



Strategic Planning Update

November 4, 2022

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Land Acknowledgment

Rob Gordon

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Agenda

- Introduction
- Consultation Updates
 - Community Consultations
 - Equity, Diversity and Inclusion and Anti-Racism Consultations
 - Consultation process for Indigenous peoples
- Mission Statement and Values Update
- Consultation Findings: Tactical Needs
- Consultation Findings: Strategic Directions
- Next Steps: Framework

Introduction

Rob Gordon

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Where We Started: Some Key Questions

- 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 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 **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?

- 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**?

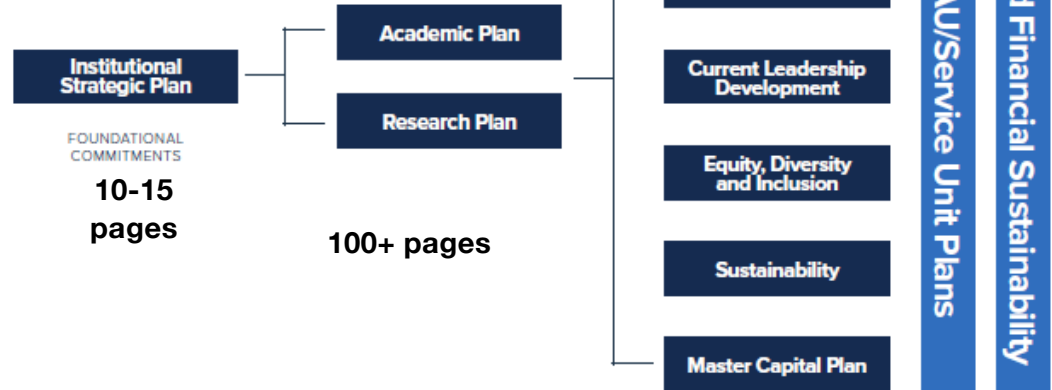
Campus-Driven Guiding Principles

- **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 current timeline and 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



*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

- Institutional Data
- Contextual Factors
- Campus & Community Perspectives

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

Contextual Factors

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

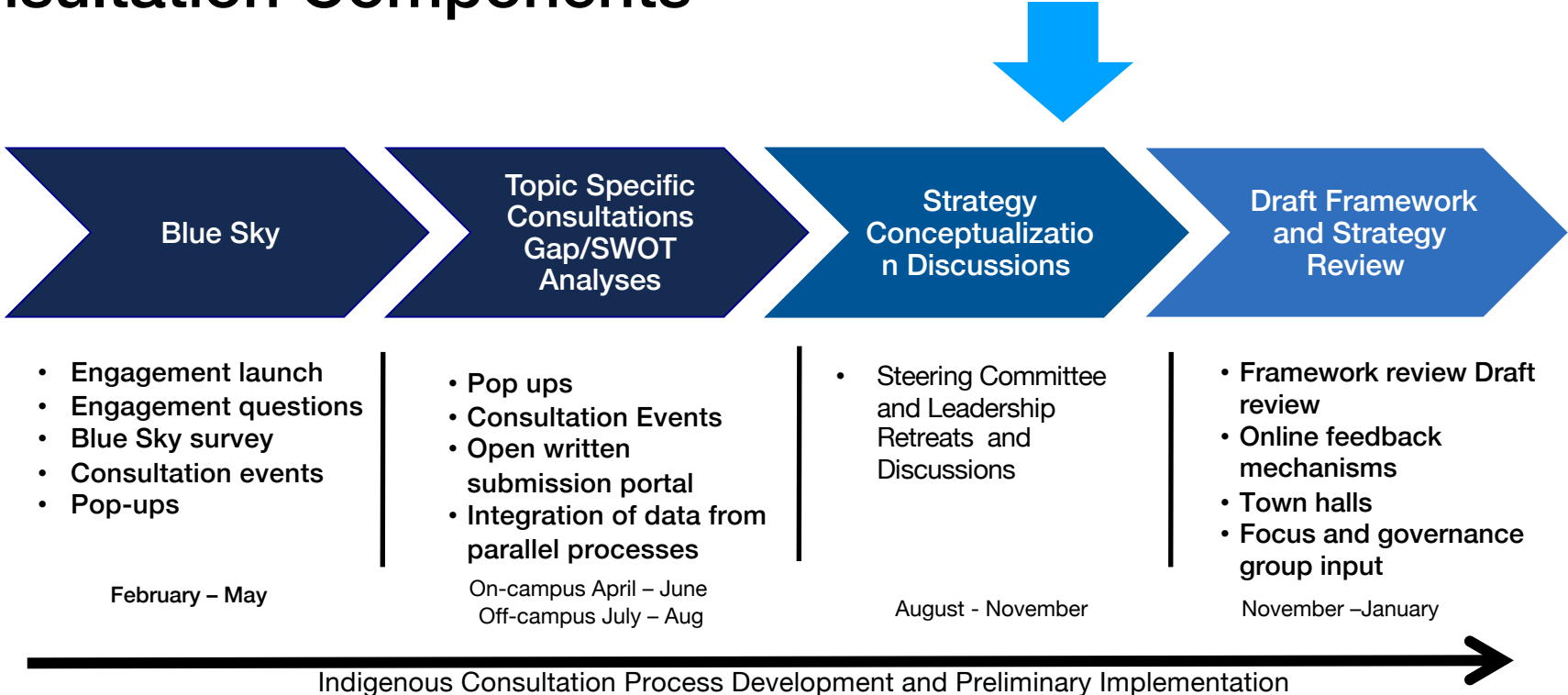
An aerial, high-angle photograph of a large, multi-story university building at night. The building features Gothic-style architecture with arched windows and a prominent tower. The scene is dimly lit, with a strong blue color cast over the entire image. In the foreground, a paved plaza with several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

Consultation Updates

Frazier Fathers

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Consultation Components



Consultations to Date

- Over **1,000** students engaged both in person and online.
- Over **500** staff and faculty engaged both in person and online.
 - Engagement with Faculty Councils
 - 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**
- **35,000** data points have been captured.



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



Community Consultation Feedback

- Community members were happy/surprised the university was asking them their opinion.
- Most people do not understand the complexity of the University.
 - Lots of overlap between what the University should do and other city/neighbourhood issues – housing, international students, transit, west end blight, city building etc.
- From county events: a clear call for more county-focused engagement and opportunities.
 - Municipalities are seeking further, specific, and diverse types of engagement
- Asked that we come back with the strategic plan and develop go-forward dialogue and consultation planning

Community Consultation Feedback

- 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
- 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 an important approach



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

Clinton Beckford

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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-Murttty, Anneke Smit, Beverly Jacobs, Selinda Berg, Erika Kustra, Cherie Gagnon, Radha Patel, Phebe Lam, Elayne Isaacs

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



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
- **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**
- Recognition of **workload** – reward structures
- 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**
- **Accessibility** -- must not be treated as an afterthought
- Importance of a **holistic approach** that addresses needs across all communities that experience marginalization
- **International student concerns** identified

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

An aerial, high-angle photograph of a university campus. The image is dark and blue-toned. On the right side, a large, multi-story Gothic-style building with red brick and white stone accents is visible. It features a prominent tower with a cross on top and several arched windows. To the left of the building, there is a paved plaza or walkway where several small figures of people are walking. The background is filled with dense green trees. The overall atmosphere is quiet and academic.

Consultations With Indigenous Communities

Beverly Jacobs

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Indigenous Consultation Planning

- 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 Indigenousization 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 Urban Homes
- Indigenous staff and faculty retreat – November 19
- AEC engagement
- 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)

An aerial, high-angle photograph of a university campus. The image is dark and blue-tinted. In the foreground, there's a paved courtyard with several small figures of people walking. To the right, a large, multi-story Gothic-style building with red brick and white stone accents is visible. The building has many windows, some with pointed arches, and a prominent tower with a cross on top. The background is filled with dense green trees.

Values and Mission Statement Development

Patti Weir

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Values Development

- Values are the place we start: what drives our decisions and our behaviour
- Survey feedback on 2010 values and open-ended questions
- Steering committee review of values statement from other universities
- Subcommittee of steering developing values statements
- Drafts also being reviewed by offices of VP, EDI and Senior Advisor to the President on Indigenous Relations and Outreach
- Campus input on draft values planned for December 2022

2010 Strategic Plan Values

- Commitment to civility and respect for others
- Commitment to Highest Standards of Human Rights & Freedoms
- Commitment to highest intellectual standards
- Commitment to being a responsible steward of people, culture, resources, and the environment
- Commitment to have the student experience be a central consideration in decision making
- Commitment to applying teaching, research, & creative activity to issues of importance to the world

Campus feedback:

- General support for these values
- Need for updated language, change of emphasis
- Majority of respondents previously unaware of them
- Indications people feel we have not really lived up to these values

New Values – Themes

- Transformative and Inclusive Student Experience
- People: Care, Compassion, and Respect
- Equity, Diversity, and Inclusion
- Indigenization and Decolonization
- Community Partnership
- Academic Excellence: Connection and Diversity
- Sustainability
- Trustworthiness, Accountability, and Transparency
- Adaptability and Innovation

- Each of these values has a supporting statement to provide broader context and grounding in our institutional circumstances.
- Creating the foundation for the University we collectively want to be
- Still under development

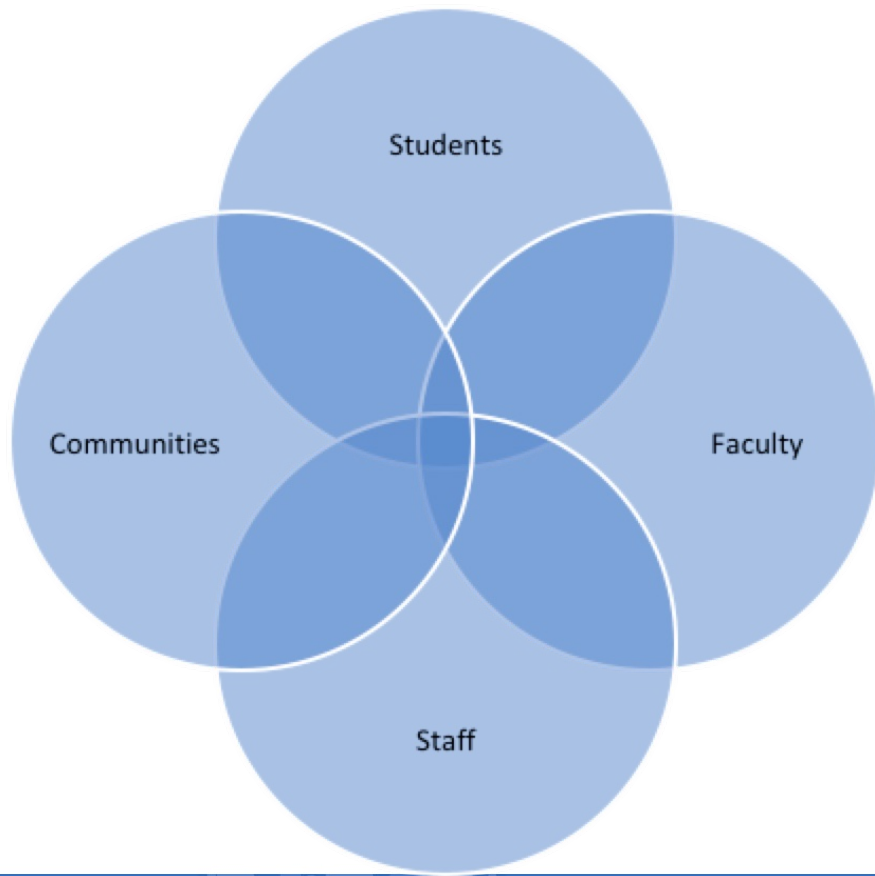
Mission and Vision

- The mission and vision are still in draft form with a subcommittee of the Strategic Planning Steering Committee overseeing their development.
- Full description of the mission, vision and values will be part of the final public review of the Strategic Plan Framework in December

An aerial, high-angle photograph of a university campus. The scene is dominated by a large, multi-story Gothic-style building with intricate architectural details, including pointed arches and a prominent tower with a cross. The building is constructed of brick and stone. To the left of the building, there is a large, leafy tree. In the foreground, a paved walkway or plaza is visible, with several small figures of people walking. The overall lighting is dim, suggesting dusk or dawn, with a blueish tint across the entire image. The text 'Consultation Findings' is overlaid in the center in a large, white, sans-serif font. The word 'Aspire.' is written in the bottom right corner in a white, cursive script font.

Consultation Findings

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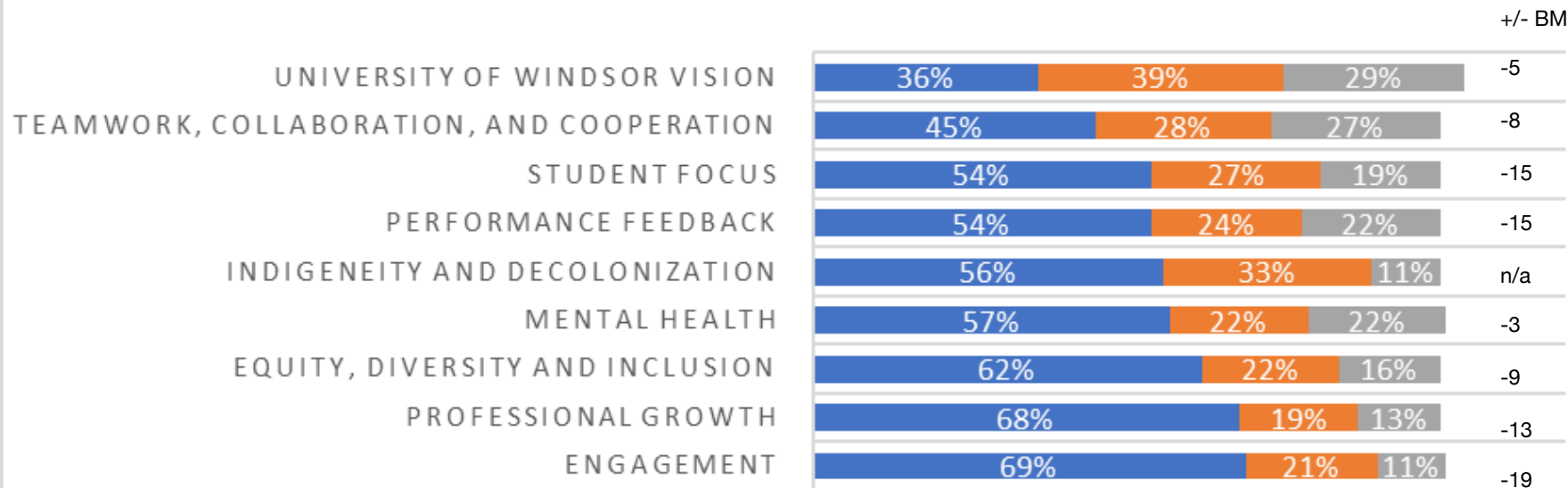
A university is its people.

Holistic, nimble and inclusive support for people and their work is fundamental to a sustainable model of student-centered, learning-oriented practice, to knowledge creation and innovation, and to a university that serves its communities and where everyone can thrive.

We're in this together.

EMPLOYEE ENGAGEMENT SURVEY:SELECTED OVERALL DIMENSION SCORES

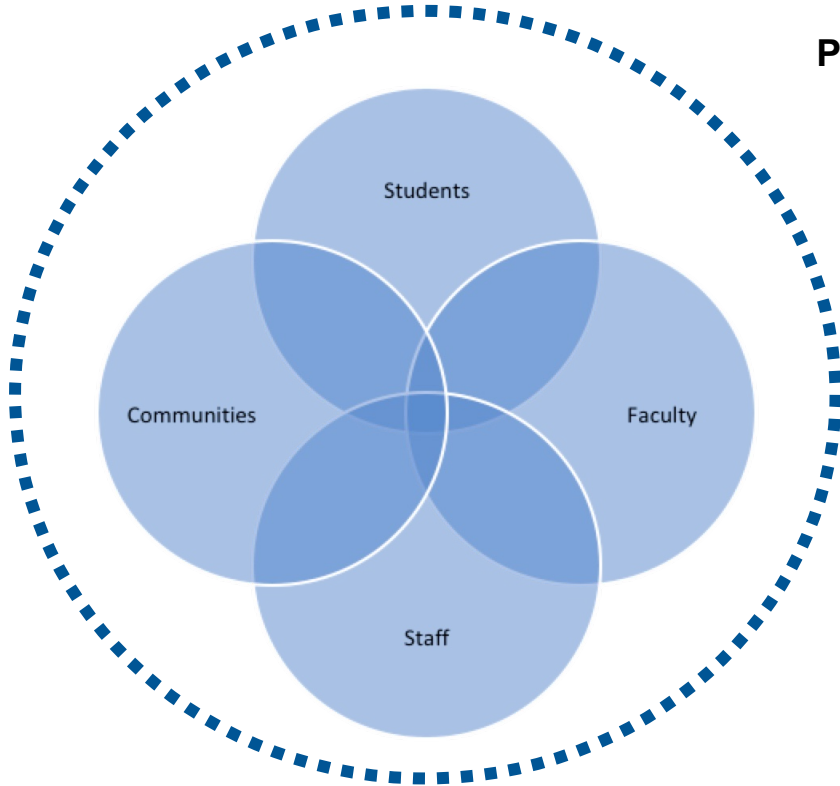
■ Favourable ■ Neutral ■ Unfavourable



What would it look like to truly, seriously, put the student experience at the heart of decision making?

Do the small things better.

When I come to campus, I want to feel like I'm coming to some place better.



People and culture:

- Emphasis on **connectedness and reconnecting** -
- **Internal communication and feedback loops**
- **Health and wellness**
- **Work-life balance**
- Paying attention to the whole person
- Need for **inclusive, equitable leadership and opportunity development**
- Need to become a **learning organization**, foster a learning culture, mobilize knowledge
- Systematic improvement of services supporting people
- **Governance, policies, and processes**
- **Trust**, trust-building, and trustworthiness

Putting People at the Heart of Decision Making

People

- Students
- Staff
- Faculty
- Partners
- Communities

Values

- Transformative and Inclusive Student Experience
- People: Care, Compassion, and Respect
- Equity, Diversity, and Inclusion
- Indigenization and Decolonization
- Partnership
- Academic Excellence: Connection and Diversity
- Sustainability
- Trustworthiness, Accountability, and Transparency
- Adaptability and Innovation

Broad Strategic Directions

- High Quality, Effective, Relevant Teaching and Learning for Everyone
- Bold, Impactful Research and Creative Activity
- Engaging, Engaged, Healthy, and Sustainable Campus
- An increasingly equitable, diverse, inclusive and just campus
- Continuing the journey toward Truth and Reconciliation
- Creating Local and Global Impact through Partnership and Community Engagement

Tactical Needs

An aerial, high-angle photograph of a university campus. The scene is dominated by a large, multi-story Gothic-style building with intricate architectural details, including pointed arches and a prominent tower with a cross. The building is surrounded by a paved courtyard where several small figures of people are visible. To the left, there are dense green trees. The entire image has a dark blue color cast, and the text 'Tactical Needs' is overlaid in white on the left side.

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Reaching Our Potential

Tactical Needs:

What's not working OR takes so much time, energy, effort to accomplish, that it prevents people from doing the work they really want to do or undermines the impact of what they do.

Strategic Directions or Priorities:

The big ideas or transformative solutions that can help up leverage our untapped potential to become leaders in a space. If we don't address the tactical needs, it's hard to get to these transformative possibilities

Tactical Needs

Across all broad strategic directions, six common types of tactical needs show up. These six areas of need must be tackled, firstly as a core part of focusing on and empowering people – but also in order to be successful in any strategic priority.

- **Coordination**

- Streamlining processes and bureaucracy
- Institutional knowledge mobilization
- Silo reduction

- **Data**

- Comprehensive approach to institutional data
- Will not be able to be transparent unless we agree on what we are measuring.
- Accessibility of data

- **Communications - Telling our stories better**

- Both on and off campus
- Internal communications and knowledge sharing
- Feedback loops

s

- **Connection**

- Social Activities and spaces,
- Mentorship – on and off campus

- **Higher Quality Infrastructure**

- Physical, social, virtual, community...
- Maintenance
- Safety and accessibility
- Transparent and equitable resource allocations

- **Human Resources support and infrastructure**

- Talent recruitment, career and leadership development
- Performance management
- Organizational learning
- Leadership development and opportunities
- Campus climate

An aerial, high-angle photograph of a university campus. The image is dark and blue-tinted. On the right side, there is a large, multi-story Gothic-style building with a prominent tower and a cross on top. The building has many windows and a complex facade. To the left of the building, there are several trees and a paved walkway. A few small figures of people can be seen walking on the path. The overall scene is a mix of architecture and nature.

Strategic Priorities/Directions

Rob Gordon and Chris Houser

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Tactical Needs, Mountains, Moonshots

Tactical Needs, Mountains, and Moonshots operate across all areas of institutional activity.

Elements that at first seem like tactical needs can be integrated into either mountains or moonshots

TACTICAL NEEDS

Tactical and process needs that must be addressed for the university to thrive

MOUNTAINS

Cross cutting priorities, and important opportunities for engagement that leverage untapped potential while also addressing gaps.

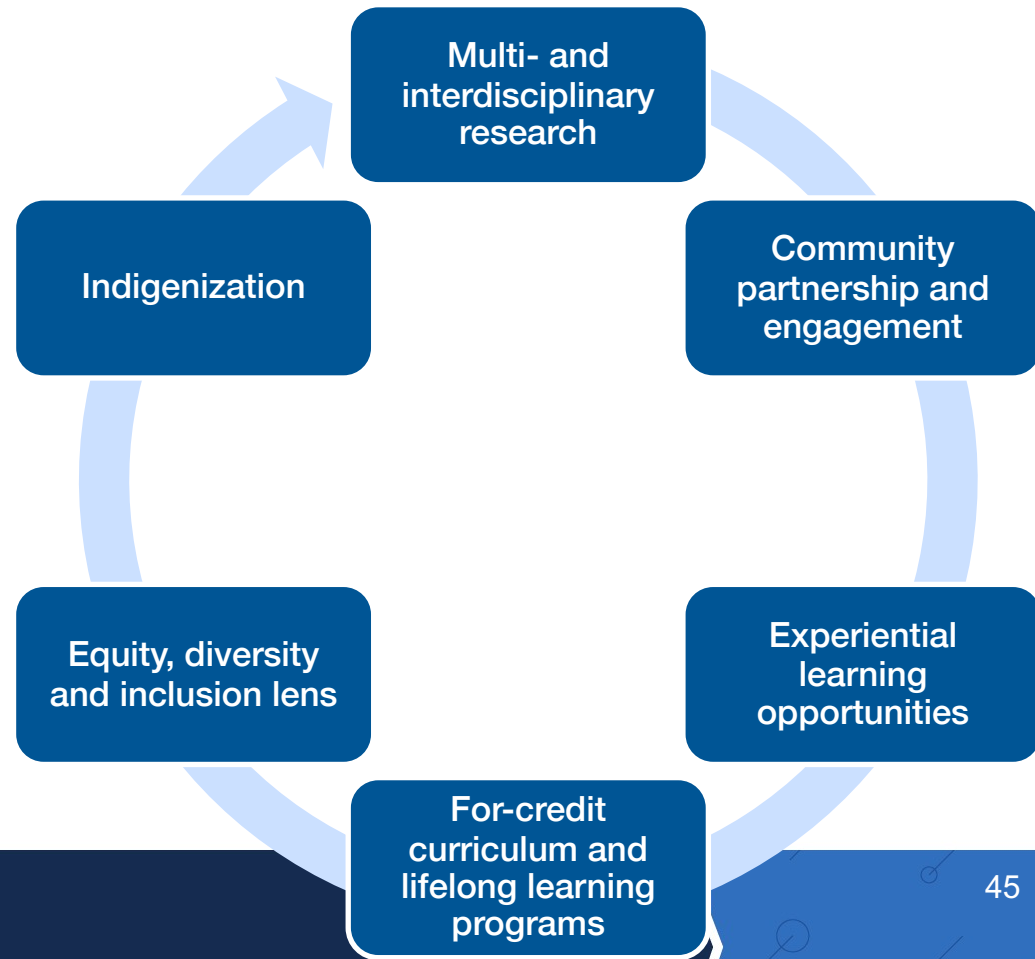
MOONSHOTS

Projects that, through significant cross-disciplinary and cross-functional engagement, address multiple institutional gaps while also enabling impactful efforts in transformative areas of focus, with the potential for regional and national leadership.

Identifying Strategic Opportunities

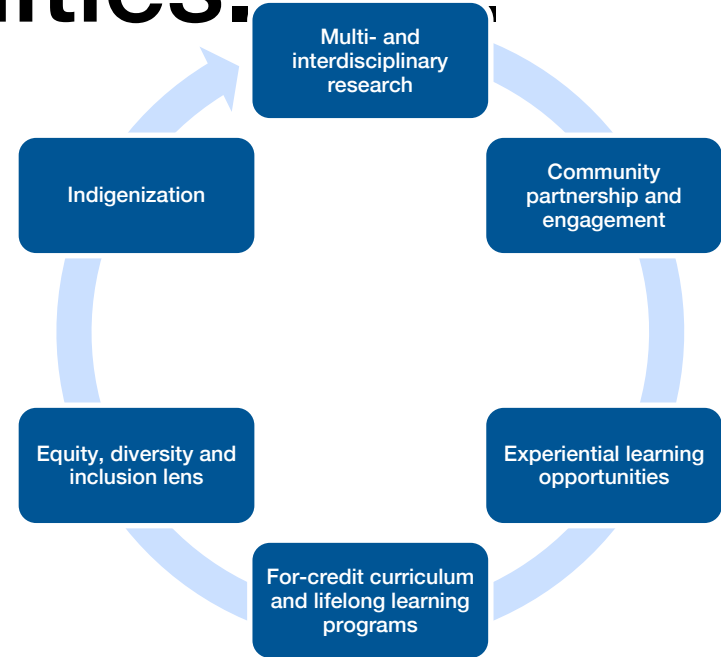
- Areas of comparative strength
- Allows for multiple points of entry
- Resonates with critical campus, regional, or global challenges – emerging or chronic
- Practice is strong, and resources exist, but activities are under-leveraged or under-coordinated
- Speaks to our values/core aspirations
- Drives enrolment
- Addresses key areas of institutional risk
- Financially viable
- Is a unique opportunity – if other conditions are met

Expanding Impact through Systematic Integration



Emerging Opportunities.

- Public and Environmental Health
- Smart Technology and Materials
- Indigenous Scholarship
- Black Scholarship
- Automobility and Cybersecurity
- Community and Regional Transformation



*this is a non-exhaustive list of examples that have been identified through this process

An aerial, high-angle photograph of a university campus at night. The scene is dimly lit, with the primary light source being the streetlights and building lights. A large, multi-story Gothic-style building with a prominent tower and a cross on its roof is the central focus. The building's facade is light-colored, possibly white or light grey, and features intricate architectural details like arched windows and buttresses. To the left of the building is a large, dark courtyard or plaza where several small figures of people are visible, suggesting a busy campus. The surrounding area is filled with trees and other buildings, all rendered in deep blues and blacks, creating a moody and atmospheric setting. The overall composition is a mix of architectural grandeur and quiet campus life.

Targets, Metrics and Next Steps – Framework Discussions

Gillian Heisz

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The Framework

- The framework will provide more information on all elements of the Strategic Plan including:
 - Refined Mission, Vision, Values
 - Framing of the institutional narrative
 - Prioritization of tactical considerations
 - Prioritization of strategic directions and priorities
 - Targets and metrics for success
- These are based on not only consultations data but also mapping to activities in parallel including:
 - Employee Engagement Survey, ABR Task Force Report and Action Plan etc.
 - Institutional Enterprise Risk Management Process
 - Indigenous Consultation Process
 - Sustainability Consultation Report
 - Contextual Factors Documents

Targets and Metrics

- Reviewed the metrics and targets of 14 universities across Canada both from Strategic Plans and subsequent annual reports.
- Using this scan to develop key metrics to track the institutions progress against.
- Three types of metrics
 - Institutional metrics – Institutional goal to be tracked annually over the lifecycle of the plan.
 - Ex. Employee Satisfaction – tracked through annual employee engagement survey.
 - Process metrics – These are singular goals to achieve part of the plan. The success of the process metrics may create other ongoing tracking of additional metrics related to that specific process goal.
 - Ex. Launch an Office of Community Engagement is the process goal. But that office will then have ongoing metrics to be tracked against around community partnerships, student placement etc.
 - Undefined metrics – These are metrics that require additional research, development, capacity and consultation.
 - Ex. Climate and Sustainability Goals – these goals are to be determined and priorities as part of the campus sustainability plan. Once priorities are determined assessment of priorities and tracking would occur.
- Initial proposed metrics will be included Strategic Planning Framework.

Next Steps

- November: Full framework development – this is intended to be a draft document for campus review
- In early December a Strategic Plan Framework document will be shared with the campus communities for review.
 - This document will be an undesigned summary of the major elements of the strategic plan. Will be accompanied by an executive summary from the President.
- Feedback will be solicited on the framework through multiple avenues of engagement.
 - Online survey
 - Direct feedback via stratplanning@uwindsor.ca
 - Virtual Townhall
 - Group engagements – Deans, Assistant Deans, Department Heads etc.
- Once completed in early 2023 the final drafting of the Strategic Planning will begin. Final draft to Senate and the Board of Governors Q1 2023.

An aerial, high-angle photograph of a university building with Gothic architectural features, including pointed arch windows and a prominent tower with a cross. The building is surrounded by a courtyard with several people walking. The entire image is overlaid with a dark blue, semi-transparent filter. The text "Questions?" is positioned in the upper left quadrant, and "Thank you for coming!" is in the center. The word "Aspire." is written in a white, cursive font in the bottom right corner.

Questions?

Thank you for coming!

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