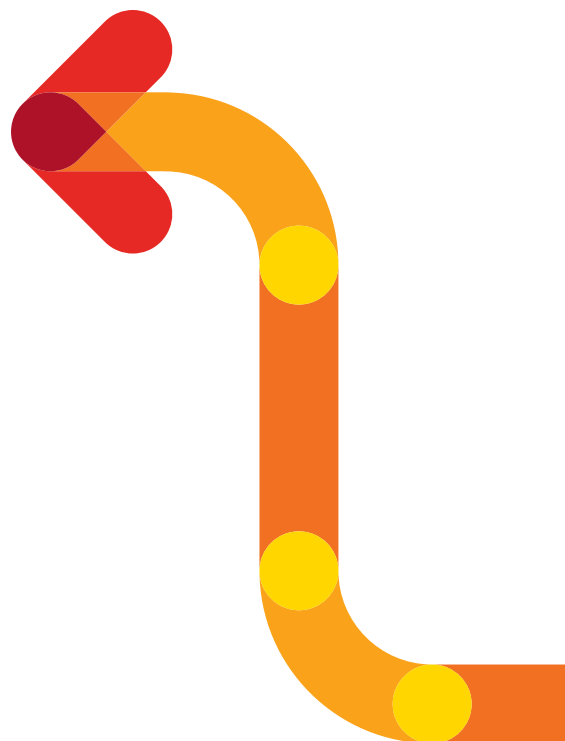
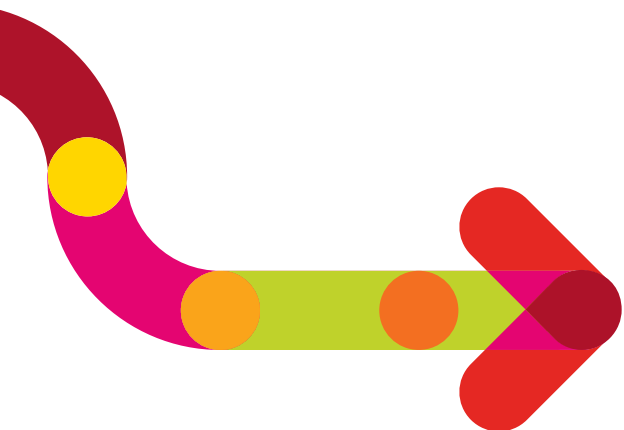
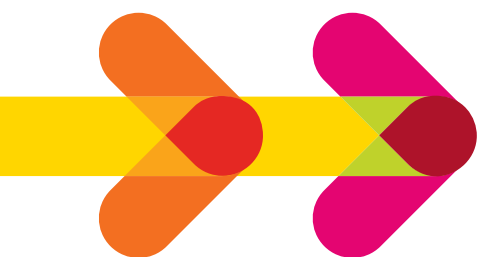




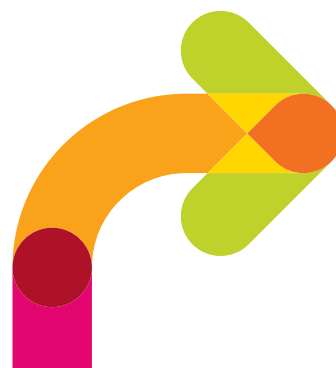
UNIVERSITY OF
CALGARY



Sparking curiosity, transforming learning

UNIT PLAN 2020-25

**Taylor Institute
for Teaching and Learning**



A Message from the Vice-Provost (Teaching and Learning)

Looking back over the last eight years, I am inspired by how we have advanced teaching and learning at the University of Calgary. Over that time, we have implemented a university-wide vision, achieved broad support for teaching and learning, and opened the Taylor Institute for Teaching and Learning. Now we are launching a plan for the Taylor Institute that will help guide our continued success over the next five years.

In 2003, I chose a teaching career at the University of Calgary because I saw a commitment here to the growth, recognition and support of teaching and learning. That collective commitment is evident in the document you have before you. Guided by the Academic Plan (2018-23), the Taylor Institute Unit Plan will inform our work in strengthening teaching and learning and supporting the University of Calgary community over the next five years.

Together with the Taylor Institute, I invite you to celebrate how far we have come and where we are going. I also thank you, our campus community, for your dedication to our culture of growth and educational excellence. Please join us on this learning journey!

Dr. Leslie Reid, PhD



A Message from the Senior Director, Taylor Institute

I am very excited to share with you the Taylor Institute Unit Plan (2020-25). Since 2016, we have seen our team transform and evolve from a small educational development unit into an innovative institute with four functional units. As a campus community, we have made great strides in recognizing teaching excellence and educational leadership, providing opportunities for our communities to engage in meaningful conversations about teaching and learning, and building expertise in the scholarship and practice of teaching and learning.

Our team, including the many experts we work with from across campus, has become a trusted resource for developing innovative, high-quality programs and initiatives. Our collective efforts are bringing us growing recognition as leaders in teaching and learning across the postsecondary landscape.

This document was developed through multiple consultations with our team at the Taylor Institute and diverse members of our university community. The process was collaborative and comprehensive, and I would like to express my appreciation and gratitude for the dedication, creativity and critical feedback that many provided in support of this plan.

Together we foster the development of teaching expertise to create extraordinary student learning experiences. With the Taylor Institute Unit Plan, we share how we will continue to strengthen teaching and learning communities, cultures and practices at the University of Calgary.

Dr. Natasha Kenny, PhD





Together we create extraordinary student learning experiences

In 2012, the University of Calgary embarked on a bold path to become one of the top five research-intensive universities in Canada with the launch of the *Eyes High* strategic direction. The strategy outlines three foundational commitments to guide our collective journey: sharpening the focus on research, enriching the quality and breadth of learning, and connecting with community.

It sparked the establishment of a teaching and learning portfolio in 2012 and, later, the generous \$40-million donation from the Taylor Family Foundation that led to the building of the Taylor Institute for Teaching and Learning.

Since the inauguration of the Taylor Institute in 2016, our campus community's unparalleled commitment to enriching the quality and breadth of learning has driven expansive growth in teaching and learning programming, research and initiatives.

A history of teaching and learning on campus



OUR SHARED SUCCESSES AT THE UNIVERSITY OF CALGARY



- 2011**
Integrated Framework for Teaching and Learning launched
- 2013**
Inaugural University of Calgary Conference on Postsecondary Learning and Teaching
- Teaching and Learning Committee of General Faculties Council created
- Transition to D2L Learning Management System
- Associate Dean (Teaching and Learning) roles created across academic units
- 2015**
University of Calgary Teaching and Learning Grants program launched
- 2017**
College of Discovery, Creativity and Innovation launched
- Certificates in University Teaching and Learning for graduate students and postdoctoral scholars launched
- Campus Mental Health Strategy Teaching and Learning Subcommittee created
- National Survey of Student Engagement (NSSE) teams created
- Development of the Teaching Expertise Framework
- 2019**
Academic Staff Certificate in University Teaching and Learning launched
- University Student Ratings of Instruction (USRI) working group created
- Curriculum Links online platform launched for curriculum mapping
- Educational Leaders in Residence program created



- 2012**
Vice-Provost (Teaching and Learning) portfolio created
- 2014**
Development of the Curriculum Review process with the Office of the Provost
- University of Calgary Teaching Awards program launched
- University of Calgary Teaching Academy created
- 2016**
Taylor Institute for Teaching and Learning building opened
- Teaching Scholars program launched
- 2018**
Inaugural Teaching Days event
- Program for Undergraduate Research Experience (PURE) expanded
- Experiential Learning team created within the Taylor Institute



Enriching the quality and breadth of learning

The Vice-Provost (Teaching and Learning) portfolio centres on enriching the quality and breadth of learning at the University of Calgary, and the Taylor Institute for Teaching and Learning (TI) is integral to this work. The TI is a hub of expertise and support for the institutional teaching and learning goals defined in our Academic Plan. The expertise within the TI embodies the first call of the 2018–23 Academic Priorities, Prioritizing People to enhance and support a campus learning culture. The space and place of the TI is integral for the risk-taking needed to adopt a growth mindset that focuses on learning and innovation to acquire new knowledge, skills and expertise.

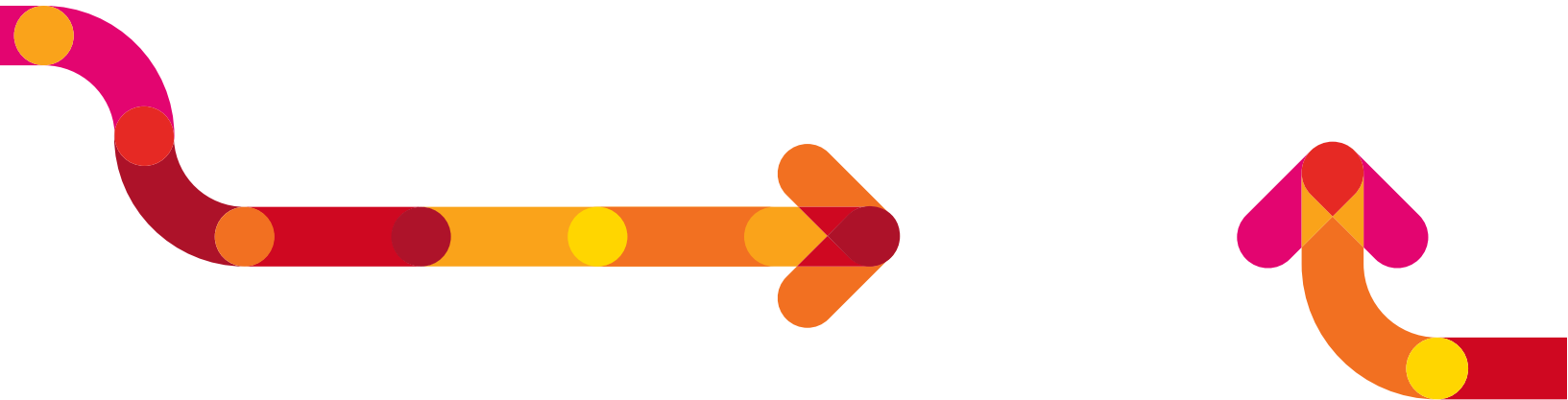
Strategic leadership, vision and collaboration help ensure quality teaching and learning. There are a number of programs developed out of the TI to support this goal, including teaching certificates, the University of Calgary Teaching Awards, the Teaching and Learning Grants program and the Conference on Postsecondary Learning and Teaching. Tracking our progress in quality of teaching and learning is done through initiatives such as participation in

the National Survey of Student Engagement (NSSE) and the Curriculum Review process.

A key priority in the Academic Plan is to expand and enhance experiential learning (EL) campus-wide. We aim to provide our students with high-quality academic education enriched by research and experiential learning opportunities and ensure staff have the resources and supports to offer these experiences. The TI is helping support this area with the creation of the Office of Experiential Learning, a centralized unit to enhance experiential learning initiatives across the campus community. As a team, we participate in provincial and national collaborations on EL research and development that continue our leadership and effective practices in this field.

The Taylor Institute is the mechanism through which quality teaching and learning, experiential learning and initiatives like the institutional support of learning technologies can be realized. The Taylor Institute Unit Plan further lays that groundwork.

Together we are transforming how we teach and learn



OUR THEORY OF CHANGE

At the Taylor Institute we understand that most learning about teaching — what it means and how to do it — happens during significant conversations among small networks of trusted colleagues (Roxå & Martensson, 2009). How do we encourage the formation and growth of these small networks? And how can we nurture the integration of small groups to form larger networks?

We aim to create opportunities to link networks of educational leaders, faculty, staff and students, and to encourage the flow of knowledge between these groups. To ensure accessibility and inclusivity, we offer varied programs, workshops and events on diverse topics for a range of experience levels. We create multiple points of entry for beginners and then provide ongoing activities to develop expertise, community and leadership.

Roxå, T. & Martensson, K. (2009). Significant Conversations and Significant Networks: Exploring the Backstage of the Teaching Arena. *Studies in Higher Education*. 34(5), 547-559.

OUR VISION

Inspiring the University of Calgary to be a globally recognized leader in postsecondary teaching and learning.

OUR MISSION

Strengthening teaching and learning communities, cultures and practices at the University of Calgary.

OUR VALUES

Care

- Act with empathy and respect
- Recognize we're all learning together
- Act intentionally with open minds and hearts
- Seek and honour diverse perspectives

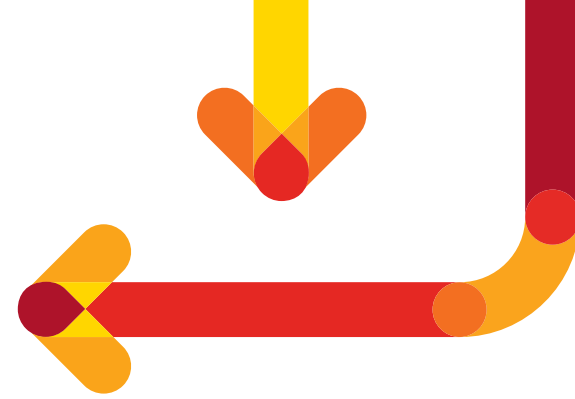
Connection

- Move forward together
- Leverage and amplify each other's strengths
- Listen to and learn from others, build relationships
- Explore and collaborate with others to find new directions

Courage

- Imagine the possibilities
- Approach the unknown with passion, trust, curiosity and creativity
- Aspire to be bold, brave and authentic
- Reflect, learn and grow from experience

Strategic Priorities



To support the University of Calgary in becoming a globally recognized leader in postsecondary teaching and learning, our priorities are:

- 1 Foster innovation in evidence-based teaching and learning
- 2 Develop experiential learning opportunities
- 3 Expand impact and connect communities
- 4 Advance equity, diversity, inclusion (EDI) and Indigenous perspectives
- 5 Meaningfully develop our team and our workplace culture

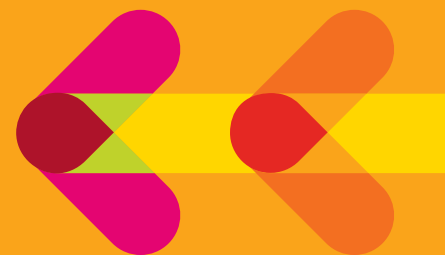


HOW WE'LL MEASURE OUR IMPACT



Based on past scholarly research and recommended practices in higher education related to the impact of teaching and learning programs and activities, we have defined the following professional learning indicators to help measure our success:

- Improved self-efficacy and confidence in teaching and learning
- Enhanced understanding of evidence-based/scholarly teaching and learning practices
- Enhanced reflection on and ability to share and document teaching and learning practice
- Strengthened peer connections and networks
- Renewed curiosity and interest in teaching and learning
- Changes in teaching and learning beliefs and practices
- Demonstrated improvements in teaching practices, student learning and engagement



Priority 1

FOSTER INNOVATION
IN EVIDENCE-BASED
TEACHING AND LEARNING

The Taylor Institute is dedicated to deepening capacity for evidence-based teaching and learning practices. We understand that evidence builds upon quantitative and qualitative sources, including our own stories, narratives and wisdom of practice. We strive to create a rich environment for innovation and scholarship in teaching and learning, and to support University of Calgary scholars in becoming educational leaders on campus and across the globe.

STRATEGY 1.1
Enrich and deepen capacity in curriculum review and development

- Support the implementation of revised quality assurance and curriculum review processes.
- Create meaningful professional learning opportunities for academic staff who are leading curriculum reviews.
- Launch Curriculum Links, in collaboration with institutional partners, to help faculties and departments engage in and report on curriculum mapping and review.

STRATEGY 1.2
Continue to recognize outstanding contributions to student
learning and provide opportunities for educational leadership

- Support academic units in developing nominations for external awards and prizes that celebrate teaching and learning.
- Evaluate and expand support for the University of Calgary Teaching Awards and Teaching and Learning Grants programs to ensure access across faculties.
- Expand the University of Calgary Teaching Scholars program to strengthen educational leadership and scholarly teaching practices across disciplines.
- Support and enhance the Educational Leaders in Residence program to leverage on-campus expertise and advance strategic initiatives in teaching and learning.



STRATEGY 1.3

Expand support in teaching and learning programming and resources for teaching development

- Expand pathways for engagement in the Certificates in University Teaching and Learning for graduate students and postdoctoral scholars.
- Launch the Academic Staff Certificate in University Teaching and Learning.
- Bolster micro-credentialing in programs such as Teaching Online and Course Design to recognize and help learners track and showcase their achievements.
- Develop evidence-based resources and support for course design, teaching dossiers, online learning, undergraduate research and experiential learning.

STRATEGY 1.4

Lead and strengthen capacity in blended and online learning across campus

- Support campus platforms to expand access to online and blended learning (e.g. video creation and management platforms).
- Implement the Online Learning Project to create 10 to 15 robust online and blended courses across disciplines.
- Develop open-access resources for teaching in online and blended modalities to provide more flexible support for instructors.

STRATEGY 1.5

Foster the meaningful innovation, development and use of learning spaces and technologies

- Expand programming, resources and consultation opportunities for learning technology integration.
- Develop an evergreen strategy to maintain and innovate with learning technologies and spaces in the TI.
- Centralize and streamline space booking processes for academic courses and activities in the TI to expand access and align with existing university practices.
- Create a community of practice for instructors who teach in flexible learning spaces in the TI and across campus.



Priority 2

DEVELOP EXPERIENTIAL
LEARNING OPPORTUNITIES

We will bring our colleagues across campus together and support them in creating meaningful experiential learning opportunities for our students. Throughout their academic studies, students will develop core competencies by participating in diverse, high-impact learning opportunities and undergraduate research.

STRATEGY 2.1

Create a unit to build capacity for experiential learning

- Develop a new unit in the TI with a focus on experiential education.
- Support academic units to develop and strengthen capacity for experiential learning across campus.
- Create an experiential learning dashboard in partnership with the Office of Institutional Analysis to track and report on experiential learning metrics.
- Advance the conversation on experiential learning by developing common language for experiential learning and sharing practices within and across faculties.

STRATEGY 2.2

Develop programming and initiatives to support experiential learning and undergraduate research

- Build a strong network for experiential learning across the university.
- Provide opportunities for graduate students and postdoctoral scholars to develop their mentoring skills through supporting undergraduate research.
- Support and evaluate the Program for Undergraduate Research Experience (PURE) as a meaningful summer-long experiential learning initiative.
- Expand the reach of the Global Challenges courses.
- Assist academic programs to expand undergraduate research experiences in first-year courses.



Priority 3

EXPAND IMPACT AND CONNECT COMMUNITIES

We celebrate and amplify the discoveries in teaching and learning made by our faculty, students and staff at the University of Calgary and within our networks of local, national and international postsecondary institutions. We aim to create sustained, formal and informal opportunities to link these networks and to encourage the flow of knowledge between them.



STRATEGY 3.1

Strengthen teaching and learning partnerships within the University of Calgary

- Support processes and practices that connect faculties, departments and units to build opportunities to strengthen teaching expertise and pedagogical development.
- Work with National Survey of Student Engagement (NSSE) teams to strengthen the student experience across programs.
- Support teaching and learning initiatives developed and led by academic units and student groups.

STRATEGY 3.2

Build a campus-wide teaching and learning network

- Work with the Teaching Academy to engage teaching experts in peer-to-peer mentoring and local educational leadership initiatives.
- Expand the number of instructors from different disciplines that facilitate TI programs to amplify existing teaching expertise.
- Create integrated opportunities in TI programming for collaborating with and involving students as adjudicators, ambassadors, project partners and mentors.
- Strengthen support for mental health and well-being as it relates to teaching and learning through engagement with the Campus Mental Health Strategy Teaching and Learning Subcommittee.

STRATEGY 3.3

Expand leadership in postsecondary teaching and learning locally, nationally and internationally

- Engage in and host national conversations on teaching and learning and related research.
- Partner with visiting scholars to raise the profile of strategic teaching and learning initiatives at the TI.
- Participate in key national and international teaching and learning networks.
- Grow the success of the Conference on Postsecondary Learning and Teaching.

Priority 4

ADVANCE EQUITY, DIVERSITY, INCLUSION (EDI) AND INDIGENOUS PERSPECTIVES

We celebrate and value EDI and Indigenous perspectives. We strive to look for ways in which we can weave both into our daily work, pedagogy and programs.



STRATEGY 4.1

Integrate equity, diversity, inclusion (EDI) and Indigenous perspectives into TI programs

- Weave Indigenous and inclusive pedagogy into teaching and learning programming to both model pedagogical approaches and provide practical strategies.
- Integrate EDI training (implicit bias, cultural competency and bystander training) into teaching and learning decision-making, grant and award processes.
- Integrate the intercultural capacity framework into the work of the TI.
- Develop EDI programs related to Universal Design for Learning and Indigenous perspectives.

STRATEGY 4.2

Weave Indigenous perspectives, equity, diversity and inclusion (EDI) into our work practices and processes

- Develop awareness of and implement protocols for engaging Indigenous communities and Elders in our practices and programs.
- Establish a TI working group to develop an action plan and strategies to expand Indigenous perspectives across the institute.
- Develop strategies to intentionally integrate EDI into TI practices and operations.

Priority 5

MEANINGFULLY DEVELOP OUR TEAM AND OUR WORKPLACE CULTURE

At the Taylor Institute, we strive to embody an environment of care, collaboration and courage. Shared leadership by all team members and ideals-driven programming is foundational to our success. We strive to model transparency and critical reflection at all levels of our programming and activities, and to share our stories of success and learning with our communities.

STRATEGY 5.1

Strengthen our team, well-being and sense of joy

- Establish the TI Social and Wellness (SWELL) committee with representation from all teams and levels of staff to ensure wellness and employee engagement.
- Recognize and create opportunities for collective leadership for all TI staff members.
- Offer annual TI-wide professional learning opportunities to increase capacity.
- Strengthen leadership practices to ensure meaningful performance management, professional development and annual review processes.

STRATEGY 5.2

Define Taylor Institute workplace practices and processes

- Streamline and clarify planning, procedures, work flow and structure of programming and events across the TI.
- Create a centralized strategic operations team to streamline TI-wide operations.
- Ensure workplace practices and processes align with the university’s commitments to sustainability.

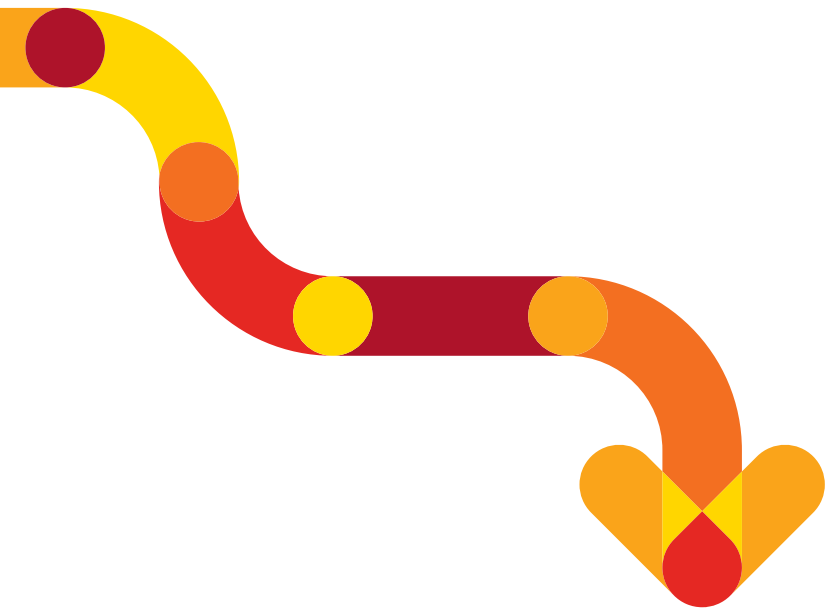
STRATEGY 5.3

Ensure relevancy of our programs and model critical reflection

- Improve efficiencies for program access, evaluation and reporting.
- Develop and implement a strategy for new TI program development, approval and evaluation.
- Undertake a complete program evaluation for current TI programs to ensure relevance and impact.







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UNIVERSITY OF CALGARY
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