**Notes from Roundtable—December 14, 2015**  
**Led by:** David Turpin  
**Number of attendees:** 12 (cross-section of faculty and NASA – including representation from the library, museums and advancement), plus Mary Persson, Ann Revill  
**Scribe:** Amy Dambrowitz

### Summary

| Themes | - Community service/experiential learning – when aligned to their academic programs, these experiences are life-changing for students and build strong connections between the university and its communities (local/global)  
|        | - If the university wants to promote community engagement, then it needs to actively reward community service, leadership and scholarly engagement with public experts. FEC processes need to reflect this.  
|        | - Knowledge translation/mobilization – the university is full of great ideas that could have positive impacts on society. We need to work to make sure these ideas get “off the shelf” and into practice  
|        | - Staff need to be recognized for the value of their service to the core missions of the university and supported in their quest for professional development  
| Thought Provokers | - The university needs to become an IP Neutral Zone to encourage knowledge translation and investment in new ideas  
| Tension to Drive Positive Change | - Employ modern tools for internal and external engagement: support “innovative, collaborative conversation” and be at the vanguard for engagement mechanisms. Model this through the Peter Lougheed Leadership College  
| Strategies | - Create a single point of contact to connect researchers to the community – a researcher database  
|            | - Eliminate research contracts that address intellectual property  
|            | - Provide more resources for community service learning and other experiential learning opportunities  
|            | - Be present in the community: for example, support the downtown development project and participate in the issues of the day (bike lanes, LRT, etc.)  

Following introductions and a brief backgrounder, each participant was asked to name one thing they thought was essential to include in the draft plan:

1. The UofA needs to develop a single point of engagement to connect to the community (government, individuals, cities/towns) – a platform to connect people to our research strengths.
2. Strength in research innovation and translation. The university has the bench strength to be an economic driver for the province/nation.
   a. If the UofA was an “IP neutral zone” – it would draw industry to campus, and get a wealth of ideas off the shelf and into practice.
3. Support staff need to feel that there is value to what they do and that it is recognized (ex. making it possible for researchers to do what they do).
4. In addressing the TRC, the UofA needs to hire more indigenous staff and faculty. Students need to see people with similar experiences and cultural touchstones as part of their everyday experience at the UofA.
5. There needs to be greater engagement between researchers and policy makers (government). We need mechanisms to allow these connections to happen. A researcher database. [scribe’s note: see #1]
6. Expand real-life experiences for students – allow them to connect to and serve their communities.
7. We need a facility for curation of the University of Alberta collections (museum collections).
9. Innovation: we need to help students build the innovator’s tool set: resilience, collaboration, interdisciplinarity, personal wellness.
10. Professional development – staff would like to be able to attend university classes to expand/reinforce their skill sets. This requires work release/reciprocal time arrangements. Also, would like to audit university courses, but some faculties do allow this, even when the staff member has relevant background.
11. We need better tools for internal and external engagement. Town halls and rounds tables are outdated. We need to support “innovative, collaborative conversation” and be at the vanguard for engagement mechanisms.
12. Need to develop community feeling and connection to the university in our students/alumni. Alumni need to understand the value of philanthropy and the needs of the university.
13. To engage with the community, the university needs to bring the community into the university. We need to legitimize scholarly engagement with public experts and connect with municipal and urban partners.
14. Focus on areas of excellence. Focus on differentiating factors in order to tell our story simply and powerfully. Find the places where we have alignment (not everything).
**Summary of Themes (DHT)**

- Community Engagement
- Research and Knowledge Translation/Mobilization
- Indigenous People
- Experiential Learning

**COMMUNITY ENGAGEMENT**

Creating a culture of serving: service needs to be recognized at FEC. The University needs prominent service awards [scribe’s note: these awards already exist]

Festival of Ideas: This activity reached over 2 million people per year. It was an opportunity to engage the public in intellectual pursuits

Each faculty should be identifying and rewarding their top community engagers/servers and rewarding them at FEC

We need to teach our students to engage in genuinely collaborative conversations. The Peter Lougheed Leadership College is engaging students in leadership activities, but is not using modern methods

Don’t just speak. Listen. The university needs to be in the community, supporting the downtown campus, and working to be approachable and accessible.

We need to deal directly with the university’s participation in colonialism

The UofA needs to engage in the everyday issues of the city- not just research. We need to participate in issues like bike lanes, LRT and downtown development

The “IP-Neutral Zone”
- The UofA needs to end the use of contracts to manage the ownership of IP. We need to eliminate the 1/3:1/3:1/3 formula, and the complexities caused by interaction with TEC Edmonton. These mechanisms prevent researchers and investors/philanthropists from moving from research ideas to implementation. We need to consider adopting models like those at McMaster and Waterloo.

Students need to be taught to innovate

Students learn best when their experiences relate directly to their knowledge and learning. Community service learning is a very strong program, embedded in our community and its organizations (not a token involvement). These activities are life-changing for students, and the CSL program needs the resources to reach more students.

CSL also ties into mobilizing researchers to integrate into the community.

Matching funds for philanthropy will drive increased support.