Summary Report of Campus Consultations:
Campus Climate and Experience

Introduction
The University of Windsor launched the Aspire online survey between February and March 2022 as the first step in the strategic planning process. The survey was accessed by more than 2,000 respondents, with 1,534 usable responses. The Aspire Café Conversations were the second step in the consultation process. These sessions provided students, staff, and faculty with the opportunity to provide their input through in-person, discussion-based, consultation sessions targeted at key topics identified through the Aspire survey. A total of 665 students and nearly 200 staff and faculty participated in these events. The Aspire online survey and Café Conversations aimed to gather respondents' perceptions of where the University of Windsor should be and how the University can best get there. As part of the Aspire Café conversations, attendees were asked to respond to questions centered around the campus experience. This summary report will discuss responses to these questions.

It is important to note that these consultations were intended for broad, community-based input. The University also implemented separate consultations with approaches that are appropriate for specific communities whose voices must be heard. For example, while questions about Indigenization and Decolonization and Equity, Diversity, and Inclusion (EDI) were included in consultation questions, dedicated consultations with community members using informed and appropriate methods were also needed to ensure that this priority was supported by rich and informed processes.

Creating A More Positive Campus Energy
As part of the Aspire Café Conversations, respondents were asked: **How would you bring more positive energy to the UWindsor campus?** Respondents submitted 815 individual answers to this question including 595 (73%) student, 108 (13%) staff, and 112 (14%) faculty responses. Table 1 presents the five most common themes identified in these responses by role. Improving campus life was a key theme that emerged across the three respondent groups. Responses in this theme centered around the need for more social interaction, for example, through on-campus events and opportunities to come together as a community in informal gathering places.

Students also frequently identified the need for improved campus services (e.g., wider variety of food options and longer operating hours in the CAW Centre) and more flexible learning modalities (e.g., take home exams, course options both in-person and online, and innovative hyflex teaching practices) as a means to bring more positive energy to campus. For both staff and faculty respondents, the most frequent theme to emerge was improving the University's

culture and atmosphere. Responses centered around the need for more compassion, empathy, patience and openness among personnel in the institution. Staff also frequently mentioned the need to break down silos and faculty suggested more leadership opportunities as a way of bringing a more positive energy to campus.

Table 1. Five most frequent themes regarding bringing more positive energy on campus.

Role	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Student	Campus Life (275)	Campus Services (82)	Flexible Learning Modalities (65)	Pandemic (45)	Infrastructure (41)
Staff	Culture and Atmosphere of University (18)	Campus Life (16)	Silos (14)	Work Conditions (12)	Management and Operations of University (9)
Faculty	Culture and Atmosphere of University (33)	Campus Life (17)	Leadership (10)	Student Centered/ Experience (8)	Equity, Diversity, Inclusion (7)

Note. Numbers in parentheses represent the frequency of the theme.

Respecting and Valuing the Campus Community

As part of these conversations, students were asked: **What is one way the University could make you feel valued and respected?** while faculty and staff were asked: **What is a way the University could make all employees feel valued and respected?** A total of 668 responses were submitted to these question including 429 (64.2%) student, 100 (15%) staff, and 139 (20.8%) faculty responses. Table 2 presents the five most common themes identified by role.

Student responses most frequently centered around scholarships and awards. In student comments regarding scholarships and awards, respondents indicated a strong interest in having a wider variety of award options with easier systems through which to apply. Student also frequently commented on having a student centred experience. During this discussion, students expressed a desire to be better acknowledged and respected by the UWindsor community through a wider variety of opportunities for students to express their needs. Students also conveyed concerns regarding employment opportunities for students. Responses centered around the creation of more on-campus job opportunities, paid co-op and internships, and the opportunity for M Eng and MAC students to become GA/TAs.

Faculty members most frequently commented on the management and operations of the university. Comments included requests for management to stop downloading on faculty, decentralization, and an employment equity policy. Faculty also commonly mentioned the culture and atmosphere of university. These discussions indicated a desire to have a more welcoming and respectful campus culture that includes higher recognition and

acknowledgement for faculty work. Work conditions were also frequently brought up by faculty members. Responses centered around proper compensation for work, job security, and equitable pay.

Staff were most likely to comment on their work condition. Their comments included the need for opportunities to experience other parts of the university, appropriate tools and training to help support employee work, and better recognition and incentivization. Relatedly, staff members also commonly mentioned the management and operations of university. They mentioned a desire for more opportunities for career advancement, more support and positive feedback from managers, and more opportunities for talent development. In addition, they also commented on the culture and atmosphere of the university. In these discussions, staff expressed a need to create a culture where people can feel respected and valued, academic respect for administration, and a culture where everyone is treated fairly and equally.

Table 2. Five most frequent themes regarding feeling valued and respected on campus.

Role	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Student	Scholarships and Awards (99)	Student Centered/ Experience (96)	Employment Opportunity (74)	Campus Services (52)	Campus Life (49)
Staff	Work Conditions (30)	Management and Operations of University (27)	Culture and Atmosphere of University (15)	Flexible Work Arrangements (9)	Equity, Diversity, Inclusion (5) Health and Wellness (5) Vision/ Goal/Role (5)
Faculty	Management and Operations of University (41)	Culture and Atmosphere of University (38)	Work Conditions (16)	Equity, Diversity, Inclusion (10)	Health and Wellness (6)

Note. Numbers in parentheses represent the frequency of the theme.

Areas of Pride at UWindsor
As part of the Aspire Café Conversations, respondents were asked: **What are you most proud of at the University of Windsor?** Respondents submitted over 500 individual answers to this question including 351 (68%) student, 59 (11%) staff, and 109 (21%) faculty responses. Table 3 presents the five most common themes identified in these responses by role.

Student respondents were most proud of Equity, Diversity and Inclusion (EDI; e.g., UWindsor's new EDI initiatives and a feeling of inclusivity on campus); and Student Centered

Experiences (e.g., availability of co-op and job opportunities for students). Staff respondents most frequently reported being proud of the people in the institution (e.g., dedicated staff and faculty and our students) as well as course and program options while faculty were proud of research (e.g., support for infrastructure, capacity, undergraduate opportunities) and the size of classes (e.g., student to faculty ratio).

Table 3. Five most frequent themes regarding what the community is most proud of.

Role	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Student	Equity, Diversity, Inclusion (49)	Student Centered/ Experience (38)	Academic Success/ Support for Students (27)	Professors/ Faculty Members (27)	Campus Services (27)
Staff	People (8)	Course and Program Options (7)	Alumni (6)	Work Conditions (6)	Equity, Diversity, Inclusion (5) Research (5)
Faculty	Research (14)	Size (13)	Student Centered/ Experience (13)	Trust/Integrity (9)	Culture and Atmosphere of University (7)

Note. Numbers in parentheses represent the frequency of the theme.

In addition, all respondents were asked, **What are you least proud of at the University of Windsor?** Respondents submitted over 600 individual answers to this question including 483(68%) students, 93 (11%) staff, and 46 (21%) faculty responses. Table 4 presents the five most common themes identified in these responses by role.

The data showed two sides of the same coin, reflecting significant variations in student experience. Students are reacting to poor experiences on campus where they feel they have been treated poorly, did not receive the support they requested, or had a bad experience with a professor/faculty member, and to experiences of their peers. For staff and faculty, cultural and leadership challenges are the most significant, whether institution wide or within a faculty or unit. Finding efficiencies in management and operations as well as building more collaborative cultures (or reversing perceived current lack of collaboration) seems to be important.

Table 4. Five most frequent themes regarding what the community is least proud of.

Role	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Student	Campus Services (63)	Professors and Faculty (62)	Tuition and Affordability (52)	Co-op and Internships (36)	Equity, Diversity, Inclusion (30)
Staff	Management and Operations of University (16)	Culture and Atmosphere of University (15)	Promotion and Branding (12)	More Efficient Services (8)	Silos (6) University as an Employer (6) Recruitment/Retention of Students (6)
Faculty	Specific Faculty or Service Unit Issues (31)	Culture and Atmosphere of University (5)	Management and Operations of University (4)	Staffing/ Support Staff (3)	Vision of the University (2)

Note. Numbers in parentheses represent the frequency of the theme.

Empowering Equitable Service Involvement of Faculty Members
As part of the Aspire Café Conversations, faculty were asked: **How do we need to approach faculty service to engage and empower faculty and ensure equitable involvement?** Faculty respondents submitted 46 individual responses. Table 5 presents the five most common themes identified.

Service was most frequently mentioned by faculty in response to this question. With faculty members specifically mentioning the workload distribution of service including; making it mandatory, creating a fair workload distribution, and acknowledging the burden of service on non-white members of the university community. They also commonly commented on the management and operations of the university including requests for accountability of service after tenure and requests for the senior team to solicit feedback from quieter faculty members.
The culture and atmosphere of university was also a regular point of this conversation with responses focused on collegiality in the workplace and recognition of the varying levels and types of service faculty are involved in.

Table 5. Five most frequent themes regarding engaging and empowering faculty in service.

Role	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
Faculty	Service (31)	Management and Operations of University (5)	Culture and Atmosphere of University (5)	Senior University Administration/ Leadership (1)	Work Conditions (1)

Note. Numbers in parentheses represent the frequency of the theme.

Openness to Change

Students were asked to rate the University's openness to change with the following question: **How open to change do you feel the University is?** Responses were collected using a Likert scale ranging from 1 "not at all" to 5 "very much" (Figure 1). A total of 328 responses were provided. The average rating was 3.71, and nearly three-quarters of the respondents provided a response of 4 or 5 on this scale suggesting that overall, students feel that the University is open to change.
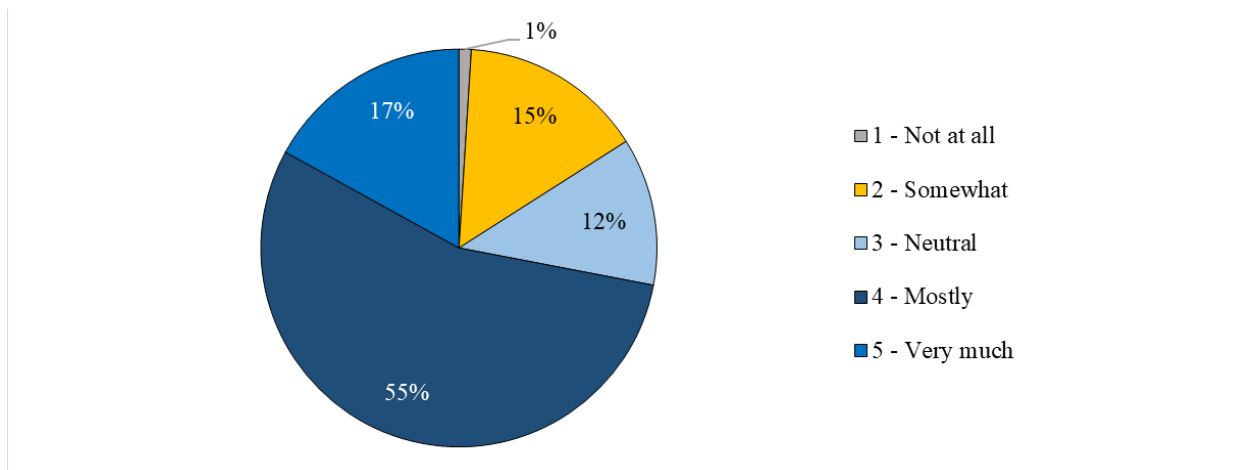

Figure 1. Student responses regarding the University's openness to change.

Students also had the opportunity to expand on their rating with brief comments. An additional 23 data points were recorded. These comments most frequently reflected areas related to growth and change as well as trust and integrity at the university. A full list of the themes identified in this data and their frequency are presented in Table 5. Comments emphasized that the University seeks and quickly engages in opportunities to improve while indicating that the University's openness to change is dependent on who is proposing the change, the nature of the change, and who the change benefits. In addition, the need to develop metrics to measure such changes was also recognized. Student comments reflected at least some level of distrust of the University and concerns regarding its integrity, specifically mentioning that the effort in making changes needs to be visible, need for great communication from the University about what they are doing, and greater follow-up after obtaining feedback.

Table 6. Themes regarding the University's openness to change and their frequency.

Theme	Frequency
Trust and integrity	6
Growth and change	6
Faculty-student connection	2
Course and program options	2
Indigenization and decolonization	1
Campus life	1
EDI	1
LGBTQ	1

Next Steps

Campus experience is an all-encompassing feature of the University. This data coupled with the employee engagement survey data that was completed in March and April certainly paint a picture of the opportunities and challenges related to being on campus. Some of this does likely seem to be a "hangover" of the disruption, burnout and other impacts of the last two years of the pandemic but this area is certainly shaping up to be a foundational element of the strategic plan.