

Summary Report of Campus Consultations: Teaching and Learning

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.

The data presented to focus group participants focused on teaching improvement activities; new program and curriculum development; enrolment trends; student success; undergraduate and graduate student experience; and regional demographics.

Objective – What does the shared data tell you objectively about the topic?

What does this information tell us?

- Compared to other Universities, UWindsor made up only 1% of new program developments. We are lagging behind in program growth, incubation, and development. This is also problematic as St. Clair College is now able to offer degrees.
- Students are concerned about curriculum and feel it is outdated – they feel they are not being heard in curriculum development and are concerned about the education and services they are paying for.
- There is risk associated with the decline in domestic undergraduate student enrolment despite international enrolment growth
- Fewer UWindsor students participate in student exchange and international experiences compared to other Universities. We need to examine what those experiences look like and how many students get these opportunities.
- We are becoming a set of professional schools according to the growth in professional and career-oriented programs

- Instructor practices are not as strong in later years of undergraduate experience as compared to earlier on in education and we must figure out why this is
- COVID created various ways (for teaching and learning) to meet the diverse needs of students. This showed us that we can be flexible in our teaching practices

What is missing?

- Perceptions of faculty and staff on how well they are delivering teaching and learning experiences to students
- Student success statistics broken down by sex, race and different abilities
- Voice of International students in how the University is doing in providing educational experiences and campus services
- Investments over the last five years and how funding and prioritization is distributed across various departments
- Trust building is missing. Teaching and learning cannot be done without equity, diversity and inclusion or without building trust.
- EDI lens to teaching and learning practices
- Data on faculty and staff regarding their mental health and wellbeing (emotional labour)

Reflective – How does that data make you feel?

What do you find worrisome?

- Decline in domestic enrolment and reliance on international recruitment as the generator
- Lack of new program development compared to other institutions
- Gap between theoretical teachings and industry practical skills for students
- The process of course feedback is unknown and underutilized
- NSSE data on instructor practices is quite poor comparatively
- Bureaucracy and red tape create obstacles for program renovation, curriculum reform, and pilot projects. This has a major impact on competitiveness, student recruitment, etc.
- Decentralized practice at the University

What do you find hopeful?

- Greater flexibility in teaching and course delivery
- Broad range of major program modifications in recent years
- Greater emphasis on experiential learning than peer institutions
- Strength in UWindsor faculty-student connections compared to other universities
- Potential growth for the University to connect with and help surrounding communities

What surprised you most?

- Student employment rates after graduation in related field
- Investments in classroom renewal and the number of hyflex classrooms on campus.
- Program growth in graduate studies

- Steady growth in St. Clair College enrolment
- Poverty rates in the region, especially neighbourhoods surrounding campus

Interpretive – What does it mean?

What have we learned?

- Faculty and staff are overloaded with work, and students are concerned about the quality of teaching and learning. Sessional and adjunct instructors need more support.
- Students have different learning needs and want choices in how they receive education
- There is a deep hesitation or lack of openness towards innovation among faculty which may be related to institutional processes
- The library is a significant learning source but often ignored. More investment is needed.
- A specific Teaching and Learning Strategy will help guide decisions at a high level, and we need also need a Digital Learning Strategy
- There is more room for professional development in teaching and learning practices
- The University relies on International student enrolment. We need to consider International student motivations, diverse needs and barriers, and support them appropriately.

What potential opportunities can we further develop?

- Further develop research and service but with teaching at the center
- More opportunities for interdisciplinary collaboration across faculties and departments
- More programming that prepares students for the workforce after graduation
 - o Course learning outcomes needs to be revitalized accordingly
- Enhancing the International student experience
- More opportunity for professional development
- Building more teaching and learning relationships with off-campus communities

What information is needed to move this priority forward?

- Define and offer a mechanism for students and faculty to give and receive feedback on teaching and learning experiences
- Institutional evaluation of which classes are doing well and which ones are not
- Data at the program level, can be pulled at an AAU level

Decisional – What should we do with this data? Now what?

What is the university's untapped potential in teaching and learning?

- Story telling about program initiatives happening across campus
 - o Recognize internal expertise and accomplishments
- Capitalize on what we are already doing well – continue the momentum.
- Bridge the gap between what is taught in classes and what skills are expected by industry

- Professional development opportunities for faculty and staff
 - o Be more proactive than reactive
- Interdisciplinarity in courses across departments – get out of silos.
- Utilize EDI supports to change culture of the institution
- Enhance partnerships and community connections:
 - o Industry and organizations
 - o Community groups
 - o Municipalities
 - o School boards
- Collaborations between CTL, Leddy Library and faculty
- Extend outreach not only to local community but rest of Ontario

What are key strategic directions for enhancing teaching and learning?

- Build relationships across campus
 - o Build trust and mutual respect, and improve communication
- More education on racialized issues, Indigenous pedagogy, and EDI in general
 - o Expansion of knowledge on gender, race, class and other forms of oppression
- Modernize learning outcomes
- Program development and innovation, informed by student voice and community
 - o Humanize teaching and learning to be more impactful
- Direct course to industry connections
- Streamline processes to initiate and implement changes on campus. Remove red tape and reduce bureaucracy.
- Greater emphasis on listening to student feedback on instructors, courses to empower teaching
- Greater support and better experience for international students
- Centralized institutional practice, coordination and knowledge exchange so that different pockets of the institution are not repeating efforts