University of Windsor
Community Consultations
Winter 2017

It takes a team to build a future.
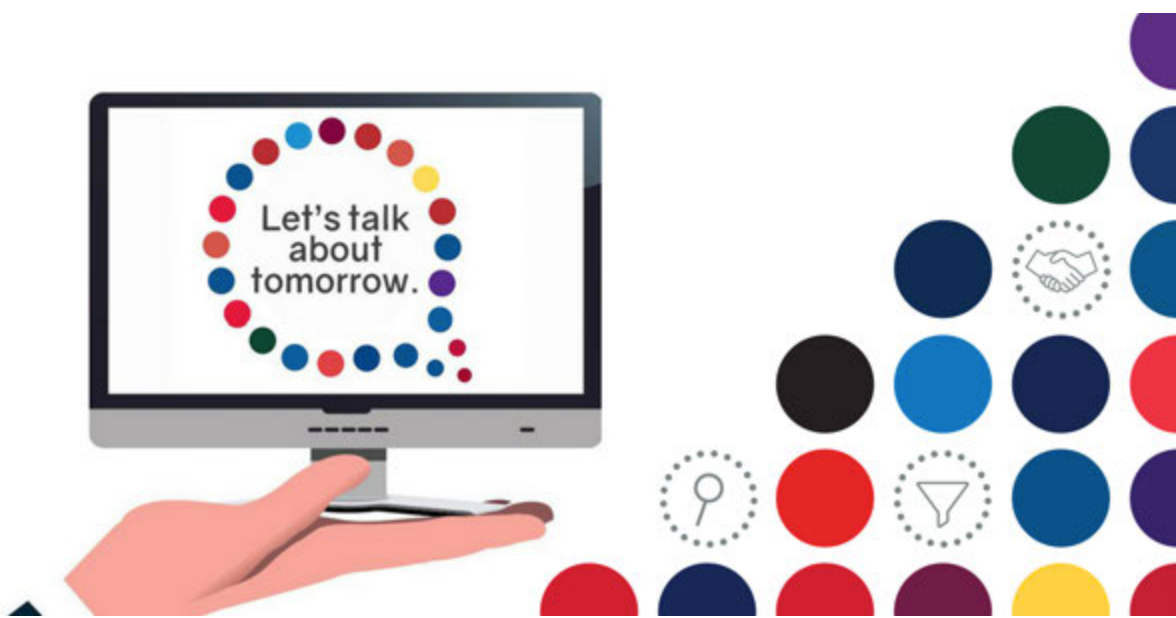
![University of Windsor]

ACKNOWLEDGMENTS

The University would like to thank the many community members, faculty, students, and staff members who helped to make these events a success. We look forward to sharing the work of further inspiring innovation, learning, and community vitality with all of you!

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INTRODUCTION

Bob Dylan captured the sentiments of an age in his storied song, "The Times They Are A-Changin'." Now more than ever we know that Canadian society is facing transformational change. The demography of the country as the baby boomers pass into retirement will challenge the healthcare system and other social welfare schemes. The number of workers to support a retired population has dropped from 7.1 workers per retiree when CPP was introduced to 3.9 today and 2.8 workers per retiree in 2025 (Waldman). To sustain our economy, we will be dependent upon significant levels of immigration. Globalization, although now under threat, has shifted the workforce, changing the nature and emphases of domestic manufacturing and the service sector, and creating new employment dynamics. The dramatic growth in artificial intelligence will significantly influence the workplace of tomorrow, with the possibility that many service jobs, particularly in transportation, may be lost. Creativity and expertise in all forms will be highly valued to give personal meaning to life and to confront the challenges of rapid social change.

Universities play an increasingly important role in preparing citizens for this new world. Here, at the University of Windsor, we take this commitment seriously: our graduates will be leaders, not followers. They will embrace rather than resist change. They will be part of creative solutions and not the perpetrators of problems.

What we did:
Between February and March 2017 we held five Community Consultations. We invited over three hundred individuals from the Windsor-Essex region — individuals who represented all aspects of our community and whom we identified as opinion makers, community leaders, and change agents. Five breakfasts divided into the following sectors were held:

1. **Service Sector**: lawyers, accountants, bankers, financial advisors, and insurance agents
2. **Public Sector - Health, Social Work, and Education**: doctors, nurses, health professionals, social workers, and educators
3. **Public Sector - Government and Community Service**: municipal officers and politicians, social service agency workers, and community workers
4. **Creative Sector - Arts, Entertainment, Media, Hospitality, and Marketing**
5. **Industrial Sector - Manufacturing, Technology, Energy, and Agriculture**

At each consultation, President and Vice Chancellor Alan Wildeman gave a fifteen-minute overview, situating both the important role of universities in Ontario's development and prosperity, and the University of Windsor's contribution to the Windsor-Essex region's economic development and vibrancy. The overview can be found via the accompanying PowerPoint presentation, included here as Appendix C.

Seated at tables of between six and eight members, participants engaged in a conversation facilitated by a faculty member and senior student. They shared their knowledge, ideas, and opinions on a series of open questions for fifty minutes. Each consultation concluded with four word clouds asking participants to suggest one salient word to describe how they felt about four common questions.

Why we did it:

These consultations are part of an initiative undertaken by the Council of Ontario Universities (COU) to hear what Ontarians think about the provincial university system, and what they want from universities to prepare citizens for the future. Here in Windsor, we widened that inquiry to learn whether participants feel that the University of Windsor is fulfilling its role as a catalyst to secure the region's prosperity and livability. We also wanted to learn more about the community's expectations for the future and the key contributions the University can make as the pre-eminent institution in the region preparing graduates for a dynamic Windsor-Essex in a changing world.

What we learned:

The consultations resulted in hundreds of comments, which were diligently recorded by our facilitators. We've distilled those comments into broad themes and ideas. In the following pages you will find that distillation, keeping the original five-sector division that anchored the consultations. We have also included summary word clouds, which represent participant responses to four questions. The size of a word reflects the frequency of that response.

What we promised and where to, now?

We promised to send participants a report of findings from the community consultations; this report discharges that promise. From here, we promise to circulate our report to every academic department at the University of Windsor. We will share these comments and ideas and ensure that those responsible for academic development are cognizant of this important community feedback. Already, some of the comments are leading to change in how we deliver courses and programs and inspiring interest in increased community consultation and integration.

Bob Dylan's anthem was written at a time when the baby boomers were coming of age. It presaged a period of social upheaval that would confront racism, war, social inequality, and consumerism. The challenges today may be different, some the same, but Dylan's prescription to consult, heed the voices of the young, and not linger on old nostrums remains timeless.

Good universities prepare their graduates for change; great ones create change. The University of Windsor aspires to be a great university: with your help we will fulfil this aspiration in the service of our community.

WHAT WE LEARNED

Consultations were organized by sector with a goal of eliciting information about the needs, future, and potential contributions of the University to each of those economic areas. However, many common themes emerged, and these are described below.

> *It was wonderful to hear from all these community leaders on the importance they place on our work. Their contributions will aid us in shaping the future of our institution.*
>
> **- Dr. Alan Wildeman**

Common Threads: Our Community

Community members from all sectors shared a deep commitment to the Windsor-Essex region, emphasizing lifestyle, climate, affordability, diversity, and proximity to the amenities of a major metropolitan area as a unique combination of advantages that no other city in Canada can offer. Many also noted the economic opportunities of Windsor's location, particularly access to American markets and employment, but also its advantageous context for entrepreneurial activity. As one participant put it, Windsor is arguably the best city in Canada in which to take a business risk – with low rents, inexpensive housing, inexpensive labour, and ready access to American markets, it's a natural fit for entrepreneurial activity.

Many felt that Windsor has untapped or underdeveloped potential. There is evidence that external perceptions of Windsor are changing, with increased interest in the city as a small-business startup and retirement destination. Participants emphasized the critical importance of working to keep our top graduates in the city, and to attract talented newcomers from elsewhere, if the city is to continue to capitalize on its potential. In many fields, loss of graduates to the U.S. or to larger Canadian cities was noted. Participants noted settlement patterns among millennials, who may tend to choose a place they want to live and then look for work there. This suggests that situating the city in terms of lifestyle is critical to this effort. One underlying theme was the importance of university research and education in fully capitalizing on the region's potential, and in inspiring pride in and commitment to the region to help to retain graduates and attract talent from elsewhere.

Participants have a strong sense that change is afoot in the Windsor-Essex region. While participant responses tended to suggest a sense of optimism about this change, it is clear that the region's history of dynamic economic cycles continues to shape a degree of uncertainty about the challenges we face. At the time of these consultations, there was also uncertainty regarding the implications of changes in the American political context for our region: inevitably these implications may be felt more strongly in communities close to the border. Some emphasized the potential of re-purposing existing industrial infrastructure, for example through more specialty manufacturing or for the film industry. A number of respondents also wondered how Windsor might take better advantage of global interest in urban revitalization in Detroit. There was considerable interest in research that would identify strategies and approaches successfully used in urban revitalization in comparable cities. Participants viewed the University as an important lever in changing perceptions and realities of the city, and strongly valued existing collaboration between the city and the University, encouraging greater integration in research, education, and service.

Participants also encouraged the University to explore potential opportunities and needs in the county and region, not just in the city itself. The region's potential as a tourism and hospitality destination, as well as agri-business, were identified as key areas for potential growth. Across numerous consultations, participants identified the importance of arts, culture, and culinary activities to urban revitalization.

TODAY'S STUDENTS

A number of common themes emerged across all sectors regarding participants' experiences with students and recent graduates. There were many examples of positive experiences with students and projects, and a number of people noted the value of student perspectives and voices in shaping projects and ideas. Many perceived that this generation operate with a different sense of work-life balance. Work experience in their chosen fields during university seemed in part to be of benefit in helping students to better understand the expectations of the workplace and to establish realistic expectations for entry-level positions. Graduates are now more willing to be mobile, and to move among firms or companies for advancement.

In general terms, participants commonly identified "soft skills" as key areas where students would benefit from further development, in particular:

- Critical thinking
- Problem solving skills
- Argument construction and use of evidence
- Interpersonal skills
- Time management and organizational skills
- Innovation capacity
- Communication and presentation skills, in particular oral communications

- Resilience
- Writing skills
- Social skills
- Adaptability and flexibility
- Tolerance for uncertainty
- Consulting skills
- Leadership skills
- Sales, customer service, and self-promotion skills

For many participants, opportunities for students to work in their fields during their education was key: it was not so much a question of the honing of specific content knowledge or skills, as it was the opportunity to identify and work on the skills described above, and also to create the mindsets and networks critical to gaining access to employment opportunities. Work-integrated learning was also seen as a prime opportunity for students to learn how to overcome obstacles independently, and to build a balance of competence and confidence that would support students' pathways to employment.

Many participants commented on the challenge of ensuring students acquire current knowledge of core competencies in their fields, but also a breadth of experience across a range of fields that might lead to a broader perspective and greater interaction with people from a range of fields.

A listing of specific University program development recommendations is included as Appendix A.

> **University is an experience — not just an education.**
> **-Participant**

THE UNIVERSITY IN THE REGION

Summary of Common Themes:

1. The importance of universities in leading and partnering on innovation, sharing and applying emerging research, and supporting community members and students to innovate.

2. The University's importance in attracting, training, and retaining the younger generation and in attracting new talent to the region.

3. The importance of partnership and collaboration, connected with the transfer of knowledge, opportunities for students to acquire skills, opportunities to enhance innovation and entrepreneurship, and opportunities to provide the community with current and cutting-edge services. The University's current and potential contributions to community revitalization were strongly endorsed.

4. The need to explore opportunities to further support the local agricultural industry.

5. The need for graduates who are adaptable, and who have cross-disciplinary skills — health with information technology, governance with management, social justice with accounting, and engineering with marketing and communications expertise, for example.

6. The need for students with strong soft-skill competencies and the ability to readily adapt to new settings.

7. The potential benefits of greater integration of trades, college, and university education.

8. The need to further prepare students to be leaders as well as collaborators in the community and the workforce, and to inspire students to engage with this community.

9. The importance of ongoing learning opportunities as technologies change, careers evolve, and economic cycles affect employment sectors differently.

10. The importance of providing students with opportunities to acquire industry-recognized credentials, across a range of fields.

CONSULTATION 1

The Service Sector

The first of the consultations involved employers and community members from private sector service industries, including lawyers, accountants, and professionals in banking, specialized retail, human resources, and other fields. Fifty-five people attended.

Participants in this consultation saw partnership, talent development and attraction, and community engagement in support of growth as key roles the University does and should play in Windsor. They most commonly identified flexibility, sales, problem-solving, and ethics as the most important skills people should acquire from a university education.

Technological change has been significantly impacting the service sector. Those in the banking industry, for example, noted a steady decline in "walk-in" bank traffic, as well as the development of online automated investment planning, as factors in the industry's shift towards hiring more financial advisors, noting that the capacity to develop and manage professional digital relationships had become critical to success in these roles.

While generally speaking participants were satisfied with the skill base of graduating students, shifting demands of the industry were noted at a number of tables, with a sense that in some fields, employability will require deep specialization: positions for generalists are becoming less common. In other fields, such as law, however, the need for practical awareness of others and their needs, and the reality of how the law is applied, remain critical.

The ability for students to acquire recognizable industry designations as part of their education is critical: in some fields, there is an aging workforce with designations that have become more difficult to achieve. Those who do acquire those designations are often in demand, and therefore highly mobile. Participants in the fields of accounting and law both noted that recent graduates are often hired away to either Toronto or the U.S.

Specific research, curricular, and program suggestions (other than the soft skills described above):

- Greater focus on information technology and technological tools
- Increased math literacy
- Entrepreneurial and sales skills
- Hospitality and hotel management
- Ability to acquire recognized industry designations
- Agri-science and agri-business programs

- Greater promotion of science, technology, engineering, and mathematics programs
- Urban planning
- Applied ethics
- Training for working with aging populations (within specific fields)

Service Sector Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?

What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?

What word sums up the key contributions you think the University can make to this community?

CONSULTATION 2

Public Sector

Consultation 2 involved employers and community members from the public sector, including healthcare, social services, mental health, and education. Sixty-three people attended.

Participants in this consultation viewed leadership, mentorship, partnership, and advocacy as important contributions the University makes to the community. They most commonly identified communication, confidence, leadership, flexibility, and collaboration as key skills that people should acquire from their university education. Compassion, lifelong community engagement, and service were seen as important characteristics that community-based learning could inspire.

Many participants encouraged the University to engage students with fields that would support employment related to aging populations, noting that the needs and aspirations of this demographic are evolving, requiring more creative and innovative services and approaches. Participants also noted that this population can be an important source of expertise and mentorship for current students, a resource universities may be overlooking.

Participants also emphasized the importance of adaptability and flexibility for those seeking careers in the public sector. They argued for a more integrated, mutually beneficial approach to trades, college, and university education. Noting the growing importance of "community hub" approaches to public sector services, which integrate services from various fields in the interest of more holistic and efficient client care, they advocated for more interdisciplinary and multi-disciplinary study, where students from different fields collaborate. This model was advocated for both inter-professional collaboration and greater breadth of study across the institution.

Participants suggested that more, and more effective, career-planning programs would help students to better understand their own potential contributions to the workforce. Curriculum design should enable early opportunities to determine whether a given profession is a good fit for a student, and more explicit assessment of students' potential fit during application processes. Finally, while advocating for breadth of experience, the currency of students' core knowledge of the profession is critical, as is developing the attitude that professionals need to continue learning throughout life.

A number of participants identified growing need for graduates who could combine health, social service, and counselling expertise with information technology skills. Growing trends, including online counselling and training, health-related app development, and healthcare systems design, require graduates with new skills.

Participants emphasized the importance of mental health and wellness initiatives and community engagement to both community and student health and success. They suggested increasing peer mentorship opportunities, early recognition training for faculty, enhanced advising, and inclusion of mindfulness practices in co-curricular programming. They also connected issues of university and housing affordability and concerns over employability to mental health, as these are major stressors in students' lives. The University also plays an important role in getting research about mental health to practitioners, and to community members more generally. Participants saw an important opportunity to build relationships with public health institutions for research translation and work-integrated learning.

A number of participants felt that the University should engage more systematically with secondary students on a variety of levels, from creating learning communities involving both high school and University students, to working on mental health initiatives, to working with students in early secondary school to help them envision themselves as university graduates and to ease educational transitions. They also felt this work was important to enhancing the University's reputation and community awareness of its many strengths.

Participants encouraged the University to incorporate more explicit training in working in contexts of diversity, and in particular, greater depth of knowledge of the implications of cultural diversity in the effective provision of public sector services. Connected with this, some participants also noted the region's significant Francophone community, and advocated for fresh approaches to meeting their educational needs.

It was also noted that there are at times disconnects between educational offerings and employer requirements, and that there may be ways to improve this fit. There is also demand for opportunities to acquire further recognized credentials as part of university education, or as part of continuing education. Hiring effective instructors and institutional emphasis on teaching were considered to be important. Bringing more expert practitioners into the classroom was generally seen as a good step towards helping students make better connections between theory and practice, always a key concern in professional programs.

Specific research, curricular, and programmatic needs identified:

- Aging communities
- Enhanced requirements for community and public service
- Enhanced technology skills related to professions
- Greater integration of professional program curricula
- Enhanced integration of community and institutional expertise in education

- Centre of Excellence in Palliative Geriatric Care
- Small business in healthcare sector
- Intersection of culture, language, diversity, class with public services
- Mega-hospital integration health-education and research centres
- Promoting and valuing our community
- Integration with colleges, trades

Public Sector Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?

What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?

What word sums up the key contributions you think the University can make to this community?

CONSULTATION 3

Public Sector: Government and Community Services

The third consultation involved employers and community members from the public sector, including elected officials, federal services, economic development organizations, and community services. Forty-four people attended.

Participants identified Windsor-Essex as diverse and promising. They saw leadership, partnership, outreach, and innovation as among the most important contributions the University can make to the region. Leadership, capacity to learn and adapt, critical thinking, and the ability to communicate well were seen to be essential skills students need to learn at university. Informed community engagement was identified as an important priority for the University's future work.

> *The experience of understanding the other side of things is important. Not everything is so clear cut.*
>
> **- Participant**

As in the service sector, participants noted the challenge of attracting and keeping good employees, particularly in medical fields. Like those in other public sector fields, there was an interest in graduates with cross-over abilities – commitment to and knowledge of social justice issues, for example, combined with accounting skills, or policy and governance combined with management skills. Some participants' experiences tended to suggest that students graduating in business found municipal and community-based agencies of limited interest. There was also demand for students with core community, mental health, and social services skills combined with strong knowledge of how such services might be perceived by or of greater benefit to newcomers and diverse populations – greater knowledge, for example, of non-Western approaches to mental health. Participants from government services noted the need for graduates with strong ethics backgrounds, with an understanding of the importance of loyalty and confidentiality. One challenge a number of participants noted was that in some fields there was a perceived lack of opportunities for advancement locally, noting the importance of adaptability for those in this sector.

Citizenship and community engagement were seen as a strength of the University's programming by many, with encouragement to expand these approaches, which were viewed as enhancing students' awareness of social justice and community service. Although participants recognized strong volunteerism at the University, they perceived an opportunity to expand student activity beyond traditional charitable organizations and into municipal settings: these participants noted the strong success of municipal co-op students in finding work in municipal governments. Partnerships among the University and local hospitals were cited as an example of strong practice, with the hope that this would continue as the mega-hospital initiative develops. Support for local entrepreneurs was also identified as a strength, with the suggestion that this might further evolve to incorporate support for those seeking to expand existing successful startups. As the University continues to expand its downtown operations, participants looked forward to expansion of these programs in the downtown core.

One table also suggested the development of social enterprise grants for students to encourage social and community innovation, leadership, and involvement. Others wondered whether a common community service program requirement, comparable to the secondary school model, would draw more students into the community. Another innovative suggestion was institutional adoption of a street or small area for community service — gardening, cleaning, house painting, and other service activities and programs, possibly with an added one-week charitable giving focus. This might also create opportunities for interdepartmental collaboration with a focus on a specific street or location. Participants from the county also noted the great need for services and support for temporary worker populations (over 10,000 at any given time) and to address the communications and cultural barriers they often face. Others noted, however, that internships and volunteering can be a hardship to students struggling to make ends meet, and that this is a core challenge to increasing experiential and community-based learning.

As with a number of other sectors, participants encouraged the University to take a more active role in generating pride in both the city and the University, potentially through showcasing events, summer festivals, and other activities that students could develop and lead with supervision. They also noted that a more inviting policy and cost-structure for renting University space would bring more community members on to campus, which could also be used as an opportunity for outreach.

Finally, one table strongly emphasized the need for the University to enhance its presence and success as a research university, as this would serve as an important engine for the creation of innovative jobs and improved institutional and civic reputation. They suggested greater study of and investment in the coordination of innovation, knowledge translation, and business development.

Specific research, curricular, and program suggestions:

- Agri-science/agri-business
- More emphasis on public policy and governance structures
- Meaningful mathematical and statistical knowledge
- Adaptive technologies
- Social and employment impact of technologies
- Ethics
- Cross-border issues

- Greater priority on expanding research profile and success with granting agencies
- Computer programming in conjunction with social services and civic engagement
- Applied learning in municipal contexts
- Municipal government mentors for student government leaders
- Leadership and service in diverse contexts

Public Sector - Government and Community Service Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?

Total Results: 30

Total Results: 31

What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?

Total Results: 33

Total Results: 38

What word sums up the key contributions you think the University can make to this community?

CONSULTATION 4

Creative Sector

The fourth consultation involved individuals working in the creative sector, including artists and performers; administrators of cultural institutions; publishers and journalists; web designers; marketing, design, and architecture firms; and members of the hospitality and tourist industries. Fifty-seven people attended.

Participants at this session had a positive outlook on the future of Windsor-Essex, and saw it as a place of promise and community activity. They see the creative sector as particularly important to community evolution and revitalization, noting the role this sector is playing in Detroit's efforts. There is a lot of grassroots activity: despite this energy and talent, they reported disconnects which have historically limited community engagement and progress. They viewed communication, curiosity, critical thinking, resilience, and leadership as important skills that students should acquire during their university educations. Like other sectors, they value the role of the University as a community partner and collaborator with capacity to bring innovation and research to those collaborations.

Participants identified many positive partnership experiences with the University – some current, and others that might be revisited. The Windsor International Film Festival collaboration; public history and community archives projects; museum, publishing, and political science internships; the Windsor Symphony Orchestra partnership; and Art Plus Feminism (with the Arts Council and Hackforge) were all identified as highly effective current collaborations. Participants also recommended revisiting programs such as the multi-organization-supported Visitor in the Arts program, social events where arts students met arts community members, and collaborations among gallery owners and the AGW to talk to arts students about the artist and the industry. Volunteer programs

(like VIP) are active – arts organizations hope for more students from the arts to become involved so that skills and interests are a better match for the sector. They also suggested ways to improve connections between the University and community groups, in particular off-campus events for community members, and also improved and simplified access to campus spaces for arts groups, which they saw as an opportunity for the University to raise awareness of its programming. More systematic communications and bridging between academic programs and community arts was seen as a critical need. In keeping with that, many felt that there might be an important leadership role for the University to function as a cultural "hub" to connect groups together, particularly once the School of Creative Arts moves to the downtown core.

We need to give our people "permission to believe."

- Participant

Windsor is arguably the best city in Canada in which to take a business risk. With low rents, inexpensive housing and labour, and ready access to American markets, it's a natural fit for entrepreneurial activity.

- Participant

One significant difference highlighted in this sector was the nature of employment in the arts. Participant noted the prevalence of temporary and contract work, driven by individual initiative and networks, meaning that graduates must be prepared for self-employment. Many participants argued that this expectation and the skills required need to be a core element of how we prepare students in the arts. Thriving in the Windsor arts context requires a proactive approach, including the development of diverse artistic, technical, technological, and business skills, and an enterprise in envisioning and developing new projects in collaboration with others.

Among the necessary skills and conceptual knowledge identified:

- Technological skills and the ability to learn new technologies quickly
- Project management
- Collaboration skills
- Work ethic and resilience
- Self-employment/entrepreneurial skills (product pricing, marketing, accounting, taxes, etc.)
- Experience mounting exhibits or performances

- Discipline-specific writing skills (e.g., grant writing, press releases)
- Practical experience in students' fields of study
- Media literacy
- Standard productivity tools including spreadsheets
- Understanding arts institutions – for what they are set up, and why
- Ability to accept feedback constructively

While many of these skills can be nurtured in university settings, greater sustained student involvement in the community was identified as critical to honing these skills, as well as mentorships, arts job shadowing, and systematic attendance at arts events in the community.

Specific research, curricular, and program suggestions:

- The green economy
- Brewing (science and business)
- Business double majors with fine arts, humanities, and music
- Specialized (possibly mandated) business and leadership courses for arts students
- Incorporation of a public presentation component into all programs
- More artist-in-residence programs
- Directing as internship in community theatre summer programs

- More courses involving collaboration with business students
- Graphic design
- Advertising and marketing
- Entrepreneurial "career shift" programs for people over 40
- Cultural diversity
- Exchange programs through which students can experience arts scenes in different communities, bringing back ideas and approaches

Creative Sector Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?

What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?

What word sums up the key contributions you think the University can make to this community?

CONSULTATION 5

Industrial and Manufacturing Sector

The final consultation involved the industrial and manufacturing sector, drawing participants in fields ranging from automotive manufacturing, to green energy, to distilling and agri-businesses, operating in arenas from the local to the global. Sixty participants attended.

Participants in this consultation viewed the future of Windsor positively in terms of opportunity and innovation, but also noted that it can be difficult to attract a skilled workforce in the region, which stymies growth and innovation. Communication, collaboration, leadership, creativity, and critical thinking skills, as well as flexibility, were identified as particularly important outcomes of university education.

There was considerable discussion of the appropriate balance between technical expertise and soft skills for employability in this sector. Many noted that while technical training was important, the ability to communicate, think critically, work in teams, and lead others were more fundamental: technical skills could be acquired on the job. Others noted that practical skills – readiness to "get your hands dirty" and apply mechanical knowledge in real settings, appeared to be more evident in engineers trained internationally through programs with apprenticeship components. One way to enhance this readiness might be through a "concurrent" education model: students would receive both a college diploma and a university degree. Some entrepreneurs noted that marketing and communications skills combined with an understanding of engineering is valuable and difficult to find. For those beginning careers in startups, a high degree of flexibility and creativity is necessary – overspecialization may narrow opportunities. Curiosity, the ability to assess scientific claims, and greater independence in undertaking projects

were considered to be valuable characteristics the University might further nurture. More breadth in education through multi- and inter-disciplinary study was considered valuable for those in technical occupations.

There was considerable interest in evening professional development programs. Depending on the scope of the company, needs were different – for some it was manager training on new technologies, for others, training in human resources or other management skills. Affordability and access to education, and the importance of removing barriers so that greater numbers of community members can contribute to innovation and change, was identified as an important challenge.

As in all sectors, collaboration, leadership, and innovation were viewed as key contributions universities make to their communities. There were many examples of partnerships identified, through a variety of courses, grants, and research projects, and participants showed strong interest and offered many suggestions for enhancing existing partnerships. Industry advisory committees and other partners might consult regarding curricular currency. Industry experts could offer regular seminars to students, and take part in formal networking opportunities. Some noted that longer co-ops would enable students to have more of an impact and hone their skills more effectively. MITACs programs were identified as particularly easy and successful work partnership opportunities. Representatives from municipal government expressed interest in an annual presentation to City Council regarding the University, as well as in exploring possibilities for research-related internships for University students. Possibilities for sharing infrastructure (e.g. lab space) were also of interest. An online forum which could connect faculty and students with community and industry, to help address community problems, was also proposed.

Specific research, curricular, and program suggestions:

- Greenhouse technologies
- Sustainable energy
- Manufacturing
- Leadership in no-carbon economy
- Improvement in currency of technologies to which undergraduates are exposed
- More field experience
- Evening programming for ongoing professional development
- Water resource management

- More focus on Great Lakes and water
- Brewing and distilling science and practice – employees currently being imported from Europe
- Bio/agriculture – including quality and regulatory requirements
- Aeronautical engineering
- Expanded internships in municipal government
- Solutions to local poverty
- More cross-disciplinary training in engineering

Industrial Sector Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?

What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?

What word sums up the key contributions you think the University can make to this community?

CONCLUSION

We hope we have captured the essence of participants' ideas in the summaries for each of the consultations. The dialogue between community opinion leaders and change agents and the University proved to be a remarkable source of innovative and creative ideas. We promise to take these ideas and communicate them widely throughout the campus.

One overarching theme that has come through is the community's belief in the vital role the University currently plays, and is expected by all to play, in positioning Windsor and Essex County as a vibrant place to live, with secure employment prospects and a quality of life that is socially just and culturally enriching.

The University of Windsor is already planning for the future by actively working to address several of the community's core areas of concern. Every three years, each university in Ontario establishes a Strategic Mandate Agreement with the Ministry of Advanced Education and Skills Development outlining its distinctive contributions to the post-secondary education sector and explaining its priorities, its aspirations, and how it will build on its strengths to achieve its vision and help drive the Ministry's system-wide objectives. This publicly accessible document identifies the University's existing institutional strengths, and supports the current vision, mission, and mandate of the University. The University of Windsor's framework places a marked emphasis on community partnerships and external engagement. Your participation in this Community Consultation series is one example of our institutional commitment to pursue and fulfill this mandate.

The Community Consultations identified a number of significant opportunities and challenges for postsecondary education in Windsor and Essex County and beyond. The University has already taken broad steps to address many of these, and it is committed to expanding and enriching the leadership and partnerships that speak most fundamentally to the community's core concerns and aspirations.

Research and Innovation

As a comprehensive postsecondary institution with a formidable and diverse research base, the University of Windsor conducts research directly linked to the needs of the region, bringing the world to our community and the community to our world. As part of that diverse portfolio, members of the University community engage in research and creative activity that addresses four principal "challenges": sustainable industry; understanding borders; viable, healthy, and safe communities; and healthy Great Lakes.

To our students' great benefit, the University is notably committed to nurturing and providing opportunity for meaningful scholarly research at the undergraduate level:

- Our unique Outstanding Scholars program provides high-achieving applicants with the opportunity to assist faculty members on meaningful research projects.
- The UWill Discover Undergraduate Research Conference gives budding researchers an excellent venue to share their work with the academic community and participate in substantive dialogues around research.
- The Office of Research Services awards Undergraduate Research Experience Grants. This granting scheme is intended to broadly support any undergraduate-led inquiry or investigation that makes an original intellectual or creative contribution to one of the University's academic disciplines.
- International exchanges and courses see students undertaking research across the border and around the world.

Jobs, Innovation, and Economic Development

The University works closely with employers, community partners, and regional authorities to foster social and economic development and serve the needs of the economy and labour market. Already, the University supports the economic and cultural development of the community and the surrounding region in several ways, including the following:

- The recently expanded Co-op, Career and Employment Services (CCES) office emphasizes collaboration with academic units to provide experiential and career development education for every student. Since its re-organization, the unit has seen a 46% increase in student utilization of services, doubled internship engagement, and experienced a 28% increase in co-op enrolment. CCES places nearly 1,000 students with more than 650 employers annually.
- The Entrepreneurship Practice and Innovation Centre (EPICentre) provides students and recent graduates with opportunities to learn about entrepreneurship, and the resources to turn their ideas into successful ventures. Six EPICentre facilities across campus provide dedicated space for discipline-specific innovation and venture development, while a recently announced partnership will see these services integrated with St. Clair College's support for student entrepreneurship. The EPICentre offers integrated cross-campus leadership, mentorship, entrepreneurial education, and technology-transfer services. Students in upper-year business consulting courses act as mentors to community members and peers establishing new businesses. Community mentors dedicate their time to helping student startups succeed. The EPICentre works with a wide range of business and community organizations in Windsor and Detroit. More than 1,000 University of Windsor students have engaged in some form of entrepreneurial activity since 2011, which has led to the creation of dozens of spin-off companies.
- Students from the University of Windsor undertake hundreds of thousands of hours of community service through programs including practica in Social Work, Nursing, Education, and Psychology; community-based capstone projects in Engineering; Science and Health education and knowledge translation initiatives; legal aid services, small business consultation, service learning, and leadership development programs in local schools; involvement in the Windsor International Film Festival and other cultural events; and integrated community support offered in local community housing through the Community University Partnership. The University is strongly committed to expanding and enriching these important experiential learning opportunities.

Campus Transformation

As you more than likely already know, the University has worked in partnership with the City of Windsor to establish a campus location in the downtown core of the city, which will host programs in the Arts, Social Work, and Executive Education. These programs will have a major impact on the community and have already begun to drive the economic revitalization of the downtown Windsor core. In addition to this major effort, the University has made a similarly strong commitment to transform the learning, work, and living spaces on its main campus.

The following initiatives, programs, and courses also exemplify the University of Windsor's commitment to meeting some of the challenges foregrounded at this year's Community Consultations. For further details, follow the embedded links.

Student Engagement
- Lancer Sport and Recreation Centre

- Faculty of Science Career Week
- Communication, Media, and Film Internships
- Public History Practicum
- Political Science MA Internship
- Editing and Publishing Practicum

Service and Experiential Learning
- Enactus (see 2017 awards, 2016 awards)
- Windsor International Film Festival
- Community Partners for Applied Research and Consultation (CPARC)
- Faculty of Education Service Learning Electives and Global Initiatives
- Volunteer Internship Program
- Faculty of Nursing Simulation Centre
- Odette Financial Markets Lab
- Odette High School Leadership Initiative
- African Diaspora Youth Conference

Community Engagement and Knowledge Transfer
- Downtown Campus community revitalization investments
- Windsor Cancer Research Group
- Clinical Neuropsychology Research Facilities
- Sport-Related Concussion Centre (SRCC)
- Health Research Centre for the Study of Violence Against Women
- World Health Innovation Network (WIN)
- Digital History Research Collaborative (DHRC)
- Institute for Diagnostic Imaging Research
- Cross-Border Institute (CBI)
- 50 New Profs hiring initiative (Round 1 appointments)

APPENDIX

Appendix A – Programs Suggested by Participants

- Accounting skills operating in a wide range of fields
- Accredited certificate programs in specialized areas (e.g., vulnerable populations)
- Advertising and marketing BA
- Aging populations, aging in diverse populations, aging and technology, centre for excellence in palliative geriatric care, learning in aging populations
- Agricultural studies, agricultural science, agri-business, greenhouse technologies, wineries
- Cannabis-related research into scientific and social issues
- Communications skills tied to discipline-specific needs
- Competence in working with diverse populations across multiple fields (also aging populations, LGBTQ, temporary foreign workers)
- Courses grounded in the community, understanding the community
- Cross-border studies
- Detroit growth: how to capitalize in Windsor-Essex?
- Digital competencies integrated with specific fields
- Enhanced aeronautics engineering
- Entrepreneurship or business skills in the creative arts
- Evening professional programs
- Film industry: animation (related to empty factory space)
- Graphic design (graduate level)
- Growth of successful small businesses (gap in entrepreneurial education)
- Health education: community services, education as interconnected model
- Hospitality and tourism
- Integrated trades/college/University
- Integration of psychology into other fields
- Leadership skills
- Learning and other disabilities
- Management skills for government positions
- Municipal government internship programs, municipal volunteering
- Opportunities for mega-hospital partnerships and program
- Programs for foreign-trained professionals
- Project management
- Public health/social determinants of health
- Public policy and governance structures
- Renewable energies
- Research chair in Ethics
- Sales/salesmanship
- Small business, data, programming in healthcare
- Social justice/poverty reduction/human rights
- Soft skills coaching
- Technologies/science/business of oenology/distilleries/brewing
- Web design
- Wellness, healthy communities
- Written advocacy

Appendix B – Word Clouds by Question

What is a word that describes how you see the future of the Windsor-Essex region?

1.

Total Results: 31

2.

Total Results: 33

3.

Total Results: 30

4.

Total Results: 22

5.

Total Results: 17

What word sums up the most essential skill people should acquire from a university education?

1.

independence
adaptability thinking
digital thoughtful literacy
flexibility orientated
engagement
communicating_in-person
analytic
drive
analytical
big-thinking
competitive **sales** vision
goal
work **ethics** experience
problem-solving
critical understanding creativity
judgment perspective
discipline
communication
communications
versatility

Total Results: 33

2.

evidence-based-practice
problem-solving engagedcitizens good resilience
research **advocacy leaders** people economics
skill
leaderships team **leadership** energizing
education
connections jobs role-model
life **mentorship** promise
innovation
training **partnership** equality
collaboration **engagement** exciting
confidence development

Total Results: 45

3.

workforce prepping-young-people
open-mindedness engagement
opportunities **innovation** creating
cooperation
lifelong-learners
leaders **leadership** strong
partnerships preparation
partner
partnership outreach
collaboration research inclusion
economic-development

Total Results: 31

4.

technical-skills reconciliation
adaptable enthusiasm entrepreneurship
wonder confidence innovation
taking-initiative
organization **critical-thinking** promotion
flexibility ethics
failure **communication** professionalism
resilience **curiosity** resiliency self
adaptability **leadership** accumen empathy
wisdom attitude social
stability business-skills
community-engagement
tech-etiquette personality

Total Results: 42

5.

problem-solving communications
critical-thinking ability
communication
critical time versatility
curiosity **flexibility** work creativity
learn
soft-skills thinking analytical
research
technical **experience**
management
fundamentals
teamwork adaptability
commucation

Total Results: 28

What is the most important area or initiative for the University to focus on in the next 10-15 years?

1.

Total Results: 29

2.

Total Results: 44

3.

Total Results: 33

4.

Total Results: 46

5.

Total Results: 74

What word sums up the key contributions you think the University can make to this community?

1.

community economic integrate
ideas opportunities
cultural-impact talent prestige innovation partner
framework
strategic partnership energy
impact engagement outreach
civic-engagement growth
research mentorship training vision
thought-leader thought-leadership

Total Results: 31

2.

quality-improvement
employability_of_students
new-innovation overcome-inferiority
agriculture job creation lakes
cross-border
community mentorship
attract partnership health border-city
mental-health attractive
research quality-aging
job-opportunities partnerships sustainability
community_connection

Total Results: 31

3.

knowledge confidence integrity
learning lifelong
exposure ethics thinking
loyalty leadership cooperation
insight
critical-thought critical
teamwork adaptability dedication
openness
creativity communication initiative
practical independence inclusive

Total Results: 38

4.

knowledge connections connection
innovation entrepreneurship
awareness cross-border
hub planning garden vocation
business
partnerships
collaboration revitalization
research collaborations interact
leadership promotion
collaborators engagement
promotion

Total Results: 48

5.

learning force skill-set
experience great-lakes personality opportunity
adaptable innovation listening
connections educate research
quality leadership
inspiration inclusion
legacy collaboration education
good-attitude teamwork knowledge
talent engagement leadership strength
support exposure
make-people-employable-not-just-smart

Total Results: 40

Appendix C – Community Consultation PowerPoint Presentation

<u>Direct Link</u>