



UNIVERSITY OF WINDSOR
Campus Consultation - October 2020

Growing Together

Background

In Spring 2020, the University of Windsor's [Carnegie Pilot Steering Committee](#) launched a series of consultations to learn about campus community engagement and support. These consults included the University of Windsor's faculty and staff, who were invited to complete an electronic form or participate in an interview to discuss:

- their community-engaged work;
- how the University of Windsor has recognized and supported that work; and
- how the University of Windsor could more effectively support that work in the future.

Faculty and staff were asked to discuss these themes as they pertained to teaching, research, service, received funding, and professional development opportunities.

Summary of findings

A. Participants

In total, 85 faculty and staff provided input on their community-engaged work (**Table 1**).

- 58 (32 faculty, 26 staff) completed the electronic form from March 12 - May 26, 2020.
- 27 (18 faculty, 9 staff) participated in interviews from March 16 - August 10, 2020.

Table 1. University of Windsor faculty and staff who participated in consultations.

	No. of participants	% total
Faculty of Arts, Humanities and Social Sciences	24	28.2%
Faculty of Science	11	12.9%
Faculty of Human Kinetics	6	7.1%
Odette School of Business	6	7.1%
Faculty of Engineering	5	5.9%
Faculty of Law	4	4.7%
Leddy Library	4	4.7%
Faculty of Nursing	4	4.7%
Faculty of Education	2	2.4%
Campus Services: Office of Research & Innovation Services; Residence Services; Aboriginal Education Centre; Alumni Relations and Advancement; Public Affairs and Communications; Office of Experiential Learning; Office of Student Experience; Office of Student Recruitment; Offices of Human Rights, Equity and Accessibility; Budget and Financial Services; Schulich School of Medicine & Dentistry; Alumni Affairs and Donor Communications	19	22.4%
TOTAL	85	100.0%

Participants shared a common understanding and appreciation for community-engaged work. Many expressed that they have witnessed a positive change in the university's culture in recent years and were excited by the possibilities that could come with a greater commitment to be community-engaged. The following quotations speak to the university's community-minded spirit and its desire for growth and change:

“I think that the university has done a great job trying to expand our engagement with the community and to raise the visibility of our profile in this area. I think that we can continue to grow and expand in this area if we can effectively problem solve some of the barriers ... I believe that there are many faculty members who are highly interested in doing this kind of work and showing these faculty members that this work is not only valued, but will be actively acknowledged and supported would be encouraging for them.” – *Participant 42: Faculty*

“I think that it's important for the university to look for ways to be partners in learning and teaching. People should not feel 'used' ... It can't be that only one party is benefitting. Both the university and community have to gain a lot from a project and that's what should be valued.” – *Participant 69: Staff*

“We should be challenged to think how our work is giving back to the community from a grassroots level. There's no manual on how you do this, but it's exciting that you get to shape this ... I just hope that my responses are going to help you give ammunition so that the university recognizes how important this is, whether you do this by introducing a new office or what. Just tabulating what's happening on campus and being a liaison with the community could just be the start.” – *Participant 70: Faculty*

“For community engagement to happen, we need to be empathetic to the community's needs. The starting point shouldn't be what we have to offer, but understanding what they need and how we modulate our offerings to meet those needs. Directly or indirectly, the community pays for our existence. At the same time, we're also responsible for introducing the community to evolving, state of the art projects. We are the brain trust of the community and the onus is on us to bring the latest developments to them.” – *Participant 83: Faculty*

B. Teaching and student learning (curricular and co-curricular)

40 faculty and staff provided input on community-engaged teaching and student learning.

- 25 (18 faculty, 7 staff) completed this section of the survey.
- 15 (12 faculty, 2 adjunct, 1 staff) covered this section in their interview.

A sample of examples of community-engaged teaching and student learning:

<p>Faculty of Arts, Humanities and Social Sciences</p>	<p>School of Creative Arts: Students and faculty hold 75+ public events (e.g., dramatic productions, concerts, film festival) a year, which is made possible by many community partnerships. Examples include a partnership with the Windsor Symphony Orchestra that allows: students to attend all WSO concerts, students to perform during WSO concerts, interactions with professional musicians, shared facilities, etc.</p> <p>Department of History: Each year, several faculty will provide mentorship and support to students by involving them in public history projects and connecting them with relevant community groups and members. In the course “Oral History,” students have interviewed people from the community to capture neighbourhood stories.</p>
<p>Faculty of Science</p>	<p>Faculty coordinates many outreach programs that provide extracurricular learning opportunities for students, such as Let’s Talk Science, Science Rendezvous, Science Olympiad, Science Academy, etc.</p> <p>Department of Physics: In the “Technical Communication Skills” course, students engage with high school physics teachers to produce web modules that teachers can then use for their students. In the “Physics and Society” course, students develop materials of relevance to the community and showcase them at the faculty’s outreach events.</p>
<p>Faculty of Human Kinetics Odette School of Business</p>	<p>Faculty has an internship course and has provided multiple internship opportunities to students in partnership with community organizations such as the Connections Early Years Centre and Nature School.</p> <p>As part of a course on interpersonal dynamics, MBA students run a project called Celebration of Community Champions. MBA students get paired with a leader in the community, interview them, and prepare presentations highlighting the champion’s leadership qualities and their impact.</p>
<p>Faculty of Engineering</p>	<p>Undergraduate capstones projects, which are typically of a design-build-test format, often involve industry partners.</p>
<p>Faculty of Law</p>	<ul style="list-style-type: none"> • The Advocacy and Mooting Program engages students each year in a variety of mock advocacy competitions. Faculty coaches invite community partners to co-coach students and to act as judge or jury members in practice rounds. • Legal Assistance of Windsor is a joint project of the faculty and Legal Aid Ontario. Supervised law students receive academic credit for engaging in clinics and case work for low-income individuals in the community. • Offered courses that have engaged community members include the “Self-Represented Litigants Coaching Class” and “Clients.” These courses bring

	in legal professionals with experience working with certain groups (e.g., refugees) and people from the community who have gone through the court system as self-represented.
Faculty of Nursing	The faculty routinely seeks input from, and has partnered with, multiple community organizations to develop programming and courses to ensure that graduates are well prepared to enter the nursing profession.
Faculty of Education	The faculty’s Open Page website provides resources to elementary and high school educators. Resources include video reviews of classroom tools and ongoing webinars and drop-in series to support teachers in transitioning to online teaching.
Residence Services	Chosen learning outcomes include having “students gain the knowledge and skills needed to become socially and civically responsible citizens in their communities.” Residence staff have partnered with the United Way to receive training, raise awareness, and fundraise for the organization. Students in residence volunteer their time in supporting these initiatives.

When asked if teaching that involves community partnerships and/or collaboration is specifically recognized and rewarded by the University of Windsor, over half (57.6%) of participants responded that “it isn’t” (**Table 2**).

Table 2. Is teaching that involves partnerships specifically recognized?

Response	No. of participants	% total
It is	7	21.2%
It isn't	19	57.6%
Not sure	7	21.2%
TOTAL	33	100.0%

When participants were asked to explain their answer, common sentiments were that:

- Partnership work may get acknowledged (in DailyNews, Alumni publications), but the reach of that communication (and therefore awareness of it) is limited. Faculty and staff have to very proactive if they want to build awareness.
 - “I don’t know how many other professors would be inviting a camera crew into their office to do media. But if I hadn’t done that, I’m not sure who would know about it. So the model is that we have to be proactive about it if we want it out there. An internal mechanism for that kind of communication would be great.” – *Participant 78: Faculty*
- There are no formal ways to recognize instructors who do community-engaged teaching, apart from any influence a faculty member's community-engaged teaching experience may have in renewal, tenure and promotion (RTP) decisions (and in that case the value added is not explicit).
 - “If you really want to do work that is really community-focused or really community-engaged, it doesn’t really match up with the work you need to be producing for tenure. I think of the junior faculty—it's very hard to encourage

them to do work that involves going out and speaking to the community or posting things online for a public audience instead of putting them in peer-reviewed articles ... I think if we asked faculty to address that and rewarded them accordingly, you know, maybe not having that peer reviewed article, but reaching that goal of embedding themselves in a community they work with instead, then I think it would be easier to see really great community-engaged practice. But at the moment there is a mismatch.” – *Participant 60: Faculty*

- There are no funds that instructors can apply for to involve partners in the classroom:
 - “Bringing community into the classroom is really important. That’s going to be a priority for me. But nobody knows, except for my students, that I’m bringing people in from Toronto and paying for their honorarium and expenses.” – *Participant 73: Faculty*

Similarly, participants were asked if leadership or mentorship of co-curricular programs that involve community partners and/or collaboration was specifically recognized and rewarded by the University of Windsor. The majority of participants responded that “it isn’t” (41.4%) or that they were “not sure” (44.8%) (**Table 3**).

Table 3. Is leadership or mentorship of co-curricular programs that involves partnerships specifically recognized?

Response	No. of participants	% total
It is	4	13.8%
It isn't	12	41.4%
Not sure	13	44.8%
TOTAL	29	100.0%

Participants were also asked if students at the University of Windsor were being given opportunities to discuss complex social, political, or ethical issues that community engagement tends to bring up. The majority of participants responded “yes” (70.6%), saying that these topics were often embedded in the courses they taught (**Table 4**).

Table 4. Are students given opportunities to discuss complex issues that community engagement tends to bring up?

Response	No. of participants	% total
Yes	24	70.6%
No	5	14.7%
Not sure	5	14.7%
TOTAL	33	100.0%

Participants were asked if they or any of their colleagues had received internal or external funding for community-partnered or community-engaged course or program development for co-curricular initiatives. Approximately half of participants responded “yes” (51.6%) and provided details of the funding they had received (**Table 5**).

Table 5. Have you received funding to support community-engaged course or program development?

Response	No. of participants	% total
Yes	16	51.6%
No	9	29.0%
Not sure	6	19.4%
TOTAL	31	100.0%

Reported **internal funding sources** included: Ignite program; Office of Open Learning’s Adopt, Create, Extend Open Educational Resources (OER ACE) grant; Centre for Teaching and Learning’s Centred on Learning Innovation Fund (CLIF); Alumni Association; Humanities Research Group; and the Promoters of Experiential, Active, and Research-based Learning (PEARLS) grant.

Reported **external funding sources** included: Institute for Liberal Studies; Lotte and John Hecht Memorial Foundation; Connections Early Years Family Centre; TD Bank Friends of the Environment; Ontario Trillium Fund; Solcz Family Foundation; Rotary 1918; Circle of Seven; YAL Enabling Accessibility Fund; MITACS; and the NSERC PromoScience grant.

C. Research

27 faculty and staff provided input on community-engaged research.

- 14 (13 faculty, 1 staff) completed this section of the survey.
- 13 (12 faculty, 1 staff) covered this section in their interview.

A sample of examples of research involving community input, co-leadership, or partnership:

Faculty of Arts, Humanities and Social Sciences	<ul style="list-style-type: none"> • Projects with the Windsor Essex Local Immigration Partnership on immigrant integration, as well as work with the African Community Organization of Windsor on an African-centered framework for understanding racism and barriers to services. • SSHRC-funded project with Windsor International Film Festival to assess current outreach program and to use results to develop short-term strategies and a long-term vision for sustaining community interest year-round.
Faculty of Nursing	<ul style="list-style-type: none"> • Projects with Windsor Regional Hospital and Erie St. Clair LHIN on leadership in nursing and nursing graduates migrating abroad
Faculty of Science	<ul style="list-style-type: none"> • Research projects tied to the WE-SPARK Health Institute (with St. Clair College, Windsor Regional Hospital, and Hôtel Dieu Grace Healthcare).
Faculty of Human Kinetics	<ul style="list-style-type: none"> • Research in knee stability has been done in collaboration with community chiropractors and industry partners.
Odette School of Business	<ul style="list-style-type: none"> • Past research work resulted in the creation of Women’s Enterprise Skills Training (WEST). • Research work out of the Future Lab has included collaboration with the Gordie Howe International Bridge.

When asked if research that involves community partnerships and/or collaboration is specifically recognized and rewarded by the University of Windsor, participants were evenly split in their response (**Table 6**).

Table 6. Is research that involves community partnerships specifically recognized?

Response	No. of participants	% total
It is	6	33.3%
It isn't	6	33.3%
Not sure	6	33.3%
TOTAL	18	100.0%

When participants were asked to explain their answer, common sentiments were that:

- ORIS provides valuable support in bringing partners on board and securing funding.
- The recent introduction of Outstanding Community Engagement, Knowledge Transfer & Knowledge Mobilization Award is appreciated, but more can be done.
 - “More formal recognition would help increase the visibility and profile of those doing community engaged work (and encourage more people to do this work).

For example, we currently have an annual awards ceremony focused on teaching and one focused on research, but there is no specific event/ceremony to honour community engagement.” – *Participant 42: Faculty*

- Community-engaged research is recognized if it results in publications, but other outputs that are focused on knowledge mobilization (which can be just as time consuming to produce) don’t seem as highly valued according to RTP criteria.

Participants were asked if they or any of their colleagues had received internal or external funding to support community-engaged or community-partnered research. Over half of participants responded “yes” (60.0%) and provided details of the funding they had received (**Table 7**).

Table 7. Have you received funding to support community-engaged research?

Response	No. of participants	% total
Yes	12	60.0%
No	4	20.0%
Not sure	4	20.0%
TOTAL	20	100.0%

Reported **internal funding sources** included: Research Grant for Women; and the Undergraduate Research Experience (URE) grant.

Reported **external funding sources** included: Canadian Heritage; Trillium Foundation; SSHRC Connections grant; SSHRC Partnership Engage grant; and the SSHRC Insight Development grant.

D. Service

42 faculty and staff provided input on community-engaged service.

- 22 (16 faculty, 6 staff) completed this section of the survey.
- 20 (12 faculty, 8 staff) covered this section in their interview.

Many faculty reported their involvement in community organizations which often took the form of pro bono consultation work to support strategic planning or grant writing, event planning and fundraising, translation services, and other work required as a Board Member or Chair. Staff who responded to this section also described aspects of their portfolio that involve community-engaged activities.

A sample of examples of community-engaged service undertaken by faculty and staff:

Faculty of Arts, Humanities and Social Sciences	<ul style="list-style-type: none"> • Lancers Recover, a program started by Onawa LaBelle for students who identify as being in recovery from alcohol or substance use addiction. Students in the program benefit from peer support and bond by volunteering in the community together. • A research team with students that supported Building Bridges Across Difference and the Welcoming Communities Initiatives—two collaborative projects from the Windsor Essex Local Immigration Partnership.
Faculty of Science	<ul style="list-style-type: none"> • Leadership and participation in public events and competitions such as Science Rendezvous, FIRST Robotics, and the Windsor Regional Science, Technology, and Engineering Fair. • The WE-SPARK Health Institute organizes public events and talks to keep the community informed on the latest research and best practices in healthcare. Members of WE-SPARK also give talks at local high schools and work to provide useful resources to educators.
Faculty of Law	<ul style="list-style-type: none"> • Faculty and students provide direct services to low income members in the community, including legal support in the areas of social assistance, immigration, and landlord tenant. They also provide legal representation for clients, provide education to the public, and engage in advocacy. • WeFight project, an anti-human trafficking initiative supported by social workers. These social workers may support a survivor who has to give testimony in court or help survivors stabilize by assisting them in getting ID, income support, rental housing, etc.
Leddy Library	<ul style="list-style-type: none"> • Individual staff have been engaged in supporting activities of organizations such as the Women’s Enterprise Skills Training of Windsor and the Windsor Essex Pride Fest.

When asked if community-engaged service (e.g., invited membership on community task forces or working groups, advisory role to active club or student organization, organization of formal events or programs to foster knowledge exchange) is specifically recognized and rewarded by the University of Windsor, the majority of participants responded that “it isn’t” (45.7%) or that they were “not sure” (31.4%) (**Table 8**).

Table 8. Is community-engaged service specifically recognized?

Response	No. of participants	% total
It is	8	22.9%
It isn't	16	45.7%
Not sure	11	31.4%
TOTAL	35	100.0%

When participants were asked to explain their answer, common sentiments were that:

- Faculty and staff don't do service work to gain recognition, though they and their partners appreciate it; they believe they have a responsibility to give back.
- Service work also inspires faculty, staff, and students to solve real world problems and deliver impact.
 - “Given that each professor could interact with 100+ students per year, I think it's part of our responsibility to make them aware of the severity of the problems we are trying to solve ...To make them better human beings, we have to make them aware of the problems in need of solutions, and aware of what they can do locally. When we invest in fostering this attitude in students, they will come back to Windsor wanting to give.” – *Participant 79: Faculty*
- If the University holds the same ideals, then service work should be given greater consideration in hiring and PTR criteria.
 - “There's the 40-20-20 split. I've certainly felt supported in the sense that I haven't felt like I had to ask for permission ...But I do think we need to be more articulate about service at the faculty and university level ...In the PTR criteria, teaching and research count and the university has come such a long way in really providing the supports through CTO and what is looked at. It's not just teaching scores anymore, it's course development, etc. They have tons of resources and conferences, etc. I think we need to see something similar for service.” – *Participant 85: Faculty*
- More discussions are needed about what counts as great service work—it is often treated as a checkmark/work to do without considerations around quality.

Participants were asked if they or any of their colleagues had received internal or external funding to support community-partnered service initiatives. Roughly one third of participants (37.9%) responded “yes” and provided details of the funding they had received (**Table 9**).

Table 9. Have you received funding to support community-partnered service initiatives?

Response	No. of participants	% total
Yes	11	37.9%
No	14	48.3%
Not sure	4	13.8%
TOTAL	29	100.0%

E. Professional development

28 faculty and staff provided input on professional development.

- 11 (7 faculty, 4 staff) completed this section of the survey.
- 17 (8 faculty, 1 adjunct, 8 staff) covered this section in their interview.

Participants were asked if they or any of their colleagues had undertaken professional development related to community partnerships, collaboration, or partnership development. Over half of participants responded “no” (60%) (**Table 10**), while those that had undertaken training did so through other organizations they were a part of (e.g., leadership training as a Board Member for a local organization). Those that had received training cited offerings from the Center for Teaching and Learning such as Indigenous Curriculum & Pedagogy.

Table 10. Have you undertaken professional development related to community partnerships?

Response	No. of participants	% total
Yes	13	41.9%
No	18	58.1%
TOTAL	31	100.0%

When participants were asked if they would be interested in receiving professional development related to community partnerships from the University of Windsor, 16 participants responded “yes.” Some participants expressed that training would be valuable to them, as it is sometimes assumed that everyone knows how to engage with the community and that doing so is only a “nice to have.”

“There are people who are really amazing at research, and others at teaching, but that doesn’t necessarily mean you know how to engage with the community. The university needs them all ... When I talk to colleagues, I think they perceive community engagement as the latest buzzword, something that will be done for a short period of time.” – *Participant 77: Staff*

Participants mentioned that learning the following skills would be useful to their role:

- Developing rules of governance
- Negotiation
- Managing stakeholder expectations
- Identifying and engaging potential partners, particularly for new faculty and students
- Building partner relationships that are productive, sustainable, and beneficial for all
- Communicating with media
- Fundraising in the community
- Identifying and applying for external funding opportunities

F. Suggestions

57 faculty and staff provided suggestions for strengthening community-engaged work at the University of Windsor. The overarching themes that emerged their suggestions were:

- Greater awareness, recognition, and reward for outstanding community-engaged work
- A university-led vision for community engagement and supporting infrastructure
- Specific supports for more inclusive participation in community-engaged work

Each of these themes are expanded upon with supporting quotations in **Table 11**.

Table 11. Suggestions for supporting community-engaged work at the University of Windsor.

Theme and no. of mentions	Supporting quotations
I. Greater awareness, recognition, and reward for outstanding community-engaged work	
Address mismatch between the value of community-engaged work and what constitutes as services (vague) in RTP criteria (n=12)	<p>“It would be helpful to faculty to have more recognition of service work in promotion decisions. Considerable emphasis is put on research and teaching but very little on service work.” – <i>Participant 9: Faculty</i></p> <p>“If we are serious about community work - we need to have it count at the RTP level. It should be a part of how we do research and teaching and how we can incorporate it into our growth as faculty.” – <i>Participant 30: Faculty</i></p> <p>“I think that the tension that we still haven’t really resolved, is that if you really want to do work that is really community-focused or really community-engaged, it doesn’t really match up with the work you need to be producing for tenure. I think of the junior faculty—it’s very hard to encourage them to do work that involves going out and speaking to the community or posting things online for a public audience instead of putting them in peer-reviewed articles.” – <i>Participant 60: Faculty</i></p> <p>“Participatory research includes changing how community members can access the research and the benefits from it, beyond a journal. To hold community events, building infographics, short reports written appropriately for a lay audience, a digital short to present knowledge, etc. None of that, to me, is recognized. The conundrum we face is that</p>

	<p>we have to consider these things to do responsible work, but what we're expected to produce to be seen as productive is completely different.” – <i>Participant 73: Faculty</i></p> <p>“Personally, it’s so important that my work is mutually beneficial to society. I gave an example of that during my job talk, but I don’t know if that commitment to community-engaged work really weighed positively for me. I do think community engagement can be a category on the tenure and promotion criteria. It’s just not looked at unless someone on the committee is aware or it’s mentioned specifically in their application as part of what they want evaluated.” – <i>Participant 78: Faculty</i></p>
<p>Create recognition awards for faculty, staff, students, and external partners (n=4)</p>	<p>“Building an awards and event program which expressly centres community engagement may help to better highlight this work and to better build relationships between those who do community engaged teaching and community engaged research. It would also recognize the numerous and unique ways that faculty members engage with communities in their service contributions (as many faculty members are actively involved with the community outside of their formal teaching and research responsibilities).” – <i>Participant 42: Faculty</i></p> <p>“Recognizing community champions is important. Right now it’s all over the map ... Maybe you get one kind of recognition because you have 10 touchpoints on campus.” – <i>Participant 71: Staff</i></p> <p>“Some of our partners have recognized me or students that have worked for them, but we have never recognized them as a partner ... They must have given us 200 positions over the years that have supported students. The university has never, ever acknowledged their contribution, or said thanks.” – <i>Participant 77: Staff</i></p>
<p>Promote greater understanding and awareness of community-engaged work across campus, supported by evidence of impact and a dedicated communications/outreach role (n=5)</p>	<p>“Having a small group of individuals who can provide secretarial, web communications & social media communications for a range of community activities would be very helpful.” – <i>Participant 57: Faculty</i></p> <p>“The biggest challenge we have is getting the word out ... one thing that would be super helpful for outreach is to have people on campus whose role is to support outreach, and for that to be their goal.” – <i>Participant 67: Faculty</i></p>

	<p>“If we could get some sort of centralized data on what we’re contributing, that would be really helpful for promotion and marketing ... turn up the volume of what we’re already doing for the community. We don’t make a big deal of what we do, and we do it so well, for so many people in all areas of the university.” – <i>Participant 82: Faculty</i></p> <p>“Community engagement is something that needs to be on the agenda at faculty council meetings. We need to be reminded to let each other know what we’re doing.” – <i>Participant 85: Faculty</i></p>
II. University-led vision for community engagement and supporting infrastructure	
<p>Develop a vision and accompanying infrastructure to support community-engaged work (n=7)</p>	<p>“We do have some community-engaged-sounding structures, but don’t have any structure underneath them to do that work.” – <i>Participant 35: Faculty</i></p> <p>“Providing more formal avenues for recognizing the extra time/labour involved in building and maintaining successful partnerships ... For example, expanding opportunities for course releases or adjusting workload in other ways (e.g. service reductions in instances where teaching reductions are not feasible).” – <i>Participant 42: Faculty</i></p> <p>“There should be an awareness, that if we as a university say community partnerships is important to who we are, it needs to trickle down in various areas. Like having criteria around community engagement when making new hires, for RTP ... We made a push for having Indigenous faculty and had a model to see that happen. People had to answer ‘how will you teach Indigenization in your course?’ A similar approach could be taken for community engagement. It has to be in that same spirit where we look at the supporting system.” – <i>Participant 68: Staff</i></p> <p>“It really strikes me that there’s a similarity with the evolving recognition of teaching and learning that has happened with CTL. It has taken time, but the University has really provided a lot of support [for teaching and learning] ... If service is to be 20%, which I hope continues, I think there needs to be, not just formal recognition, but formal support.” – <i>Participant 85: Faculty</i></p>
<p>Create a faculty or staff role and/or centralized office dedicated to fostering community engagement (n=5)</p>	<p>“It’s like an extension office. What you’re seeking is brand new, but it’s not brand new ... whether you do this by introducing a new office or what. Just tabulating what’s happening</p>

	<p>on campus and being a liaison with the community could just be the start.” – <i>Participant 70: Faculty</i></p> <p>“So someone to connect the right people, or at least to point you in the right direction. Because we do it very informally right now ... We need a process for faculty, someone for them to go to as a resource.” – <i>Participant 71: Staff</i></p> <p>“You can’t be a control centre because that would stop so many things from happening. Still, you want to create a pathway that allows faculty and the community to feel supported and allows you to track data, support people, and provide professional development better.” – <i>Participant 74: Faculty</i></p> <p>“Another huge limitation is that there’s no central voice. I could go to the hospital asking for something, but I have no idea of how many other people have asked for things, who to contact, etc. We’re contacting people multiple times when it’s not in our best interest. If there was someone centralized doing it on people’s behalf we wouldn’t be tiring out these partners.” – <i>Participant 77: Staff</i></p>
<p>Create a shared database of community partners who are interested in engaging with the university and how (OR vice versa) (n=4)</p>	<p>“The sharing of information just needs to be better. Protocols so we know who is attending what. My fear is that 7 or 8 of us are all calling the same person at the same time. We don’t want to do that, but it has been an issue for years. It comes across as disorganized.” – <i>Participant 71: Staff</i></p>
<p>Create a community engagement website/hub with calendar of events (n=3)</p>	<p>“It might be helpful to have a singular website that everyone doing this type of work contributes to so that others can look to see if there may be opportunities for partnerships & collaborations ... could include information about grants & funding opportunities.” – <i>Participant 1: Staff</i></p> <p>“I would love to see a cool website that would pop up when I search ‘community involvement and education’ ... instead of having to dig for it.” – <i>Participant 64: Faculty</i></p>
<p>Create opportunities for cross-faculty interactions and learning (n=3)</p>	<p>“Mutually beneficial learning could be improved. Basically, I don’t see a ton of interaction between our faculty and other faculties on campus.” – <i>Participant 63: Staff</i></p> <p>“I think it would be nice if the people that were doing [community-engaged work] or were responsible for doing it had a way to communicate ... If I didn’t talk over email with</p>

	other colleagues, I would have no clue with others are doing, how they are tracking things, best practices, what people are finding beneficial, etc.” – <i>Participant 77: Staff</i>
III. Specific supports for more inclusive participation in community-engaged work	
Establish supports for new faculty to build ties to the community (n=6)	<p>“I’d like to see greater awareness, especially when new faculty come in ... more resources on how you can do [community-engaged work] and effort to show that it’s valued, especially since it can be daunting and time consuming.” – <i>Participant 65: Faculty</i></p> <p>“This community engaged work needs to be fostered and encouraged, especially in the new generations of faculty. Community work needs to be honoured by the university. If the community is seeking us out, that’s an incredible statement.” – <i>Participant 70: Faculty</i></p> <p>“When new faculty come in from other places and not Windsor, put a bug in their ears right from the first orientation about what they can do in terms of community engagement and that might really mean something for them.” – <i>Participant 82: Faculty</i></p>
Support Indigenous land-based learning and initiatives (n=3)	“Generally, community engagement recognition and the provision of supporting resources are confined to non-Indigenous people working with other external groups of non-Indigenous people. The activity is all worthwhile but very exclusionary.” – <i>Participant 2: Faculty</i>
Support funding opportunities/awards for student-supported community engagement projects (n=2)	“The most fulfilling part for me is being able to offer students opportunities to go out and do work in the professions they want to pursue ... We've been able to do a lot with \$5000 or 10,000 in student wages -- but without those pots of funding, we cannot offer these opportunities.” – <i>Participant 7: Faculty</i>
Develop strategic initiatives to engage with and recognize outstanding alumni (n=1)	“I’d love to see more community engagement with the top tier donors ... if there’s an exciting announcement to be made, those in this special group will be informed 24 hours before the public, or something like that ... I think there has been a reluctance to hold certain information really close. I would say that Canadian universities aren’t as aggressive as American universities when it comes to that. But I think there’s a lot we can learn from them, even initiatives that are low in cost.” – <i>Participant 72: Staff</i>

IV. Other suggestions	
Provide supports for navigating research contracts, MOUs, funding requirements, etc. (n=1)	
Encourage coordination between different campus services to aid in event planning and logistics (n=1)	“Parking, catering services, facilities are all big challenges when trying to bring students and the public to campus.” – <i>Participant 59: Faculty</i>
Collaborate with external partners to promote and market opportunities at UWindsor (n=1)	
Introduce incentives or mechanisms to lower the risk for Faculty to try something innovative in their course (n=1)	

Next steps for community engagement at the University of Windsor

In the long term:

COVID-19 has fostered a period of unprecedented change at the University, and the health, safety, and learning of students and our campus community are our top priorities. As the many decisions that now have to be made unfold, we look forward to a period where we will be able to more fully and strategically plan for the long term of how we will work in partnership with our community. We know we will have learned from everything that is happening, and we look forward to learning about your experiences as well.

We anticipate that by December 2020 we will have completed our current study and benchmarking of community engagement practice and scope at the University, and at that time we will be ready to begin preparing a long-term strategy that will include essential directions and observations that emerged from this partnership breakfast: you are key stakeholders in all the efforts we make.

In the short term:

A number of pressing concerns were identified that we feel we can begin to address now. These include:

- completing our self-study and benchmarking of community engagement by December 15th, 2020;
- ongoing consultation with community-engaged faculty and staff as well as units who are tasked with community outreach to assess effective practices and key challenges and to learn from one another;
- creating an online portal with an associated liaison available by Fall 2021;
- constructing online resources focused on ways to connect with the institution, publically available within Fall 2021;
- maintaining efforts in the Office of Experiential Learning to expand, extend, and stabilize placements in this period of economic uncertainty, including aggressive efforts to access federal funding for placements;
- continuing to provide research and innovation support to our community to address new and diverse challenges being presented through the current COVID-19;
- pursuing guidance on best practices through [the national community engagement pilot](#);
- and
- continuing communication with stakeholders as this work unfolds

***Thank you very much for your willingness to be part of this work.
We look forward to continuing these efforts together.***