**Summary**

| Big Picture  | - Very positive response to the document.  
|             | - Questions about process and implementation |
| Specifics    | - Obj 12, Str i—add undergraduate students to complete the arc of research career.  
|             | - Obj 5, Str ii—the use of the words “align” suggests that government priorities could undermine academic autonomy.  
|             | - Pg 10—object to the use of the word “foundational” to describe Arts and Sciences  
|             | - Avoid repeating “strategy”  
|             | - Provide more clarity around gender inclusivity and what that means. |

**Notes:**

- Three people expressed that they liked the title—reminds the public but also reminds us.
- Obj 12, Str i—add undergraduate students to complete the arc of research career.
- Obj 5, Str ii—the use of the words “align” suggests that government priorities could undermine academic autonomy.
- Pg 10—object to the use of the word “foundational” to describe Arts and Sciences
- Avoid repeating “strategy”
- Great to see that we start from excellence and then that we want to sustain it.
- The document fits well with the Faculty of Sciences strategic plan (BHAGS).
- Rethinking programs and cross-faculty degrees and majors—this will empower the institution to thinking about how funding can work to facilitate this.
- Fits well with Extension
- Signals a change in culture.
- Provide more clarity around gender inclusivity and what that means.
- Enjoyed the many mentions of teaching—but add teaching into professional develop section.