identify the need for more speech training for professors/instructors who have English as a second language.
- Respondents felt that teaching faculty need to regularly participate in teaching development programs.
- Comments also reflect a tension in the balance of teaching and research.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“With the establishment of the Taylor Institute and the Academic Leadership Academy, we have made great strides in supporting faculty. More work needs to be done with Graduate Students and TAs, to help them understand their professional and educational commitments, culture of the institution and interaction with students.”

“I believe professors should attend a small seminar on the logistics of teaching. They are all brilliant people, but not all know how to pass the knowledge on. Perhaps giving them a few pointers would improve the quality of teaching.”

“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 these criteria. That would elevate the quality of teaching on campus.”

“There are still instructors whose primary purpose is research and they only teach because 'they have to'. Need to monitor all instructors for their effectiveness.”

“There is still a large variance in quality between professors. Some are absolutely terrible and yet have tenure, while some who are excellent and very committed to their job are basically contracted. If SSRIs are going to be filled out, they should be used.”

“I don't see how faculty members and (mainly) sessional instructors are valued for attending professional development initiatives. Are they given time and/or other incentives for joining these activities, or just expected to attend these PD initiatives on top of all other requirements (teaching, research, service...)? To assume that one is a good instructor because of his/her research skills is a big misunderstanding of what entails being a teacher.”

3. Programs with Identifiable Outcomes

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to enhance the quality of student outcomes, to identify and enhance the learning outcomes for specific programs, and to review programs of study to ensure they lead to appropriate outcomes.

Figure 12 – Word Cloud for Programs with Identifiable Outcomes



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- There is a tension reflected in the comments on the need to develop students with broad knowledge and thinking skills and the need to develop career-related knowledge/skills.
- A number of comments suggest that the university has not identified learning outcomes for a number of programs, and more focus and consistency are required in integrating learning outcomes into curriculum development.
- Some respondents raise concerns about the competency and readiness of graduates to meet the demands of today's competitive marketplace.
- A number of respondents suggest that more student feedback is needed on program experiences.
- Some respondents mention the positive impact of the Taylor Institute in the curriculum review process.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

"I think advances have been made in this area. However, I am not convinced that the instrument that has been employed actually gets at whether the students have achieved the outcomes, it only assesses whether the outcomes are stated."

"Honestly people are very confused when they enter university as they don't understand that we are here to learn, rather than an ultimate goal of a job. We need to make sure that people know that."

"Some programs are very focused on their outcomes (i.e. MBAs, Law, some Engineering programs) while others (Sustainable Energy Development) are less known and need some help with connection to identifiable outcomes."

"This is common in professional degrees. I don't think that these are appropriate for all degree. I would also consider that certain outcomes may require explicit instruction. i.e. if writing is an outcome... then there should be course on writing not just written assignments."

"There should be more information on future careers with specific courses outlined for them in each program during 3rd/4th year."

"U of C seems very committed to not just giving people an education but preparing them for careers post-graduation - I've seen a lot of workshops and courses dedicated to this. 'Begin with the end in mind' seems to be the mantra."

"For a lot of students, we learn a lot in our courses, but very little of it translates into the real world. And a lot of us have problems finding jobs afterwards and the university does little to help with that."

4. Engaging Students in Research and Experiential Learning

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to learn research skills through authentic learning experiences in their courses, assignments, fieldwork and as members of research teams. This would prepare students to critically examine the world around them, generate new knowledge, and be part of solving societal problems.

“Programs need to be set up that maximize the possibility of success in research. This includes creating opportunities that are of appropriate scale and scope for the stage of learning. I think we can do better here, but I am not sure if is our expectations or our response to them (i.e. the projects themselves) that need to be adjusted...or both. (Thinking of both pre-med, UME [Undergraduate Medical Education] and PGME [Post-Graduate Medical Education] in medicine).”

“Again, I think research opportunities need to be made more available and accessible to students. It's not very easy to find out where they are right now.”

“The University has done a good job of making these opportunities available to students. Initiatives such as the Undergraduate Student Research Program (USRP) and Program for Undergraduate Research Experience (PURE) make a significant impact in this area.”

“There are many opportunities but they need to be made accessible to all students. There are many financial challenges in participating in some of the most interesting experiences.”

“Co-op programs require more focus, attention and resources to provide students with opportunities that would enhance research skills in authentic environments.”

5. Flexibility

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to involve more flexible program options, ranging from shorter programs focusing on knowledge and skills development to longer-term programs for students interested in undergraduate and graduate degree programs.

Figure 14 – Word Cloud for Flexibility



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments. Again, there is a wide range of comments reflecting uncertainty as to the interpretation of "Flexibility".

- One interpretation of flexibility is increased access to online learning, allowing individuals to fit courses into their working schedule.
- Another interpretation of flexibility is access to international travel and experiences.
- A third interpretation of flexibility is the ability to receive stackable certificates as a student either enters the university on a short-term basis or moves towards his or her degree.
- A fourth interpretation is to accommodate to a variety of learning needs or styles.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“[Flexibility is] very important. Although flexible options exist, it may be still difficult to meet the conditions in order to qualify for them.”

“Increased focus on accommodating learning needs through a variety of support programs and partnerships has been good so far. Focusing on providing the needs of the international student population may need more work, particularly in the areas of communication/language barriers (considering options for ELL accommodations?), and community (finding ways to engage ELL students and reduce isolation).”

“I think we need to consider the impact of technology and how that will impact learning online and at a distance. We haven't moved beyond the traditional classroom but at some point we may need to consider flexible delivery options to remain competitive at the undergraduate and graduate level.”

“More programs are moving online. This is great, but many of these programs still require lengthy on-campus stints. They aren't practical for international students, meaning that we still attract most of our online students from Calgary/Alberta.”

“More online courses for Graduate level courses to fit people's work, travel and family life.”

“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.”

4.3 FULLY INTEGRATE THE UNIVERSITY WITH THE COMMUNITY

We provided the following narrative to survey respondents about where we started on our path to enrich the quality and breadth of learning within four key factors:

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

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

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

As shown in Figure 15 below, with mean scores (“Where we are now?”) in the range of 3.0 to 3.4, respondents are generally supportive of the activities/initiatives within each given factor related to integrating the university with the community. Respondents recommend that the university “raise” or put additional effort and resources into all of the factors. “Alumni Engagement” was identified as needing the largest “raise” in that respondents feel the university should be doing considerably more in this area.

Figure 15 – Fully Integrate the University with the Community ERRC Grid (Mean Ratings from Surveys)

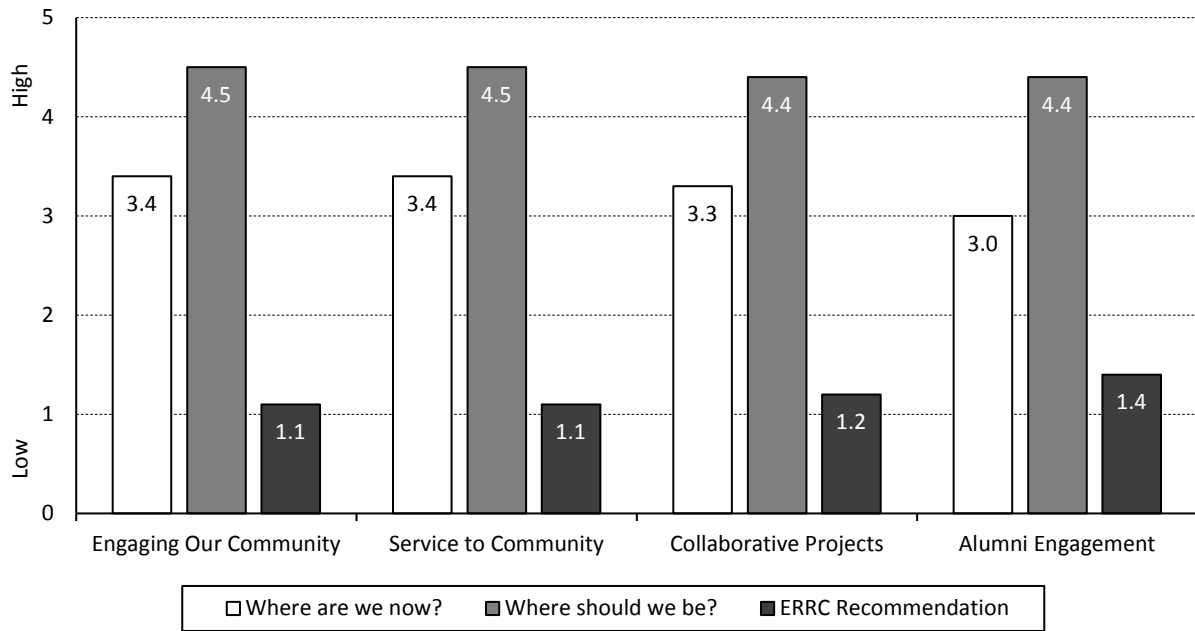
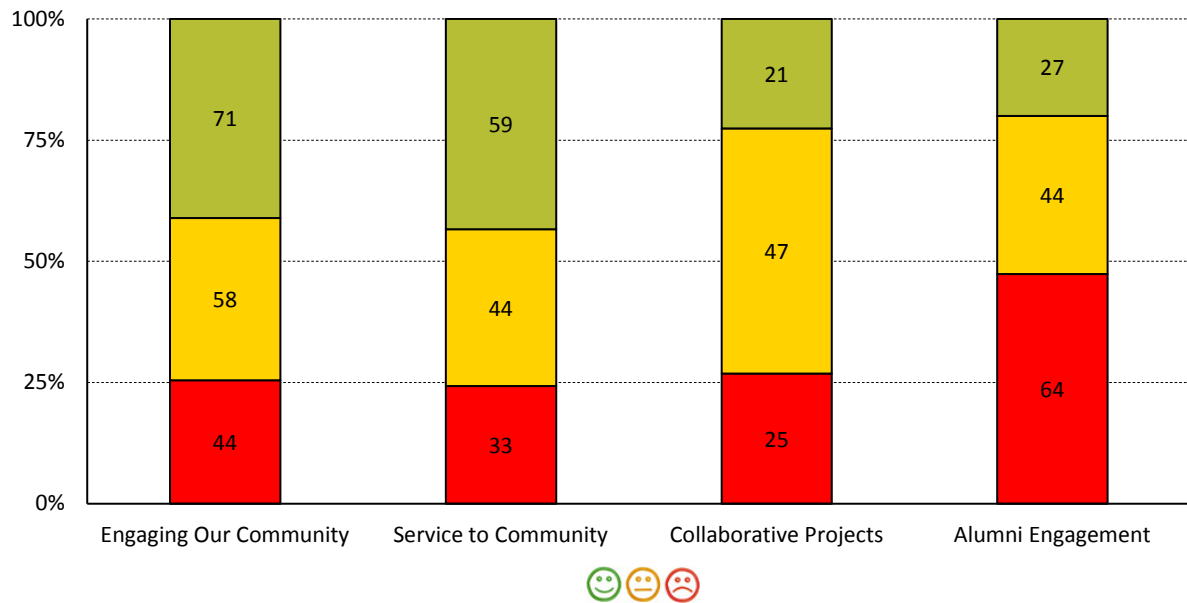


Figure 16 – Sentiment Analysis for Fully Integrate the University with the Community



The sentiment analysis illustrates that the highest proportion of negative comments is associated with the way the university engages with its alumni (47 per cent). In terms of the four sentiment analyses, the ones that received the most positive comments were "Engaging Our Community" (40 per cent) and "Service to Community" (43 per cent). The alumni themselves made an active contribution to the survey and provided more than 600 comments.

1. Engaging Our Community

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to become a global intellectual hub, purposefully engaging with the community by applying our academic and research strengths to address the challenges and opportunities facing our society. This meant that we would develop next-generation leaders, share new knowledge and discoveries broadly, enhance access to art and cultural events, and increase opportunities for our local and extended communities to engage in sports and recreational activities. We wanted to be recognized as a campus that provided a two-way connection to the international landscape of ideas, art, science and culture for all life-long learners.

Figure 17 – Word Cloud for Engaging Our Community



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Events are seen as very important in connecting with the community and more events are needed.
- Some respondents would like more sharing of research findings via public presentations, etc. Congress is viewed as an event that was successful in terms of community engagement.
- The cost of the events as well as the parking fees are seen as barriers to participation by the community participants.
- Respondents want increased communication around the existing programs and events.
- A number of comments reflect a desire for an increased presence of Arts and Humanities activities.
- Some respondents would like to see more active engagement with non-profit organizations.

Representative Comments:

Below are exemplars of the comments that led to the word cloud.

“I believe that UofC is doing well. But I also believe that investment in the community will always come back 100 fold. If we develop a community with a love of learning, they most certainly will give back. I urge the UofC and everyone involved to come up with innovative ideas to engage the public. Not just lectures, but other engagement as well.”

“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.”

“I feel there have been a lot of effort in engaging the communities and there has been some improvement. We need to get our research out in a more meaningful way. We are starting to do this with more public talks OFF campus, webinars etc. I feel a big barrier for people coming to campus, especially for recreation is the cost of parking.”

2. Service to Community

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to enhance our role in the community through the provision of expertise and infrastructure. This meant that many of our faculty, staff and students would play an active role in civic projects and initiatives and that community members would make use of campus facilities.

Figure 18 – Word Cloud for Service to the Community



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- The general perception towards the university's service to the community is positive.
- The responses to the Calgary flood and Fort McMurray disasters are repeatedly brought up as examples of success in this area.

- Sharing of facilities with the community is encouraged, especially facilities other than fitness.
- It is suggested that there is not enough awareness about what the university is doing in regards to existing initiatives.
- Several suggestions were made regarding more individual formal recognition for service to the community by faculty and staff. There were a few requests for paid time for volunteer work.

Sample Comments:

“In light of recent big events (2013 floods, 2014 Brentwood murders, 2016 Fort Mac fires, every year’s United Way campaigns) and so many smaller, but no less important events, UC has stepped up in a big way and served the community with pride and honour. The fact that a significant majority of UC graduates remain in the Calgary community to live and work demonstrates the commitment to community service at every level.”

“I think it would be great if there were more initiatives for staff to contribute to the community. There are days of service for students, and UCalgary Cares initiatives. What about similar opportunities for staff?”

“Theatre Services (Rozsa Centre, University Theatre, etc.) is a shining example of the good we do in making our facilities available to the community.”

“The university has made great strides as a public good, but more steps can and should be taken to bring the outside community into the university.”

“Problem with facilities. It has turned into a money-making opportunity, effectively ruling out use by community groups without cash grants. We have served the City as part of our development, and the transit changes. But the campus is not designed for non-U people to drive here, or even to walk or C-Train here if they do not do it on a regular basis. Conferences are OK but they can take facilities and energy away from local initiatives.”

3. Collaborative Projects

We asked respondents to evaluate the progress we have made (and need to make over the next five years), with our belief that we all benefit when the University of Calgary collaborates with the surrounding community on solving pressing challenges and realizing new opportunities. That belief would require our students, faculty and staff to provide expertise to help the community address pressing societal challenges.

Figure 19 – Word Cloud for Collaborative Projects



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- The dominant theme is a lack of awareness of the different collaborative projects that are currently on-going.
- Some respondents are aware of important interdisciplinary collaborations in the community.
- Respondents identified the need to develop more projects with First Nations.

Reflective Comments:

“It's important to collaborate with the community, but I am not aware of many projects that exist.”

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

“Great work being done (Beakerhead, Calgary Stampede, Bowness Park, 2016 Congress, e.g.) in collaboration with local and wider communities. Always room for improvement, but current commitment is stellar.”

“The idea is good, but it is not understood properly. It does not mean that university should ONLY respond to society needs. It should also try to see into future, find needs that society cannot currently see. These are long term views which are missing.”

4. Alumni Engagement

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to leverage our unique advantages with our alumni who work and live in Calgary. Over the years, these alumni have moved into positions of leadership and made contributions on a global scale. We knew that the connection to our alumni needed to be strengthened to achieve our *Eyes High* vision.

Figure 20 – Word Cloud for Alumni Engagement



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- A large proportion of respondents believe too much emphasis is placed on fundraising as the key engagement activities with alumni. Respondents suggest there are better approaches to engage alumni, such as inviting them to varsity sports, speaker series, workshops, and Alumni weekends.
- There are calls for more personalized and department-level engagements with alumni.
- Respondents also noted that students should have a good experience and be prepared for being engaged alumni.

Representative Comments:

The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

“As an alumnus myself, my impression of alumni engagement is occasionally receiving a phone call to inquire about donations. I believe I received such a call this week and the caller did not leave a voicemail. 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 honour 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.....”

4.4 STUDENT EXPERIENCE

We provided the following narrative to survey respondents about where we started on our path to enhance the student experience within five (5) key areas:

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

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

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

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

As shown in Figure 21, with mean scores ("Where are we now?") in the range of 3.4 to 3.8, respondents are generally supportive of the activities/initiatives within each given factor, and that the university rates above a moderate level on the ERRC grid. Overall, respondents recommend that the university should "raise" or put additional effort and resources into each of the five factors. The factor showing the most significant difference between "Where we are now?" and "Where should we be?" is "Academic Support".

Figure 21 – Student Experience ERRC Grid (Mean Ratings from Surveys)

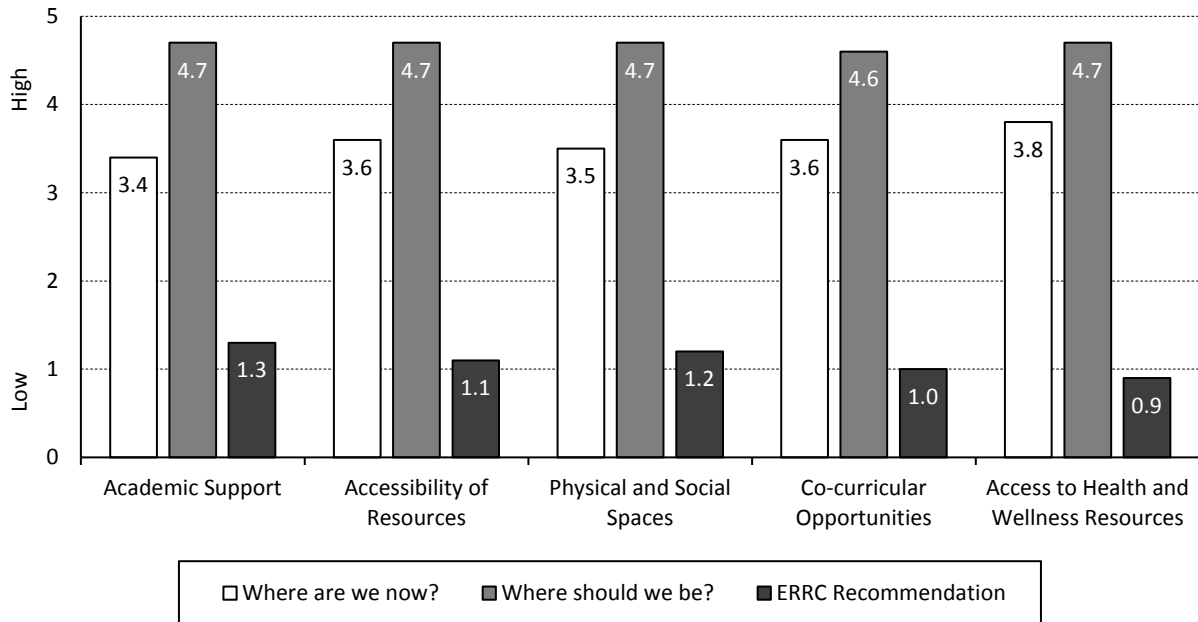
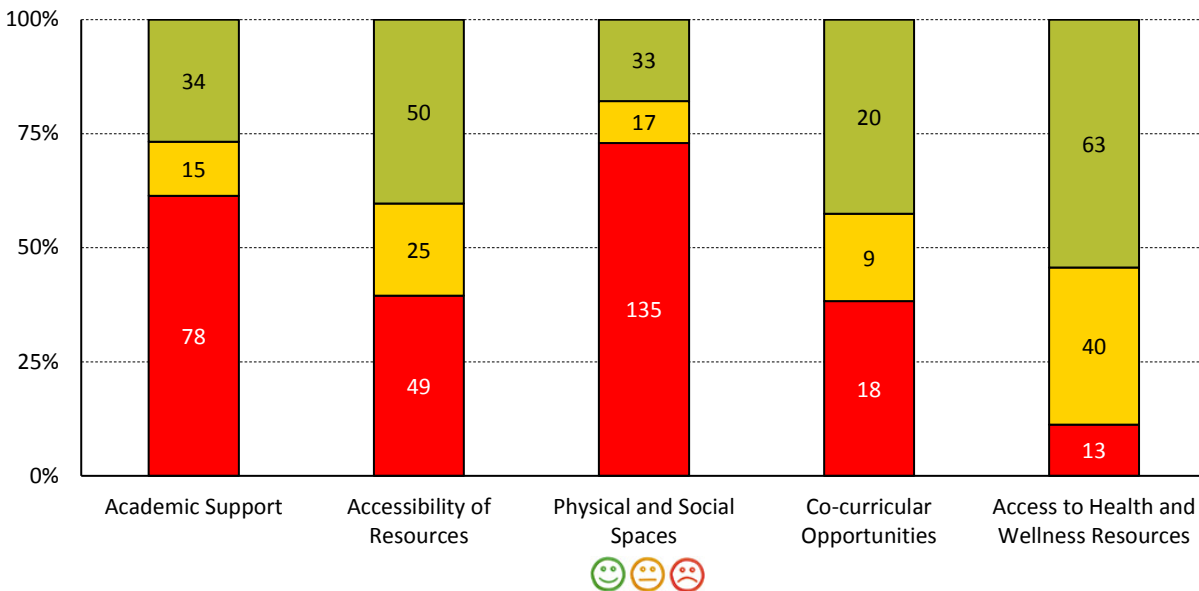


Figure 22 – Sentiment Analysis for Student Experience

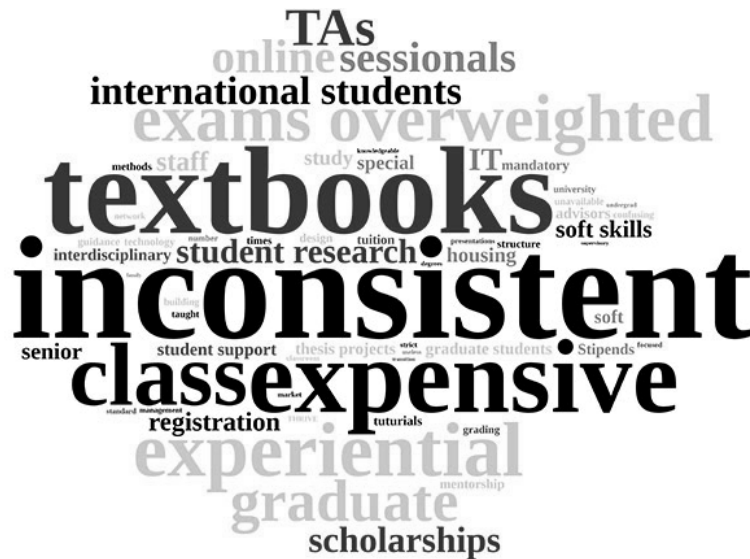


The sentiment analysis illustrates that the highest proportion of negative comments is associated with spaces and academic support (73 per cent), while the highest proportion of positive comments is associated with health and wellness initiatives (54 per cent). Again, the comment analysis provides an explanation of where changes are recommended.

1. Academic Support

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to provide high-quality educational experiences where student learning would be facilitated by highly qualified academic staff, and would complement the classroom experience with academic supports available to all students.

Figure 23 – Word Cloud for Academic Support



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents are concerned with inconsistent quality of teaching and use of too many sessional instructors and TAs (Teaching Assistants).
- There are recommendations for more experiential learning.
- Some members of special student groups would like more support related to their needs.
- Students (particularly first- and second-year students) are concerned with large class sizes.
- Students are concerned about the costs of textbooks.
- A number of respondents commented on the need for more research options and soft-skill training as part of the learning experience.
- Some students suggested that there should be other ways to test knowledge rather than just exams.

Representative Comments

Below are exemplars of the comments that led to the word cloud.

“In my experience as a graduate student, there was very little support provided. Transitioning from an undergrad to a grad student involves autonomy and independence. However, support is still required. The ways in which that support is given is ultimately what defines a successful grad student.”

“As a distance learner I am finding that some technology could be updated to give a better learning experience to such students, especially in video conferencing teaching. I have just started my learning with U of C and this is the only thing I can comment on at the moment.”

“The popularity of 'Beat your course' and 'Prep 101' should show that students are not getting enough academic support. Encouragement of different styles of learning would help, as well as potentially looking into recording lectures to help students study. (I am an auditory learner -- trying to review lectures is difficult for me. I would appreciate being able to review on my own time when I know I am in a state-of-mind conducive to paying attention).”

“Again, a community of leaders must be a community of collaborators. Collaboration-based assessments must supersede examinations in order to adapt to today's world.”

“The textbooks provided for class do not are not always an additional resource. Some times when looking for help, we go to textbooks to find that it doesn't help at all, particularly the lyryx textbooks.”

“Just please fix the class registration system and find something better than degree navigator. It's the single greatest challenge to my academic career. Nothing stresses me out more in the school year than facing either of those things.”

2. Accessibility of Resources

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to expand opportunities for students to experience a depth and quality of learning that extended far beyond a test, a textbook, classroom, laboratory or country. Whether students were making face-to-face, telephone, or online enquiries, our goal was to ensure they had prompt access to knowledgeable, friendly staff and other resources. We would ensure that they perceived a high level of professionalism in interactions with staff and faculty and that our policies and practices were supportive and understandable.

Figure 24 – Word Cloud for Accessibility of Resources



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents recognize that the university is offering good programs and resources; however, there is significant difficulty in finding and accessing them.
- A range of respondents identified concerns with online, Com/Media, and library collections.
- Some comments identified the need for broader criteria for scholarships.
- Textbook prices are a concern.

Representative comments

Below are exemplars of the comments that led to the word cloud.

“I feel that I am able to book appointments and see the people that I need to see when needed, but due to the overwhelming amount of students in my program it is often hard to find times that work within my schedule.”

“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. I also think that Wellness should expand into online/emailed advising as well, or that the university needs to discuss FOIP with students as some new students have been concerned that by logging in with their eID and password to book in with wellness, that this may show up on their academic record if they needed counseling, etc. “

“Financial aid and program advising was difficult to get into contact with and to get reliable information from while in a different country. Waiting times were understandable, but sometimes I received no reply even after sending multiple emails.”

“U of C has lots of resources available, but I feel that they are not well known to the student body. Having more effective ways of spreading accessibility resources to student would be greatly beneficial.”

“What has worked - Opportunities for entry scholarships, funding help, and financial advising. What needs improvement - General website upgrades and communications improvement. Searching around the website for specific items was confusing and finding help was also rather complicating.”

“Maybe by choosing broader eligibility for scholarships.”

3. Physical and Social Spaces

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to evaluate the physical and social spaces students available on campus that shape their overall experience. Everything from the classroom to on-campus housing, from Wi-Fi connectivity to safe spaces for social groups, would contribute to students feeling comfortable, safe, and supported on campus.

“Considering how much money has been thrown at this, we have definitely improved many things but still have room to grow. Wi-Fi coverage is still a problem in many areas that I frequent.”

“Would highly recommend in investing in another space such as the TFDL which provides fantastic, silent, and sunny study spaces for students. TFDL is over-populated because it provides the best area on campus for students to come together to study, collaborate etc... “

“Many bathrooms are marked with 'accessible' signage when they are not actually usable by someone with a disability. In addition, many student study spaces are not conducive. An audit should be done about how accessible the U of C campus really is. This should be done by someone with mobility issues, not a 'consultant.' “

“Classrooms and other spaces are not clean and updating of classroom space is not been accomplished in all areas of campus.”

“Although many of the physical and social spaces in the Faculty of Medicine are exceptional NOT all are, impacting negatively those individuals who have to work in those spaces on a daily basis. Priority should be given to improving all spaces to a minimum established level so that some individuals aren't working in 3rd class environments while many others enjoy first class amenities.”

4. Co-curricular Opportunities

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to enrich campus life outside the classroom to encourage personal growth and engagement, professional development, and community connections.

Figure 26 – Word Cloud for Co-Curricular Opportunities



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents appreciate the broad range of co-curricular activities available; however, they are experiencing barriers in accessing them. Some of the barriers are student-based, while others can be reduced by the university.
- Some students recommended finding co-curricular options that are directly related to their studies. These may involve not-for-profit organizations.
- Students commented on the value of clubs as part of the co-curricular experience.

Representative comments:

Below are exemplars of the comments that led to the word cloud.

“There are a lot of opportunities for sure however the work load for 5 courses is too much to check them out.”

“Abundance of choice is available in this aspect. I also like the display of 'clubs week' in the beginning of the term. May I suggest giving clubs more opportunities throughout the semester to show off their work.”

“More faculty/degree specific co-curricular opportunities should be available. Many are just various volunteer opportunities or leadership programs. These are helpful, but opportunities directly related to a student's field of study would be highly beneficial.”

“Student Clubs and volunteering opportunities are very easily-accessible at the UofC. CO-curricular opportunities stand strong here.”

“Prompt/teach us to add to our Co-Curricular Records right away, it felt scary and confusing to look up what it was and how to use it.”

5. Health and Wellness

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to provide students with the health and wellness supports necessary to encourage them to achieve their maximum potential.

Figure 27 – Word Cloud for Health and Wellness



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents recognize that significant progress has been made in the quality of health and wellness resources available for students, particularly in the area of mental health.
- Significant barriers for accessing the mental health resources include the following:
 - Availability, because of long wait times;
 - Lack of resources on Foothills campus;
 - Lack of information as to what resources are available; and
 - Lack of sufficient extended health care coverage, noted by both post-doctoral fellows and students.
- Other comments identify overcrowding of sport and fitness facilities and the need for more facilities.

Representative Comments:

The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

“I think the limit of ten counselling appointments might not be sufficient for some students while it's more than needed for many. Perhaps it would be better if we pooled the appointments and assessed coverage required on a student by student basis?”

“Wait-times can be long and access to counseling is limited, especially for emergency situations - though the addition of Student Support Advisors is a good idea.”

“Post-docs have almost no access to Mental Health Plan.”

“Student health plan is very limited. Students will not access what is not covered or is cost prohibitive.”

“To a fairly significant extent the availability of resources is limited by the separation of the Faculty of Medicine from main campus. Many events are only available on main campus and the distance away and time of such events limits access by those off campus.”

“The sport facilities are not enough for the amount of students in campus, and are also too crowded and not available most of the time.”

4.5 CAMPUS CULTURE

We provided the following narrative to survey respondents about where we started on our path to enhance campus culture within four (4) key areas:

In 2011, when the Eyes High strategy was introduced, we understood that the University of Calgary's culture was not something that one could touch or see but it was very real. It was based on internal assumptions, values, and beliefs that guided our outward behaviour. Students, faculty members, staff, alumni and community members shared in the creation and expression of our collective campus culture.

Viewed through the lens of our collective behaviour, an observer would have seen a campus culture stimulated by the unknown and unexpected. They would have seen a community offering high- quality programs and services and a community working to maximize the research, learning and work environment with social, cultural, sports and recreational spaces, and programs and services to promote a healthy and safe community. This community would be thinking and acting with a global mind-set, acknowledging the pervasiveness of worldwide connectivity, aware of global developments, and acting on opportunities to benefit the world.

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

As shown in Figure 28, with mean scores in the range of 3.1 to 3.5, respondents are generally supportive of the existing factors and feel that the university rates above a moderate level on the ERRC grid. Respondents recommend that the university “raise” or put additional effort and resources into each of the four factors. “Communication” is the factor with the largest difference between “Where we are now?” and “Where should we be?”

Figure 28 – Campus Culture ERRC Grid (Mean Ratings from Surveys)

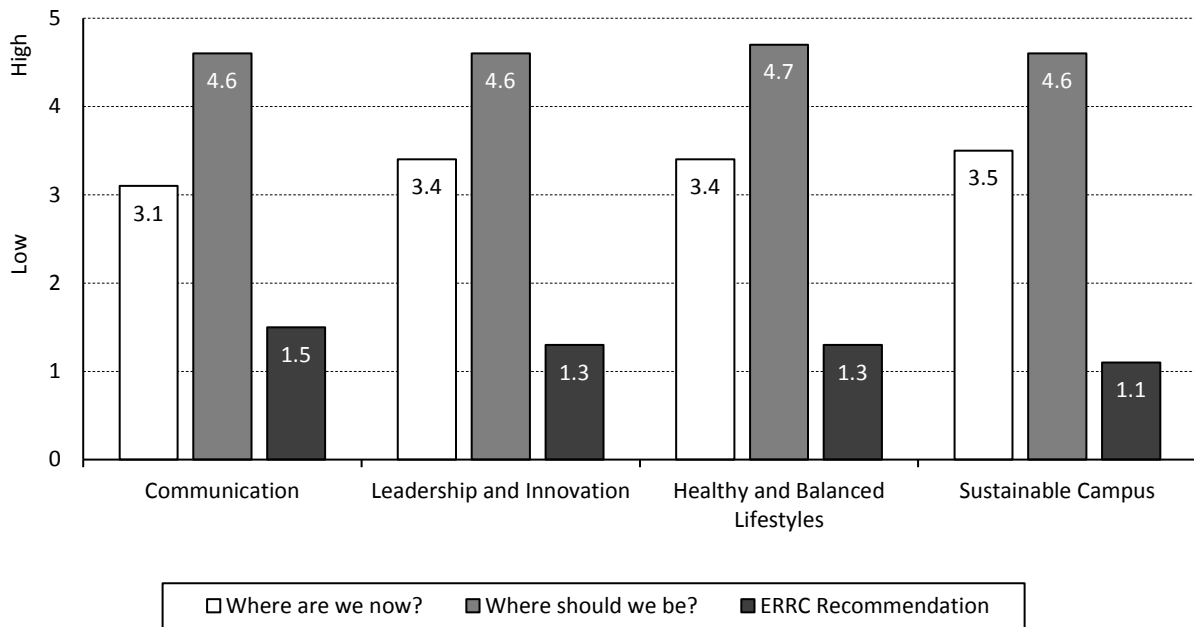
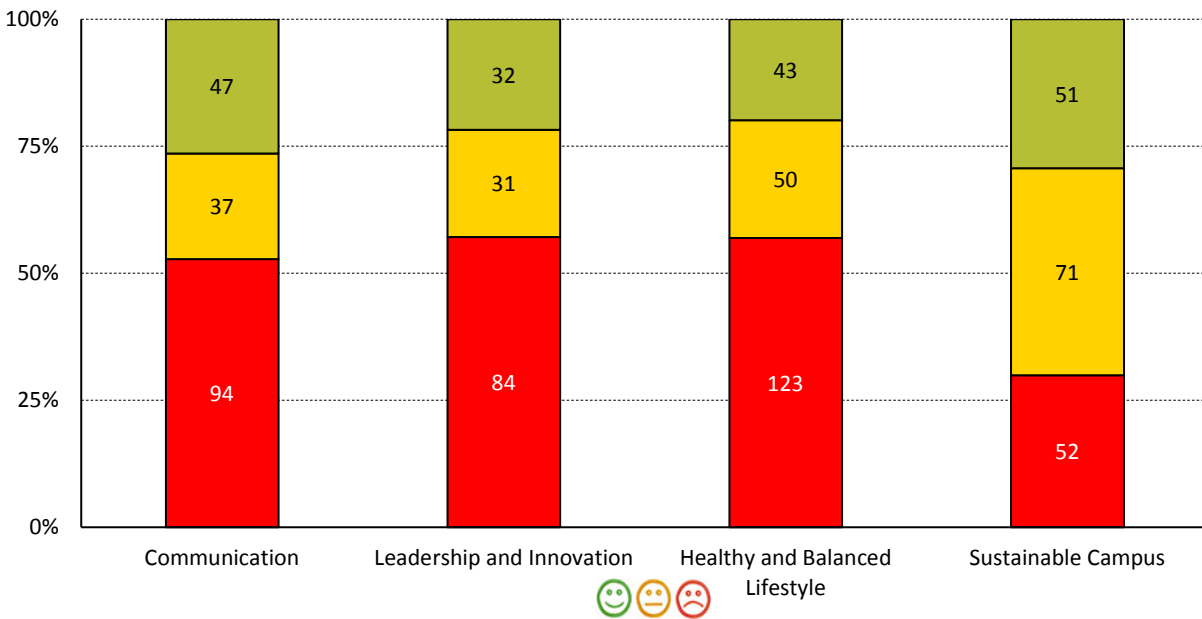


Figure 29 – Sentiment Analysis for Campus Culture



The sentiment analysis illustrates that three of the factors have a similar proportion of negative comments (approximately 50 per cent), while "Sustainable Campus" is associated with the highest proportion positive and constructive comments (approximately 70 per cent). The comment analysis provides an explanation of where changes are recommended.

Representative comments:

Below are exemplars of the comments that led to the word cloud.

“Communication across departments, faculties, and offices is disjointed with one another and there is no central knowledge of whether we are under/over whelming people with emails / surveys / mailings.”

“UC has made many improvements in communication. The current website is a vast improvement. However, we need the ability to easily update unit websites, revise contact lists, and clean up old and broken links. Senior leadership should send a message about clear and courteous communication with ample time for thoughtful and thorough responses.”

“Again, I've seen so much progress over the past 5 years! I think we are on the right track. However, it is easy for faculties and departments to get stuck in their 'bubbles' and forget to communicate. And the integration of the Foothills Campus and Main Campus is an ongoing challenge.”

“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 and seem to at times put their own spin on it. Or if they don't agree with the direction they seem to do their own thing as there seems to be a lack of accountability top down.”

“There are too many units/offices that are broken. E.g., Finance with Hyperion mess, IT with its inability to meet the contemporary teaching and learning needs, HR with the incredibly cumbersome process and delays and no apparent consistent processes, with the inability to move forward on revised APT, etc.”

“The exception to our overall good communication is the Partner system. HR partners and IT partners are impossible to reach, don't know what's going on, and make us look unprepared and unprofessional. This should be reorganized.”

“..... - the HR emails look like spam: work with IT to have a common format and sign emails with a name of an actual person in HR – no one in HR answers the phone – IT tells us not to click on links but different units routinely send out emails with links to secure login sites (approvals required emails, library renewal emails, etc.)”

2. Leadership and Innovation

We asked respondents to evaluate the progress we have made (and need to make over the next five years) to overcome structural, social, and cultural barriers to achieving our *Eyes High* vision by creating a safe, inclusive and respectful environment – one that valued the dignity of every person. This environment would embolden students, faculty members, and staff to disagree, seek common ground, listen to each other, and encourage others to do the same. In this environment, all people would work and learn to their full capacity, develop new skills, build their careers, create innovative programs, and be recognized for their accomplishments.

Figure 31 – Word Cloud for Leadership and Innovation



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents recognize the steps that have been taken to increase respectful behaviour, in particular the “Respect in the Workplace” program, on campus; however, respondents also identify pockets of disrespect within the campus, including:
 - With caretaking staff;
 - Between specific faculty (particularly senior faculty) and staff members, and between mid-managers and their staff; and
 - With individuals, particularly staff, who express alternative viewpoints.
- Some respondents noted that individuals who engaged in disrespectful behaviour are ignored, reinforcing their poor behaviour (e.g., inconsistent).

Representative comments:

Below are exemplars of the comments that led to the word cloud.

“Under this leadership MaPS have become second class employees. Any school with second class employees is destined for failure – this is 2016 and treating a certain group of employees poorly is unacceptable. MaPS are crucial to both research and reaching eyes high goals in general. However, it is difficult to reach eyes high goals when working in an eyes low environment. The attitude towards MaPS has to change.”

“Dealing with and understanding processes that are increasingly centralized is frustrating. The push to managed IT systems when those were the ones most seriously impacted by phishing is a prime example. IT websites have almost no information on support of actual research. Need to have support services that understand those they are supposed to be supporting.”

“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 on leaders holding managers/faculty accountable to hold their staff accountable to participate in a respectful culture.”

3. Healthy and Balanced Lifestyle

We asked respondents to evaluate the progress we have made (and need to make over the next five years), understanding that our success would rely on community members building healthy lifestyles by balancing the demands of the work environment with those of their personal lives. This would require flexible scheduling where possible, responsiveness to family issues, and access to health and recreational programs to build resiliency and develop a quality lifestyle.

Figure 32 – Word Cloud for Healthy and Balanced Lifestyle



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents report high workloads, and believe that there is an effort to compensate for this through other activities; however, respondents are unhappy with this approach.
- Some of the specific concerns include
 - Not being able to participate in flexible work options;
 - The fact that recreational facilities are insufficient and are costly at the Foothills campus; and
 - A lack of affordable healthy food on campus.
- Recommendations for improving healthy and balanced lifestyles include
 - Maintaining current active living programs;
 - Increasing flexibility of work hours and remote working options; and
 - Providing free access to fitness facilities for faculty and staff.

Reflective comments:

Below are exemplars of the comments that led to the word cloud.

“Things are improving slowly in terms of employee retention and engagement, but I feel that the university is not progressing well when it comes to flexible work schedules, working from home, and work-life balance. I think the University loses talented people regularly because of this. Support staff are not supported nearly as well as researchers, even though their support is essential to the success of the 'headliners'.”

“Given the opposition and hostility to research, and the challenge of quality teaching (for example, not passing everyone, not ignoring plagiarisms), if one persists in research and insists on quality teaching at U of C, one must sacrifice a balanced lifestyle.”

“Current workloads do not allow for healthy work-life balance. More professors and instructors are needed to allow us to fill all the roles we are asked to fill.”

“It's good for students (other than their benefit levels), staff should also be able to book appointments on campus. It would save travel time, work loss, and mental stress for staff. Being able to see someone with less hassle would be great.”

“Individual units manage balance differently, but there is still a culture across campus that expects long hours, skipped lunches, early/late meetings, with little recognition of the impact on family and personal health. Discounted recreational fees, reserved gym lockers for staff, decreased lunch time meetings, system to reward healthy choices would go a long way.”

“more work needs to be done on healthy lifestyle. An example is the gym in the TRW building being cut in half causing many members to not continue their membership. We need more access to physical activities not less.”

“Lack of postdoctoral access to resources on campus, like counseling at the wellness center, or career counseling is desperately needed. We feel alienated on campus already, and have high levels of stress.”

“With budget cuts and less resources we are asked to provide more services and work harder. There are quite a few rules around the rules that we are entitled such as being monitored on the # of sick days which we are entitled, appointments, family days etc. It is very troubling when we are given our absence reports and made to feel that we should not take sick days, family illness days etc., This does not promote a healthy and balanced lifestyle at all. We are entitled to those days but are made to feel that we should come to work no matter how sick we feel or if there is a family illness we feel we need to be at work and to make other arrangements for our children.”

4. Sustainable Campus

We asked respondents to evaluate the progress we have made (and need to make over the next five years) in our commitment to leadership in sustainable ways of living, working and learning. This meant that we would meet the needs of the present without compromising the ability of future generations to meet their own needs. This would require us to take steps toward becoming a more sustainable campus – by reducing our carbon footprint, by improving our health and safety practices, by becoming more efficient with scarce resources, by supporting research focused on sustainability initiatives, and by building sustainability into the academic curriculum.

Figure 33 – Word Cloud for Sustainable Campus



The above word cloud reflects the themes that emerged from the comment analysis. The points below provide an interpretation for some of the words in the cloud. These interpretations are based on the analysis of the comments.

- Respondents are satisfied with the current approach to sustainability and believe that the university is headed in the right direction.
- Respondents provided a number of recommendations for going forward with sustainability initiatives:
 - Increasing the availability of sustainable options across the campus. Recycling options are not available across the campus;
 - Increasing compost and recycling options;
 - Developing programs for building student culture and awareness to complement the current initiatives;
 - Increasing digitization to save paper;
 - Offering UPasses to staff and faculty;
 - Increasing use of automatic lights;
 - Improving power management for computers (e.g., buildings, management); and
 - Increasing the number of hand dryers available and use of reusable cups, reusable cutlery, etc.
- Concerns were raised about health and safety at different points on the campus.

Representative comments

Below are exemplars of the comments that led to the word cloud.

“I work on campus and was very disappointed to discover a number of composting receptacles that, after speaking with a maintenance staff member, were actually being throw in with the garbage when emptied, as that was what her manager told her to do. It made me think that the perception versus actuality of a sustainable campus may not be aligned.”

“While new, greener buildings have made for excellent templates, the obvious challenge is now to retrofit the entire campus to also meet the standards set forth by, say, the EEEL building.”

“We need to work towards a complete recycling approach that includes things like plastics and electronic consumables.”

“There is still far too much paper required. Again all the effort is downloaded to the PI. For example, 'please print the attached, sign, scan and send back'. Why can I not fill out information online? Why are documents not self-populating with information that you already know - department, phone number, location, position, etc.?”

“A program that would enable staff to purchase discounted Calgary transit passes would benefit staff, decrease necessary parking infrastructure and contribute to a healthier workplace and environment.”

“Your health and safety practices look good on paper but in reality they do not make us safer.”

“Need to move quickly on cost saving energy efficiency projects. Why are lights and computers left on at night? Can we install motion activated lighting throughout campus?”