Joint Governance Institutional Strategic Planning Retreat
November 23, 2015
2:00 pm to 5:00 pm
Lister Conference Centre

2:00 pm Welcome       David Turpin (5 mins)
2:05 pm Ice Breaker      All (10 mins)
2:15 pm  Overview      David Turpin (20 mins)
2:35 pm Planning Café      All (55 mins)

- Participants will begin at the table where they are currently seated.
- 2 rounds of 25 minutes
- Participants will discuss the theme and question on the table—what are the central issues, are there other related questions, what strategies could be used to address them, possible goals.
- Facilitator will stay at same table throughout. They will summarize the work of each group, ensure that conversation keeps moving forward, and that all have a chance to speak.
- After the first round, participants can choose which table they would like to go to, up until each seat is filled. Once filled, they will need to go to another choice.
- At each subsequent round, participants will review what has already been noted by previous groups and move the discussion forward. By the last round, the groups might be able to start framing strategies and goals.
- One seat at each table will be reserved for the facilitator.
- Scribe (member of staff) will record ideas.

3:30 pm Break       All (20 mins)
3:50 pm Summation and Discussion    Steven Dew/Lorne Babuin (60 mins)
4:50 pm Wrap up/Transition to reception   DHT
5:00 pm Reception       All
**Summary**

<table>
<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td>- Leadership is not easy to define—what does it mean to serve the public good? To answer this question you need to ask three questions: “Who is the public?”; “What groups in the public should/do we serve?”; “how do we define service?”</td>
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<td>- The university should ask tough questions and change the narrative. Encouraging academics to be public intellectuals may require changes to FEC so that this work can be recognized and rewarded. Other incentives could be used.</td>
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<td>- Support addressing the recommendations of TRC but must be done thoughtfully—not leading or imposing change but facilitating leadership within our own, in and from, other communities.</td>
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<table>
<thead>
<tr>
<th>Thought Provokers</th>
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<td>- Regarding rewarding public intellectuals: Maybe we are trying to structure something that should be structured.</td>
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<td>- The university should be troublesome.</td>
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<table>
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<tr>
<th>Tension to Drive Positive Change</th>
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<tr>
<td>- We can’t under-estimate our ignorance of the past.</td>
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<td>- How do we tackle the system to “free” the rock stars?</td>
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<th>Strategies</th>
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<tr>
<td>- Create dedicated funding (e.g. fellowship or scholarship) for public intellectualism.</td>
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<td>- Recognize the public intellectualism in FEC.</td>
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<tr>
<td>- Develop a campus-wide strategy for addressing the recommendations for TRC which includes everything from new curriculum to targeted, meaningful recruitment strategies.</td>
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What specific strategies could we undertake to provide leadership in Alberta and Canada?

-what does leadership mean for the university?
-the art and science of being relevant
-we lead in Campus Alberta (e.g. hazard management)
-why lead?
  -the public good—who is the public? Taxpayers? Students? The public? White males?
  -we need to embrace diversity
-what is the good?
  -society, economics, happiness?
-Augustana view=rural view
  -higher enrolment of Aboriginal students
-Pharmacy-involved in profession
-pay attention to the tough questions
-leaders are there to serve, not a right
-Ethics—
  -loyalty vs blind loyalty
  -you may not agree with vision but you understand the constraints provided the execution of the vision is ethical
-understanding, acceptance, support
-Who should we serve?
  -taxpayers
  -gvt
  -students
  -humanity in general
  -the university community
-education needs to be more than what you learn in class
-disciplines need to work together to serve the public good
-Areas in which we serve:
  -skill development
  -the whole people, connecting the dots
  -holistic view
-need to strengthen our collective agreement to include intramural and extramural speech
-public intellectualism is talking truth to power
-diplomatic critic
-the university should be troublesome to the public—raising uncomfortable questions, making people think
-change the narrative

How can we encourage and reward change leaders and public intellectuals within our university community?

-dedicated funding to those who devote time to this
-multi-dimensional outputs from research
-platform for public discussion
-dedicated awarded scholarship
- Bill Gates—multi-country issue
- Public Intellectuals:
  - social intellectuals, not academic, non-profit
  - or those academics who are out in the media, task forces, gov’t
  - FEC—not included—do you have to be rewarded?
  - following your passion but you need to take the pressure out of it—they can’t be penalized
  - we are trying to structure something that should maybe be unstructured
  - if you have motivated people, who are approachable, understandable, we need to make them
    the face of the U of A
  - how do we tackle the system to “free” the rock stars?
- conversations on how to change FEC
  - FEC is trying to quantify things in a way that can extinguish drive
  - funded fellowships should be recognized by FEC if it’s part of the responsibilities

What roles and responsibilities should the U of A take on to play a leadership role in responding to the recommendations of the Truth and Reconciliation Commission? How can we most effectively acknowledge, serve, and engage Canada’s Indigenous communities?

- Maskwa House of Learning is a great start
- would like to hear from Faculty of Native Studies
- FNS has a position on TRC
- Need a strategy for dealing with TRC
- need to support the recommendations
- need to be careful that we are not imposing what we think is right
- co-leadership in addressing the TRC
- can’t under-estimate our ignorance of the past
- how do we educate ourselves?
- Maybe a MOOC?—already started.
- single course or woven into curriculum?
- need to be aware of backlash
- the university is a centre of rigorous debate—moving towards making change in society
- look to others—e.g. Saskatchewan
- assist with multi-disciplinary program that can help people reclaim their heritage
- not leading but facilitating leadership in other communities
- where do we fit in end poverty, racism, multicultural
- all boats rise
- what does success mean?
- education from early childhood
- meaningful recruitment
- we can’t apologize for the past 1000 years—what can we control? What can we do?
- bring academics together to work on this—Aboriginal strategies document
### Summary

| Themes | Excellence is in the eye of the beholder: The criteria for excellence may depend on your point of view/intended audience. Do you mean academics, industry, government, public, students, or donors: who is the audience? Who defines excellence affects the outcome (bottom up vs. top down)  
- Building on our strengths: if we focus on some things, we ignore others |
| --- | --- |
| Thought Provokers | - If we can’t target excellence, we end up with mediocrity  
- Did our areas of excellence occur organically, or were they led from above?  
- Contract staff cannot complete research, nor can they offer research opportunities for students – UofA is not uplifting this group |
| Tension to Drive Positive Change | - We are still using old metrics to measure excellence (like publications) – this is limiting  
- The question should be: “How do we support excellence as a whole?” |
| Strategies | - Invest in the student experience: excellent teaching, engagement with research, career preparation, (meaningful) community involvement |
Full Notes: Excellence

There is tension inherent in identifying excellence, as it pits communities against each other (competition for research funding, for example)

How do the faculties identify excellence? The criteria are very important

Is this measured by applicability to Alberta or other considerations?

Can we use the current areas of excellence?

- We should build on strengths
- We don’t need to start from scratch
- Faculties can help to identify excellence

Excellence is a difficult question

- It involves resource allocation
- It is very difficult to drill down
- Narrowing down our areas of excellence could exclude prospective students

Need to look at the big picture

Excellence may depend on your point of view: academics, industry, government, public, students, donors: who is the audience?

Do we mean research, teaching or service excellence?

- Is the impacted community local or international?

The government is downplaying excellence

Has the UofA lost credibility in public opinion?

Can we change the government’s opinion?

Top down or bottom up?

MOTTO: Pursue your best!

Areas of excellence:

- Student experience
- Student recruitment strategy: national
- Longstanding program/school traditions
- Teaching excellence

How do we define excellence?

- A strategic plan can’t list them all
- Think creatively
- Identified areas must link to the core of the academy
- A strategic plan can nurture excellence
The question should be: “How do we support excellence as a whole?” On the heels of devastating cuts.

We are still using old metrics to measure excellence (like publications) – this is limiting excellence. Excellence is predetermined- we are trying to use predetermined concepts.

Public perception of excellence

Bigger winners vs. winners

- All must be supported to determine winners
- FOMD has low grad student numbers

Our excellence opportunities:

1. Teaching excellence
2. Research – we need more UG research opportunities
3. Jobs
4. Student community involvement

Doe excellence=money? Is employability indicative of excellence? Liberal arts must be valued

Audiences: international community (messages to faculty and staff must include equity), government, community

Faculty/program expenses differ

If we can’t target excellence, we end up with mediocrity

Culture – the superstars get the funding

We cannot claim excellence without research and teaching

Contract staff cannot complete research, nor can they offer research opportunities for students – UofA is not uplifting this group.

Small group discussions are important to identifying excellence

Need to foster and reward excellence in teaching
**Topic: Creativity, Entrepreneurship and Economic Diversification**

Event: Board of Governors/Senate/Alumni Council/GFC Retreat  
Date: 23 NOV 15 (2:00 pm to 5:00 pm)  
Facilitator: Stan Blade  
Scribe: Derek Roy Brenneis

### Summary

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<td>- Need consistent branded message – what UA stands for – to drive support for entrepreneurship and creative activity → message and activity will draw investment and students</td>
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<td>- Timeframes and money key challenge – Ability to address big questions society, government and companies are tackling</td>
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| - Get students connected early – out of classroom – to big questions and challenges  
  o peer institutions heading this way (course and curricula)  
  o academy needs to be more nimble and also need more access to issues and questions (i.e. health policy) |  |
| - Prepare students for new forms of work  
  o smaller enterprises and how to run own office  
  o cannot be status quo with workforce thinking |  |
| - Civil society not just economic production – some of our dialogue in past has left out several key communities and decision markers – weave language together |  |

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<td>- Big gap at patent and readiness for market → no funding here</td>
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Full Notes: Creativity, Entrepreneurship and Economic Diversification

- Top 5 in Canada
- Need for UA Brand
  - Who is our type of student?
  - Knowledge translation
  - Student impact – social and economic innovation
- More connections back to community throughout university experience
- Thought incubator and action
- Leadership – UA excellence – talk about heights
- “Language” of entrepreneurship and econ diversification woven with language of contributing to the community “build legitimacy from both sides”
- AB government on economic diversification – top priority – speak to this while speaking meaningfully to community and faculty – citizenship/volunteer sector/ community building
- Community – greater Edmonton? \( \rightarrow \) greater Edmonton must stand out. Power of message
  - Northern Alberta
  - Community – Nation – Globe
- Canadian public trust in universities – does this trust exist in Edmonton and Alberta?
- Sense of distancing in these communities past two decades
  - Understanding key
- TEC Edmonton – UA well positioned
- Funding concern – AB innovates Health Solutions \( \rightarrow \) basic science value
  - Work to education government and public
  - Language key in strategic plan
- Pieces to enable entrepreneurship in place – funding more wisely to focus of full continuum
- Big gap at patent and readiness for market \( \rightarrow \) no funding here
- Recent AB announcement may help
- Cannot protect without funding
- Global focus key to moving out of local box
- Entrepreneurship – key is not be short on execution too risk adverse
- Politicians only there for four year – this is a long term plan
- Academics need to offer skills expertise far more – to policy and government
- Impact – broadening students role in impact
- Students first
  - Course availability
  - Arts students taking business courses
- Toronto – University Waterloo reputation for entrepreneurship
- Much for UA to learn from Waterloo
- “Velocity” Program – residence with start-up focus – becomes about building a culture
- Need peer support/ mentor support in this environment
- Law students – access to classes in how to run own law office or firm
• Vision – “Amorphous” ideas – replace with core focus on skills application everyday technical competence/ social enterprise
• creating “renaissance people” what is the whole package students should take away
• Liberal arts +/- technical expertise –are set up to achieve this balance
• Teaching culture – change to problem solving
  o Building genetic engineering and core from volunteer into for credit work
• More flexibility in teaching curriculum – team based, problem solving
• UA needs to be more okay with differing credit for outside activities – SLS in Law (Student legal services)
• Some Form of credit value
• Harvard undergraduate in chemistry – few regimented credits – focused more on group work in lab
• Second year – no project work yet!
• EHUB
• Changing nature of work – still training for jobs in large organizations that may not exist
• People now driven to manage own business. Own website
• Entrepreneurship key to wealth creation
• Knowledge impact- how to
  o Increase attracts investment to UA to bring ideas to market.
  o Connect students to private equity groups – inspire big guns to invest in our students
  o What will drive this investment? Pieces of excellence
  o Focus and explain what we do well
  o Market the good things we do
• influence in government / policy
• Resources that identity this is what is being tested now – our students need to know what the big questions are in real healthcare markets
• AB government announcement on climate change yesterday
• Key big area of focus
• how aggressive should UA be? 12 things UA already doing
• Value UA talent – Andrew Leach
• Students to create own panels process to tackle community challenges
• Augustana performing arts centre – a sharing facility
• How to make proposed needed new science labs also a shared facility?
• Market UA leading resources – Toronto student chose UA because of NINT. Had not been aware of this before
• Stronger UA presence across Canada
• 17-18 Faculties yet stronger message needed how to get message out? Tighter? Structure?
• Getting UA message out needs to be strategic priority all on its own
• Promote UA problem solving unique ability
  o Companies approach MIT to solve their issues and challenges
**Summary**

| Themes | - It is time to reframe our self-image as a local university and see (and promote) ourselves as a national one  
       | - We need clarity on our objectives and our purpose, so that our actions are responsive without being reactive:  
       |   o Align our activities with questions that society needs to have answered  
       |   o Identify who we are trying to engage and why  
 | Thought Provokers | - Remove/avoid language of the “other” when speaking of those outside the university (ex. them, everyday Albertans)  
 | Tension to Drive Positive Change | - Are we trying to reach all Albertans or selected ones?  
 |   | - In reaching for global status, are we alienating the local community?  
 | Strategies | - Rankings can illustrate how good we are, like advertising – they grab attention - but what we do with that attention is critical. Don’t chase the rankings – lead and let them catch up.  
 |   | - We need to be responsive, not reactive and determine what is top of mind for Albertans – what do they care about?  
 |   | - We need a unified story/message to tell – a single thing we are known for  

**Full Notes: Reputation and Advocacy**

Q1. *How can we engage Albertans and other core stakeholders in ways that increase their understanding and appreciation of our international, national, and provincial objectives?*

Senate focus groups found that people did not feel that they knew what the university was doing.

Don’t tell our stories well
- Especially during the budget cut
- VPUR tour and Senate selection process increase awareness and will result in increased support
- We lack a unified story/message – a single thing we are known for

What does “top university” mean?

Need clarity on our objectives and our purpose – not always reactive
- Aligned with questions that society need to have answered
- Identify who we are trying to engage and why – not all Albertans (ex. parents or only a portion of Alberta)

Q2. *How can we develop a robust reputation on the international stage, where rankings are of increasing influence to potential students, research partners, philanthropists, and granting agencies?*

Our research can and should drive our reputation

Ask our faculty what they need to do better
Are these important? They matter to students and parents

**Q1. How can we engage Albertans and other core stakeholders in ways that increase their understanding and appreciation of our international, national, and provincial objectives?**

What is top of mind for Albertans – what do they care about? Responsive not reactive

How good we are at asking the people we serve what is important and responding to that?

- Large brains, big mouths, no ears
- Inaccessible and irrelevant
- Find ways to address what people care about

Stories that connect the university and our audiences

Remove/avoid language of the “other”: “them”, “everyday Albertans”

Be relevant, ears open, respond

National recruitment: we are known nationally as a local and provincial university, the competition has increased

Guarantee of residence

Ability to have UofA commentators on current issues and events – incentives?
Reframing: shift the frame to the great Canadian/national university

Convocation speech – highlight the depth of achievement: awards, a PM, a Supreme Court judge, etc.

Parents are a key audience

Taxpayers

How do we connect our spaces to the community: events, parking

**Q2. How can we develop a robust reputation on the international stage, where rankings are of increasing influence to potential students, research partners, philanthropists, and granting agencies?**

Rankings are disliked but important for recruiting graduate students (after the supervisor)

Highlight our diversity, inclusiveness, peacefulness and multi-cultural society

A societal benefit

Rankings can illustrate how good we are, like advertising – they grab attention

- But what we do with that attention is critical

Don’t chase the rankings – lead and let them catch up.

Start early in building the UofA reputation – kindergarten!
**Topic: Students**

**Event:** Board of Governors/Senate/Alumni Council/GFC Retreat  
**Date:** 23 NOV 15 (2:00 pm to 5:00 pm)  
**Facilitator:** Jonathan Schaefer  
**Scribe:** Marion Haggerty-France

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<td>- What is it that the U of A is striving to be? Defining the students we want to recruit and retain.</td>
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<td>- Broadening the definition of student to include remote learners; global, online learners; professional learners.</td>
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<td>- Understand the definition of quality in a student –</td>
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<td>- not just marks/ GPA</td>
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<tr>
<td>- essay</td>
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<tr>
<td>- interviews</td>
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<tr>
<td>- How?</td>
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<td>- Leadership</td>
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<td>- Make sure that students have an outstanding learning experience (e.g. CSL, mentoring)</td>
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<td>- Why aren’t we leveraging our teaching excellence?</td>
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<td>- Partner with and collaborate more with other PSIs in Edmonton and area</td>
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<td>- Find ways to measure teaching excellence</td>
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Full Notes: Students

- Quality
- Where is the U of A placing itself?
- Defining the students we want to recruit and retain
- Where are we on the spectrum?
- Undergraduates graduate
- Perception- other universities have better reputations
- Why aren’t we recruiting top students from other provinces here?
- Students – defining U of A students
  - Remote
  - Professional
- Linking students with: mentors (Alumni), different disciplines
- Teaching – missing from the plan?
- What are we striving to be?
- What is the path to greatness?
- Globally, where is the U of A leading? Teaching
- Reputation: built on the students and what the U of A does with them while they are here (work with what we have!)
- Want to attract the great students that live here (Edmonton)
- Has U of A spent too much time and efforts promoting/ recruiting locally?
  - Make a better effort outside the province
- Assisting students: mentoring programs, different experiences
- Campus experience (outside the classroom)
- Example Indigenous learning and sport (mix distance, on-site), network
- Reputation – Edmonton
  - Partnering with other PSIs in Edmonton and area
  - Edmonton – Edmonton Oilers, Oil and Gas not U of A, hospital, etc.
  - Edmonton – City of Learners
- Value for money – high quality education
- Understand the definition of quality –
  - not just marks/ GPA
  - essay
  - interviews
  - How?
  - Leadership
- Community Service Learning
Summary

Themes
- The role of the professor is changing—more community oriented; knowledge translation; policy development; more mentor/guide than instructor. To accommodate this change, professional training will be needed.
- Significant role: mentoring next generation researchers (graduate students and post-doctorial fellows)
- Changes in technology is driving change in the profession
- The pros and cons of a teaching stream
- The need for more assistant professors is a very high priority

Thought Provokers
- Do we need tenure? Does the tenure process need to change?

Tension to Drive Positive Change
- There is conflict between attracting excellent PhD candidates/graduate students and having faculty to mentor them

Strategies
-
Full Notes: Faculty

- Does the classroom “teacher” need to be the researcher?
- Mentorship provided by professors
- Style of learning needs to be considered
- The more involvement in learning the better the learning
- Professors as guide rather than imparting knowledge
- Changes in the technology is driving teaching and learning
- Requires different training for teachers
- How important is research to the government?
- Teaching stream vs. regular tenure-track
- Significant role of the researcher to mentor and bring up the next generation of researchers/professors (PDFs, PhD candidates)
- Interactive learning; engage students, participation in classroom
- Facilitator of learning
- Academy as leaders in development of public policy
- Reputation, research ratio 12:1 (Harvard)
- Does focus on research take away from teaching?
- Do we need to change tenure process?
- Traditional role of faculty (teaching, research, service) being decomposed and that is very inefficient
- Conflict between attracting excellent PhD candidates/graduate students and having faculty to mentor them
- Temptation to use contract instructors limits ability to renew faculty
- Best university will balance research and teaching
- Knowledge transfer as well as preparing them to contribute to workforce/community
- Assistant rank professors need support of senior colleagues
- No funds to hire assistant professors
- Implication of research is not demonstrated to the public
- Need to get more assistant professors into the system
- Need to prioritize where we invest our resources
**Theme:** So important to be asking these questions. Need to keep them front of mind because they aren’t asked very often.
- Importance of cultivating a culture of respect, appreciation, and value for every person in the university.
- The importance of engaging staff, building community, improving communication, and improving morale so that we increase understanding that we all work for the whole institutions and not only for ourselves or our own particular units.
- Professional mobility within the university
  - Communication about opportunities is important
  - Too often when a supervisor gets a good staff member, they don’t want to lose them—leads to the unfortunate effect of not encouraging professional growth in the strongest employees.
  - Staff should rotate through different areas
  - Job shadowing program is successful in some areas
  - Create formalize mentorship programs
  - Can be lonely/isolating in some units/areas

**Thought Provokers**
- How do we connect as a community if driven by self-interest and competition?

**Tension to Drive Positive Change**

**Strategies**
- Create a “Uplift the People” event
  - Have series of talks about why they love the U of A
  - Passion! Will make people feel good and fire others up
- Alumni sponsored event called “the Last Lecture”
  - Create a similar event that others nominate “people in the background” that have contributed to their success
- Establish a community that says “thank you”
  - What training do Chairs/Directors get for this?
- Communication tool ➔ create daily digest to allow sharing of experiences
Full Notes: Academic and Non-academic Staff

• Is an important topic
• Includes all staff – academic and non-academic
• Professional development
• Funding/budget needs for professional development
• Staff recognition for excellence
• Standardization of job fact sheets across campus
• What needed to grow personally and professional
• Cannot enable until standardized
• University needs different/better communications to engage all levels of staff
• Lack of gender diversity
• Empower individuals hiring to have diversity in hiring goals
• Recognition of family values (work/life balance)
• Personal development \(\Rightarrow\) ensure staff have supports/mechanism to progress without compromising home life

• Mobility
  - Adjunct appointment
  - Harder for academics
  - Encouraging interdisciplinary work
  - Increasing secondments
  - Easier for APOs/NASA

• Staff offered opportunity to speak about position/share knowledge \(\Rightarrow\) was great morale boost

• Create a “Uplift the People” event
  - Have series of talks about why they love the U of A
  - Passion! Will make people feel good and fire others up

• Alumni sponsored event called “the Last Lecture”
  - Create a similar event that others nominate “people in the background” that have contributed to their success

• Hard to do because of focus on research metrics
• Start to recreate a sense of community
• Find it difficult to get professors out to any events
• Should not have gotten rid of mandatory retirement.
  - Has affected hiring
  - Or implement salary cap

• Need stronger communication to share experiences
• Need time/space to connect and share
• Example of academic potluck
• Interaction with all levels of staff helps with morale – socializing helps!
• Always hear about PEC regarding community/citizenship activities
• How do we connect as a community if driven by self-interest and competition?
• Morale issues exist at NASA level due to staffing cuts
  o How to remedy?
  o Treat with more respect
  o COMMUNICATION (often last to know)
• Establish a community that says “thank you”
  o What training do Chairs/Directors get for this?
• Too much to do!
• Mobility
  o Communication helps to know about opportunity
  o Get a good staff member and don’t want to lose them
  o Do not encourage growth
  o Staff should rotate through different areas
  o Job shadowing program is successful in some areas
  o Create formalize mentorship programs
  o Can be lonely/isolating in some units/areas
• Encourage social time
• How do we define community?
• Create dialogue to challenge the norm
• Communication tool → create daily digest to allow sharing of experiences
## Topic: Campus Cohesion

**Event:** Board of Governors/Senate/Alumni Council/GFC Retreat  
**Date:** 23 NOV 15 (2:00 pm to 5:00 pm)  
**Facilitator:** Debra Pozega Osburn  
**Scribe:** Anne Bailey

### Summary

| Themes | - Shared values:  
|        |   o Moving from good to great, rather than aspiring to a static ideal of excellence  
|        |   o Nimbleness, flexibility  
|        |   o Trust and respect  
|        |   o Mutuality  
|        |   o Practical, relevant, impactful—having real world outcomes  
|        |   o Transparency, accountability  
|        | - Build relationships that go beyond your job description or discipline or faculty—ask others to share their expertise; be part of your projects; use and value each other’s knowledge and expertise.  
|        | - Innovation happens with cross-pollination—applicable to both teaching and research. Bring the cross-faculty experience of extracurricular activities into the curriculum.  
|        | - Importance of building pride for the institution across all faculty, staff, and students |

| Thought Provokers | - Should U of A move to a college system similar to U of T to create smaller communities within the larger whole? |

| Tension to Drive Positive Change | - Find balance between healthy competition and unhealthy rivalry |

| Strategies | - Provide funding and resources that enable students create their own traditions.  
|           | - Communicate our values  
|           | - Create methods/avenues/structures for cross-pollination |
Full Notes: Campus Cohesion

Values

- Making a good university great – progressive trajectory
- Ingenuity – push limits, safe space for tackling problems, setting new bar
- Inability to accept what’s already been done
- Nimbleness
- Flexibility → respect and trust that disciplines know what’s best
- Trust
- Collegial
- Practicality – real world benefits/outcomes
- Impact
- Transparency
- Relevance
- Values need to communicated
- Made relevant and meaningful to others

How can individuals contribute to the whole? Increase sense of belonging?

- Build relationships beyond your job description
- Let students create their own tradition
- Don’t be top down (i.e. through distributing resources)
- Students → more focus on extra-curricular → create opportunities for leadership development
- Should U of A move to a college system? [No]
- Find balance between healthy competition and unhealthy rivalry
- Sharing things like surgery 101 podcast
- Using skillset in other parts of the university to advance your own projects
- Reaching out to other units for their expertise
- 87 Avenue is a physical barrier – how to overcome?
- Use each other for best practices
- Innovation happens when people connect – need methods/avenues/structures for cross-pollination e.g. poster/conference within/across campus
- Bring the cross-faculty engagement in extra-curricular into curriculum
- Create opportunities for bringing students in different programs together
- Try to remember that we are all trying to get to the same place – when we do that we work best
- We are all here as employees/students of the U of A
- Need to put in place systems (HR, etc.) to catch up with the success, reach, revenue generation of online programs
- Internationalization, revenue generation
- Balance of diversity and unity for greater good in good and bad times?
- Key area of concern – international students – how to prevent silos?
• Language training
  • Mentorship

- Be more inclusive of others so that we become a part of each other’s’ projects → become part of the whole
- Inclusivity
- How do you reach the uninvolved?
- Define mutuality as a core value
- Build a sense of pride – how?
- Ask people to get involved (directly)
- Figure out why people want to be at the U of A
- Identify the areas where we can take the temperature and diagnose the problem in terms of pride
## Summary

### Themes

- Questions rather than answers:
  - Why is diversity important?
  - What is the discourse currently? Should it change? How can it change?
  - Diversity in what sense?
    - Ethnic
    - Values
    - Sexual orientation, gender identity
    - Age
    - Intellectual
    - Student preparedness
    - Education differences (e.g. Cultural, finances, access, support)
    - HR act
    - Framework
    - Stage of life
      - Parental responsibilities
      - Family responsibilities
    - Physical disabilities
  - For what purpose?
    - What is the value of diversity?
    - As a public good?
- Importance of working in partnership
- Quotas vs targets—should we have them? How would we manage them?

### Thought Provokers

- Tension to Drive Positive Change
  - Equity is not the same as diversity
  - Not helpful to lump disciplinary diversity into cultural forms of diversity

### Strategies

-
Full Notes: Diversity

- Why is it important?
- What is in reflective of?
- Definition: People- students, faculty, staff; Programs
- Components:
  - Ethnic
  - Values
  - Sexual orientation, gender identity
  - Age
  - Intellectual
  - HR act
  - Framework
  - Stage of life
    - Parental responsibilities
    - Family responsibilities
  - Physical disabilities
- Academic standards maintained
- Targets vs Quotas (i.e. Aboriginal) and Underrepresentation (e.g. Engineering and gender)
  - Institution or faculty basis
- Role of university in greater community outside traditional programs
- Student preparedness
- Education differences (e.g. Cultural, finances, access, support)
- Working within community on social inclusion
- Working in partnerships (social sector, businesses)
- Newcomer populations including educated professionals
- Transition experiences
- Combatting elitist discourse
- Immigration barriers
- Policy issues
- Thinking ahead – emerging disciplines
- Credential recognition/ evaluation
- Bridging programs
- Differential tuition
- Race
- Mediating for foreign credentials
- Youth seeing themselves at university – expectation
- Respect, mutual understanding
- Attitudes → value proposition
- Numbers
- Mandatory experience e.g. Native Studies course, other diversity items
• For what purpose?
  o What is the value of diversity?
  o As a public good?
  o Disenfranchised
• University as a leader
• Admission criteria more broad (i.e. include more than GPA)
• Learning abroad: how to attract visiting students/staff exchange programs?
• What should the message to the public be?
• Problematic
• Equity not necessarily same as diversity
• Representative
• How can we measure impact of institutional policies on diversity
• Conservative context
• Multi-cultural city
• **Enabling strategies: scholarships**
• Aspiration goals vs Quotas vs Targets (may differ by discipline, group, campus, Pre-University exposure, experience, back ground, vision, etc.)
• Do we know enough?
• If/when/ can we participate in readiness?
• How can programs reflect goals?
• Recruitment and Retention: students, faculty, staff
• Partnerships and collaboration: business, industry, social, community, international
• Best practices e.g. transition programs
• What is the discourse currently? Should it change? How can it change?
## Summary

### Themes
- We all need a strong city and a strong university – the two support each other (virtuous circle)
- Relevance and Engagement – each of these is informed by the other – active engagement of the community at multiple levels and in through multiple mechanisms ensures that we are able to evaluate and maintain our relevance
- The University is a driver of economic diversification

### Thought Provokers
- Relevance: We need to be relevant, but we cannot define what makes us relevant – relevance is a 2-way street, so the community plays a role in the definition, too
  - “Just because we are great at something doesn’t make it relevant”
- Our local community is Edmonton and Northern Alberta

### Tension to Drive Positive Change
- What should we STOP doing? We cannot be everything to everybody (international rankings vs. local/community concerns)

### Strategies
- Use multiple levers to drive engagement: alumni (10% of the Edmonton population), parents, job placements, public advisory councils (advising faculties), community service learning (expand/leverage)
- Zones of engagement: create the conditions for faculty members to build “zones of engagement” (in contrast to points of engagement) by putting infrastructures in place (e.g., FEC, partner supports) to encourage increased wide-scale interaction with community, to solve community issues.
- Building the Smart City – the concept that the city and university support each other to create an environment where smart people/smart ideas/new technologies can flourish
- The Productivity Council - a community advisory panel at the level of the faculty or department to help develop broader engagement with the community and determine what the faculty can do to
Full Notes: Community Engagement – Edmonton and Region

Each individual in the city and province needs to reach their full potential.

267,000 alumni – 40% still live in the city (1:10 people are UofA grads) – our alumni are our fellow citizens, how do they feel about the institution?

4th largest employer in the province

People in the community don’t realize what a resource the UofA is.

If students go away to study, they tend not to come back – we want them to stay here – engage youth.

How does the UofA address the needs of the whole community? The demographics of the community are changing – are we going to stay relevant?

Value of work-term experiences in building relevance of connections – does the community know that we are looking for opportunities for students?

Mentorship opportunities – alumni and senate

Smart City – qualities of a university city:
- More than oil and gas and the Oilers
- Research hospital
- Fine Arts – on campus and engaged
- Hub for Engineering, hub for research excellence

Not just a small town on the prairies

UofA differentiates Edmonton from similar centres (size, latitude, etc.)

Alumni have a good understanding of the UofA – they need to spread the word

Value of programs – ex. USchool

Non-tradition approaches/entry to university
- Opportunity to be creative
- Use technology and remote learning opportunities
- Students are not all young

What is the purpose of engagement?
- Need the support of the other 9/10
- Community members need to drive engagement
- Different levels and types of engagement
- To make a better city
- **The SMART CITY concept**: a way for people to engage with the city, the city has a need
- The breadth of UofA IS economic diversification

5-point plan for UofA to promote economic diversification (entrepreneurial innovation, create new industries, individual and city level)

Community=Edmonton and Northern Alberta

FNMI population on campus should at least match FNMI population in the community as a whole

Sustainable channels of engagement
- The productivity council – an opportunity to ask what the community needs and optimize research for the public good
- Community engagement to establish research questions

Building connectivity with the province and city
- The 2 and 4 year political cycles prohibits longer term projects/initiatives
- Need engagement at multiple levels – political, civil service, individuals
- Professors need to be engaged

How are we going to be relevant?
- It is up to the university to actively determine what research is needed
- The 1/10 connection isn’t necessarily strong – we need to make others
- What communities are in need?
- Determine the relevance of existing programs
- Need a new mechanism to determine relevance

Our hiring and evaluation processes need to relate to community engagement
Alumni engagement – a 2-way process
Government needs

Challenges in accessing community leaders
- Influencers
- But how do we connect beyond the leaders?
- Celebrate the hero neighbor
- Connect alumni to students
- Connection to younger generations of alumni

What should we STOP doing?
- International rankings vs local concerns/community
- Trying to be everything to everybody

How do we assess relevance? The intersection of relevance and engagement

Value of public advisory councils for faculties – to establish conversations and connections
Issues with a highly decentralized institution – difficult to achieve University organization

Faculty evaluation metrics are focused on research and teaching
Multiple levels of engagement are required – CSL is only one avenue – does not engage other levels and communities
**Summary**

<table>
<thead>
<tr>
<th>Themes</th>
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<tbody>
<tr>
<td>- Research is what differentiates the University of Alberta as an institution: we need to communicate how it contributes to the province and its people</td>
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<td>- As a leader/top tier institution, the UofA needs to champion efficiency, collaboration and effectiveness in Campus Alberta (and keep our own activities focused within our own sector)</td>
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<td>- UofA narrative:</td>
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<tr>
<td>o communicate the relevance of basic and applied research to all Albertans</td>
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<td>o tell the UofA story to build relationships (hearts vs minds=pride)</td>
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<tr>
<td>o improve our self-promotion – both at on-campus events (even non-UofA ones) and when off campus (this requires buy-in from the campus community)</td>
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<th>Thought Provokers</th>
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<tbody>
<tr>
<td>- Offer to help: To help Albertans reach out nationally and internationally, we can offer to collaborate/work in partnership</td>
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<th>Tension to Drive Positive Change</th>
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<th>Strategies</th>
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<td>- Expand and evolve the USchool model to reach out to a broader range of Albertans (aboriginal, 1st generation Canadians, the disenfranchised)</td>
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<td>- Increase the number of indigenous faculty and staff so that our students can see themselves</td>
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<td>- Provide expertise to the government and the public on public policy</td>
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<td>- Be physically present in rural Alberta (and the North) and build relationships</td>
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<td>- Expand research opportunities for undergraduates</td>
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Full Notes: Community Engagement - Alberta

To fulfill our leadership role as a top tier institution:
- Optimize the effectiveness of Campus Alberta – efficiency, collaboration, connectedness
- Improve mobility between institutions
- Communicate the relevance of “research” institutions: how research can impact regular Albertans, clarifying the importance of basic and applied research
- Make sure we stay within our own sector (specialize/avoid overlap)

Collaborate with rural communities (especially in the North)

Provide expertise to the government and the public on public policy

To increase engagement:
- Go out into the province and be a physical presence to build relationships
- Reach smaller communities (and engage other large centers)
- USchool model – broaden to other groups
- Break the stigma [stereotype?] “make money by entering the trades”
- Improve our self-promotion – both at on-campus events (even non-UofA ones) and when off campus
- Develop and share our stories
- Remember hearts vs minds when building institutional pride
- Engage faculty in telling the UofA story

Questions:
What makes the UofA special? (related to degree offerings and education)
What mix of students do we want?
How are we engaging the government?
How are graduates influencing the economy?
Improve undergraduates’ research connections and opportunities
**Summary**

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<tr>
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<th>National leadership in teaching built on:</th>
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<td>- teaching excellence (including sessionals as full members of the academy)</td>
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<td>- indigenization of the academy (as per TRC)</td>
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<td>- preparing citizens (local, global and national)</td>
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<td>- providing strong supports for students, staff and faculty (a welcoming campus)</td>
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<td>- providing international and second language learning opportunities</td>
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<td>- Excelling in our role as Canada’s northern university – engaging Canada’s North</td>
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<td>- Research centres of excellence that address global challenges, diversify the economy and draw the university together to teach and promote our shared values</td>
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<td>- International and regional partnerships as a mechanism for extending “uplifting the people” to a global scale: acting on humanitarian crises, refugees and displaced persons</td>
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<td>- Hesitancy on making choices – don’t want to see central administration make choices about winners and losers. Any decisions should be driven by a set of shared principles.</td>
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| Thought Provokers | - We need to recognize and utilize our broad-based teaching excellence and support our great teachers in leading locally and nationally (and influencing others) |
|                  | - Our strengths will evolve and change. That needs to be balanced with understanding our current unique strengths. |

| Tension to Drive Positive Change | - The UofA can be a national leader in two ways: by opposing student debt and by transitioning its sessionals to full status as faculty members |

| Strategies | - Work from an inverted “T” model – draw from a wide range of curiosity-driven research and strongly support key challenges with strong investment |
|            | - Investing in areas of strength and global challenges, and cultivating global perception of our leadership in those areas, in order to attract top student in those areas (human ecology, energy, water) |
|            | - Citizenship Experiences (international, service or research) as degree requirements |
Full Notes: National and International Leadership

CANADA
Political leadership = opposing student debt
Political leadership = making sessionals full members of the professoriate

Recognizing and utilizing our teaching leadership – how are our great teachers influencing others? What are all of our great teachers doing to lead?

Concrete actions in response to the TRC

Lead the diversification of the provincial economy (currently advanced but not diverse) – recognize our areas of leadership, build on them and let the world know

THEMATIC institutes: we can lead the transition away from a carbon-based economy (a local and global challenge)
- We need to coordinate our local talent in these areas (multidisciplinary) and reach out to global leaders in the area
- draw leadership from across the academy
- Energy as a model for others
- The institute would transcend disciplinary boundaries
- Values-based education would be a part of the overarching institutional challenge addressed through an institute model

THE WORLD
What regions? – Those where we can make the greatest impact (refugees, poverty)

International and 2nd language opportunities for local students

CANADA
The question is misposed (In what areas does the U of A have the greatest potential to demonstrate and provide national leadership): central administration cannot pick the winners and losers – our strength comes from our diversity (reputation rests with our undergrads and alumni, new ideas come from our graduate students)

Need to work from an inverted “T” model – drawn from a wide range of curiosity driven research and strongly support key challenges with strong investment

Need to invest in areas of strength and global challenges, and cultivate global perception of our leadership in those areas, in order to attract top student in those areas (human ecology, energy, water)

Our strengths will evolve and change. That needs to be balanced with understanding our unique strengths.

Decision making is not necessarily about naming who and what is best, we need to have a set of principles by which we identify excellence and goals – to allow us to reframe our existing strengths
We can be a national leader by recruiting and supporting members of key groups (aboriginals, refugees, etc.) – we also need to create a welcoming environment in order to retain them.

If we want quality applicants, we need to advocate in primary and secondary education systems to ensure the opportunities are available to reach the UofA.

Student initiatives are a source of excellence and new breakthroughs – we need to recognize and support these activities, and tell their stories.

REGIONS

The North

Provide opportunities for local students to go abroad
  - Or Citizenship Experiences: include international, service or research experiences as degree requirements