**Summary**

| Themes | - Collaboration  
|        | - Shared values—Strengthen affiliation with university first, unit second  
|        | - Need to create clear career pathways  
|        | - Mentorship  
| Thought Provokers | - Performance evaluations (FEC and for staff) should directly link back to the university’s values  
|        | - Experiential learning can also be a part of employees professional development  
| Tension to Drive Positive Change | - Reward collaboration—penalize non-collaboration  
| Strategies | - Remove barriers and increase access to university courses (in all faculties) to staff members  
|        | - Evaluate managers on their ability to foster their teams’ professional growth  
|        | - Create groups of people from across campus to map out the various “life-cycles” of faculty, staff, students and then build the systems need to facilitate and support them. (no one group has the full picture—a team is needed)  

**Full notes:**

- There was a good conversation about student competencies and skills at GFC about a year ago—would like to see these incorporated into the plan.
  - The majority of our students come to us as young people who are just discovering their skills and talents—they need to gain a general set of skills and competencies that they can use long into the future.
- Graduate students and faculty need support to inspire and achieve excellence and these supports need to be name in the plan—often these are left out of strategic plans.
  - Glad hear that there is awareness of current measures of excellence. A much more multi-faceted idea of excellence needs to in developed, including such things as community engagement.
- We currently have strong support for collections development because university administration has always understood that collections are critical to the recruitment and retention of faculty and graduate students—especially in the humanities and social sciences for whom the library is their lab. Would like to see that support continue.
- Encourage faculty and disciplinary societies to publish outside of the “for profit” model—the current model of academic publishing is unsustainable over the long-term. This a huge challenge.
- Continue and enhance opportunities for undergraduate research—this is an idea that could really set the U of A out infront of other universities and be a real differentiator.
  - Research skills are very valuable.
• The library is a study space but what “studying” consists of is changing—now see students working together, sharing ideas, solving problems—libraries need to create spaces for this kind of exchange.
  o Libraries need to be included in facility development and design
  o DHT’s challenge to the team: what would be our goal in redefining/building library spaces?
• We also need to thinking about the online space—the libraries digital systems need to be integrated into the digital learning management systems so that students can connect directly to the library from within their course space—at the “point of realization”
• Libraries have a lot of expertise—and advantages—when it comes to building community partnerships.
  o U of A is leader here—we can build and expand on that to the benefit of the whole university
  o Libraries have the advantage of often being perceived as “non-competitive” in ways that the larger institution is not—thus libraries can go into some place more easily than the university as a whole—use that advantage
• Support and encourage open access but at the same time need to increase the university’s capacity to capture all of the elements of university research and preserve it in accessible formats—endless process of evergreeing to ensure this access.
  o Goal is to make our research and knowledge as accessible to as many people as possible
• Hopefully the library can play a role in the de-colonization of campus in response to the TRC—what’s the next step?