**Summary**

<table>
<thead>
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<th>Themes</th>
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<td>- Community engagement and community-engaged research</td>
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<td>- New kinds of research impact and influence—how to encourage and</td>
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<td>measure?</td>
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<td>- Student experience in residence</td>
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<td>- Leadership/succession planning</td>
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<td>- Encourage in real, demonstrated ways interdisciplinary or cross-faculty research collaboration</td>
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| Thought Provokers                                                     | Safety and security are a fundamental right of students, faculty, and staff. Value people first. |
|                                                                     |                                                                                           |
| **Tension to Drive Positive Change**                                  | We need to be willing to ask the tough questions and make people angry.                    |
|                                                                     | Recognize that our systems create barriers to community/industry engagement with us. It can be very difficult to bridge the gap. |
| **Strategies**                                                        | -                                                                                         |
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. Succession planning is needed for faculty, staff, and students—how do we plan from arrival to departure. Career pathways.
2. Faculty of Extension has a long history of community engagement—ISP should include a strong statement on community-engaged research and learning
   a. Innovation and creativity
   b. Build on the expertise, work, and thought-leadership that is already existing in Extension
3. Like the focus on the public good—would like to see using research to lead advocacy and positive public policy change.
   a. How can we translate that into FEC—how do we reward research relevancy and impact and how do we support people who are doing this work better?
4. Position student residences as part of the full learning experience
5. RSO has been working on its own strategic plan for the last 3 years with the focus on enabling world class research—we need to create policies, procedures, and processes that enable.
6. Position the U of A as a place that will/can address climate change—we have so many people who are doing great work in this area and we are in position to provide critical leadership provincially.
7. Encourage cross-faculty programming to solve complex problems.
8. Concerned that a focus on increasing our international rank because of the limitations of what is measured/counted as excellence.
9. Encourage, engage, and inspire staff during times of change.
10. Embrace the capacities of our alumni—not only as donors but also as mentors, volunteers, partners in the community.
11. It is challenging to enable coordinated efforts—what is lacking is “connected leadership.”
   a. Develop mechanisms that link leaders across the institution
   b. Communicate between workers on the ground level and those on the leadership level.
12. Renew serious emphasis on interdisciplinary research—current structures and mechanisms can present barriers to interD research. E.g. graduate students aren’t easily able to work with supervisors in depts or faculties outside of their ‘home’ faculty.
   a. The U of A has an opportunity to carve out a real niche in this area because while many institutions talk about interD, few have an active, visible commitment to it.
13. TRC—this is an opportunity where we could demonstrate the university’s commitment to social justice—what would it look like to shift a societal model?
   a. We should do more in recruitment, programming, etc to draw the increasing Aboriginal student population.
14. Risk management is part of values-based planning. The value is that people come first. Their safety and security are a fundamental right.
   a. The U of A already has considerable strength in this area but we could become a leader.
b. Cautionary note: where do we still find space to take risks and experiment?

15. How can we support student groups? How can we foster the communities of students? What do we ask of them as they move from childhood into adulthood?

16. We have done lots of work on mental health but these are some important gaps, such as:
   a. Power differential between student and supervisors and risks of that
   b.

Summary Themes

Research:
- What is the impact of research? Getting difficult to assess it in processes like FEC. E.g. a paper in a low-value journal could be seen by thousands, while a paper in a major journal might have a very limited audience.
- It’s important to do the research, but not stop there. How are you going to mobilize it?
- Researchers/academics need to willing to go out there, ask the tough questions, risk making people angry. This is what leads to major social change.
  - How can we capture this public intellectual work in FEC?
  - How do we break the traditional ways of “counting” influence and impact?
- Potential community partners, industry partners, etc can find it difficult to bridge the gap between university and non-university. University systems can be barriers.
- What is the vision? We are currently under tremendous pressure to say we create economic units but we do much more—we educate people for an uncertain future.

Leadership Development and Succession Planning:
- Knowledge development happens outside of the university as well as inside it—perhaps we should look outside for guidance and expertise on leadership development
- Gold College is one model that is working—we could build on it.
- Succession planning needs to be a focus but its challenging to properly mentor the younger generation while waiting for the older generation to retire.
- Administrative structures at the university as so decentralized—as a result there is no common or standardized education or orientation program.
  - New staff learns so much by failure rather than by mentorship and training from the people with the expertise—we should be identifying the people who new people can call on for guidance and advice.
  - We need sounding boards to help us in our own development—and then you need to pay back as a mentor yourself.
- There’s a tension between the demands and expectations of a research career, on the one hand, and the skills and competencies required in administrative leadership.
- Once we set our goals, differentiating factors, and strategies, we can then develop the set of leadership skills and qualities that will be needed to achieve them. Then provide support for people to develop them.

Student residences as part of student learning
- Residences are a tool that we can use for student learning.
- Faculty cohorts in residences add to student experiences—we could build on the ones we have.
• Issues in residence are the same ones we find on campus—address them here, you address them there.
• We need to find the right ratio between students and student advisors—they are the trained professionals who are close to the students. They can help to watch for the signals, identify problems, and intervene much earlier and more effectively when students need help.
• Foster more experiential learning—CSL, international experience, industry internships, etc.
• Not only provide support to students but SHOW that support, make it visible. This helps to make students feel supported and they are empowered to make change.