Event/Date: Campus Forum/14MAR16  
Led by: David Turpin and Steve Dew  
Number of attendees: 85

Summary

| Big Picture                           | - There is a need to emphasize services for students once they are on campus (recruitment is the first step of many)  
|                                      | - Is collaboration a fundamental value of the University of Alberta?  
|                                      | - Graduate attributes and student competencies are an area in which all parts of the university can work together towards a shared goal  
|                                      | - Career opportunities need to be available for all members of the institution (needs to be consist across units) – we need “to encourage great people to fly”  
|                                      | - Graduate students want long-term support for professional development and experiential learning |
| Specifics                             | - If the document is intended to empower members of the community to act, that needs to be explicitly stated in the plan (to be added to the conclusion, along with the action plan and measures/metrics)  
|                                      | - The plan needs to express a sense of urgency (timeline) |

The meeting began with a presentation of the highlights of the strategic plan delivered by President Turpin. Following the presentation, members of the audience were asked to provide their feedback, which is summarized below.

Congratulations – you have created a plan in which everyone can see themselves.

It is important that we include the ideas of resiliency and the development of students outside the classroom. Resiliency is a valuable part of the life skills “tool box” for students, faculty and staff.

The student services portfolio is represented, but not sufficiently central to the plan.

Graduate attributes are an area in which all parts of the university community can work together. This objective gives us license to work towards a list of student competencies – for example, this would apply to opportunities for education abroad, plans for international students and community building.

Collaboration is a fundamental value, but it has not been included.
DHT: Not all work at a university is fundamentally collaborative, some is very individual

Student supports are missing from the document (ex. BUILD objective 1 does not include retention and resilience, strategy iv only addresses financial supports – not the other supports that students need – we need to be explicit that we support people when they are here)

DHT: We are fighting redundancy; student supports are addressed in other parts of the document. You are correct that retention is as important as recruitment

Objective 14 is very important and valuable to NASA members. How will the President and Provost ensure that it is acted upon? Individual supervisors may not act on this objective and give staff access to learning and development opportunities.

DHT: As an institution, we need to inspire people. It is difficult to encourage great people to fly, but it is something that great institutions do.

I have appreciated the consultation process and the inclusion of ideas from the community. I am thrilled by the use of the verb sustain and by the breadth of the related objectives.

If the goal of the plan is empowerment, then that concept needs to be written into the plan itself. The introduction needs to include where leadership will come from.

DHT: This will be written into the conclusion, along with approaches to animating the plan and measuring the outcomes.

Keep the detail in this plan. As your consult, revise and edit, you will be inevitably pushed towards simplification, and aspirational statements. If you simplify, you will lose community buy-in that derives from the detail.

DHT: we will need to consider how to balance this, with the assistance of the writing team and the ISP advisory committee. Ultimately, the Provost and I will need to decisions based on the balance of the issues and input, in order to create a plan that enables all of the smaller plans that come from it (ex. Healthy Campus Strategy, Sustainability)

There is a timelessness about the language in this document which may inhibit timeliness, a sense of urgency and an understanding of prioritization. How long do you see this plan lasting?

DHT: We are looking at a 10-year timeframe, with an expectation that a “course correction” may be of value at 5 years. Urgent activities will happen faster, including student recruitment and faculty renewal
The language in Objective 6 is not inclusive of graduate students, although graduate students would like to have internships and professional development opportunities. There should be continuity in the programs.

*Provost Dew wrapped up the consultation with a list of themes from the discussion:*

- A focus on people, including: the development of resiliency and student competencies; international experiences, students and research connections: the student experience (beyond recruitment)
- Collaboration as a potential value
- Staff mobility and its contribution to career satisfaction
- Leadership development for all members of the community
- The need for the plan to communicate urgency and priority
- Ongoing and enduring professional development for graduate students