

# ***Thinking Forward... Taking Action***

***April, 2010***

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## Setting ourselves apart

*Universities must contribute to the betterment of society. They have a responsibility through education and enquiry to encourage minds to be creative and entrepreneurial and to help communities be vibrant and sustainable. The expectations placed on universities are high, the mobility of people and ideas is accelerating in pace and is global in breadth, and there is an economic reality of greater competition for resources to support public institutions. The University of Windsor must preserve an unwavering commitment to academic excellence and to helping people, and it must use the talents of its people to distinctly adapt to the realities we face.*

The University of Windsor has a history tracing back over 150 years. It has been a part of the lives of more than 90,000 alumni around the world, and has contributed to the well-being of the Windsor-Essex region and of Canada. From its roots as Assumption College in 1857, continuing through today in affiliation with Assumption University, Canterbury College and Iona College, it combines tradition with a commitment to the future. It is a University that is helping more than 15,000 students a year from the region and from around the world achieve personal and professional goals. It is a place with a commitment to learning and discovery, and a commitment to social justice and all of the expectations and opportunities that come with it – access to education for all, recognition of the importance of community, and a belief in the entrepreneurial spirit that has been vital to the economy in this region of our country.

Through education in the sciences, arts, humanities and professions, and through research and creative pursuits, the University has, without pretense, enriched our region and the world. It has helped to create a stronger community around us, has added to our knowledge of the environment, has helped industries succeed, has strengthened the arts, has helped us understand the complexities of a world that is rapidly changing, and it has done much more. It is a place that encourages pursuit of the personal best, whether in a laboratory, classroom, athletic stadium, or other place of high endeavour.

The University of Windsor sits at the edge of our country, in the heart of North America. By being on the edge, it offers a distinct vantage point from which to engage in global transitions that affect people's lives. By encouraging international participation and community engagement, and through a commitment to equity and human rights, the University captures the energy of change that only diversity and releasing the breadth of human capacity can bring. Thinking forward is not an abstract concept. It is in our nature. We are a university for which, metaphorically, the head has not lost sight of the feet. Stated another way, our endeavours of the mind are based in large part upon the road that we as a society must travel.

## The process to develop a new strategic plan

*The University of Windsor can be a place of pride for all who are a part of it only through the efforts of all. Empowering everyone to contribute to the University's future success will not happen in a passive way. It will require that we plan and that we measure whether we are succeeding. It will require that we have goals that can be achieved through actions. Everyone who is a part of the University should feel a sense of pride at convocation as graduates cross the podium and reach an important milestone. Everyone who pursues their academic or professional discipline should feel intellectually stimulated and rewarded. Everyone who works here should feel good about what they do. And our community here and abroad should know it.*

A Strategic Plan lays out the framework within which people can become engaged in shaping the future of the University. It articulates our reason for being and how we go about fulfilling it. It crystallizes for the world what is important to us and how we will focus ourselves, and creates the framework against which we can assess ourselves, so that we know if we are making progress. It should guide us toward achievements that are of undeniable value, inspire students to want to come here and faculty and staff to want to work here, and enable our community to benefit from the value we create.

In arriving at a new strategic plan for the University of Windsor, it was therefore essential that the plan derive from broad-based consultation, and that it lead to outcomes that resonate with faculty, staff, students, alumni, partners, and our community. There were several steps in the process. I used my first year on the campus to meet people, to learn more about what is important to them and to gain some understanding of the community around us. I asked people what they are doing that is unique to the University of Windsor, and where they see opportunities to do new things. I met with many alumni and heard their ideas on future directions we could take and what the University of Windsor has meant for them.

Based on these broad discussions, a draft of our mission, vision, principles, and five strategic priorities was created, and a web site questionnaire was used to solicit feedback on these. A Strategic Planning Advisory Group was created to review the reactions collected on the web survey, and to guide a process to refine them and to develop more detail around actions that could be taken to support each strategic priority. An Action Planning Group was established for each of the five strategic priorities, and they conducted further consultation to develop a set of actions that could be undertaken in support of each strategic priority. A Strategic Plan is not a wish list. We do not have the luxury of pursuing every idea or activity that we have, nor should we engage in too many pursuits. We simply will not be able to do them all as well as we want to, or do them as well as we should in order to meet the expectations there are of us. The strategic priorities and actions identified represent what the broad community identified as the ones to embrace.

*Thinking Forward... Taking Action* is a result of the engagement of over two thousand people who participated in consultations, web-based surveys, and direct discussions. Among them were faculty, staff, students, alumni, and friends of the University of Windsor. I am particularly grateful to the members of the Strategic Planning Advisory Group and the Action Planning Groups for their many hours of work and for their many insights into how to make the University of Windsor fulfill its desire to be an exceptional destination for students, a place of highest academic pursuits, and a place that contributes to a stronger community and a better world.

A university is unlike any other institution in our society. A great public investment and a great public trust is bestowed upon us. Freedom of speech, freedom of thought, freedom of enquiry, and freedom to learn are steadfastly upheld in universities. With those freedoms comes the ability to mobilize ourselves in powerful consensus that can create change in our community and the world, and the ability to question and to disagree on matters concerning our institution or the society we live in. And in addition to enjoying these important freedoms, we are all expected to safeguard the future of our university and ensure that students from all walks of life can reap the greatest benefit from them. *Thinking Forward... Taking Action* is an affirmation of the University of Windsor's commitment to be the best that universities can be.

A handwritten signature in black ink, reading "Alan Wildeman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Alan Wildeman  
President and Vice-Chancellor

### Strategic Planning Advisory Group

Alan Wildeman, President and Vice-Chancellor  
 Paul Rennick, President and Vice-Chancellor, Assumption University  
 Kate McCrone, Acting Provost and Vice-President, Academic  
 Allan Conway, Dean, Odette School of Business  
 Edwin Tam, Associate Prof., Assistant Dean, Student Affairs, Faculty of Engineering  
 Leslie Howsam, University Professor, Department of History  
 Brenda Pelkey, Professor and Director, School of Visual Arts  
 Daniel Heath, Professor, Canada Research Chair, Department of Biology  
 Geri Salinitri, Associate Professor, Faculty of Education  
 Susan Fox, Associate Professor, Faculty of Nursing  
 Tom Najem, Associate Professor and Head, Department of Political Science  
 David Andrews, Associate Professor, Department of Kinesiology  
 Emir Mohammed, Assistant Professor, Faculty of Law  
 Mohsin Khan, Undergraduate Student, President, University of Windsor Student Alliance  
 Sajid Rashid Ahmad, Graduate Student, President of Graduate Student Society  
 Ed King, Part-time student, President, Organization of Part-time University Students  
 Roger Lauzon, Executive Director, Information Technology Services  
 Brooke White, Executive Director, Student Development and Support  
 Brenda King, Secretary, Library Systems Dept., President CAW Local 2458

### Action Planning Groups

#### *An exceptional undergraduate experience*

Geri Salinitri, Co-Chair, Professor, Faculty of Education  
 Edwin Tam, Co-Chair, Associate Prof., Assistant Dean, Student Affairs, Faculty of Engineering  
 Bob Boucher, Dean, Faculty of Human Kinetics  
 Ken Cramer, Professor, Department of Psychology  
 Jennifer Johrendt, Assistant Professor, Faculty of Engineering  
 Brady Donohue, Student  
 Stephanie Saad, Student

#### *Research and graduate education*

Leslie Howsam, Co-Chair, University Professor, Department of History  
 Daniel Heath, Co-Chair, Professor, Canada Research Chair, Department of Biology  
 Maher El-Masri, Associate Professor and Research Leadership Chair, Faculty of Nursing  
 Daniel Mennill, Associate Professor, Department of Biology  
 Jerry Lalman, Associate Professor, Department of Civil and Environmental Engineering  
 Myra Tawfik, Professor, Faculty of Law  
 Steve Malone, Student

#### *Faculty and staff*

Kate McCrone, Co-Chair, Acting Provost and Vice-President, Academic  
 Brenda King, Co-Chair, Secretary, Library Systems Dept., President CAW Local 2458  
 Phil Dutton, Associate Professor and Head, Department of Chemistry  
 Lynne Phillips, Professor, Department of Sociology  
 Marie Hawkins, Admissions and Recruitment, Faculty of Graduate Studies  
 Christin Moeller, Student

#### *Commitment to community*

Allan Conway, Co-Chair, Dean, Odette School of Business  
 Paul Rennick, Co-Chair, President and Vice-Chancellor, Assumption University  
 Lorretta Stoyka, Lawyer, MillerCanfield  
 Reza Shahbazi, Executive Director, New Canadian's Centre of Excellence  
 Alex Kais, Student  
 Cheyanne Monk, Student

#### *International engagement*

Brenda Pelkey, Co-Chair, Professor and Director, School of Visual Arts  
 Tom Najem, Co-Chair, Associate Professor and Head, Department of Political Science  
 Nihar Biswas, Senior Associate Dean, Faculty of Engineering  
 Roy Amore, Associate Dean, Faculty of Arts and Social Sciences  
 Roman Maev, Professor, Department of Physics  
 Reem Bahdi, Professor, Faculty of Law  
 Lulua Mala, Student

## The front bookend to the Plan: Current Reality

A strategic plan sets a direction, and along the pathway of progress there must be a continual assessment of the fundamentals that exist. We need to ensure that we understand our enrolment and its impact on our institution. We need to respond to shifts in the economy or government policies that can have an impact on our revenues or expenditures. An effective strategic plan can best position us for those things that are out of our control, and best position us to capitalize on opportunities to make our University stronger.

Careful assessment of the current reality is an essential underpinning to our ability to have effective planning processes and budget allocation processes across the University.

***...An annual on-going assessment of where we are and the risks or challenges we face:***

***Enrolment***

***Resources***

***The economy***

***Government policy***

***Competing institutions***

## ***Thinking Forward... Taking Action***

*Universities must contribute to the betterment of society. They have a responsibility through education and enquiry to encourage minds to be creative and entrepreneurial and to help communities be vibrant and sustainable. The expectations placed on universities are high, the mobility of people and ideas is accelerating in pace and is global in breadth, and greater competition for resources to support public institutions is an economic fact of life. The University of Windsor must preserve an unwavering commitment to academic excellence and to helping people, and it must use the talents of its people to adapt in distinctive ways to the realities it faces.*

### ***Our reason for being***

The University of Windsor has a history tracing back over 150 years. It has been a part of the lives of more than 90,000 alumni around the world, and has contributed to the well-being of the Windsor-Essex region and of Canada. From its roots as Assumption College in 1857, continuing through today in affiliation with Assumption University, Canterbury College and Iona College, it combines tradition with a commitment to the future.

Our University is helping more than 15,000 students a year from nearby and from around the world to achieve personal and professional goals. It is a place with a commitment to learning and discovery, and a commitment to social justice and all of the expectations and opportunities that come with it – access to education, recognition of the importance of community, and a belief in the entrepreneurial spirit that has been vital to the economy in this region of our country. Its mission statement is in reality a statement about the University's reason for being:

***The University of Windsor's mission, a reason for being:***

***Enabling people to make a better world through education, scholarship, research and engagement***

Through education in the sciences, social sciences, arts, humanities and professions, and through research and creative pursuits, the University has, without pretense, enriched our region and the world. It has helped to create a stronger community around us, has added to our knowledge of the environment, has helped industries succeed, has strengthened the arts, has helped us understand the complexities of a world that is rapidly changing, and it has done



much more. It is a place that encourages pursuit of the personal best, whether in a laboratory, library, classroom, athletic stadium, or other place of high endeavour.

### ***What we are trying to create***

The University of Windsor sits at the edge of Canada, in the heart of North America. By being on the edge, it offers a distinct vantage point from which to engage in global transitions that affect people's lives. By encouraging international participation and community engagement, and through a commitment to equity, diversity and human rights, the University captures the energy of change that only releasing the breadth of human capacity can bring. Thinking forward is not an abstract concept. It is our nature. We are a university for which, metaphorically, the head has not lost sight of the feet. Stated another way, our endeavours of the mind are based in large part upon the road that we as a society must travel.

Aligned with this reality, the University of Windsor has long been recognized for its commitment to creating a learning environment where students can be engaged and encouraged. Across the campus, through all of the consultations that went into *Thinking Forward... Taking Action*, the commitment to students was resoundingly reaffirmed as being at the centre of our mission to help people to create a better world. In the same way that our mission statement defines our reason for being, our vision statement describes the kind of university we are trying to create, one that will see this mission fulfilled in our own distinctive way. What we cannot forget is that first and foremost, a university must be about the student.

***The University of Windsor's vision, what we are trying to create:***

***The University of Windsor is a progressive student-centred University, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue***

## ***Our values***

The kind of university we are is in large measure determined by the values we set for ourselves. In stating what is important to us, we send a strong message about how we make decisions and how we work together. Statements of principles that highlight how we conduct our teaching, research and creative activities, and service to society are more than just words. Words create worlds. The University of Windsor has a rich history in teaching and scholarship on matters ranging from social justice to human rights to environmental responsibility. Our values are the lenses through which our actions are viewed.

### ***Our values:***

- ***Commitment to the highest intellectual standards***
- ***Commitment to the highest standards of human rights and freedoms***
- ***Commitment to have the student experience be a central consideration in decision-making***
- ***Commitment to civility and respect for others***
- ***Commitment to applying teaching, research, and creative activity to issues of importance to the world***
- ***Commitment to be a responsible steward of people, culture, resources and the environment***

## ***Our strategic priorities***

The University of Windsor has identified five strategic goals. They are goals that reinforce our commitment to students, and to teaching, research and creative activity of the highest quality. They speak to the importance of the community around us and to the importance of the many international members of our university community. Within them are opportunities for everyone to contribute to the future of the University.

### ***Our strategic priorities:***

- ***Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition***
- ***Create a more research-intensive university with graduate programs that build on academic and professional strengths***
- ***Recruit and retain the best faculty and staff***
- ***Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region***
- ***Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths***

## ***Our actions***

The fulfillment of our vision and achievement of our goals necessitate that we commit to actions that support our five priorities. In committing to them, we are reinforcing our commitment to people, to academic and scholastic pursuits of the highest quality, and to contributing to our community and the world around us.

### ***Strategic Priority #1***

***Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year-to-year transition***

*From the classroom to student services and student life, the University of Windsor is committed to providing all undergraduate students with an experience that will last a lifetime. Their experience will be the best when we pay attention to those things that matter the most.*

#### ***1. Focus on the quality of instruction, beginning with first year students***

*Effective and engaging instruction motivates learning and inspires students to participate in their education. From a practical perspective, this includes promoting “best practices” and effective communications between instructors and students. Both faculty and staff contribute to the quality of instruction, through the many ways in which learning and communications are facilitated.*

#### ***2. Strive to have positive instructor-student interactions that encourage independent learning***

*The relationship between students and instructors can be enriched through formative feedback from professors, through small-group learning environments, through the use of alternative ways of delivering information, and through the engagement of discipline-specific teaching and graduate assistants.*

**3. Improve the undergraduate academic advising process so that advising is timely, consistent, and effective across and within disciplines over the academic career of the student**

*The University of Windsor will strive for a model of care for the student that represents a holistic approach to advising. The goal will be to ensure that academic advising is in support of the needs and interests of the student, and in support of opportunities for student mobility between programs and between the University of Windsor and other academic institutions.*

**4. Ensure that students have access to services and opportunities that enrich and support their overall University of Windsor experience**

*The experience of our students depends upon accessible services that support student life and student needs. In addition, we will place a priority on providing within-study extracurricular programs that connect students with faculty, their disciplines of choice, and the campus community, and on developing further on-campus career counselling and the availability of career-relevant tools and training, such as portfolio development.*

**5. Encourage a stronger sense of student identity and pride in the University of Windsor**

*The University of Windsor will keep students informed about achievements in teaching, research and creative endeavours, and encourage opportunities for them to be involved in the University through clubs, sports, the arts, research, employment, and other activities outside of the classroom. We will also promote opportunities for our alumni to return and be engaged in curricular and extra-curricular activities.*

## ***Strategic Priority #2***

### ***Create a more research-intensive university with graduate programs that build on academic and professional strengths***

*Research, scholarship and creative activity are central to all disciplines at the University of Windsor. They enrich our teaching and our society, and provide public and private sector partners with strategic alliances that facilitate the transformation of ideas into value. The expertise of faculty also provides the University's core capacity in support of graduate programs across professional and academic disciplines. The University will fulfill its role as an institution where innovation and creativity thrive by being competitive for external funding, through the encouragement of collaboration, and through a willingness to build on strengths.*

#### ***1. Ensure that each Faculty has a research plan that charts a direction for scholarly excellence***

*Every University of Windsor Faculty will have a plan for research and creative work that envisions areas of existing or potential strength in which strategic appointments or workload accommodation creates and sustains a critical mass of scholars, and that articulates how scholarly success at the individual and collective levels will be measured – the quality and quantity of publications and performances, grants awarded, accreditation, supported graduate students, and peer recognition through distinguished prizes and awards.*

#### ***2. Ensure that rigorous and clearly articulated tenure and promotion criteria are in place and are applied with respect to research and creative activity.***

*The University of Windsor will strive to ensure that its scholarly activity is recognized nationally and internationally by our peers, and will place a high value on measuring and recognizing excellence.*

#### ***3. Foster research excellence and the greatest societal impact of research and creative activity through the encouragement of intra-***

***and inter-disciplinary research groups and a commitment to provide supportive research services***

*Research excellence and greater research support will be enabled through the encouragement and facilitation of collaborative centres within and across disciplines, the promotion of Windsor as a destination for regional, national and international conferences, and an on-going effort to enhance the research services on which faculty depend.*

***4. Focus the creation or expansion of graduate and professional programs in units and cross-disciplinary areas where there are clusters of academic expertise that make the University of Windsor a destination of choice for the most capable graduate students***

*The University of Windsor is committed to having graduate students engaged in research and education opportunities that are at the forefront of their chosen disciplines.*

***5. Involve undergraduate students in enhancing the university's research profile and reputation by integrating research and creative activity into undergraduate curricula***

*The discovery of new knowledge and the development of creative thinking are central to the role of the University of Windsor. A complete undergraduate experience is one that allows students to be engaged in research and/or the arts through learning about them and through first-hand experience, seminars, and other opportunities.*

### **Strategic Priority #3**

#### **Recruit and retain the best faculty and staff**

*The achievement of the University of Windsor's goals rests with its people. A community that is respectful of all employees, that is committed to having clear and accessible human resources policies, and that allows people to work toward personal goals is essential. Every individual is unique. In identifying institutional actions it is not possible to address every individual need, but what is important is that everyone knows that their contributions and their concerns matter. Our students will only have an experience that lasts them a lifetime if our faculty and staff are fulfilled to the best of our ability.*

- 1. Through well-organized hiring processes, provide faculty candidates with clear messages about how they will contribute to the academic goals of the unit and of the University, the expectations there will be of them, the commitments the University will honour if they are hired, and the attractiveness of living here.**

*The University of Windsor will be promoted as a faculty-supportive student-centred institution, situated in a unique part of the country and in a vibrant multicultural community, and the diverse research and creative activity profile of faculty across the University will be highlighted.*

- 2. Ensure that through all career stages, there are systematic processes to recognize faculty and staff for their distinctive contributions to teaching, research and service to the University and the community**

*We will facilitate a strong commitment to high intellectual standards by assuring that appointment, renewal, tenure, promotion, and sabbatical application review processes for faculty are based on clear and high-reaching agreed upon standards that recognize the importance of teaching, research, creative activity and service. We will also strive to recognize the many achievements and contributions of staff to our mission.*



**3. Continually strive to have a collegial workplace that reflects the University of Windsor's values, and that provides the best support it can to meet the professional and personal needs and aspirations of faculty, sessional instructors, and staff**

*There are many things that affect the quality of employment, including clear policies on matters such as spousal hires, a commitment to mentorship of new employees, and an unwavering commitment to be appreciative of people whose performance is exemplary.*

**4. Strive for open dialogue among administration, management and employees on matters related to performance expectations, job satisfaction, and policies that impact the workplace**

*The ability of the University of Windsor to achieve its goals will be made possible only through an on-going commitment to teamwork, to understanding roles in relation to those of colleagues, and to communication about matters that affect the University and the experience of its students.*

**5. Strive to ensure that collective bargaining agreements support the University's strategic plan**

*The University of Windsor must ensure that collective bargaining processes and agreements reflect the aspirations of the University as described by its mission, vision, principles and values, strategic priorities and actions.*

## **Strategic Priority #4**

### ***Engage the community in partnerships that strengthen the economy, quality of life, and well-being of the Windsor-Essex region***

*The most immediate impact of the University of Windsor is felt by the community around us. Whether it be the education provided to people who live here, the outreach of our faculty, students, and staff into the community, the engagement of our local alumni in University initiatives, or the research and creative works that flow to our many public and private partners, the Windsor-Essex region and the University of Windsor are intertwined. The power of this relationship will be fully realized through partnerships that build on synergies between the University and the community, through greater efforts to make the campus accessible to the community, and through placing value on efforts that offer solutions to community challenges.*

#### **1. Maintain and promote an inventory of University-community joint initiatives**

*There are many people with abilities and a desire to make a difference to our community. It is vitally important that we track the University-community initiatives that are underway, so that people can see how they can contribute to them. A readily accessible inventory and an on-going effort to communicate what is within it will assist everyone, both within and outside of the University.*

#### **2. Develop criteria for valuing efforts to nurture community development**

*Universities place a high value on contributions of faculty and staff to teaching, research and creative activity, and service. A university whose success is to a great extent measured by its impact on the community must extend the meaning of service to include service to the community. When people are doing things that are making a stronger community, they should be seen as fulfilling the aspirations of the University of Windsor.*

### **3. Foster opportunities to bring University and community experts together to focus on specific community needs and pursue common goals**

*There must be a broad bandwidth between the University and the community. The University of Windsor will continue to strive to achieve its community goals by showcasing the expertise of its faculty and staff, and by promoting on-going dialogue with community organizations to identify community needs and how University and community expertise could align around them, and where possible create opportunities for students.*

### **4. Work with other educational institutions in Windsor-Essex to create collaborative opportunities to promote a knowledge-based economy**

*A community that is undergoing significant economic and demographic transition will have the greatest chance of success if its people have access to the education and life-long learning opportunities that will underpin emerging economic opportunities and the quality of life. The University of Windsor will strive to provide greater access to courses that enhance professional qualifications and greater opportunities for education pathways involving other postsecondary institutions.*

### **5. Embrace the University of Windsor as an innovative and accessible institution that is integrated into the community**

*The University of Windsor will succeed in the community only if its campus is accessible, welcoming, and clearly marked for visitors. Any opportunities to offer University programs in new locations will be considered if they are in the best interests of our students, and if they are consistent with the University of Windsor's desire to strengthen the Windsor-Essex region through actions listed here.*

## ***Strategic Priority #5***

***Promote international engagement through student recruitment, student and faculty and staff exchanges, and partnerships that complement our teaching and research strengths***

*At the heart of international engagement is a long term commitment to the movement of people and ideas. It occurs most visibly when students from abroad come to study here or students from here study abroad. It occurs when education and research programs are developed in partnership with institutions in other countries, to create outcomes that are broader than those derived from individual collaborations between scholars in different parts of the world. And it occurs when institutions within Canada align themselves in ways that strengthen their global reach. A commitment to international engagement means a commitment to provide international students with the very best experience that the University of Windsor has to offer, and to provide all students with the broadest global perspective possible. It means a commitment to apply our creativity to global challenges, large and small.*

### ***1. Encourage the engagement of every academic program in international initiatives as they are appropriate to the discipline***

*Knowledge is increasingly global. Through the curriculum, through international education and research partnerships that build on our strengths, and through a commitment to providing international students with the best experience we can, all students at the University of Windsor will have an opportunity to see their own discipline, and their own lives, through a global lens.*

### ***2. Compete effectively at a global level to attract and retain the best international students and manage international student enrolment opportunities sustainably in the context of institutional and program capacity and priorities***

*The University of Windsor has one of the most internationalized student bodies in Canada, and international students contribute significantly to all aspects of our campus. Through best practices in recruitment and international scholarship programs, and through distinctive programs that appeal to international students, we will continue to pursue a leadership role in international enrolment.*

**3. Encourage faculty, student and staff exchanges and placements, as well as co-op and internship opportunities, that offer an international experience**

*There is no substitute for an actual international experience. We will continue to place a priority on finding opportunities for University of Windsor students, faculty and staff to go abroad. Some of these opportunities may be achieved through collaboration with other institutions and organizations that similarly support people in opportunities to study and work elsewhere.*

**4. Provide encouragement and support to University of Windsor centres or groups that have the capacity to significantly engage in international research and graduate training opportunities**

*The University of Windsor has distinctive clusters of expertise that help us fulfil our vision to address global challenges. There are many opportunities for this expertise to be applied in international collaborations and programs, and in doing so to create opportunities for students. The University of Windsor's reputation for excellence can only be enhanced through such efforts.*

**5. Provide clear and consistent messages to potential international students and researchers about the benefits of studying or working at the University of Windsor, and provide supportive services for them when they are here**

*People will want to study and work here if they know what we are doing and that we will support them to the best of our ability when they are here. We will strive to provide international students with academic and extra-curricular services and facilities that meet their needs and aspirations, and will not compromise on the goal of creating an ever larger cohort of international University of Windsor alumni contributing to the legacy of the University of Windsor and the fulfilment of its mission.*

## The back bookend to the Plan: Making it work

*There are at least four important elements that will need to be undertaken to support the Strategic Plan. These include planning within units across the campus, investments, reporting, and a review of institutional budgeting.*

### Planning

The Strategic Plan should enable all areas to see how they are contributing to what the University is trying to achieve. It is only through the detailed work that happens across the campus that the actions will be realized and the goals achieved. All areas of the campus will be asked to develop their own plans in light of the Strategic Plan. In a broad way, all our activities should align with our mission and vision.



### Investing in Priorities

The Strategic Plan will also be supported only if there is a commitment of resources to our strategic priorities. There are two ways in which this will happen. First, a Strategic Priority Fund is being established. It will become a base allocation within the University budget, available every year for initiatives that are consistent with the strategic priorities. This Fund is targeted to increase by \$0.5 million a year over a three year period, beginning in 2009/10, and by 2011/12 it is projected to be at an

amount of \$1.5 million. The precise amount available will be set in the annual budgeting process and communicated to the campus. It will be through this Fund that investments are made to take us in the directions agreed upon. Decisions on allocation of these funds will be under the guidance of the Provost and the deans, and will be taken in a consultative manner.

Second, the Strategic Priority Fund represents only a small percentage of our annual expenditures. It will also be expected that in an on-going way, all areas of the University will seek opportunities to redirect resources in ways that support our goals.

## Responsible administration

The University has undergone a great deal of growth in the past 10 years. There are more students, there is greater research and creative intensity, and graduate and executive education has taken on a higher profile. In addition, we have seen enrolment trends gravitate toward a very strong presence from the Windsor-Essex region, and an increase in the number of international students. The consequence of these changes makes it practical that we reassess how plan for enrolment and how resources are allocated, and that we ensure we are allocating resources in ways that facilitate achievement of the goals we set.

There are some objectives which should underscore an approach to administration. These include transparency, accountability, and delegation of authority and responsibility. They include the need to have a budgeting process that is responsive to changes in business, and that provides as much flexibility and discretion as possible for areas to manage and expand their resources.

The University has begun to review a number of administrative functions. As a first step, efforts are being made to clarify for all faculties the revenues that they bring to the institution through undergraduate and graduate enrolment and through research. This information will be shared with all of the deans, and form the basis for discussion between the deans and the Provost's Office on revenue distribution models that could better support the above objectives. Allocations under the Strategic Priority Fund will also provide an opportunity for resources to move in support of strategic goals. Without a budgeting process that is transparently responsive to shifts in our core areas of operation, we will neutralize the aspirations that a new Strategic Plan should bring.

A necessary part of the administration includes the ability to effectively provide information in support of planning and budgeting processes. It is essential that there be access to reliable and consistent information on student numbers, graduations, research funding, and related activities. The administration will be reviewing our current systems for data analysis to ensure that any areas that have responsibility for budgeting can do so based upon the most accurate information.

## Measuring and communicating success

The actions under each strategic goal will set out the framework for what we will measure. For the plan to be successful, we need to measure whether we are achieving what we said we wanted to achieve.

There can be different time frames over which the impact of planning and investment strategies is seen. Some initiatives can be undertaken quickly and their impact measured within a year or two. Others will take several years. Measuring our progress will form the basis of an accountability framework for the Senate and the Board of Governors. Both governing bodies have a great interest in knowing that the decisions they are being asked to make on behalf of the University are ones that are leading the University in the directions it has set. A reporting framework will be developed that will address key indicators that the sector is looking at (enrolment, student satisfaction, investments in quality, research, and other matters), and provide benchmarking on how well we are carrying out the actions to which we are committed. And of course, at the centre of all that we do to report on our progress, there must be a proactive and effective communications effort that reaches faculty, staff, students, alumni, friends, and the broader community. Getting the messages out about our successes will be vital to our reputation and future aspirations.

In light of this, the next Strategic Plan will not be launched as a one-year, two-year, five-year, or 10-year plan. Rather, it will be a plan against which we will report annually on the goals we have set. Whether the Plan is proving effective for the institution will become apparent within several years of its approval.