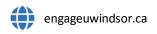# Summary Report of Campus Consultations:
Campus Climate and Experience

The Design and Discussion sessions were undertaken using a facilitated discussion framework called ORID. The ORID framework breaks complicated conversations into four specific segments (Objective, Reflective, Interpretive and Decisional) which allow for participants to engage key conversation components. In many cases, additional prompting questions were used by facilitators to draw out additional insights from participants. The data presented prior to discussions was, in part, based on the information sheets that were hosted on engageuwindsor.ca.

Each of the design and discussion sessions that were held in June of 2022 leveraged this framework. The responses below represent the strongest or more common responses as captured at those sessions. Clustering of responses to general statements did occur to assist in compiling this document. Underlined headers were the core questions that were asked at the session while bolded headers represent some of the prompting questions that were used for each section to generate discussion.

Objective – What does the shared data tell you objectively about the topic?
- Data from employee engagement survey is important
  - Issues with mental health are paramount!
- Disconnect between faculty, staff and students on priorities in the data that has been collected
- Student perspectives look a lot at infrastructure – where they meet, study and hangout is all important to them.
  - Library is highlighted as important by students. Was open during COVID.
- University needs better communication
  - People don't know what is happening around campus, only hear about things after they are completed rather than when they are in a planning stage
  - People don't know where to get help, no one answers the phone
  - Students are forced to bounce from unit to unit trying to get answers rather than one stop shop
- Better connection
  - Limited opportunities for people to connect, particularly outside of formal settings
- Importance of high impact practices – teaching, research, engagement
- Some surprise at the poverty and post-secondary education level in the region
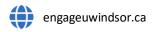
What is missing?
- Big gaps in data
  - o Student perspectives, demographic-cultural data, alumni data, data on facilities and spaces, student engagement
- International student perspectives - often clustered in isolation
  - o Opportunities for collisions and cross pollination needed
- Equity, Diversity and Inclusion and Truth and Reconciliation need to be more of a focus. Student experiences - lounges and spaces.

Reflective – How does that data make you feel?
- Civility and respect have been discussed for many years but have not been addressed
- Survey responses revealed people were unsatisfied with parking and services. Others noted that it should be made clear that this area is not funded.
- Such a high percentage of graduate programs are international students. We're probably letting them down.
- Infrastructure - finding a balance between maintenance and innovation is important
- Deferred maintenance is an overwhelming number. These issues are so many and so big... from an operations point of you just try to fix anything. We have to be willing to accept incremental improvements.

What do you find worrisome?
- We talk about new infrastructure but don't maintain existing infrastructure. Little understanding of how decisions are made or the impacts of deferred maintenance on students, staff and faculty's campus experience.
- Is there enough bandwidth to change the things that have to change successfully?
- Need strong fundamental values that bring people together
  - o Divisions between faculty and staff, differences between different faculties
- Staff and faculty – Not knowing where your career is headed professionally, is worrisome. There is less motivation to work if you don't have a sense of institutional direction. Staff and faculty are sometimes discouraged by what is available.
- Student perseverance is really important
  - o Lack of good campus experience hurts student perseverance
- Mental health among faculty is a key concern. Why not address the same as students for faculty (i.e. dedicated staff/faculty supports that mirror student supports) and emphasize work/life balance. Lots of pressure for tenure and productivity – have compassion and acknowledge these pressures.
- People are looking for incentives, which can be a challenge in complex employment contexts. The sense of silos existing. It's too hard to be invested in too many areas. If you're going to do something well, sometimes it needs to be a more targeted thing.
- Lack of planning around equity, diversity, and inclusion and Truth and Reconciliation
- Managing expectations of the strategic planning process.
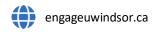
What are you hopeful about?
- Where we have opportunities of sharing our own personal views is definitely useful. We have started to have conversations and that's where the real stuff is.
- Pleased the issues of accessibility came up on the radar. It's a part of the theme, not just the building, but access to supports as well so glad it made the radar.
- Shocked at how much of the employee engagement findings are favorable. Percentages are higher than expected based on stories that have been told.
  - o Initial steps taken by President Gordon and Leadership changes are giving hope of systemic change
- Amazing staff and faculty who go above and beyond every day!

Interpretive – What does this mean for the institution?
- Accessibility is an issue in many buildings. Our downtown buildings are underutilized. There are many beautiful classrooms and state of the art equipment in the downtown campus buildings, but they are only serving a small portion of our campus. We need to better use the spaces that we do have.
- There are have and have-nots at this university from an infrastructure point of view. This is reflective of the university's approach for prioritizing big-ticket items that benefit few people.
- Lots of things that improve the student experience need to be front and center in our outcomes. But what does this mean for metrics? The data shows that students are not as happy by the end of their time here. We need to identify priorities that will have positive outcomes on our students.
- Commitments that activities are not just one offs – Employee Engagement, ABR follow up, etc.
  - o We should set reachable goals. We need small progress…but continuous small progress. And these achievements should be celebrated.
- Silos - it is so difficult to see opportunities outside where you work. There is no continuity.
- We need better succession planning
- Onboarding students as rivals to other departments is not helpful in promoting pride in the University

What information is needed to move this priority forward?
- Look into student results and what they are struggling with. Really need to understand what students want. Early warning to students is good. Give response to student regarding their program selections early.
- Learn from other Universities and from the Alumni
- For culture and atmosphere, the institution needs to create social events that take people out of their silos. We could also have an onboarding event so that all staff, faculty and students get to see all of campus and meet people in senior leadership when they start here.

- Clear objectives… whether at a unit level or institutional level, so that we can assess ourselves and actions accordingly. Commitment to students and student support are a team effort that involve whole communities. Staff are turned off from not being heard, and there is a lack of trust that people will be taken seriously.
  o Staff at here for 30 years and senior leaders often for 5-10 years. Ask staff what is needed, not consultants.
- Many factors like financial aid, physical needs, drive decision making for students. Students need more education on finances, how to navigate the transition from high school into university.
- How to engage and support students with lower entering grades and enable them to excel and also thrive in workplaces.

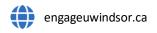**Decisional – What should we do with this data? Now what?**
- What comes out of this process needs to be small, concrete things… where everyone can see the university is doing something. The university should say they're going to do something and then do it. Identify small things that are achievable. We need to scale down from this global perspective that we are here to change the world.
- Sustainability is not the most important thing to us...what's important is water dripping on students while they are learning
- Focused teaching/clearly communicating expectations
- Marketing – promoting the Lancer brand

What is the university's untapped potential in campus climate and experience?
- The university should find a better way to communicate than the Daily news. There should be a one-stop platform internally to let staff and faculty network between themselves to post information going on in the school in a more concise manner.
- Simply having a centralized hub for students where they know where to go for help to answer high level questions can improve their experience
- Excellent local initiatives need to be shared more broadly
- Recognise what we are celebrating. Do what we are good at. We have success stories.
- Connecting with each other. Collaboration and team work can make a huge difference.
- Greater focus on equity, diversity, and inclusion
- Greater focus on Truth and Reconciliation

What are key strategic directions for enhancing campus climate and experience?
- Remove barriers that make it difficult for staff to get involved with activities on campus.
- Make sure everyone is aware of all the services available.
- Student experience needs to be one of our core compass ideas leading the strategic plan.

- Other campuses have class reunions where they connect/ hear stories from alumni. Perhaps this is something we can expand to better engage our alumni.
- We shouldn't lose track of investing in professional development for staff to be able to provide a better student experience.
  - Some staff may benefit from coaching and different levels of learning and development to be able to more effectively deliver services
- Student experience is mostly what happens outside of the classroom. for example, cashiers, registrars. library, etc. Student experience with faculty is important but the student experience is about all those other things as well. They need to be an important focus of any strategic focus on the student experience
- A recurring theme was the concept of a centralized student services hub… we need one spot where students can go, and that is open at student hours (not open from 8:30-4:30pm).