

An aerial, high-angle photograph of a large, historic university building at night. The building features Gothic-style architecture with arched windows and a prominent tower. The scene is dimly lit, with a strong blue color cast over the entire image. In the foreground, a paved plaza with a few small figures of people is visible. The background is filled with dark, leafy trees.

University of Windsor

Detailed Strategic Framework Part 1:
Process and Consultation

Aspire.

How to use this document

- This document provides Part 1 of a framework of the core elements of the strategic plan based on input from the campus community. The purpose is to provide further opportunity for input and feedback on the crystalizing elements of the institutional strategic plan.
- This document focuses on institutional narratives, and the proposed vision, mission, and values statements for the Strategic Plan.
- This is a phased process: the purpose of this document is to elicit discussion as we work towards finalizing a shared vision for the future
- At the end of the document there are a number of avenues for potential engagement outlined. We encourage all members of the campus and broader community to participate.
- Not every element that is mentioned in the framework will be highlighted in the final Strategic Planning document. The Strategic Plan is the first step in a cascading strategy, so certain items may be more appropriate to surface in subsequent planning documents.



Consultation Summary

For Public Comment

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Consultation Framing

The Strategic Planning process began with 8 questions from President Robert Gordon about the University of Windsor:

- How do we **maintain and advance excellence in research, teaching, service and learning**? How do we assess and report on it?
- What are the most important directions we need to take to **ensure that the University of Windsor becomes a truly inclusive, welcoming, and equitable campus where everyone can feel that they belong**?
- How do we effectively and respectfully **meet our responsibilities to Indigenous people, communities, and families under the Truth and Reconciliation Commission** of Canada's Final Reports and Calls to Action?
- What is our **role in the community** and how should that evolve over the next five years? How do we continue to **build and enhance partnerships in support of research, learning, and the resilience and prosperity of our communities**?
- What core practices and decisions need to be made to **enhance student success, engagement, and experience** and to support **equity in access to opportunities**?
- What factors are barriers to celebrating the **University's many strengths**? What would help to enhance the University's **reputation**? What is **our impact as an institution** and how do we demonstrate that?
- What do we need to understand better and take action on so that our work and learning spaces and the relationships we build in them increasingly and **consistently operate from a foundation of care, respect, and compassion**?
- What key aspects of our **regional economic and demographic context, provincial funding models, and the global post-secondary sector** need to be taken into account as we work to **ensure a financially sustainable approach to supporting our core mission**?

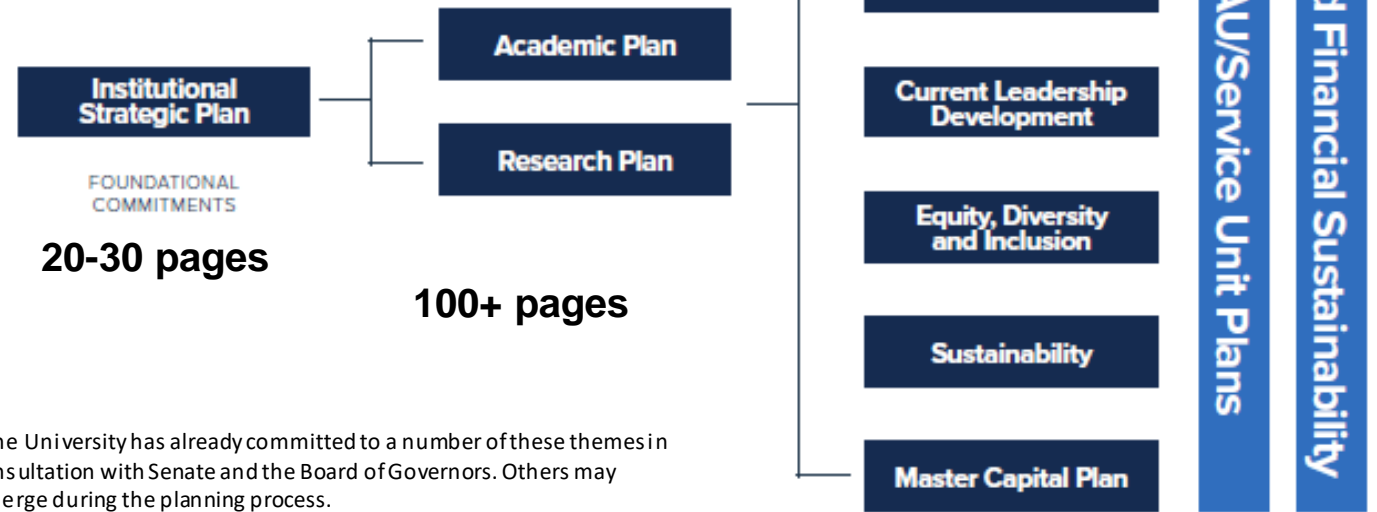
Campus-Driven Process Guiding Principles

- The President's questions were a part of the original [process document](#) and [feedback survey](#) that posed the campus community how they wanted this process to move forward.
- Based on the feedback the consultation process was designed to strive to meet the following Process Guiding Principles:
 - **Be inclusive**, engage the campus and community
 - Ensure lived experiences and goals of diverse communities are key to planning so that the ultimate strategic plan fosters an increasingly **just, inclusive, equitable, and welcoming campus**
 - Provide opportunities for the campus community to **listen, learn and share**
 - **Strive for transparency** through extensive and timely communications and numerous opportunities for input and feedback
 - Emphasize a process that encourages **collective learning, supported by research and analyses** drawing on multiple sources and forms of data.
 - Build **stronger community engagement**
 - Be **inspirational**, focus on **excellence, impact, and growth**
 - **Be practical** and recognize that in some cases a phased approach may be necessary

Choosing a Model: Cascading Strategies

- The planning focuses on the development of these components of Institutional Strategic Planning
 - University's mission
 - Values
 - Vision and goals
 - Objectives and benchmarks
- After the Institutional Strategic Plan is finalized, we will develop aligned, implementation plans with specific foci.
- Academic & Research Plans 2023. These are increasingly specific plans, but aligned to an overall vision.
- Working towards strategic alignment across the institution with these plans.
- Resource allocations will be guided by the priorities outlined through this process.

Cascading Strategies



Possible implementation plan areas*

*The University has already committed to a number of these themes in consultation with Senate and the Board of Governors. Others may emerge during the planning process.

Information Gathering in Strategic Planning

- A multi-part data collection process began in Fall of 2021 and continues through the feedback process on the framework.

• Institutional Data

- Existing institutional data as well as identifying data gaps that had to be considered

• Contextual Factors

- External reports as well as data on local, provincial, national and international trends

• Campus & Community Perspectives

- Consultations and engagement process

Institutional Data and Reporting: Topics

- Anti-Racism
- Campus Infrastructure
- Engaging Communities and Partners
- Enrolment Trends
- Equity, Diversity and Inclusion
- Faculty-Specific Information
- Federal Funding in PSE
- Financial Sustainability
- Graduate Student Experience
- Institutional Demographics
- Provincial Economy
- Provincial Funding in PSE
- Rankings and Reputation
- Regional Demographics
- Research, Creative Activity and Innovation
- Student Success
- Teaching and Learning
- Undergraduate Student Experience
- University Budget Model

- You can find all of these [information sheets](#) on the [engageuwindsor.ca](#) website.

Contextual Factors

- There was also a recognition that the University does not operate in a vacuum.
- As a result, a wide range of internal and external documents were also reviewed.
 - ABR Taskforce Report, Enterprise Risk Management Plan, Sustainability Taskforce Recommendations, Employee Engagement Survey Results etc.
- Additional research was conducted related to best practices and trends in these space. Additionally, community research and plans were also considered
 - Windsor Works, County of Essex Strategic Plan, St Clair College Strategic Plan, ProsperUs Community Reports, WECF Vital Signs Report etc.
- The list is illustrative, not exhaustive.

Engrained and changing demographics	Equity, Diversity and Inclusion	Indigenization and Decolonization
COVID-related educational outcomes	Economic and business conditions	Technological change and adoption
Crisis of trust in institutions	Political conditions	Climate and environmental issues
Labour market changes	Cross-Border Conditions	PS Competition
Mental health crisis	Neighborhood/Local Conditions	Changes in PS Sector
Educational mindsets and delivery models	Enterprise Risk Management	Collectively Bargained Agreements

*Illustrative list

Consultation Timelines

Requested/Key Group Consultations – Retirees, Tri Colleges, Registrars, Deans, SLF, Managers Forum **April – September 2022**

Faculty Council Presentations
April – September 2022

Online Engagement Platform
November 2021 – September 2022

Process Survey
Oct/Nov 2021

ASPIRE Survey
Feb 2022-March 2022

Staff and Faculty
Conversation Cafes
April 2022

July and August 2022
Community Engagement and
Partner meetings

Alumni Survey
August 2022

Nov 17 2021
Steering Committee
Convened

March-April 2022
ASPIRE Student
Conversations Cafes

Faculty and Staff
Design and
Discussion Sessions
June 2022

August 2022 EDI
and Anti-racism
Consultation

March -April
Employee Engagement Survey

Ongoing- Consultations with Indigenous Communities

November 2021-October 2022 – Open submissions via email

Data Collection

- Institutional Data Review
- Contextual Factors Research
- Consultation:
 - Over 1,000 students engaged both in person and online.
 - Over 500 staff and faculty engaged both in person and online.
 - Topic specific design/discussion sessions (Teaching and Learning; Research and Creative Activities; Community Engagement; Campus Experience; Equity, Diversity and Inclusion; Anti-Racism) leveraging a best-practice ORID Method)
 - Targeted on-campus group engagement and submissions (Tri-Colleges, Retirees, Alumni, Faculty Councils, Managers' Forum...)
 - Off-Campus Community and Partner Engagement
 - Engaging with and through groups like Invest WindsorEssex, United Way, Chamber of Commerce, Business Improvement Associations
 - Public listening sessions and community events.
- Distinct Indigenous consultation process
 - Total engagement points to date: **5,399**
 - **38,000** data points have been captured.



On-Campus Consultations

For Public Comment

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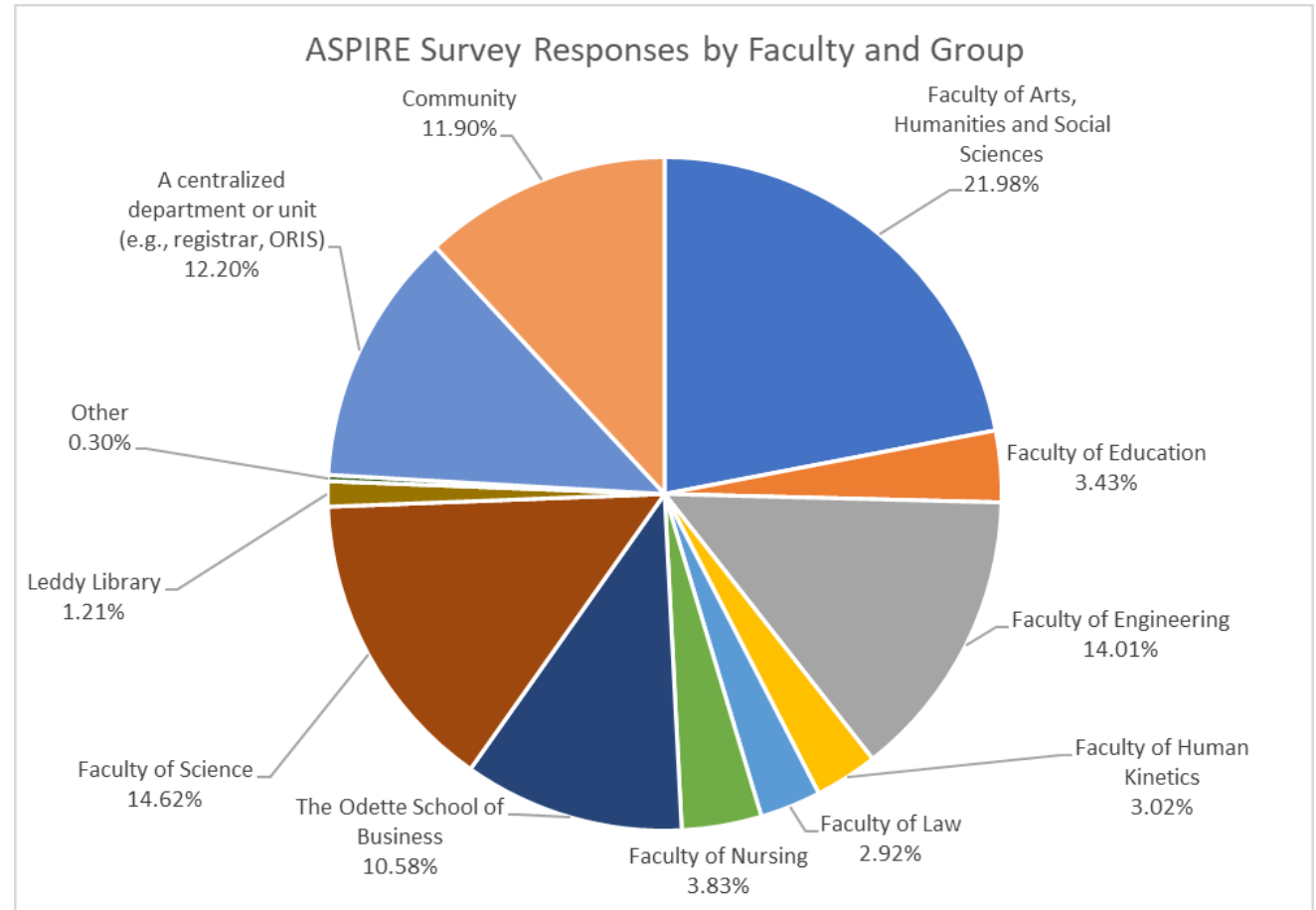


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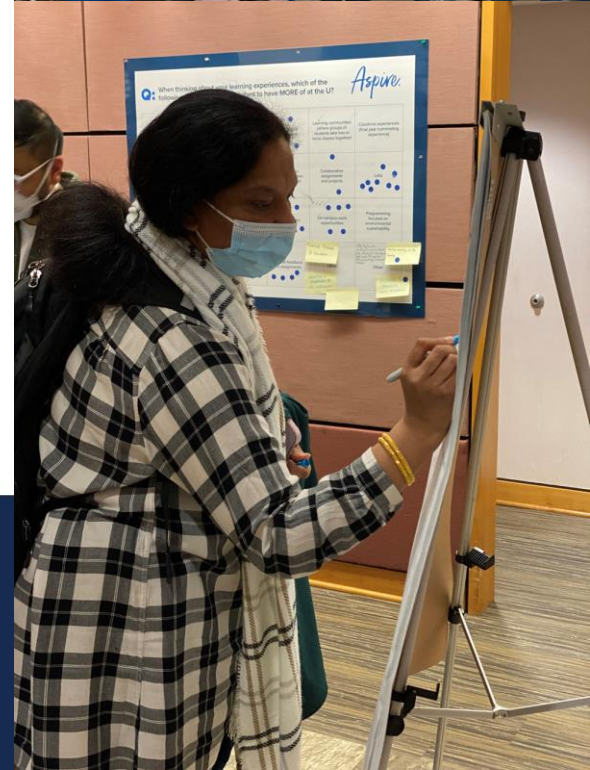
On Campus Consultation – Aspire Survey

- Consultations began in February 2022 with the Aspire Survey.
 - This survey was designed to garner feedback and prioritize on issue areas that the campus communities felt important to enable future consultations design.
 - We also used this survey to get some foundational input on the 2010 Mission, Vision and Values of the institution.
- The launch of this survey was delayed from a planned January launch due to the delayed return to campus because of COVID-19.
- Just over 1,500 survey responses were collected of which 1,093 were completed.



On-Campus Consultations: Conversation Cafés

- In March/April based on the feedback from the ASPIRE Survey we hosted a series of in person "Conversation Cafés – some of the first in-person events after returning to campus.
 - 655 students and 200 staff and faculty attended events spread across 8 sessions.
- High-level questions focused on:
 - Teaching and Learning, Equity, Access to Education, Openness to Change, Research and Creative Activities, Campus Climate, Student Experience and Community Engagement were asked.
 - Core process questions as well as two questions about COVID-19 responses and impacts were also asked.



KEY findings from Conversation Cafes

- A clear distinction in perspective and priority between students and Staff/Faculty.
 - Ex. EDI seen as the greatest strength and weakness of the institution required additional consultation.
 - Students were more pragmatic on the role employment and connection implications of University while Staff/Faculty were more aspirational.
- The role of impact of the Library during the pandemic was vital. Seen as one of the few common social spaces that everyone could gather.
- Frustration with foundational issues: lack of connection, silos, infrastructure, lack of supports etc. was clearly articulated as a major barrier to institutional progress.
- Summary of the ASPIRE Survey, and Conversation Cafes consultations can be found here

Design/Discussion Sessions

- Paired sessions were held in June inviting staff and faculty to engage in deeper conversations on: Teaching and Learning, Community Engagement, Campus Climate and Research and Creative Activities leveraging a best practice ORID method.
- Initial sessions were held with identified experts to stress test the process and method, as well as to get key input on the discussion's topics.
- Those leaders then facilitated the larger more general sessions that were held with the campus community



KEY findings from Design/Discussion Sessions

- These discussion sessions allowed participants to dig deeper into the specific challenges and untapped potential of the institutions in the for topic areas.
 - Teaching and Learning, Research and Creative Activities, Community Engagement and Campus Climate.
- A number of topic specific priorities were identified as well as a series of cross cutting factors that were sources of frustration and apathy.
 - These became the basis for the Foundational Commitments.
 - While areas of untapped potential became the focus for our Strategic Priorities.



Consultation Data Focusing on Equity, Diversity and Inclusion and Anti-Racism

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Equity, Diversity, and Inclusion and Anti-Racism Consultations

- Focused Consultation Sessions on Equity, Diversity, and Inclusion as well as Anti-Racism organized in partnership with the Office of VP EDI
- Intended to operate in conjunction with an overall effort to pursue inclusive practice throughout the planning process – a learning experience for everyone
- Planning Committee: Clinton Beckford, Rebecca Major, Marium Tolson-Murty, Anneke Smit, Beverly Jacobs, Selinda Berg, Erika Kustra, Cherie Gagnon, Radha Patel, Phebe Lam, Elayne Isaacs
- Research Assistants: Chinyere Obinna and Jemimah Amos

Equity, Diversity, and Inclusion and Anti-Racism Consultations

- Similar model to the discussion sessions:
 - 3-hour discussion with facilitated framework with ORID style questions.
 - Facilitators debrief afterwards to help ground the responses.
 - Hybrid model
- Diverse group of facilitators and notetakers recruited for these events.
- Materials focused on the institutional history, EDI efforts, current initiatives and frameworks, aspiration for change moving forward, current and needed data sets.
- Extensive multi-layered recruitment strategy: strong turnout.



EDI Session Key Themes

- **Relationship Building and Culture Change** – Need time for healing, transparent processes, ongoing data-based evidence of challenges and progress,
- **Accountability**, metrics, and **better, accessible data** - necessary for transparency and trust within the institution.
- **Sustainability of culture change** – must be engrained in policy to be made permanent and how does the work not just fall to a few people.,
- **Consistent listening and communication/feedback** – acknowledge those doing the work. Clear communication channels both vertical and horizontal structures. Need for **safe, accessible complaint mechanisms**. Taking consistent action on stated challenges.
- **Education, curriculum, and training** - ensuring it is inclusive and equitable. There is opportunities for faculty to train.
- Recognition of **workload** – reward structures for leading/supporting EDI work by reducing other work.
- Recognition of key differences in **faculty/staff contexts**
- **Inclusive recruitment, career development and retention strategies**, leadership development -- data needed.
- **Community Engagement/Leadership** – Not just on campus but becoming a community leader in this space, intersectionality with sustainability
- **Campus spaces and resources** - that are accessible and safe for distinct groups.
- **Accessibility** -- must not be treated as an afterthought and
- Importance of a **holistic approach** that addresses needs across all communities that experience marginalization
- **International student concerns** identified including expectation alignment, employment opportunities, housing to name a few.

Anti-Racism Session Key Themes

- Develop a culture of anti-racism and ensure **grassroots voices have processes to be heard.**
- Ensure **policy** is in place and there is **accountability** for success or failure to meet that policy – students, employment, recruitment, complaint mechanisms, recognition of workload....
- **Training for staff** that is extensive, systematic, and provides extra credit and recognition. Training for those in specific roles.
- **Leadership – needs to demonstrate anti-racism both on and off campus.** No reason we can't be a regional leader in this space but positions and leaders need to be permanently established.
- Need for **systematic diversification of workforce**
- **Experience of international students** and need for greater services, support and consideration
- Need to **recognize and reward campus employees**
- **Student support, engagement, and experience**
- Resources and support

Consultations With Indigenous Communities

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Indigenous Consultation Process

- Relationship and trust building
- Active outreach
- Explicit recognition of need for distinct approach
- Redrafting of Land Acknowledgement will form part of consultation
- Planning for culturally appropriate events
 - Communities on campus
 - Local urban Indigenous peoples, groups and organizations
 - "Nation-to Nation" engagement
- Also woven into other consultations where appropriate

CONSULTATION STRATEGY WITH Indigenous Peoples

This event is one step in a larger consultation plan, and at this event we are aiming for broad-based input from students.

We bring it to campus knowing how important it is that other parts of this process engage **Indigenous Peoples**, who are rights-bearing stakeholders and members of their communities, in ways that respect, acknowledge and attend to their lived experiences.

The University has a long way to go in the work to establish the respectful, effective and systematic consultation processes with Indigenous Peoples that are necessary to address decolonization and Indigenous Peoples across the Institution. Building strong and trustworthy relationships with Indigenous Peoples is a critical first step. In parallel to the primary strategic planning process, we are therefore initializing a formal consultation process with three primary engagement pathways:

- On Campus – AEC, Indigenous staff and faculty, students.
- Local urban Indigenous groups and organizations.
- "Nation to Nation" engagement with local First Nations, Métis, and Inuit communities.

These pathways will be explored slowly over the coming months to enable sustainable direct consultation while still enabling engagement in the broader process.

It is important that this work not be undertaken in a silo, but that it also respects the time and effort that is involved in doing this work in a good way. More information about this process will be available soon.

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Consultation with Indigenous Communities

- First meeting with Caldwell First Nation – August
 - First meeting with Indigenous Elders - September and upcoming
 - Meeting with the Board of Directors of CanAM Indian Friendship Centre
 - Indigenous staff and faculty retreat – November 19
 - AEC engagement (upcoming)
 - Relationship building and initial discussions of consultation with surrounding First Nations and urban Indigenous organizations underway
- What has begun is a process of listening and learning. This process will continue beyond the strategic planning process and lead to an eventual Indigenous Strategic Plan for the University of Windsor.

Emerging Areas of Focus

- Training regarding anti-Indigenous racism and cultural safety
- Indigenous space and Indigenizing spaces
- Recognition of Indigenous languages and curriculum development
- Broader curriculum development
- Ongoing consultations with Indigenous communities and relationship building
- Partnership with Indigenous communities and organizations (e.g., research)



Off-Campus Consultations

For Public Comment

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Off-Campus Community Consultations

- Individual household outreach
- Event pop-ups – 28 hours in the community
- Listening Sessions – Four 4-hour events at Mackenzie Hall and the Alan Wildeman Centre
- Survey shared by United Way, Workforce Windsor-Essex, Chamber of Commerce to their networks of organizations.
- Alumni survey
 - Over 450 responses – aligning with many of the same themes we are hearing from the campus community



Off-Campus Community Consultation Feedback

- Community members were happy/surprised the university was asking them their opinion.
- The University can be better engaged with a wide range of communities off campus.
 - Making the campus welcoming and thoughtfully community friendly
 - Communications, attending events, partnerships, coming to the table, input and feedback loops, etc.
 - Reciprocal partnerships in areas of mutual interest – many perspectives and priorities
 - Shared learning and collaboration in areas of regional concern
 - Diverse interests and perspectives
- Importance of creating pathways and coordinated approaches so that individuals, communities and partners can more easily and systematically engage the university
 - This was echoed in the Alumni survey - who are looking for more and unique engagement opportunities that drive community impact, better communication from the institution while attempting to over the come barrier that many of our alumni are not local after graduate.
 - A need to support and potentially lead advocacy on critical community issues: housing, transit, EDI and anti-racism, poverty remediation, educational attainment, sustainability
 - Co-learning from communities is an important approach that must be explored.
- Shared resources and infrastructure with community groups as an anchor institution in Windsor-Essex.
- Asked that we come back with the strategic plan and develop go-forward dialogue and consultation planning

Summaries of Consultation Findings

- Brief summaries of consultation findings are available on the engageuwindsor.ca website in a series of **Consultation Data Summaries**
- All data from the consultation process will be made available for subsequent institutional, unit and other key plans. A process is being derived so this data is more broadly sharable.

Next Steps

For Public Comment

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Next Steps

- Feedback will be solicited on the framework through multiple avenues of engagement
- Online survey
- Email submissions to stratplanning@uwindsor.ca
- Virtual Townhall
- Group engagements – Deans, Assistant Deans, Department Heads etc.
- Once feedback is received, the final draft of the Strategic Plan will be ready for review and approval by Senate and Board of Governors in Winter 2023.