## Summary

### Themes
- The TRC – this is and should continue to be a priority for the University of Alberta – we need to support the activities already happening on campus
- Renewal of the faculty, addressing the role and situation of CAS:T members – reduction of precarious employment
- The importance of the quality of teaching and the quality of the learning experience

### Thought Provokers
- Renewal in government is an opportunity for the university
- How can we open the lines of communication on campus?

### Tension to Drive Positive Change
- Despite the statistics, class sizes are a big concern in some parts of campus

### Strategies
- Begin faculty renewal, and use it as a mechanism to support future strength in research and teaching – and as a lever for academic freedom
Notes

- The university needs to emphasize self-governance and self-determination; to reach into the grassroots and explore the depth and breadth of the existing disciplines
- To protect academic freedom, the academy must reach to the highest levels of power

- Perceived erosion of support for the departments and faculties that have little or no economic relevance: What can we do about protecting programs that aren’t “job” programs? Recognize that some do have economic ramifications, but not at the expense of those that do not.
- When identifying criteria for excellence, ensure that economic impact is not over-emphasized.

- Would like to see the triumph of substance over advertising and communications—provide more service to students and faculty.
- Ignore the idea of the “university as business”.
- Free parking on campus on the weekends—students have the feeling that the university is milking them for every dollar.

- Applaud you for including the question around the TRC—a lot of potential there (ex. should every student have a course in Aboriginal studies?)
- Think of “community” in the broadest sense possible—not just industry, business.

- TRC is good, but remembers that we come from various cultures and languages.
- Will we be keeping “uplifting the whole people”? – Those from other cultures find it condescending. Focus instead on showing the community the great things we do.

- Pleased to see the bottom up approach – hope the product is a success
- Pleased to see TRC—need to respond to the education part - UBC is a great example of campus-wide process—people were changed by that experience. What did the U of A do during the residential school years? What are we responsible for? We have a lot we can do.

- Assistant professors in Faculty of Arts have been in a hiring freeze for at least 5 years—we should engage in faculty renewal no matter how much it costs—without new professors there is no future.

- Glad to see the TRC referenced. Affirms how important equity issues are on campus – TRC-related activities are ongoing across campus

- There’s an issue with precarious labour—in my dept. (English), more than 50% of classes are now being taught by CAST—it’s really essential that this be addressed. Don’t want to see the next generation in this precarious position. They can’t speak for themselves since they don’t have academic freedom.

- (from a person who’s been at the U of A for 25 years) I challenge all of us to really engage with the community—what does Alberta and Canada get for the funding they put into us?
- What is the university about? Teaching and research.
- How do we keep the communication lines open between us? We need to answer phones more often; talk less by email. Lack of communication is reflected in a loss of community and collective problem solving
- How can we streamline administration? How can we work together as a team?
- Echo previous words on TRC.
- We have a real opportunity given where our new gov’t is at (both federal and provincial). They believe in society and that society is worth building. We (the U of A) have a vital role in building a caring, compassionate community.

- Class size is a concern—could always do better. Would like to see a focus on it. Perhaps we have the smallest classes (reference to slide) but I don’t think so.

- How do we innovate in the classroom? Need to empower faculty to do more. We need federal and provincial programs to incentivize this innovation and encourage us to deliver content differently.

- Two main student concerns:
  Quality of instruction – including CAS:T treatment and class sizes
  Affordability - this is a barrier for many students, including FNMI students