*Aspire.*

# Global Engagement Workshop Report

## Strategic Internationalization and Global Engagement Plan

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# Introduction

On Tuesday, August 6, 2024, the University of Windsor hosted a Global Engagement Workshop facilitated by Marcela Ciampa, Director of Organizational and Leadership Development. The workshop was designed as a preliminary consultation for the Global Engagement Strategy, a cascading plan under *Aspire: Together for Tomorrow*. Building on the findings of the 2022 Internationalization Think Tank, the workshop provided an opportunity to:

- Refine the Mission, Vision, and Values of the Global Engagement Strategy
- Take stock of our strengths, opportunities, aspirations, and expected results
- Prioritize

Before the workshop, participants were provided a Briefing Note (see Appendix 2), contextualizing Internationalization and Global Engagement.

# Participants

Workshop invitees included members and nominees of the Global Engagement Committee, Provost's Council, and the Associate Deans.

Participants included:

| Mike MacDonald, Deena Wang, Laurie Freeman, Bill Van Heyst, Heather Pratt, Cheri McGowan, John Marop, Mike Houston, Kennedy Wonnacott, Katie Renaud, Kristen Morris, Ailin Barzegar, Kamorudeen Adesanya, Chris Busch, John Dube, Edward Cruz, Selinda Berg, Ray Darling, Jennie Atkins |
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## Reporting

Kennedy Wonnacott, Global Partnership Coordinator, and Dr. Chris Busch prepared this report. The Global Engagement Advisory Group provided feedback and workshop participants provided feedback.

**Document Change Control**

| Revision Number | Date of Issue | Author(s) | Brief Description of Change |
|---|---|---|---|
| 1.0 | August 12, 2024 | K. Wonnacott, C. Busch | Creation of the document |
| 1.1 | September 6, 2024 | Global Engagement Advisory Group | Addition of content |
| 1.2 | September 20, 2024 | Workshop Participants | Addition of content |
| 1.3 | | K. Wonnacott | Report published |

## Proposed Themes

**Think Tank Pillars**

The 2022 Think Tank used five pillars to classify the crucial role they play in the internationalization and global engagement of higher education, including:

- **Global research and funding**: the importance of building strong international research collaborations and securing funding from global sources. Institutions can increase their global research footprint, attract top-tier scholars and students, and contribute to solving worldwide issues.

- **International student experience and success**: the focus is on holistic support and integration of international students within the institution, including initiatives that ensure a welcoming, inclusive environment and provision of support that addresses their academic, social and cultural needs.

- **Internationalization of the learning experience**: the inclusion of a global perspective into the curriculum and co-curricular activities to prepare all students – domestic and international for a globalized workforce by developing their intercultural competencies and understanding of global issues.

- **International engagement and citizenship**: encouraging students, faculty and staff to engage with global issues and communities, both locally and internationally. Examples include initiatives that promote global citizenship, such as international service-learning, volunteer opportunities, and projects that address global challenges.

- **Internationalization of our campus**: creating an ecosystem that reflects and embraces diversity and global perspectives, including recruiting a diverse student body and faculty, hosting international events, and promoting cultural exchanges.

**Comprehensive Internationalization**

John Hudzik's (2011) model for Comprehensive Internationalization (see Appendix 2) captures all of the pillars used in the Think Tank to set the scope of the Strategic Internationalization and Global Engagement Plan.

- **Articulated Institutional Commitment and Administrative Structure**: defining internationalization as a core institutional priority within the mission, strategic plan and critical policies, and establishing an effective structure supporting and integrating internationalization efforts and decision-making across the institution.

- **Curriculum, Co-Curriculum, and Learning Outcomes**: integrating international and intercultural perspectives into the curriculum and co-curricular activities, ensuring that all students – regardless of their field of study – develop the skills needed to succeed in a globalized world.

- **Global Education Opportunities**: creating and promoting opportunities for students, faculty, and staff to engage in international experiences to encourage cross-cultural understanding, enrich academic and professional knowledge, and strengthen the institution's global networks.

- **International Student and Scholar Experience**: creating a supportive and inclusive environment for international students and scholars to ensure they feel welcomed, supported and able to succeed in their academic and research endeavours.

- **Collaboration and Partnerships**: establishing and maintaining strategic partnerships with international institutions, organizations and networks to enhance global engagement and impact.

- **Faculty Policies and Practices**: creating policies and practices that encourage and support faculty participation in internationalization, ensuring that they are equipped and motivated to contribute to the institution's internationalization and global engagement agenda.

**Why adopt the Comprehensive Internationalization Model:**

Adopting John Hudzik's model for Comprehensive Internationalization offers a more integrated, sustainable, and strategic approach to internationalization. It ensures that internationalization is central to the institution's mission, aligns with broader goals, and involves all stakeholders meaningfully. While the Think Tank pillars are valuable, Hudzik's model provides a more robust framework for positioning the institution as a leader in global education and ensuring long-term success in internationalization efforts.

*Figure 1: Proposed conceptual framework for the development of the University of Windsor's Internationalization and Global Engagement Strategy Plan*

# Mission Statement

A Mission Statement is a concise statement that defines the primary purpose of the Internationalization Framework. A Mission Statement should answer the following key questions:

- What is the purpose of the Internationalization Framework?
- What are the primary functions or activities that will help achieve the purpose?
- Who are the key stakeholders that will be engaged in the Framework?

A draft Mission Statement was crafted following the Think Tank and is provided below. Global Engagement Workshop participants received a copy of the draft statement and were asked to provide any additions, deletions, or comments to update the Mission Statement to better align with the current context for use in the Strategic Internationalization and Global Engagement Plan. All feedback collected at the workshop (included below) was reviewed to draft an updated Mission Statement in consultation with the Global Engagement Advisory Group.

**Draft Mission Statement**

Position the University of Windsor as a leading globally oriented and internationally connected institution through global learning opportunities, collaborative research, sustainable partnerships, and transformative capacity-building opportunities.

**Additions, Deletions, Comments:**

- Lacking in allowing students to see a clear path to a career
- What is the impact or outcome? How will students benefit?
- Supports, services for students and the student experience
- Collaborative, "innovative" research
- Some vague wording and purpose should be separate and more internal-facing
- Seems ranking-centric vs. human- (or student-) centric because of "position the university"
- Remove "capacity-building"
- Institutional supported
- Research
- Add reference to faculty, staff, students, and visiting scholars
- Globally oriented and internationally connected may need to change
- Missing curriculum, students

- In keeping with our regional focus...
- Change "position" to "activate"
- "Leading"?
- Decolonizing language
- Reciprocity concept
- Change "oriented" to "engaged"
- Alternate draft: The University of Windsor is a leading global institution recognized for its transformative research, learning excellence and experiential opportunities.

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**Revised Mission Statement**

As a globally connected institution, the University of Windsor is dedicated to empowering our faculty, staff, and students through transformative international learning experiences. We focus on enhancing the global student experience, advancing innovative research with an international perspective, and building strategic partnerships worldwide. We aim to foster a vibrant, inclusive campus that actively engages with the global community.

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Feedback collected from workshop participates indicated that the revised mission statement is too lengthy. Furthermore, the scope of the mission statement should be broadened to include perspectives beyond students.

Additional proposed drafts include:

- "As a globally connected institution, the University of Windsor is dedicated to empowering our faculty, staff, and students through transformative international learning experiences and aims to foster a vibrant, inclusive campus that actively engages with the global community."
- "As a globally connected institution, the University of Windsor is dedicated to empowering our faculty, staff, and students, by advancing innovative research with an international perspective, building strategic partnerships worldwide, and facilitating transformative international learning experiences. We aim to foster a vibrant, inclusive campus that actively engages with the global community."

A shortened version will be drafted and reviewed for inclusion in the cascading plan.

# Values

Values provide a consistent framework for decision-making. They will underpin the development and implementation of the Strategic Plan, creating consistency across the University while allowing flexibility to reflect Faculty and Departmental differences.

## Revise Proposed Values

Each group was provided a copy of the five proposed values that emerged from the Think Tank. Participants were invited to revise the values as necessary, including altering the name and description, combining multiple values together, or removing a value entirely. Feedback from each group is provided for each of the proposed values. Revised value names and descriptions, drafted in further consultation with the Global Engagement Advisory Group, are provided where applicable.

### *Proposed Value: Equity, Diversity, and Inclusion*

We value, respect, and celebrate differences, ensure equitable access to opportunities, and foster an environment where everyone feels valued and that they belong.

<u>Feedback</u>

- Add decolonization and working in harmony with our students, etc.
- Add Equity and Indigenization (possibly as a separate value)
- Collapse with Respect and Wellbeing to "Community and Belonging" to include accessibility and equity.
- Add equity and decolonization

<u>Revised Value: Community and Belonging</u>

We are dedicated to fostering a globally inclusive and culturally safe environment. We prioritize decolonization, equity, diversity, and inclusion, to create a welcoming community where faculty, staff, students, and global partners can collaborate harmoniously, ensuring everyone feels valued and connected.

### *Proposed Value: Collaboration*

We work together with the university, local and global stakeholders to cultivate a global perspective and address global challenges.

<u>Feedback</u>

- Call out partnerships and teaching, scholarship, service
- Who is "we"? If it's the university, this is repetitive
- Missing global opportunities and what is in it for the students
- Stakeholder engagement
- Collapse with respect – they seem to overlap too much
- This could include care and compassion
- Deeper engagement
- Combine with Respect
- Revised description: "to address and enhance global challenges"

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Revised Value: Respectful Collaboration

We are dedicated to fostering meaningful collaboration within our institution, region, and the global community. We prioritize partnerships that are grounded in reciprocity and mutual respect, working together to address global challenges to create enriching opportunities for our students and partners worldwide.

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*Proposed Value: Student-Centred*

We put the experience of both local and international students at the center of our work and decisions and prepare students to be global leaders and citizens.

Feedback

- Student-focused
- Combine with well-being – add "while supporting their well-being"
- Alludes to this a bit, but overall needs more about success for students somewhere
- Include experiential learning and career readiness
- Remove "both local and international"

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Revised Value: Internationalized Student Experience

Students' education is at the heart of our work and decision-making. We are committed to preparing them to be global citizens and career-ready leaders by providing an internationalized student experience that supports their wellbeing ,emphasizes experiential learning, and fosters success in an interconnected world.

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*Proposed Value: Respect*

We establish collegial relationships and build partnerships grounded on mutual respect, reciprocity, transparency, and accountability.

<u>Feedback</u>

- Integrity instead?

<u>Revised Value: Collapsed</u>

***Proposed Value: Wellbeing***

We actively work to make our campus a welcoming and culturally safe community and provide students with the tools and resources needed to enhance their self-care and achieve optimal mental and physical wellbeing.

<u>Feedback</u>

- Could move "resources needed to achieve optimal mental and physical wellbeing" to student-centred
- Remove "mental and physical"
- Combine with Diversity and Inclusion
- Rethink, perhaps combine with student-focused

<u>Revised Value: Collapsed</u>

**Propose Additional Values**

Workshop groups were also invited to propose additional values for inclusion in the Strategic Plan. The following values, with notes provided, were suggested as additions to the initial proposed values.

| Additional Proposed Value | Workshop Notes | Result and Rationale |
|---|---|---|
| Impact | Lifelong learning through teaching, research, and an appreciation of other cultures. Also, some way to measure our impact globally & could also include sustainability into this one. | TBD |

| Commitment | Develop an ecosystem to support activities across all levels of the university. | TBD |
|---|---|---|
| Social Justice/ Impact/ Change | This could be reflected under impact, as in providing a service to other countries globally... service work e.g., wells for water etc. | **Excluded**. Exceeds the scope of Internationalization and Global Engagement. |
| Sustainability | N/A. | TBD |
| Indigenization and Decolonization | Specifically identify peoples | **Incorporated**. This value is encompassed in *Community and Belonging*. |
| Curiosity | N/A. | TBD |
| Innovation | Explore new ideas, diverse ideas, and research partnerships, also that we share innovations globally | TBD |
| Student Success | N/A. | **Incorporated**. This value is encompassed in *Internationalized Student Experience*. |
| Integrity and Transparency | N/A. | TBD |

*Proposed Value: Impactful Engagement*

*Proposed Value: Commitment*

*Proposed Value: Sustainability*

*Proposed Value: Curiosity, Research and Innovation*

*Proposed Value: Integrity and Transparency*

**Next Steps**

A review of values established from the Global Engagement Workshop will be triangulated through campus community surveys.

# SOAR Analysis

The Strategic Internationalization and Global Engagement Plan will outline a clear vision, strategic priorities, key actions that need to be undertaken to achieve the preferred future, and key metrics to measure progress.

The SOAR (Strengths, Opportunities, Aspirations, and Results) approach was used to engage participants in a conversation to gather the information necessary to inform the development of the key components of the Framework. SOAR is a strengths-based planning framework. This approach enables participants to identify and discuss strengths and opportunities, reframe issues so that they are viewed as possibilities, describe the future, and solidify measures to determine success.

Workshop participants completed a preparatory worksheet as an opportunity to familiarize themselves with the guiding questions for each element of the framework. Additional time was also provided during the workshop. Next, groups circulated through a carrousel paper activity to list their ideas on chart paper. In the first cycle, participants were encouraged to add new ideas and respond to others' ideas by adding checkmarks, question marks, or additional wording. In the second cycle, each participant was given five stickers to be placed on ideas they classified as a top priority. Participants were encouraged to focus their priorities on Opportunities, Aspirations, and Results.

Below is a list of guiding questions for each element of the SOAR framework. Next, all collected data points are included. Numbers in brackets indicate the number of agreements (checkmarks) provided on carrousel papers, though this is not a holistic view of the priorities. Where priorities were noted, a chart indicates the top ideas along with the number of stickers placed.

**Strengths: What are our greatest strengths in internationalization/global engagement?**

*Guiding Questions*

- What are we doing well?
- What are our greatest accomplishments?
- What are we most proud of?
- What makes us unique?
- What resources or expertise give us an advantage?

*Data Points*

- Automotive/EV research (2)
- Increase in global rankings (THE & QS) (2)
- Diversity of campus/community, welcoming (3)
- Border city (3)
- Sole regional presence (?) (2)
- ICBM programs
- Many MOUs activated (?)
- Well-rounded and balanced, comprehensive (3)
- Great Lakes/Freshwater (GLIER) (2)
- WE-Spark Health (2)
- Weather (2)
- Dual JD/Torino/VABE/Dual degree offerings (2)
- Receptive to supporting international collaborations (importance)
- Many study-abroad opportunities
- International students (as an asset)
- A large number of internationally trained faculty (3)

## Opportunities: What are our best possible future opportunities?

### Guiding Questions

- What are our students and stakeholders asking for?
- What are the current or emerging trends that we may need to address? Are these emerging trends challenges or opportunities?
- Are there gaps/needs in our internal and external environment that we can fill?
- What external forces may positively impact internationalization at UWindsor?
- What are key areas of untapped potential?

### Data Points

- Broaden perspective through active stakeholder engagement, such as their activity
- Build on the strength of German co-op opportunity in more countries
- Ecosystem (not silos), connected, collaborative, shared goals (4)
- Developing and following through on action items (2)
- Obtain higher rankings (and maintain)
- Global degree programming (3)
- More engaged partnerships/alumni (4)
- Reciprocal/mutually valued partnerships

- Global citizens (2)
- Social impact
- Innovation in education/research/service (2)
- Focus on what could be our strengths to make change quickly (ex. Student experience)
- Increased awareness by employers as to the success of our graduates/more opportunities to collaborate
- Global leader in sustainability
- Better career pathways/mapping
- Having a recognized global impact
- Comprehensive and connected
- Destination of choice
- "Brand" recognition

*Priorities*

| Item | Number |
|---|---|
| Better career pathways/mapping | 9 |
| Brand recognition | 4 |
| Global Citizens | 3 |
| Destination of choice | 3 |
| Innovation in education/research/service | 3 |
| Obtain higher rankings (and maintain) | 2 |
| Global degree programming | 1 |
| Reciprocal/mutually valued partnerships | 1 |
| Focus on what could be our strengths to make change quickly (ex. Student experience) | 1 |

**Aspirations: What is our preferred future (vision) for internationalization/global engagement?**

*Guiding Questions*

- What are our most compelling aspirations?
- What difference do we hope to make?
- What should the future of internationalization look like at UWindsor?
- What do we want to become known for?

*Data Points*

- Tap into alumni to expand global reach
- Hiring more staff for better service and retention (or better training) (2)
- Online learning, ex. COIL (collaborative with international institutions) (2)
- Community/connectivity
- Global service-learning opportunities
- International co-op and experiential learning opportunities (2)
- New markets and growing interest in studying in Canada
- Collaborate on research with international institutions (ex. Climate change, Indigenization, Horizons Europe, automotive industry, healthcare) (3)
- IRCC opportunities (?)
- Financial sustainability
- Career readiness and global competencies
- New programs to address global needs/labour
- International research and innovation strategy
- Scholarships for international students
- Better data to inform (ex. Alumni)
- Cross-border opportunities
- Creative investments
- Micro-credentials
- Short-term abroad opportunities
- Enhancing and fostering existing partnerships
- Trans-national education (TNE)

*Priorities*

| Item | Number |
|---|---|
| Career readiness and global competencies | 7 |
| International research and innovation strategy | 4 |
| Short-term abroad opportunities | 4 |
| Cross-border opportunities | 3 |
| Micro-credentials | 2 |
| Enhancing and fostering existing partnerships | 2 |
| Tap into alumni to expand global reach | 1 |
| Hiring more staff for better service and retention (or better training) | 1 |
| International co-op and experiential learning opportunities | 1 |
| Scholarships for international students | 1 |

**Results: What measures/metrics would indicate that we are on track to achieving success? (1 – 3 years)**

- To be in the top 250 global institutions (QS and THE) in 10 years
- Highlight what did not work in the past (2)
- Increase the number of scholar publications/outputs with international collaborators (2)
- True international scholar supports (2)
- Increase student satisfaction through surveying
- More global funding opportunities
- Increase international partnerships and revenue (research, academic, and service)
- Creation of institutes (?) or consortiums/collaborations with international partners
- Increase in student enrolment and scholars from international students from diverse areas (2)
- Opportunities for "global experience" (ex., Study abroad, faculty mobility/sabbaticals) and global work-integrated learning from a broad range of countries (developed and under-developed) (3)
- Ranking and reputation (3)

*Priorities*

| Item | Number |
|---|---:|
| To be in the top 250 global institutions (QS and THE) in 10 years | 11 |
| Increase international partnerships and research revenue | 10 |
| More global funding opportunities | 6 |
| Opportunities for "global experience" (ex. Study abroad, faculty mobility/sabbaticals) and global work-integrated learning from a broad range of countries (developed and under-developed) | 7 |
| Increase service | 2 |

# Draft Definitions of Themes

This section of the report analyzes the SOAR findings according to the themes of Comprehensive Internationalization. Within each of the six themes, emerging sub-themes highlight some of the activities related to this theme. The data was used to draft definitions of each theme. Draft definitions have been vetted by the Global Engagement Advisory Group.

**Articulated Institutional Commitment & Administrative Structure**
In essence, 'Articulated Commitment & Administrative Structure' signifies that an institution not only publicly declares its commitment to internationalization but also establishes and maintains the organizational infrastructure necessary to systematically advance internationalization across the institution.

This concept encompasses the explicit and public commitment of the institution's leadership, as demonstrated through its mission, strategic plans, and policies. Additionally, it involves creating an administrative framework that supports and facilitates internationalization efforts, ensuring that these initiatives are integrated into all areas of the institution, including academics, research, student services, and community engagement.

| Theme | Examples |
|---|---|
| Rankings and Reputation | • Increase in global rankings (THE & QS)<br>• Obtain higher rankings (and maintain)<br>• Having a recognized global impact<br>• "Brand" recognition<br>• To be in the top 250 global institutions (QS and THE) in 10 years |
| Collaborative Environment | • Ecosystem (not silos), connected, collaborative, shared goals<br>• Receptive to supporting international collaborations (importance)<br>• Developing and following through on action items<br>• Innovation in education/research/service<br>• International research and innovation strategy<br>• Better data to inform (ex. Alumni) |
| Financial Commitments | • Hiring more staff for better service and retention (or better training) |

| | |
|---|---|
| | • Financial sustainability |

***Draft Definition***

An institution can articulate its commitment to internationalization and global engagement through processes and structures that aim to create collaborative environments driven by strategies and goals, as well as through financial commitments. At the institutional level, activities may impact, or be impacted by, rankings and reputation, administrative structures, and funding.

**Curriculum, Co-Curriculum & Learning Outcomes**
"Curriculum, Co-curriculum, and Learning Outcomes" in comprehensive internationalization is the intentional integration of global and intercultural perspectives into both academic courses and extracurricular activities. It emphasizes that global learning outcomes should be embedded throughout these experiences, ensuring students develop the skills and knowledge needed to thrive in a globalized world. This approach aims to expose all students to international perspectives, fostering intercultural competence and preparing them to be informed global citizens.

| Theme | Examples |
|---|---|
| Academic Programs | • ICBM programs<br>• Dual JD/Torino/VABE/Dual degree offerings<br>• Comprehensive and connected<br>• Well-rounded and balanced |
| Career-Related Outcomes | • Increased awareness by employers as to the success of our graduates/more opportunities to collaborate<br>• Better career pathways/mapping<br>• Career readiness and global competencies<br>• Build on the strength of German co-op opportunity in more countries |
| Internationalization Opportunities | • Online learning, ex. COIL (collaborative with international institutions)<br>• New programs to address global needs/labour<br>• Micro-credentials<br>• Innovation in education/research/service<br>• Large number of internationally trained faculty |

***Draft Definition***

The internationalization of the curriculum, co-curriculum, and learning objectives encompasses a global approach to academic programs and their outcomes, especially in relation to career readiness, and additional opportunities to provide the university community with global perspectives

**Global Education Opportunities**
"Global Educational Opportunities" are essential experiences and programs that connect students, faculty, and staff with the world beyond their home country. This includes study abroad, international internships, collaborative online international learning (COIL), and other cross-border initiatives.

These opportunities should be widely accessible, fostering global competence by offering firsthand cultural experiences, enhancing understanding of global issues, and developing international skills. The goal is to make these opportunities a core part of the University of Windsor's educational experience, ensuring that global engagement is integral to the institution.

| Theme | Examples |
|---|---|
| Internationalization at Home | • Trans-national education (TNE) <br> • Dual JD/Torino/VABE/Dual degree offerings <br> • Online learning, ex. COIL (collaborative with international institutions) |
| Opportunities Abroad | • Many study abroad opportunities <br> • Global service-learning opportunities <br> • International co-op and experiential learning opportunities <br> • Short-term abroad opportunities |

*Draft Definition*

Global Education Opportunities often refer to opportunities for learners to go abroad, through study abroad, international co-op, or experiential learning programs, but also includes internationalization at home through programming with a global focus.

**International Student & Scholar Experience**
International Student & Scholar Experience provides comprehensive support and integration for international students and scholars within the institution. This involves not only attracting them to our location at the nexus of North America, but also ensuring their success and wellbeing through tailored services and programs.

It focuses on the importance of academic support, cultural integration, social engagement, and professional development. The goal is to fully integrate international students and scholars into campus life at the University of Windsor, making them feel valued and enabling their meaningful contribution to the global learning environment.

| Theme | Examples |
|---|---|
| Campus Culture | • Diversity of campus/community, welcoming<br>• Destination of choice<br>• Border city |
| Student Experience | • Focus on what could be our strengths to make change quickly (ex. Student experience)<br>• Hiring more staff for better service and retention (or better training)<br>• Scholarships for international students<br>• International students (as an asset)<br>• Increase student satisfaction through surveying |
| Faculty and Scholar Experience | • Receptive to supporting international collaborations (importance)<br>• A large number of internationally trained faculty<br>• Social impact<br>• Innovation in education/research/service<br>• True international scholar supports |

*Draft Definition*

A diverse, internationalized campus culture fosters an environment conducive to success for international students, internationally trained faculty, and local and visiting scholars.

**International Collaboration & Partnerships**
"Collaboration & Partnerships" refers to strategic, mutually beneficial relationships with local, national, and global partners. These partnerships are vital for advancing internationalization at the University of Windsor and include not only academic collaborations but also research and innovation initiatives, exchanges, joint programs, and community projects.

It recognizes the importance of reciprocity, ensuring all parties benefit. The goal is to use these partnerships to utilize our strategic location and expand the university's global reach, enhance education and research, and tackle global challenges through shared resources and knowledge.

| Theme | Examples |
|---|---|
| Research Collaboration | • Increase the number of scholar publications/outputs with international collaborators<br>• Collaborate on research with international institutions (ex. Climate change, Indigenization, Horizons Europe, automotive industry, healthcare)<br>• Many MOUs activated, need to move to operationalize to amplify impact |
| Academic Partnerships | • Automotive/EV research<br>• Online learning, ex. COIL (collaborative with international institutions)<br>• Dual JD/Torino/VABE/Dual degree offerings<br>• Trans-national education (TNE)<br>• Great Lakes/Freshwater (GLIER)<br>• WE-Spark Health |
| Collaborative Environment | • Border city<br>• Broaden perspective through active stakeholder engagement, such as their activity<br>• Ecosystem (not silos), connected, collaborative, shared goals<br>• Cross-border opportunities<br>• Enhancing and fostering existing partnerships<br>• Innovation in education/research/service |
| Alumni Collaboration | • Increased awareness by employers as to the success of our graduates/more opportunities to collaborate<br>• Tap into alums to expand global reach |

***Draft Definition***

Global Engagement fosters a collaborative environment through formal institutional partnerships and smaller-scale partnerships by faculty and students. Partnerships may span academic and research opportunities and industry partnerships through alums.

**Faculty Policies & Practices**

"Faculty Policies and Practices" refers to the institutional guidelines that support faculty involvement in internationalization. This includes policies on hiring, tenure, promotion, professional development, and mobility, all designed to incentivize global engagement.

Recognizing that comprehensive internationalization requires faculty to integrate global perspectives into their teaching, research, and service. Policies should facilitate international collaborations, conference participation, study abroad programs, and globally focused research. The aim is to equip and motivate faculty to make global engagement a central part of their roles at the University of Windsor.

| Theme | Examples |
|-------|----------|
|       | •        |


- Broaden perspective through active stakeholder engagement, such as their activity
- Ecosystem (not silos), connected, collaborative, shared goals
- Innovation in education/research/service
- Increase the number of scholar publications/outputs with international collaborators

***Draft Definition***
Institutional guidelines that encourage and support faculty involvement in internationalization. These policies, covering hiring, tenure, promotion, and professional development, incentivize faculty to integrate global perspectives into their work, supporting the institution's internationalization goals and fostering a globally engaged academic community.

**Next Steps**

Draft definitions will be used to contextualize further consultation with the campus community. The draft definitions will be provided to inspire and guide consultations, but we do not intend to limit data to examples included in the definition.

**Vision**

| Theme | Data Points |
|---|---|
| Ranking and Reputation | • To be in the top 250 global institutions (QS and THE) in 10 years (11)<br>• Brand recognition (4)<br>• Destination of choice (3)<br>• Obtain higher rankings (and maintain) (2) |
| Global Competencies for Career Readiness | • Better career pathways/mapping (9)<br>• Career readiness and global competencies (7)<br>• Global citizens (3)<br>• International co-op, research, and experiential learning opportunities (1) |
| Partnership | • Increase international partnerships and research revenue (10)<br>• Cross-border opportunities (3)<br>• Enhancing and fostering existing partnerships (2)<br>• Reciprocal/mutually valued partnerships (1)<br>• Tap into alums to expand global reach (1) |
| Holistic Student Experience | • Opportunities for "global experience" (ex., Study abroad, faculty mobility/sabbaticals) and global work-integrated learning from a broad range of countries (developed and under-developed) (7)<br>• Short-term abroad opportunities (4)<br>• Micro-credentials (2)<br>• Increase service (2)<br>• Global degree programming (1)<br>• Hiring more staff for better service and retention (or better training) (1)<br>• Scholarships for international students (1)<br>• Focus on what could be our strengths to make change quickly (ex. Student experience) (1) |
| Innovation | • More global funding opportunities (6)<br>• Innovation in education/research/service (3)<br>• International research and innovation strategy (4) |

The above data will be used to draft the plan's final vision statement.

## Appendix 1: Global Engagement Workshop Agenda

**8:30 – 9:00 am**

- Arrival and refreshments

**9:00 – 10:30 am**

- Welcome, introductions
- Setting the foundation for the development of the Global Engagement Strategy
- Purpose and guiding principles

**10:30 - 12:00 noon**

- SOAR (Strengths, Opportunities, Aspirations and Results)
- Priority Setting
- Wrap-up and next steps

The meeting will consist of small and large group activities

and priority-setting exercises.

<h1>Appendix 2: Briefing Note</h1>

## Global Engagement Strategy

The Internationalization and Global Engagement Strategy is critical to the University of Windsor's Aspire strategic plan. This initiative aims to embed internationalization into all aspects of the university's mission and operations, following John Hudzik's (2011) model for Comprehensive Internationalization. The strategy will enhance the University of Windsor's global engagement, elevate its academic and research profiles, enhance the student experience, and create a more inclusive and globally-minded campus community.

## A. Historical Evolution and Canadian Context

Internationalization in higher education (IHE) has traditionally centred on mobility programs, such as the Fulbright Program (1946), the Colombo Plan (1950), and the Commonwealth Scholarship and Fellowship Plan (1959). Over recent decades, the focus has expanded from mere mobility to broader global engagement aspects. This shift reflects a growing recognition of the impact of globalized industry, research, and knowledge networks on higher education. Internationalization now involves integrating global and intercultural dimensions into institutions' core values and operations.

Internationalization has evolved from organic growth to a more structured and government-supported initiative in Canada. Canadian institutions now emphasize strategic international initiatives, including curriculum development, partnerships, and student mobility. The emphasis on a "Canadian Brand" has significantly boosted international student recruitment, making Canada a leading destination for global education. Ontario, particularly the Greater Toronto Area, has become a key hub for international students.

A Universities Canada (2014) survey revealed that 82% of institutions ranked internationalization among their top strategic priorities, with 72% focusing on curriculum internationalization—up from 41% in 2006. Key priorities include academic research collaborations and strategic partnerships for degree offerings. This aligns with Jane Knight's view that institutional-level efforts drive effective internationalization.

**B. Definitions and Motivations**



**Internationalization** refers to integrating global, intercultural, or international dimensions into higher education's purpose, functions, or delivery (Knight, 2012). Hudzik defines it as an institutional imperative to infuse international perspectives throughout teaching, research, and service missions. The American Council for Education characterizes comprehensive internationalization as a coordinated process to align policies and initiatives with global engagement goals.

The term **Global Engagement** refers to a committed, meaningful interaction with the world (Canadian Bureau for International Education, 2015).

External agencies, such as Times Higher Education, assess international outlook based on teaching, research, citations, staff, students, and industry income, though their metrics may overlook less quantifiable internationalization efforts.

**Motivations for internationalization include:**

- Geopolitical: Promoting mutual respect, empathy, and cross-cultural relationships.
- Economic: Contributing to economic development, generating tuition revenue, and enhancing employment prospects for graduates.
- Socio-cultural/Reputational: Enhancing research quality, institutional reputation, and individual intercultural competence. Diverse perspectives also contribute to academic debates and societal impacts.(Knight, 2013)

## C. References

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