



# **UNIVERSITY OF WINDSOR**

## **COMMUNITY CONSULTATION 2019**

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Partnership for a Flourishing Future



# Community Consultation 2019

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In 2017, the University of Windsor held a series of community consultation breakfasts that generated hundreds of comment and suggestions, which are summarized in [the report](#) on those meetings. Since then, we've been working to put many of these ideas into action in order to better prepare our graduates to thrive and pursue their own goals, and to positively influence our community and meet employer needs. In 2019, we circled back to the community to report on our progress, to gather further suggestions and insights to help us enhance our work with partners, and to identify pathways forward focused on three key areas of concern: liveability, cultural renaissance, and economic revitalization.

Approximately 200 participants attended the event, which included community leaders and influencers from not-for-profits; local businesses; industry partners; the health, education, and social services sector; the arts and creative industries; community organizations; and the service sector. The President and Provost reported on current University demographics, what





we had learned from the 2017 consultations and progress in specific areas of concern (see [PowerPoint](#)), followed by [a video presentation](#), which showcased a number of specific initiatives connected with community priorities and suggestions. These included:

- Efforts to enhance connection with industry and community partners to better serve their needs and to prepare students with applied practice in those industries. One example is the Faculty of Science's evolving Extension Science programs, which integrates industry-needed services and consultation with student learning. Students earn additional industry-focused credentials while earning their science degrees, for example in geographic information systems, biological conservation, statistical solutions, forensics, environmental assessment, analytical chemistry, film and media for science, economic analysis, and science communications. For more information, contact Dr. Chris Houser, Dean, Faculty of Science, [chouser@uwindsor.ca](mailto:chouser@uwindsor.ca).

- Updates on the expansion of cross-disciplinary internship, opportunities, and research collaborations through the School of Computer Science, applying expertise in areas like machine learning, decision-support systems, and data analytics in the health sector, environmental reclamation and assessment, cancer research, and the



social services. These projects and programs respond to multi-sector demand for graduates who can apply computing skills within specific industries and sectors. The School of Computer Science has also continued to build strong partnerships with local school boards, in work-integrated learning, and

community-based programming and alumni mentorship with major industry partners such as Google, Amazon, and Blackberry. For more information, contact Dr. Ziad Kobti, Director, School of Computer Science, [kobti@uwindsor.ca](mailto:kobti@uwindsor.ca).

- Introduction to a project focused on cross-sectorial applied computing. Supply Chain Advancement Network in Health (SCAN Health), whose team, last year, was announced as the first Networks of Centres of Excellence of Canada located in a Canadian business school. SCAN Health is integrating cutting edge supply chain management knowledge with the enhancement of healthcare services and integrating technological and process innovations in the sector, nationally and



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internationally, and engaging students in research and partner consultation as part of these efforts. For more information, contact Anne Snowdon, Professor, Strategy and Entrepreneurship; Scientific Director & CEO, Supply Chain Advancement Network in Health; Academic Chair, World Health Innovation Network (WIN), Odette School of Business; [snowdon@uwindsor.ca](mailto:snowdon@uwindsor.ca).

- Enhanced focus on work-integrated and experiential learning, including greater emphasis on student development of soft skills and engagement with workplace expectations. Judy Bornais, Director of [Experiential Learning](#), [jbornais@uwindsor.ca](mailto:jbornais@uwindsor.ca), outlined the University's expansion of career services programming, increase in co-op and internship placements (1,700+ students enrolled in 2018-2019 and in the volunteer service learning programming VIP, through which 111 students contributed over 14,000 volunteer hours to one local not-for-profit). The Office of Experiential Learning is continuing its efforts to work increasingly effectively with employers and community organizations to shape work-integrated learning programming that meet community needs in the short- and long-term.
- The opening of the downtown campus [School of Creative Arts \(SOCA\)](#), a \$75-million investment in the city core, which brings over 500 students, faculty, and staff to the downtown core and provides shared community-use spaces for cultural and social purposes. This year, the school also played an anchor role in the [Windsor International Film Festival \(WIFF\)](#): ticket sales of 42,000, as well as its evolving year-round programming make the festival an important generator of revenue and catalyst of downtown vitality in the city, while also enabling the 70+ students annually who intern and volunteer with WIFF to learn the nuts and bolts of film-festival and film-distribution industries. For more information on SOCA and WIFF, please contact Vincent Georgie, Director, School of Creative Arts; Executive Director and Chief Programmer, Windsor International Film Festival; [vgeorgie@uwindsor.ca](mailto:vgeorgie@uwindsor.ca).







- The [Lancer Sport and Recreation Centre \(LSRC\)](#) which, when completed, will be the largest community-accessible multi-sport and recreation complex in Windsor Essex. The LSRC will be the new home of the Faculty of Human Kinetics Centre for Human Performance and Health (CHPH). The CHPH is the research arm of the sport and recreation centre and offers a cell-to-society approach to scientific research and community engagement to create new knowledge about human movement, sport performance, and active and healthy lifestyles. Areas of study, student internship, and community engagement include active and healthy living, ergonomics, sport performance and workplace training partnered with community organizations, industry partners, and local employers. One program highlighted in the video is the Adaptable Physical Exercise Program (APEX), which, in partnership with Community Living Windsor and a committed group of student facilitators, provides individualized exercise training sessions for adults with an intellectual disability. Participants attend two, 90-minute exercise sessions per week where they receive one-to-one personal training from an undergraduate Human Kinetics student. The program has also developed follow-up materials to support the maintenance of these new exercise habits post-program. For more information about CHPH, please contact Chad Sutherland, Co-op and Internship Coordinator, Human Kinetics, [chads@uwindsor.ca](mailto:chads@uwindsor.ca). For more information about the LSRC project please contact Sandra Aversa, Special Advisor, Major Capital Projects, [sandra@uwindsor.ca](mailto:sandra@uwindsor.ca).
- The launch of the University's rapidly expanding Centre for Continuing Education in 2018 responds to significant demand for greater opportunities for personal and professional development identified in the campus community consultation and elsewhere. The Centre, located on the downtown campus, provides entry-level professionals with ongoing opportunities for reskilling and upskilling across a variety of fields, and invites employer and industry queries about specific needs and opportunities. For more information, contact Jennie Atkins, Executive Director, Continuing Education, [jatkins@uwindsor.ca](mailto:jatkins@uwindsor.ca).





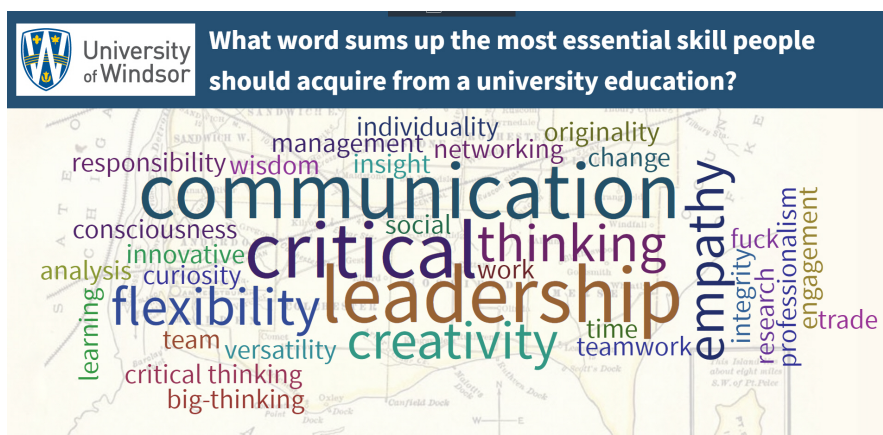
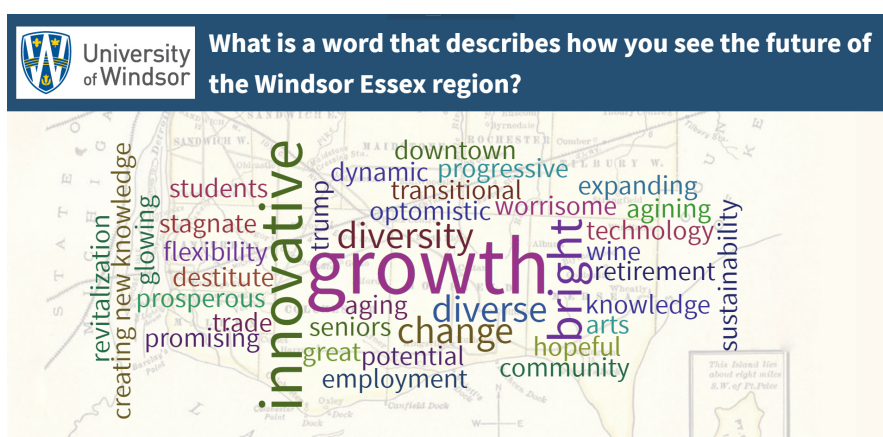
## What You Said

These presentations were followed by participant discussions, which focused on the following:

1. What students and community members need to continue to grow and thrive in this changing economy and environment;
2. Contributions the University can make to enhancing the quality of life and livability of our region;
3. Assessing the level of engagement between the University and the community and how that can be enhanced or better leveraged over the next 5-10 years;
4. Views, questions, hopes, or concerns on other topics participants thought the University should be aware of.



## Word Clouds from Consultation





## Key Themes from Participant Discussions

### Feedback on Graduate Outcomes and Student Work- and Career-Readiness

- Generally speaking, participants were supportive of enhanced opportunities for experiential learning, with a number of participants noting increased University involvement in the community, while others felt that more must be done to encourage and incentivize student engagement. One factor in this difference was observed in the degree of access to experiential programming across fields. In terms of co-curricular participation and volunteerism, participants identified some experiences where the match with organizations was limited, and also advocated for models that would incentivize student participation: it was also noted that volunteer opportunities should ensure student learning and consider the risk that some opportunities might simply be unpaid labour.
- Participants identified the importance of student development of a range of transferable skills, emphasizing the need for these skills across all programs and disciplines, including communication and writing skills, leadership, adaptability and resilience, problem solving, critical thinking, time management project management, entrepreneurial skills and mindset, financial literacy, critical thinking, problem solving, client management skills, ethics, confidence, and workplace etiquette. In a number of cases, the need for balanced skills was emphasized, for example, communications skills for those in highly technical fields, and digital, financial and business literacy skills as a component of programs in other fields.
- In connection with these, a number of participants encouraged the university to develop mechanisms for systematically engaging employers and other community



leaders in curriculum and program development, and particularly to ensure that Continuing Education programming was consistently informed and regularly considered through the lens of evolving community and industry needs.

- Participants noted that students need more opportunities to develop greater self-awareness and a better sense of the importance of what they are learning and the specific skills they have developed, so that they can communicate those skills to employers. Having realistic expectations about entry-level workplace opportunities, and an awareness of the expectations of the workplace, was also highlighted.
- Participants also identified the benefit of more career service support and career-oriented mentorship, for example opportunities to explore non-traditional work opportunities and directions with those who have pursued those kinds of careers, or for programs that enabled students to be matched with mentors for sustained periods of time. These kinds of programs might also incorporate more opportunities for students to speak with employers and get feedback from them. Some examples of strong mentorship programs, such as in Odette's MBA program, were also identified.

### Feedback on Curriculum Design and Re-design Processes

- Continuing Education: Participants encouraged Continuing Education to continue to develop long-term, iterative consultation mechanisms to ensure that offerings are consistent with community needs. Some encouraged greater emphasis on upskilling programs for graduates and reskilling programs for those who need to make career transitions.
- A number of participants identified the need for a cross-cutting emphasis on sustainability and climate change in all programs and disciplines, noting that there is great need in the city for research, partnership, and consultation on issues such



as our carbon footprint, flood management, climate change resilience, policy development, and change management across all types of public and private sector projects, and that the questions of clean groundwater and the health of the Great Lakes are critical to our community's continuing wellbeing.

- Suggestions for program and course development: urban planning, health innovation, bioinformatics, interdisciplinary programming related to fostering healthy aging communities, enhanced pathways for internationally trained

professionals that focus on access for new Canadians; end of life care, agricultural studies, and e-commerce.

- Suggestions for Continuing Education program and course development: End of life care; Caregiver College; joint language development programs for international students and new Canadians, leadership development (multiple fields); IT skills for those employed in different fields, and e-commerce.

### **Feedback on the University's roles and potential roles in improving urban and regional liveability**

- As at previous consultations, the University's role in attracting and retaining students and graduates in Windsor Essex was highlighted, with a particular emphasis on systematic engagement of students in and with the community, and on planning informed by actively optimizing student opportunities to see Windsor Essex as a vibrant community and to make the case for living and working in Windsor (both to students and to their parents) and to elucidate the pros and cons of living here or elsewhere.
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- A set of related observations encouraged systematic approaches to engaging students with community organizations and service, for example by exploring whether it would be possible to involve community organizations more extensively in Welcome Week and other orientation events.
  - Feedback on the launch of the downtown campus was largely positive, with a number of participants noting tangible differences in the degree of vitality in the downtown core. That said, many hope that the University will continue to build on this initiative, perhaps by developing a long-term strategy for downtown engagement and communications. Suggested factors to consider included planning for greater and year-round student engagement with downtown institutions and organizations, student housing in the downtown core, collaboration on the enhancement of the transportation corridor on University Avenue, more emphasis on safety, and better collaboration and communication with downtown business owners both for the benefit of business owners and in support of students now studying there. It was suggested that the departments that are now downtown could work together to engage the community.



- Issues related to the challenges of Windsor Essex transportation systems were raised at a number of tables. Issues raised included:
  - Advocacy, expertise, and resources for increased and safer bikability, particularly between the two campus, and on other transportation-related or -affected infrastructure projects
  - Need for better on-campus infrastructure to support cycling
  - Enhanced bus transport from the County with specific contacts identifying interest in collaboration
  - Opportunities for research and expertise in areas including analytical power to assess and understand transportation problems, research on road development and sustainable roads, etc.
  - Future administration of the university students' bus pass program



### Feedback on Community and Partner Engagement

- Participants noted that they had observed an increase in student engagement in the community as well as more proactive institutional efforts to engage with the community in the last 5-10 years. They encouraged further effort in this area, with more systematic attempts to identify and remove barriers to engagement in order to expand and deepen partnerships. This might also include efforts to facilitate the expansion of existing employer partnerships beyond student placement activities.
- Some strong and successful partnerships were identified as potential models for others to learn from, including the work of the Porter Lab and the Windsor Cancer Research Group, social justice programs, the Windsor International Film Festival, and the MBA's mentorship programs. Facilitating regular and meaningful interaction among alumni, employers, community members, and faculty might enhance collaboration, though some noted the challenge of needed resources and infrastructure (like liaison positions) to sustainably foster these relationships. A recurring theme here was the importance of reciprocal relationships for mutual knowledge exchange and resource sharing. This was identified as important for reputation building, along with a more focused approach to sharing strong narratives of the University's specific impact on the local community.

- There were numerous comments regarding the need for improved avenues of communication regarding campus events and research with the community generally and with specific target populations, such as seniors or community organizations with specific interests, through well-maintained and broadly representative community calendars, research reporting, and well scheduled social media providing enough lead time for community members to plan to attend.
- Others suggested that community consultations, as well as consultations for specific stakeholder groups such as employer partners should be more frequent, and that the University should look for more opportunities to take consultation out into the community rather than just inviting the community to campus. Some suggested that there might be roles for students to contribute to relationship building and narrative development as aspects of their own experiential and work-integrated learning.
- People “want a reason to come here” and more of a relationship with the university beyond currently identified roles such as, for example, alumnus or co-op employer. This sense of fragmentation may also be related to queries regarding the university’s strategy for community engagement and whether there is explicitly identified leadership in this area. The question of whether hiring aligns with an overall community engaged strategy also arose.
- There were a number of suggestions about the value and importance of neighbourhood-specific engagement and partnership, particularly in the proximity of the university, like Sandwich, the University Avenue corridor, and the downtown. Participants advocated for programs that would invite local neighbourhood residents to work alongside members of the campus community on key areas of concern such as residential blight, air and water quality, safety, the needs of older residents and new Canadians, and the social, educational and health outcomes of children and youth. Some felt the University should play a more vocal role as an advocate for West Windsor.
- Participants advocated for a re-examination of the goals and mechanisms for outreach to alumni that might rethink how to understand those relationships and their potential richness. While the news updates in the Alumni newsletter are appreciated, some felt that a greater emphasis on community and network building, and on reciprocal communication and information flows would be of benefit, rather than what was sometimes perceived as a greater emphasis on donor development.
- Various partnership possibilities were identified for more sustained exploration and development, such as community associations, and civic governments beyond Windsor. Program partnerships with colleges, guidance counsellors, chambers of commerce, and within the auto industry, broadly construed to include industries



such as insurance, mobility and other related factors, or within the health innovation field were also suggested.

- More community-engaged research was recommended, as well as support for researcher/clinical partnered research, and shared resource initiatives.
- Participants encouraged the University to systematically factor equity and diversity into decision making and into consultation and engagement practices, noting the need for mentors and workplace experiences that reflect the diversity of our student population and for the university to more proactively communicate efforts in this area to the community. Visible and systematic outreach to marginalized communities, across the wide range of the Institution's activities was encouraged, with campus accessibility identified as an important factor as well.



### **Opportunities to Support Economic Diversification**

- Participants recognized the importance of ongoing engagement with innovation and graduate preparation in the automotive sector, and also of the importance of the University's broader focus beyond that field, identifying the contributions to attracting businesses, people and companies to the region and ensuring capacity and skills to support those companies' activities as important. Participants were curious about the University's processes for connecting early with new businesses moving to the city.
- Programming and software application development skills were identified as particularly important to this process.
- One table discussed how the University might contribute to the development of an integrated regional perspective and strategy.

- A number of participants offered suggestions related to the collaboration with small businesses. These included:
  - access to university resources such as IT infrastructure and collective partnership in the adoption of open source software
  - research, consultancy, and learning opportunities related to questions such as understanding factors that can lead to failure or success
  - clearly identified avenues for small business to make contact with the University. Some kind of online platform to enable preliminary contacts would be of benefit.



### The Student Experience

- International students: Participants identified concerns regarding services and support for international students, about their experiences here, and about their graduate outcomes. Some noted concerns about the preparedness of international students for employment in Canadian settings, particularly during co-op placements. Others identified concerns regarding a sense of segregation from local students, local housing, need for targeted mental health support and linguistic skill development (potentially in joint programs that could also serve new Canadian populations).
- Continuing to develop programs to support student mental health was identified as a priority.
- The quality and cost of housing around the university was identified by some as a concern, while others suggested innovative possibilities such as intergenerational housing initiatives.





## What We're Doing

We are very grateful for the input and suggestions provided at this event and continue to explore new directions and strategies based on participant input. The sections below provide some examples of those current and emerging initiatives.

### **1. Learning from our partners to enhance community engagement**

Community partnership has been, and remains, critical to our region's resilience in changing economic and social conditions – to our collective capacity to learn, and to go on learning, with and from each other. Community partnerships are critically important both to the fulfilment of the University's institutional mandate and to regional evolution, resilience, and prosperity. Partnerships enable the mutually beneficial exchange of knowledge, resource sharing, and learning. These partnerships enrich scholarship and creative activity, enhance curriculum, and help the University to graduate educated and engaged citizens, address critical societal issues, and contribute responsively to the public good. We are committed to learning more about our partners' perceptions and experiences with us, and to working towards developing processes and mechanisms that will enrich, facilitate and enhance our partnerships and their outcomes.

Several projects currently underway are connected to these goals:

- A partnership steering committee led by the Offices of Experiential Learning, Research and Innovation Services, Continuing Education and the Entrepreneurial, Practice, and Innovation are exploring opportunities to enhance collaboration with

partners across all four units, to coordinate tracking, and to offer a common portal for prospective community partners seeking to make contact.

- The University has launched a grants competition to support departments seeking to work with partners from Indigenous communities [Nanadagikenim - Seek to Know Grant](#). The goals of the project are to inspire other faculty and staff to incorporate Indigenous knowledge into their courses and to support the development of sustainable Indigenous curriculum and pedagogy in partnership with community members.
- The University is currently undertaking a community engagement and partnership self-study through [a national pilot project through which 15 Canadian colleges and universities are employing the Carnegie Community Engagement Classification framework](#) to benchmark their current practice and identify potential gaps and opportunities in practice that can form the basis for evidence-based strategic institutional planning. The Windsor Carnegie team is seeking to develop a sense of the scope and shape of current practice, and also a better understanding of the infrastructure, resource allocations, and policies that are underpinning this work. The goal is that, through this process of self-study, we will be able as an institution to identify key areas for improvement and establish strategic plans with regard to future goals. As a part of this process, the team is inviting community partners to a specific consultation on partnership experiences, which will take place on March 6, 2020. Please contact Kristin Schramer, [Kristin.schramer@uwindsor.ca](mailto:Kristin.schramer@uwindsor.ca), for more information.





## 2. Graduate Outcomes and Career Readiness

- There has been a 33% increase in co-op and paid internship placements since 2016, with significant new pathways and programs in the [Faculty of Arts, Humanities and Social Sciences](#) and in the [Faculty of Science](#). A cross-campus team is also working on tagging courses with significant levels of experiential learning, making it easier to track growth in experiences and for students to seek and find courses that provided these important opportunities.
- We continue to offer an extensive range of programs to meet students' professional and personal goals:
  - 260+ programs across eight faculties
  - 57% of students in professional programs
- Our students are showing high rates of success in important professional accreditation examinations, such as the NCLEX Nursing examinations (91% first-attempt pass rate), the CPA Common Final Exam (93% pass rate), and the Professional Practice in Psychology Exam (top 3% in North America).
- Recently launched and rapidly expanding Continuing Education on the downtown campus provides entry-level professionals with ongoing opportunities for reskilling, upskilling, and professional development. Based on valuable feedback provided by in-person meetings with key stakeholders, Continuing Education has engaged in the following:
  - Participation in trade shows
  - Selection of Advisory Committee members
  - Guest speaking engagements
  - Corporate training and professional development opportunities
  - Identification of subject matter experts
  - Collaborative research and market data acquisition

- Writing skills programming is expanding at the University, with fully re-designed first-year writing courses in Arts, Humanities and Social Sciences, new investment in technical communications instructional staff in Engineering, and new courses in writing and communications in Science set to launch. The University's writing support desk has expanded its services and is also developing online modules and resources for student support.
- New programs and programs under development resonate with many of the community consultations suggested areas, including
  - The [Competency-Bridging Program of Study for Internationally Educated Nurses \(IEN\)](#), offered in collaboration with three other universities, which addresses competency gaps identified by the College of Nurses of Ontario.
  - Certificate programs in a number of sustainability related fields including geographic information systems, biological conservation, and environmental assessment are under development. It will be possible to earn these certificates in conjunction with many degrees.
  - Pathways for college students in a number of environmentally focused fields to complete university degrees in Environmental Studies and Environmental Science are underway.
  - In addition to its standard degree programs, the [School of Computer Science](#) has developed a range of options for students wishing to combine expertise in another discipline with computing skills, including the Certificate in Applied Information Technology, minors in Computer Science and Applied Information Technology, and a 16-course Bachelor of Computer Science for University Graduates.



### 3. Urban and Regional Liveability

- The University is currently partnering with United Way and other regional partners on two ambitious initiatives intended to intervene in cycles of poverty in Windsor Essex through improve educational and employment outcomes for students. The University is currently working with United Way to provide transitional and outreach programs for students in the [On-Track to Success program](#), which provides wrap-around support to identified secondary school students in several high-needs schools. The University is also a key partner in the anti-poverty [ProsperUs](#) initiative through which multiple organizations across the region are collaborating to dramatically improve the outcomes for children and young people of Windsor-Essex County. This neighbourhood-based initiative is focusing on three high-needs neighbourhoods: Windsor West, Leamington, and Downtown Windsor. A plan for extensive internships and placements to support community-driven ProsperUs programs in those neighbourhoods is underway.
- Extensive partnership, collaboration, resource sharing, and student engagement with cultural organizations, e.g., the Windsor Symphony Orchestra, numerous community choirs and theatre groups, the Art Gallery of Windsor, and Windsor's 100% volunteer-run International Film Festival, led by a University of Windsor professor, which, supported annually by more than 70 University of Windsor students and interns, broke records this year with ticket sales of more than 40,000.
- Unique cross-border Visual Arts and the Built Environment program enables pathways to design and architectural training important to enhancing the region's sense of place.
- Capital investment of over \$75 million in award-winning re-conceptualizations of downtown heritage buildings, bringing over 500 students, faculty and staff into the



downtown core daily, and providing shared community-use spaces for a cultural and social purposes.

- Fostering the leadership skills and civic engagement of new generations of change-resilient, socially responsible, and critically engaged Windsor Essex: University of Windsor students undertake well over 1.25 million hours of community service annually and report significantly higher levels of service learning participation than their Ontario peers.
- The University is a key contributor to expertise, infrastructure, and human resources necessary for environmental reclamation initiatives, in partnership with local regional governments, ERCA, and other organizations.



#### 4. Economic Diversification

- Largest employer in Windsor (WEEDC, 2015)
- Extensive research and programming in fields such as artificial intelligence, automation, industrial and automotive engineering, materials science, logistics, the green economy, the health sciences, the creative economy, and applied technologies continue to build capacity for new and evolving industry in the region.
- The recently opened Essex Centre of Research (CoRe) is dedicated to research, innovation, and industry collaboration, focusing on research in three main areas:
  - Materials chemistry, including nano-technology and biometrics: Researchers are exploring how organic polymers can be used to develop green and sustainable electronics, pioneering the development of stretchable and

wearable devices, and developing new applications for x-ray diffraction in materials testing.

- Translational health research: All aspects of health research, with an initial emphasis on cancer research in collaboration with Windsor-Essex hospitals.
- Medical physics: Research into imaging and diagnostic technologies. One ongoing project: the development of inexpensive and compact magnetic resonance imaging (MRI) technologies, including backpack MRI instrumentation for healthcare in remote communities here and abroad.

Essex CoRe represents a new and powerful opportunity to engage industry partners in applied scientific innovation and to attract new and diversified industries and companies to the region.

- Led by the University of Windsor, WE Spark harnesses the phenomenal momentum of an existing community-based collaborative network—the Windsor Cancer Research Group—and expands its approach to bring researchers, clinicians, practitioners, students, and institutions together to address a broad range of health challenges. In addition to cancer research, WE Spark research will focus on neuroscience and behaviour, mental health and wellness, sexual health, disease prevention and rehabilitation, and community/population health. Supported and funded by the University of Windsor, St. Clair College, the Windsor Regional Hospital, and Hôtel-Dieu Grace Healthcare, the Windsor Health Institute: WE Spark has the potential to significantly improve health outcomes regionally; to support recruitment and retention of a critical mass of medical expertise; enhance access to medical technologies, and increase industry engagement regionally.
- Currently developing value-added in-course certificate programs and experiential learning courses that supercharge graduates' career readiness by refining and applying their disciplinary expertise in industry-specific high-demand areas, e.g. geographic information systems, biological conservation, statistical solutions, forensics, environmental assessment, analytical chemistry, film and media for science, economic analysis, and science communications.
- Multi-disciplinary emphasis on innovation in transportation and cross-border matters:
  - Research: the [Cross-Border Institute](#), focusing on policies, international agreements, operational procedures and infrastructure that define the Canada-US border; the [World Health Innovation Network](#), integrating technology and procurement innovation in the health sector; a soon-to-be appointed Canada Research Chair in International Trade Law; border-crossing regulatory and environmental research through the [Great Lakes](#)

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[Institute for Environmental Research](#); and automotive research through the [Automotive Research and Development Centre](#)

- Programs: Aeronautics Leadership -- an undergraduate degree coupled with flight training, offered in collaboration with Journey Air; Mechanical Engineering (with aerospace, materials, environmental, and automotive options); Master of Management (Logistics and Supply Chain Management); and Dual Canadian-US law program
- Successful community-integrated entrepreneurial educational programming with a strong emphasis on supporting small-business owners and small-business development in the community through the [Entrepreneurship, Practice and Innovation Centre](#) (EPICentre) and nationally recognized student [Enactus programming](#).



## Conclusion

There is much to do, and our community partnerships are an important catalyst that makes this work possible. We continue to draw on the advice and insights provided in both the 2017 and 2019 consultations and will continue to provide updates as initiatives evolve.