



UNIVERSITY OF
CALGARY

Taylor Institute for
Teaching and Learning

Unit Implementation
Plan (2027-2030)



Taylor Institute for Teaching and Learning (TI)

Unit Implementation Plan (2027-2030)

Context

Higher education is navigating a period of profound complexity and change. Artificial intelligence and rapid technological innovation are reshaping how we teach, learn, and work, while institutions face mounting pressures related to truth, reconciliation and Indigenization, evolving workplace and employability expectations, financial uncertainty, climate change, and a commitment to fostering equitable and inclusive campus cultures. UCalgary's Ahead of Tomorrow Strategic Plan (2023-30) boldly commits to increasing access to impactful and future-focused education. Building on this, the Academic Innovation Plan outlines key initiatives for realizing transformative student experiences, designing innovative academic programs, leading in teaching and learning, and creating an inclusive, caring and sustainable campus culture. This Unit Implementation Plan reflects the Taylor Institute's commitment to advancing these strategies and ensuring that the TI remains a leader for excellence and innovation in teaching and learning.

Purpose

- To clearly communicate our work and impact across the academic community
- To strengthen alignment with Ahead of Tomorrow, the Academic Innovation Plan, and the Vice Provost Teaching and Learning priorities
- To act on the recommendations from the TI's 2026 Unit Review
- To strengthen staff engagement and demonstrate clear alignment between staff goals and UCalgary's strategic teaching and learning priorities

TI Mission

We foster thriving, research-informed teaching and learning cultures, communities and practices at UCalgary through innovation, leadership, meaningful relationships, and scholarship in alignment with the university's strategic priorities.

Principles

Student Experience and Learning

The Taylor Institute builds capacity for and designs educational experiences that help students thrive in an increasingly complex, unpredictable, and uncertain world. We advocate for high-impact learning experiences that foster engagement, curiosity, critical thinking, and deep learning, while partnering with educators and academic leaders to develop the confidence and expertise to create the conditions for these experiences.

Educator Experience and Learning

The Taylor Institute values educators as central to excellence in teaching and learning, and is committed to building their confidence, expertise, innovation, and agency across all career stages. We design meaningful professional learning experiences, programs, and communities that facilitate growth and help educators to navigate the complexities of post-secondary settings. We also provide opportunities for academic staff to develop their capacity as educational leaders, who create strong cultures for teaching and learning across academic units and inspire other educators to strengthen their teaching practices.

Scholarly and Research-Informed Practices

The Taylor Institute grounds our resources, programs, and initiatives in research-informed practice and the scholarship of teaching and learning (SoTL), ensuring impact and continuous improvement, and advancing pedagogy and practice across and beyond the institution.

Relationships, Communities, and Networks

The Taylor Institute acknowledges that expertise in teaching and learning exists across the academic community. We cultivate meaningful, reciprocal relationships and partnerships across disciplinary, unit, and institutional boundaries to strengthen knowledge sharing and build leadership and capacity for teaching and learning.

Partnering with Students, Educators, and Academic Units

The Taylor Institute works with students, educators, and academic units as essential partners, leaders, and colleagues in the design, delivery, and continuous improvement of teaching and learning, scaling impact, and increasing access to the TI's expertise, programs, and resources.

Technology, Innovation, and Leading-Edge Practice

The Taylor Institute pursues bold, forward-looking approaches to the scholarship, practice and leadership of teaching, learning, and technology, creating conditions in which

experimentation, prototyping, creative exploration, continuous learning, and transformative ideas can take root and thrive.

Decolonization, Indigenization, and Reconciliation

The Taylor Institute engages with Indigenous ways of knowing, being, doing and connecting, to advance the teaching and learning commitments in the *ii' taa'poh'to'p* Indigenous Strategy and the Truth and Reconciliation Commission of Canada's 94 Calls to Action.

Equity, Diversity, Inclusion, and Accessibility

The Taylor Institute upholds equity, diversity, inclusion, and accessibility (EDIA) as foundational to our work. We acknowledge and actively work to dismantle systemic barriers, while advancing equitable and inclusive teaching, learning, curriculum and institutional practices. We respect, celebrate, and draw upon the knowledge, experiences, and perspectives of the diverse roles, identities, backgrounds, cultures and lived experiences that exist across the academic community, recognizing these as essential to educational excellence and meaningful institutional change.

Well-being and Growth

The Taylor Institute believes that well-being and growth-oriented mindsets are crucial to a thriving academic culture. We are intentional about our individual and collective approaches to educational and organizational transformation and embrace continuous improvement informed by ongoing professional development, the best available evidence, and the latest research. We engage in critical self-reflection and evaluation to identify gaps and lead initiatives that influence change at multiple, interconnected levels across our postsecondary teaching and learning ecosystem.

Priorities and Goals

We recognize that expertise in teaching and learning exists across the academic community. Much of the work reflected in these priorities is already underway, driven by the dedication and expertise of teams across the TI.

We are committed to achieving the following priorities and goals in collaboration with institutional and academic partners, committees, educational leaders, teaching and learning networks, students and educators across UCalgary.

1. Strengthen Digital Innovation, Online Learning, and the Ethical Use of Artificial Intelligence

- Provide leadership to advance access, fluency, innovation, and ethics in the use of AI and other emerging technologies and practices across the academic community.

- Drive the development of a Digital Learning & AI Strategy, including helping to identify and support institutional platforms and applications for digital innovation, online learning, and AI.
- Lead innovation and integrated support for digital learning platforms and technologies that are used across the University.
- Lead the modernization of classroom learning spaces and ensure access to leading-edge educational technologies, platforms, and supports.
- Build and share expertise for designing and producing high-quality and impactful digital (online, blended, hybrid, and in-person) learning experiences across academic courses and programs.
- Build and share expertise in digital (online, blended, hybrid, and in-person) learning, the use of flexible and technology-enhanced learning spaces, and leading-edge educational technologies.

2. Foster Pedagogical Innovation, Student Engagement and Impactful Teaching Experiences

- Scale capacity, reach, and impact of TI programs, resources and initiatives to meet relevant needs of the academic community.
- Strengthen expertise and expand influence to elevate scholarly, relevant, and impactful teaching, learning, curriculum, and assessment practices across disciplines, ensuring integration with the broader field and practice of the scholarship of teaching and learning (SoTL).
- Streamline and align institutional teaching and learning initiatives, including the UCalgary Teaching and Learning Grants, Teaching Awards, and postsecondary conference with current institutional teaching and learning priorities.
- Provide expertise in reviewing and streamlining curriculum innovation, renewal, and review processes and resources to ensure they are relevant to the needs of academic units and advance core institutional teaching and learning priorities.
- Advance teaching expertise and capacity for signature learning experiences, including experiential and work integrated learning, entrepreneurial thinking, and undergraduate research experiences, across academic programs and courses.
- Support past UCalgary Teaching Award recipients to share their expertise to influence change in teaching and learning across faculties and departments.
- Strengthen student engagement, informed by evidence-based processes and institutional indicators such as the National Survey of Student Engagement (NSSE).

3. Build Teaching and Learning Capacity for Indigenous Ways of Knowing, Being, Doing and Connecting

- Collaborate with the Office of Indigenous Engagement and other institutional collaborators to advance educational spaces that affirm Indigenous pedagogies.
- Review and regularly renew the UCalgary Teaching and Learning Grants, Teaching Awards, and the Conference on Postsecondary Learning and Teaching, to affirm Indigenous knowledges and reflect Indigenous pedagogies and perspectives.
- Meaningfully build capacity for Indigenous ways of knowing, being, doing and connecting across academic courses and programs.
- Work with the Office of Indigenous Engagement, Indigenous Elders, and community partners, to develop an Indigenous framework for teaching and learning that reflects the *ii' taa'poh'to'p* Indigenous Strategy's commitment to parallel processes and ethical space.

4. Foster Equitable, Inclusive, Accessible, and Caring Teaching and Learning Environments

- Create and expand evidence-informed teaching and learning initiatives that strengthen educators' capacity to build equitable, inclusive, accessible, and caring teaching and learning environments
- Expand research-informed resources, and partner with academic units and institutional partners to strengthen compassionate pedagogies and psychologically safe teaching and learning spaces.
- Build educator's capacity in facilitating evidence-informed and pedagogically grounded dialogue across differences.
- Build capacity and expertise to ensure the principles and practices of Universal Design for Learning (UDL) are embedded across academic courses and programs.

5. Strengthen the TI's Partnerships, Operations, and Impact

- Align the TI's organizational structure and strengthen its strategic resource allocation and partnerships to support UCalgary's goals in digital transformation and innovative teaching and learning practices.
- Expand teaching and learning networks and communities of practice to scale impact and ensure awareness of the TI's teaching and learning resources and initiatives.
- Strengthen and streamline data stewardship, collection, analysis, and reporting processes to support ongoing critical reflection, continuous quality improvement, evidence-informed decision making, regular evaluation and communication of impact.

- Improve how the TI mobilizes expertise, shares scholarly resources, and ensures access, visibility, transferability, and the user experience across its communication channels and platforms.
- Review the TI classroom learning spaces and operations to sustainably meet the needs of the academic community.
- Provide all TI faculty and staff with access to meaningful support for professional development that aligns with their learning goals as well as institutional priorities.

Demonstrating Impact

We demonstrate our value and evaluate our impact through a holistic blend of quantitative and qualitative measures, grounded in evidence-informed practices for teaching and learning excellence in higher education. We are in the process of developing these measures to track our progress in advancing the university's strategic direction and priorities.