



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, May 26, 2023, at 2:30pm Location: Room 203 Anthony P. Toldo Health and Education Centre

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of May 12, 2023 Approval S230512M
3 Business arising from the minutes
4 Outstanding Business/Action Items
4.1 Candidates for Degrees, Diplomas and Certificates Robert Gordon-Approval S230526-4.1
*4.2 Biomedical Science (Graduate) – New Course Proposal Lionel Walsh-Approval S230526-4.2
5 Reports/New Business
5.1 Program Development Committee
5.1.1 FAHSS Co-op Program – Major Program Change (Form B) and New Course Proposals (Form D) Lionel Walsh-Approval S230526-5.1.1
5.1.2 Nursing (Graduate) – Major Program Change (Form B) and New Course Proposals (Form D) Lionel Walsh-Approval S230526-5.1.2
*5.1.3 Program/Course Changes Lionel Walsh-Approval S230526-5.1.3a-g
(a) Physics – New Course Proposal (Form D)
(b) Civil Engineering – Minor Program Changes (Form C)
(c) Environmental Engineering – Minor Program Changes (Form C)
(d) Civil and Environmental Engineering – New Course Proposals (Form D)
(e) MEng – Minor Program Changes (Form C)
(f) Forensic Science – Minor Program Changes (Form C)
(g) Forensic Science – New Course Proposals (Form D)
*5.1.4 Languages, Literatures, and Cultures – Request for Waiver of Course Deletions Lionel Walsh-Approval S230526-5.1.4
*5.1.5 Experiential Learning Courses Lionel Walsh-Approval S230526-5.1.5

- 5.2 Academic Policy Committee
 - *5.2.1 Office of Student Experience Annual Report (2021-2022) Isabelle Barrette-Ng-Information
S230526-5.2.1
 - *5.2.2 Student Academic Misconduct Report (2021-2022) Isabelle Barrette-Ng-Information
S230526-5.2.2
 - 5.2.3 Report of the Task Force on Student Evaluations of Teaching (SET): Proposed Policy and Bylaw 23 Revisions Isabelle Barrette-Ng-Approval
S230526-5.2.3
- 5.3 Senate Governance Committee
 - *5.3.1 Research Ethics Board Report Rob Gordon-Approval
S230526-5.3.1
 - 5.3.2 Report on Renewal, Tenure, and Promotion Rob Gordon-Information
S230526-5.3.2
 - *5.3.3 Senate Meetings Scorecard – Results from Winter/ Spring 2023 Meetings Rob Gordon-Information
S230526-5.3.3
 - *5.3.4 Senate Membership (2023-2024) Rob Gordon-Information
S230526-5.3.4
 - *5.3.5 Senate Standing Committees – Membership (2023-2024) Rob Gordon-Approval
S230526-5.3.5
- 5.4 Senate Student Caucus Dave Andrews-Information
- 5.5 Report from the Student Presidents UWSA/GSS/OPUS-Information
- 5.6 Report of the Academic Colleague Lisa Porter-Information
- 5.7 Report of the President Robert Gordon-Information
 - 5.7.1 Accessibility for Ontarians with Disabilities Act (AODA) Compliance by 2025 Baker/Gagnon/Kustra-Information
- 5.8 Report of the Provost Patti Weir-Information
S230526-5.8
- 5.9 Report of Vice-President, Equity, Diversity, and Inclusion
 - 5.9.1 2022 Employee Engagement Survey: Turning Survey Results Beckford-Information
S230526-5.9.1
- 5.10 Report of Vice-President, Research, and Innovation Chris Houser-Information
S230526-5.10

6 Question Period/Other Business

7 Adjournment

Please carefully review the ‘starred’ (*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ items will not be discussed during a scheduled meeting unless a member specifically requests that a ‘starred’ agenda item be ‘unstarred’, and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain ‘starred’ (*) will be deemed approved or received.

**University of Windsor
Senate**

4.1: **Candidates for Degrees, Diplomas, and Certificates – Spring 2023**

Item for: **Approval**

Forwarded by: **Robert Gordon**

- MOTION #1:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Arts, Humanities, and Social Sciences be approved. (Pages 9-23)
- MOTION #2:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Science be approved. (Pages 24-37)
- MOTION #3:** That the slate of candidates for the Spring 2023 Convocation in the Odette School of Business be approved. (Pages 38-43)
- MOTION #4:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Engineering be approved. (Pages 44-46 & 50-58)
- MOTION #5:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Nursing be approved. (Pages 47-49)
- MOTION #6:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Education be approved. (Pages 59-62)
- MOTION #7:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Human Kinetics be approved. (Pages 63-64)
- MOTION #8:** That the slate of candidates for the Spring 2023 Convocation in the Faculty of Law be approved. (Pages 65-66)
- MOTION #9:** That the candidates for the Board of Governors' medals, the President's Medal, and the Governor General's Silver Medal be approved; and that the Dean of the Faculty concerned, in consultation with the Office of Student Awards and Financial Aid, be empowered to approve the names of award recipients whose final grades arrived too late for the Senate meeting.
- MOTION #10:** That the Dean of the Faculty concerned in consultation with the Registrar be empowered to approve the names of any candidates whose notification of completion of the requirements for their degrees arrived too late for the Senate meeting.

See attached S230526-4.1a.



119TH SPRING 2023

Convocation



University
of Windsor

CELEBRATING UWINDSOR GRADS IN

2023



CONFERRING OF THE DEGREE OF DOCTOR OF LAWS, HONORIS CAUSA

MAY 30, 2023



Danielle Campo McLeod
OOnt, PLY, BSW, RSW, CYW
Former Canadian Paralympian gold medalist 2004-05



Joseph Comartin
BA '68, LLB '71, Member of
Parliament, 2000-2015

MAY 31, 2023



Cheryl Perera
OOnt, Founder and President of
OneChild

JUNE 2, 2023



Myrna Kicknosway
Ishkota Makazin Kwe, Maang Dodem,
Bodawatomi/Odawa
Elder in Residence, Windsor Law



CONVOCAATION AT THE UNIVERSITY OF WINDSOR

The University of Windsor, like all North American universities, is a product of medieval Europe. The structure of a university has remained unchanged from its emergence in Paris and Bologna in the late twelfth century. The ceremony of Convocation (the calling-together of an academic assembly) is replete with reflections of this medieval background.



THE MACE

The mace is a staff symbolizing authority. In days of knighthood, it was a weapon, but after the sixteenth century, it became solely a symbol of authority carried by a distinguished member of the assembly or, as in our case, the faculty.

The mace represents continuity and stability in an ever-changing world. The Mace-bearer or Beadle symbolically ensures order. Our Mace-bearer carries the mace in the Convocation procession preceding the Chancellor and the President and Vice-Chancellor.



SMUDGING

Smudging involves the burning of substances such as sweet grass, cedar and sage during Indigenous events.

This practice is based on traditional beliefs that the smoke produced is a means of purification and to create a positive mindset for those involved in the activities. The smoke and scent produced during a smudge is minimal and often dissipates quickly.

2023 ALUMNI AWARD FOR DISTINGUISHED CONTRIBUTIONS TO UNIVERSITY TEACHING

The Alumni Award for Distinguished Contributions to University Teaching is made annually to honour and recognize outstanding teaching on campus and to provide encouragement for achieving excellence in this field. All full-time teaching faculty at the University of Windsor, with a minimum of five consecutive years of teaching, are eligible to be nominated. The award recognizes excellence in all areas of teaching, including classroom presentation, curriculum development, versatility, teaching methods, and student support.

Dr. Betty Barrett

*Women's and Gender Studies, School of Social Work
Faculty of Arts, Humanities and Social Sciences*

Dr. Patti Millar

Department of Kinesiology - Faculty of Human Kinetics

Dr. Tanya Noel

Department of Integrative Biology - Faculty of Science

2022 DISTINGUISHED UNIVERSITY PROFESSOR



Dr. Ram Balachandar

Dr. Ram Balachandar is a Professor of Civil and Environmental Engineering at the University of Windsor. He obtained his BEng (1984) from the University of Madras, India, and his PhD (1990) from Concordia University, Montreal, specializing in Hydraulic Engineering. His previous positions include Research Scientist (1993-1995) at Atomic Energy of Canada Limited and Professor of Hydraulic Engineering (1995-2002) at the University of Saskatchewan. Dr. Balachandar's research focus has been on open channel flows and fluid-structure interaction using both experimental and computational tools. His research efforts in the area of scour of river beds by flowing water have led to substantially improved design equations.

He has attracted funding from federal and provincial granting agencies, and also from several Canadian industries. He has successfully supervised over 40 MAsC, 16 PhD, and 21 post-doctoral/visiting fellows. He has published over 150 journal papers, 6 book chapters, and 200 conference papers. He has also delivered several keynote addresses and invited presentations in France, China, India, Iran, USA, and Norway. He was a recipient of the Petro-Canada Young Engineers award (Saskatchewan) and the Excellence in Research, Scholarship and Creative Activity Senior Researcher Award (Windsor). He was also the recipient of the 2019 Camille A. Dagenais Award from the Canadian Society for Civil Engineering, awarded annually to a civil engineer who has made outstanding contributions to the development and practice of hydrotechnical engineering in Canada.

Dr. Balachandar has served in several senior administrative roles at the University of Windsor. He served as the Department Head of Civil and Environmental Engineering (2003-2006), Associate Dean of Engineering (2006-2009), Associate Vice-Provost (2009-2013) and recently as the Vice-Provost – International (2013-2017). Dr. Balachandar currently serves as an Associate Editor for the Canadian Journal of Civil Engineering and is on the editorial board of other journals. He is presently serving on the American Society of Civil Engineers Task Committee on Scour at Various In-stream Hydraulic Structures.

Reference: <https://csce.ca/en/committees/honours-and-fellowships/>

2023 STUDENT AWARDS



Governor General Silver Medal

The governor general's silver medal, is awarded to the undergraduate honours program graduating student deemed to be the most outstanding in their field, in relation to their graduating peers. Accordingly, the recipient of the governor general's silver medal for 2022/23 is:

SYLWIA BORAWSKI



President's Medal

The president's medal is awarded to a graduating undergraduate student who has made an outstanding contribution to campus activities while maintaining a superior academic record. The recipient of the president's medal for 2022/2023 is:

MARY JOCELYNE DESAULNIERS

BOARD OF GOVERNORS' MEDALS

Board of Governors' Medals are awarded to the graduating undergraduate students who have achieved the highest academic standing in the faculty.

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Communication, Media and Film – *JAYDLIN MARIA SPOONER**

Dramatic Art – *MELODY JEAN PIGEON**

English Language, Literature and Creative Writing – *NATALIE ELIZABETH CUSINATO***

General Program – Arts – *LAUREN ALESSIA LOPEZ**

General Program – Social Sciences – *SHAMUS CAPLIN***

History – *LILY MARIE ZITKO***

Interdisciplinary Arts and Science – *SALMA SAMER AHMED FARGHALYAL GHAZALY***

Languages, Literature and Cultures – *RILEY NICOLLE MARTIN**

Liberal and Professional Studies – Aeronautics – *MOSES NIMALAN GUNARATNAM**

Music – *SAMUEL BLASE FEDELE***

Philosophy – *ADAM RIDEOUT-ARKELL**

Political Science – *OWEN RICHELMO MARINO BORTOLON**

Psychology – *KATHERINE MARY BURTON***

Social Work – *CAROLYNE ANDZOA***

Sociology, Anthropology and Criminology – *ALYSSA LAUREN WOODBRIDGE**

Visual Arts – *COURTNEY MAY ELLS**

Women's and Gender Studies – *DESLYN TRACEY**

EDUCATION

Education – *JADE ALEXANDRA WILLIAMSON*

HUMAN KINETICS

Human Kinetics – *OLIVIA LYNNE MELOCHE***

LAW

Law – Juris Doctor – *LAILA AZIZI*

NURSING

Nursing – *SYLWIA BORAWSKI***

BUSINESS

Business Administration – *DYLAN BLAKE NICKOLSON***

SCIENCE

Biomedical Science – *EMMANUEL JORAN BOUJEKE***

Chemistry and Biochemistry – *KASEY RENEE BROWN***

Computer Science – *PHILLIP PHAM***

Economics – *RIM HACHEMAL MOUSSAWT**

Environmental Science and Studies – *ROSE MARIE-ANGELE SIMARD***

Forensic Science – *DIANE TANNOUS***

General Science – *KEITH WONG***

Integrative Biology – *ADRIANA ZUTIC***

Mathematics and Statistics – *JOSÉ BENJAMIN GUILLEN SANTOS***

Physics – *EMILY ANNE TRACEY***

* *Graduating with distinction*

** *Graduating with great distinction*

119TH SPRING 2023

Convocation

Presiding

The Chancellor

DR. MARY JO HADDAD, CM

BScN, MHSc, LLD

and

President and Vice-Chancellor

DR. ROBERT GORDON

BSc, MSc, PhD

Indigenous Welcome

MYRNA KICKNOSWAY

Resident Elder, Faculty of Law

Territorial Acknowledgment and Reflection

LORRAINE CHANDLER

Acting University Registrar

FIRST SESSION

MAY 30, 2023 AT 9:30 A.M., EDT

ARTS, HUMANITIES AND SOCIAL SCIENCES

Dean of the Faculty of Arts, Humanities and Social Sciences: Dr. Cheryl Collier
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Psychology

Malayna Malleck

Validating and Optimizing Performance Validity Cut-off Scores in a Pediatric Sample

Daniel Pillersdorf

If it walks like a duck...is it a duck?: A Mixed Methods Investigation of Differences Between Machiavellian and non-Machiavellian Substance Users

Social Work

Riham N. Al-Saadi

Preserving My Arab Self While Finding My Home in Canada: First Generation Recent Arab Immigrant Emerging Adults' Perspectives on Acculturation Experiences and Canadian Society's Role in Fostering Equitable Participation

Michael Bennett

Examining Tension in the Provision of Palliative Care: Social Workers' Experiences

Mohamad Musa

Mental Illness Through the Eyes of Iraqi Ontarians: Unheard Voices for Conventional Mental Health Supports

MASTER OF ARTS

Psychology

Davin Daniel Iverson

Katherine Matchett

Evan Ripley-Mcneil

MASTER OF SOCIAL WORK/JURIS DOCTOR

Jessica Rose Borrromeo

Abir Hassan
Marina Francesca McKenzie

Monica Romero

MASTER OF SOCIAL WORK

Najmah Ali Abdalla
Magdalena Adamuszewski
Crystal Addai
Aneela Ahmad
Faiza Ahmed
Randilee Alderman
Lesley Dawn Allen
Natalia Paz Allendes
Chris Anton
Silvia Mercedes Araica
Love Omoye Ariajegbe
Misbah Arshad
Nadia Bacchus
Nafiyasa Bacchus
Sofia Balanovsky
Kelly Barber
Nancy Barkou
Lucy Barris
Melanie Elizabeth Beaudoin
Christopher Edward Bedard
Brittany Bent
Kelsey Robin Beson
Tolee A. Biya
Megan Lynn Blair
Deanna Boyes
Julia Frances Bracewell
Ezra Branderhorst
Jashanjeet Brar
Angela Lynn Brenner
Keele Jones Briand
Jody Bridgewater
Nathalie Grace Campbell
Ashley Christiansen
Joel Cisilino
Lindsay Clara
Robert Hilliard Clayton
Taylor Anne Cloutier
Nancy Mirene Cober
Emily Kathryn Cosford
Tracy Lynne Crick-Butler
Katherine Hanna Czychun
Josephine D'Agostino
Alyssa Eryn Dalley
Renée D'Amore
Melissa Christine Darby
Natalie Arlene Dash
Chelsea Bryn Davies-Kneis

Mariah De Longhi
Donna Joe Debergh-Campbell
Doreen Elysse Abear Delos Santos
Imara Dhalla
Cinzia Antonella Di Carlo
Sarah Grace Di Stefano
Rochelle Douglas
Shelby Douglas
Tanisha Antonette Douglas
Taryn Anne Duffy
Noelle Janine Dupret Smith
Vanessa Elizabeth Duque-Raad
Peter Dyck
Emily Edge
Meghan Edwards
Oluwabunmi Ehigiator
Shelby Lana Eisner
Sara Amie Emptage
Keisha Ann-Marie Evans
Sumayah Faroze
Roshane Constantine Farquharson
Sabrina Ferrari
Sofia Fortino
Brittaney Sara Frantz
Emily Beatrice-Ivy Freeland
Jaydon Frid
Maria Gabriela Frigerio
Meagan Sandra Leigh Frozell
Suzanna Geng
Tara Goldman
Emmanuelle Gomez
Olivia Greenhow
Eushauna Griffith
Charlotte Grymek-Nifo
Kanasha Guerrero Vidal
Maggie Josephine Gurski
Bailey Hamilton
Jessie Laura Hardcastle
Melissa Harvey
Maurissa Rosemaria Hastings
Julia Adele Henshaw
Lyndall Theresa Hewitt
Calum Alusdar Hoekstra
Samantha Lee Horne
Jordan Huerter
Kristin Marie Hunter
Sean Patrick Hunter

Sarah Indarjit
Julia Marie Jackson
Malika Jmila
Sarah Alexandra Rose Johnston
Stephanie Christine Jones
Mena Tony Kamel
Kamellia Karkhanechi
Angela Crystal Karuhanga
Andrea Gabriela Kati
Eugenia Gina King
Sylvia Kuria
Kevin Lai
Elisabeth Anne Landry
Faizah Zainab Latif
Alyssa Lauzon
Lauren Lavery
Tuyen Le
Daniel H. Lee
Chloe Lok-Yee Leung
Shantell Lo
Brittany Eden Lockey
Monica Rosanne Logtenberg
Jessica Donna Lott
Zhi Kai Lu
Amanat Ludhar
Kara Catherine Macdonald Graham
Kaitlin Elizabeth Furlotte MacLean
Megan Anne MacLean
Frank Garnet MacMaster
Michelle Ann MacRae
Paulina Maduro
Francesca Oluwakemi Makinde
Kathy Barbara Mangunatmodjo
Lacinda Martin
Pamela Elizabeth Martin
Sarah Carolina Martinez
Marya Mazhar
Brittany McDonnell
Catherine Helen McIntyre
Matthew Bernard McRae
Margaret Ramonah Megitt
Sydney Marie Metson
Debbie Miles
Mackenzie Minos
Danielle Nicole Mitrevski
Elizabeth Monahan
Maria Montecalvo

Jennifer M. Morand
 Jemmelia Morgan
 Madison Mikayla Moroney
 Kara Ann Morton
 Ashley Mukhti
 Amanda Nauth
 Cindy Inwah Ngai
 Nompumelelo N. M'Cwabeni
 Kelciya Norbert
 Jaclyn Sylvana Orsetto
 Suchana Pandey Pokharel
 Alison So-young Park
 Marisa Pasut
 Joanna Pawelkiewicz
 Carly Lynn Pearce
 Meaghan Kathlyne Perry-Schalle
 Claudia C. Pineda-Membreno
 Kimberley Price
 Alexa Mary Pugh
 Stephanie Crawford Quick
 Madeleine Quinn-Smith
 Runia Rahman
 Charlene Randall
 Parag Ray
 Jahmiah Hadassah Ray-Bobb
 Kimberly Christina Ready
 Catherine Marie Reaume
 Lauren Renee Reed
 Miranda Reitzel
 Racha Rkein
 Iris Rofman

Brooke Taylor Rorseth
 Tina Rowe
 Brittany Rumball
 Christina Anne Saint-Cyr
 Komel Sandha
 Vaneet Kaur Sandhu
 Taryn Victoria Sapone
 Samita Sarwan
 Chantal Savard
 Sherelle Schoburgh
 Meghan Elizabeth Schultz
 Yasmin Shamy
 Caitlin Erin Shanahan
 Alysha Sheehan
 Lisa Vanessa Shirley
 Marisa Laura Silva
 Kathrynne Rachel Silver
 Gabrielle Alyse Silverberg
 Camille Elizabeth Sinclair
 Sandeep Singh
 Felicia Sinopoli
 Salvatore Sinopoli
 Adrian James Smith
 Shereen Laura Sohan-Khan
 Gurjot Kaur Sohi
 Damanie Jennifer Somwaru
 Kymani Spence
 Jennifer Stark
 Paige Anne Steirman
 Lori Ann Stevens
 Stefan Stevic
 Tina Marie Min Jee Styles

Caroline Summers
 Angeline Taiarioli
 Kaitlyn L. Tersigni
 Julia Ann Thibert
 Morissa Thittle
 Jaleesa Thomas
 Emily Janine Toll
 Carlee Toso
 Xiao Ching Tseng-Chung
 Adriana Susan Turner
 Anna Maria Ulicny
 Karianne Nicole Vaikla
 Karen Anne Valade
 Elizabeth Amanda Vano
 Kristina Daniella Vlahos
 Elizabeth Warner
 Cheyenne Watkins
 Sabaa Waziri
 Michaela Weaver
 Kandice Ashley Webb
 Rochelle Whyllie
 Crystal Anne Wiens
 Arlene Williams
 Justice Kalie Williamson-Deneau
 Hailee Scot Wilson
 Mikayla Sherri-Lynn Wilson
 Mykayla Marie Winspear
 Shelby R. Woodhead
 Megan Victoria Ypma
 Sai Sravya Shreya Yugendranag
 Bethany Zack

BACHELOR OF ARTS

Honours Developmental Psychology

Dana Mohammad Abudalam
 Zeinab Ammar
 Grace Amelia Corlett
 Zoey Anne Daher

Tiana Lawren Morin
 Jailyn Ashley Nicholson
 Taylor A. Peters
 Karly Michele Pillon *

Hayley Gillian Proctor *
 Aya Roumie
 Nicole Stenger
 Madison Ann Taylor *

Honours Developmental Psychology and Criminology

Allie Megan McAuley *

Amber May McIntosh

Anna Catherine Nugent

Honours Developmental Psychology and Family and Social Relations

Sophie Abigail Morrow *

Honours Developmental Psychology with Autism and Behavioural Sciences Post-Graduate Certificate

Lauren Spencer Gardiner *

Honours Developmental Psychology with Thesis

Danielle Marie Dewar

Charlotte Pearl McLean *

Abigail Rose Philbin *

Honours Developmental Psychology with Thesis and Criminology

Nicholas James Armstrong *

* *Graduating with distinction*

Calib Johnston

Honours Disability Studies

Yasmine Kazoun

Sarah Clair Marion

Christina Maria Pacitti *

Honours Disability Studies and Psychology

Nicole Luis Santos

Honours Psychology

Fadel Adam Ali
Megan Elizabeth Baggio
Stefan Baraslievski
Mikhayla Marie Bondy
Grace Elizabeth Bower *
Sabrina Francesca Cerroni *
Bianca Anna Ciampa
Brianna Jane Crundwell
Maddison Sierra Dallyn
Paul Chike Duru-Obisi
Theo Atlas Flaglor
Natalie L. Foulon
Judith Maria Funkenhauser *

Claudia Ganea
Allisia Iacobelli
Samantha King
Abigail Araba Segua Kwofie
Tatum Greta Marie Leonard
Jocelyn Lieu *
Meghan Ashley Lumsden
Darby Kim Mcmanus *
Abbey Susan Morin
Victoria Grace Mott
Madelynn Marie Naud *
Alexandrea Mari E Newton

Alix Eva Reiter
Lauryn Susanne Rogers
Dylan Jefferson Ryan
Alanis Sanchez Nolte
Erica Elizabeth Siddle **
Jenna Marie Simons
Denae Stinson *
Brooke Elizabeth Stroeder *
Nasreen Sussi *
Gerta Topulli Topulli
Jordan Danielle VanHelden Baverstock
Aaron Washington
Mary Youssouf-Icho

Honours Psychology and Criminology

Ayah Eltawil
Nicole Kathleen Fontaine *
Callista Jade Gagnon *
Agatha Claudia Godlewski *
Kaylee Elizabeth Ingram *

Tamia Julius Jackson-King
Hollie James
Claire Marie Langlois
Ahsen Owais Mangal
Erin Marie Osbourne

Zachary Ryan Pencarinha
Emily Alvina Pontini
Ghentina Sabanovic *
Alexandra Grace Steckley
Juliana Lauren Wiggins **

Honours Psychology and Philosophy

Theryn Dawson Arnold

Adam Rideout-Arkell *

Honours Psychology and Sociology

Zachery John Wilson *

Honours Psychology and Visual Arts

Zeyad Ali *

Honours Psychology and Women's and Gender Studies

Sara Betersh *

Honours Psychology with Thesis

Jonathan Edward Agapito *
Brynn Elisabeth Bondy *
Rim Chahine *
Kayla Marie Coates **
Elaria Hissy *

Irfa Jamani **
Madison Kia Jamieson *
Jasmine Kobrosli *
Smaranda Ioana Leu *
Nathanael Joseph Penner *

Jade Mary Powers **
Sara Pratt *
Briana Rahovean *
Alyssa Stephanie Sperduti *
Sarah Pauline Unis

Honours Psychology with Thesis and Criminology

Michael James Fair *

Julia Elizabeth Rivait *

Alyssa Lauren Woodbridge *

Honours Psychology with Thesis and English

Mary Caroline Henderson *

* Graduating with distinction

** Graduating with great distinction

Honours Women's and Gender Studies

Sydney Kristen Brouillard-Coyle
Madeline Lauren Dehoop

Carly Pignanelli *

Amanda Roberts
Deslyn Anne Tracey *

Honours Women's and Gender Studies and Criminology

Dana Marie Carter

Honours Women's and Gender Studies and Psychology

Maja Quinn-Qi Chesnik

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION*Honours Psychology/Bachelor of Education*

Taylor Lynn Malenfant

BACHELOR OF ARTS*Four Year Developmental Psychology*

Emma Claire Fraser

Paige Elizabeth Leaman

Four Year Developmental Psychology and Criminology

Natalie Elizabeth Bietola

Breanna Cher-Len Williams

Four Year Disability Studies and Psychology

Danielle Aline Desrosiers

Jessica Marie Lukon

Four Year Psychology

Gentian Bojaj
Leah Anaruth De Voogd Zegarra
Holly Ann Durocher
Alegresse Kahindo

Oluwatosin Moyosoreoluwa Layi-Babatunde
Grace Christina Lepain
Anna Lisseth Guzman Soto

Mathew Maziarz
Yusmah Sitara Mirza
Alyssa Michelle Tersigni
Nicole Olivia Therrien

Four Year Psychology and Criminology

Zahraa Saleh

Meghan Sophia Souchuk

Youssef Yako

BACHELOR OF ARTS*General Child Psychology*

Abigail Anna Belanger
Kaleigh Fenton

Mackayla Rae-Anne Fitzpatrick
Tabark L-Uwdi
Paige Taylor McMahon

Mckenzie Liyah Price
Evan Gordan Tanevski

General Psychology

Morgan Baldo
Sabrina Emily Beath
Valentina Del Valle Boutros *
Fatme Charara
Amanda Chartier
Dalia Chatley
Dea Eledia DiCiocco
Sara Christine Faubert
Karly Alexandra Green *

Leewinchell Jean
Claudia Marie Johnson
Noah Harris Leinweber
Maggie Louise Lyons
Maggie Mackinnon
Shelly Marion
Callie Kathleen Mitchell
Jayden Lynn Mitchell
Vinicya Musa

Bryce Christopher Perrin
Zachary William Peters
Nicholas Pinkney
Mary Jeanette Rinehart
Carter Alex Brajak Rudman
Katrina Lynn Scurr
Nathan Louis Veres
Megan Althea Wessel
Sara Samir Abdul Raouf Zabalawi

* *Graduating with distinction*

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

General Psychology/Bachelor of Education

Lauren Spencer Albano
 Allysa-Rae Francine Ammonite *
 Grace Catherine Amyot
 Trinity Rose Barnard
 Rebecca Bell
 Grace Madeleine Bennett
 Shamus Caplin **
 Alana Vanessa Cutrone *
 Danielle Rhoda Fallon
 Riley Alana Farquharson
 Shai-Li Noelle Gawne
 Natalie Sarah Lynne Green *

Jaden Mary Greig
 Miranda Isabella Hill
 Mairi Kathryn Jappy
 Abigail Evelyn He Jenkins
 Jennifer Phyllis Kelloway
 Leighland Michael Lebert *
 Nolan Victor Lofthouse
 Stacey Lynn Louwagie *
 Joanna Tracy Lynn Lumsden *
 Rachel Anna Marquis *
 Haleigh Louise Millette

Megan Rose Monforton *
 Jillian Marie Moskaluk
 Bradley Allen Joseph Nelles *
 Andrea Hope Parent
 Callie Elizabeth Reynolds
 Samantha Marie Riolo *
 Rachelle Yolande Elizabeth Savoie
 Kelsey Irene Shewfelt
 Emily Ann Victoria Tweney
 Camryn Rae Wadsworth
 Taylor Elizabeth Weller
 Bradon Cote Wortley

BACHELOR OF SOCIAL WORK

Honours Social Work

Safa Al-Sahar
 Nadeen Samer Al-Taher *
 Sydney Andrukonis
 Carolyne Andzoa **
 Emma Christina Arciero
 Natalie Jaye Armaleo
 Braydenne Leigh Bain *
 Danika Lynn Bastien *
 Jennifer Bastien
 Athena Sonja Belekoukias *
 Danielle Nicole Beneteau
 Renee Elianne Brassard
 James Austin Cassady
 Brittany Faith Clark *
 Madeline Danielle Coutu *
 Juliana Rose Crowder
 Paige Dianne Marie Dawson *
 Shealyn Elizabeth Devore *
 Erin Renee Dinevski
 Sydney Dutka
 Amaar El Hajj *
 Dalya Emin *
 James Robert John Ferguson **
 Meghan Anne Fitzgerald
 Lauren Claire Gagnon
 Kylie Lynn Patricia Gillis
 Erica Marie Gowanlock *

Rawan Halabi
 Moo Ku Hser *
 Breanne Frances Hunter *
 Kaitlyn Ann Hurst *
 Zainab Ahmed Mohamed Hussien *
 Tina Ighorewo
 Aarti Jaiswal *
 Emilie Joncas *
 Samantha Lee Jones
 Lisa Ellen Marie Karns
 Arianna Rose Joan Kennedy *
 Shagufta Arif Khan *
 Darian Alexa Klinck *
 Vera Kornilovsky *
 Jenna Dawn LaBelle
 Mckayla Elizabeth Corrine Laramie *
 Mandy R. Lariviere *
 Michaela Louise Leckonby *
 Robyn Theresa Livingston *
 Julia Magliaro
 Sonia Malik
 Rame Marie *
 Hannah Grace Matis
 Victoria Lynn McBeath
 Meghan Emily Mcghee *
 Evan Melillo *

Hunter Marie Milford-Kelly
 Jazlyne Asselstine Morran *
 Mariam Sabah Oro *
 Neemat Kaur Padda
 Gabrielle Allana Parent
 Lily Isabelle Qayoom
 Jennifer Kimberly Raiger
 Emma Leigh Reid
 Isabella Elizabeth Restall *
 Mckenna Catherine Robb *
 Jenna Noelle Robertson *
 Tinny Roy *
 Vithurshaa Sangarapillai *
 Iseonna Silliker *
 Summer Paitan Sitler *
 Alicia Sleiman **
 Madison Ann Sonier
 Julia Marie Spadafore *
 Jenelle Elizabeth Stanley *
 Melissa E. Trickey *
 Emily Van Rijt
 Tanya Lyn Vigneux
 Natalie Marie Whitten
 Matthew JL Wickham *
 Madison Victoria Wilson *
 Jessica Brianne Wolfe
 Sukana Saher Zaidi **

Honours Social Work and Disability Studies

Mayna Babineau
 Meagan Callister
 Mariam Dabaja

Mia Klara Ennis *
 Dawsyn Tyra Jantzi
 Awaleh Yusuf Mohamed
 Katerina Muscedere

Logan Pereira
 Colin Douglas Sutton *
 Venus Ching Yan Tang

Honours Social Work and Women's and Gender Studies

Crystal Lynn Desjardins *
 Kelly Victoria Dykhorst

Zoe Christine Goodhue

Gabriella Louise Krystia
 Vanessa Jeanne Martin *

CERTIFICATE IN WOMEN'S AND GENDER STUDIES

Rija Fatima

* *Graduating with distinction*

** *Graduating with great distinction*

SECOND SESSION

MAY 30, 2023 AT 2:00 P.M., EDT

ARTS, HUMANITIES AND SOCIAL SCIENCES

Dean of the Faculty of Arts, Humanities and Social Sciences: Dr. Cheryl Collier
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Sociology

Sankajaya W. Nanayakkara
The Sinhala Nationalist Imagination: Jathika Chinthanaya

Galina Scolnic
Secularism Versus Awkwardness in Public Spaces: An Online Ethnography with Muslims in Windsor, Ontario

MASTER OF ARTS

Communication and Social Justice

Kayla Victoria Destiny Clarke

Bayan Kojok

Micaela Nimmo

Criminology

Rebecca Anne Croucher

Addison David Kornel

Natalie Mackenzie Weir

English Literature and Creative Writing

Anna Viktor Karch

Chloe Moore

Rawand Mustafa

English Literature and Language

Kyla Rowena Chandler
Dakota Samuel Jabbour-Ormsby

Matthew Ross MacDonald

Jeffrey J. Marontate
David Sirka

History

Megan Tabitha Chau

Lisa Ann Huntingford
Joshua Tyler Shepley

Amanda Skocic

Philosophy

Samuel Arinze Anugwo

Tyler James Richard Hayward
Eamon Robert Stuart MacDougall

Shawn Robert Stickney

Political Science

Yahaya Ronald Alphonse
Sandra Buric
Osediegbeyen Peace Ediale
Mikal Fakhreddin
Mary Magdalene Fiagbe
Eleanor Enam Gakpey

Justin Lee Grainger
Kwabena Boateng Gyamerah
Evelyn Kyeremateng
Taylor Amanda Marekovic
Terran John Morris

Olajumoke Abisola Oginni
Finalba Olivia Pirrone
Esme Prowse
Nikolas Anthony Prsa
Casandra Nadine Sholy
Keith Lex Slater

Sociology

Lauren Joy Sharpley

MASTER OF FINE ARTS

Film and Media Arts

Idriss Askour

Tristan Olivier Balmokune

Visual Arts

Lyndsay McKay

BACHELOR OF ARTS

Honours Communication, Media, and Film

Oluwadamilola Michelle Adekogbe
Amanda Nicole Bonitatibus
Anthony Dylan Fanara
Jared Har Hewitt *
Luis Jimenez

Abigail Maria Kmet
Vanessa Lee Lewis-Callan
Michael Gary Lingaitis *
Elizabeth May Marnoch
Erin Ryley McClary

Mabel Atta Paintsil
Jaydlin Maria Spooner *
Jaleah Necole Alexeah Taylor *
Christina Alexandra Triolo *
Mabel Ejehiokhin Usifoh

Honours Communication, Media, and Film and Dramatic Art

Maja Aleksandra Bogoevski *

Julia Ann Oliveira

Elissa Weir *

Honours Communication, Media, and Film and Psychology

Tara Davidovic *

Honours Communication, Media, and Film and Visual Arts

Xiangxi Zheng

Honours Criminology

Tori Paige Bergeron
Vanessa A. Bumanlag *
Ariton Bushi
Joel Bryan Courtemanche-Dauphin
Bryant Jeffery Couvillon *
Megan Natalie Daniel
Cassidy Rachel De Groote
Crystal Marie De Medeiros
Kieran David Delaney
Olivia Catherine Ducharme

Danny Dylong
Gregory Richard Ebanks
Brilee Richard Gebal
Gianluca Geloso
Hannah Lyla Hyjek *
Shakira Folasade Rasheeda Ibrahim
Iman Ishak
Holly Jean Jenner
Diana Jimenez Figueroa
Charbel Nakhle Karam

Maple Kumar *
Jacob Allan Landriault
Jessica Giuliana Doreen Latouf *
Kayanna Lashante Latty
Aubrey Lefler
Jacky Lo
Daniela Edit Mendez
Laura I. Mikulandra
Donika Muriqi
Jackson Ross Newman

* *Graduating with distinction*

Grace Elizabeth Pare
Sidney Lauren Patterson
Luca Paul Pecoraro
Bradley Julian Perez
Jessica Erin Samantha Popescu *
Luke Christian Provost

Jack Randall Rudy
Bashar Issam Said
Noureddine Ghassan Said *
Eric Edmund Seguin
Lena Jinan Shamon *
Kyrin Shakir Slogan *
Roselena Isabella Spano

Zachary Marvin Raymond Stallaert
Jacob Strachan
Katherine Vasilevski
Carsten Pearce Virag
Devin Alexander Williams
Wanda Wiktoria Witkowska *

Honours Criminology and English
Tyler Stevenson Christou

Honours Criminology and Family and Social Relations
Olivia Lauren Mirisola *

Honours Criminology and Forensics
Rachel Pamela Lanoue *

Honours Criminology and Political Science
Luke Grosso *

Naceben Benjamin

Demetrius Alfred George Watson-Williamson

Honours Criminology and Psychology
Breanna Morgan Jones

Christopher El-Haddad *

Joel Gabriel Morrison

Honours Drama in Education and Community
Annika Marie Desando

Iris Asserlind *
Taylor Dagenais *

Finnegan Carol Garswood *
Aya Sabra *

Honours Dramatic Art
Steven Gerald Ilijanich

Daniel Cabraja

Melody Jean Pigeon *

Honours English Language and Literature
Elissa Nicole Deauvall

Faith L. Beaudoin
Natalie Elizabeth Cusinato **

Ling Gao *
Emma Patricia Stein

Honours English Language and Literature and Developmental Psychology
Binazir Haidari

Honours English Language and Literature and Philosophy
Elias Christian Pacheco

Honours English Language and Literature and Psychology
Katherine Lynn Jennifer St. Aubin

Honours English Literature and Creative Writing

Kalie Grace Chapman *
Victoria Lynn Hecnar

Iori Khuhro *
Leah Elana Levy **

Abigail Bernadette Schnekenburger
Robert Griffin Sherriff-Clayton *

Honours English Literature and Creative Writing and Visual Arts

Katherine Lily Brooks

Ostoro Petahtegoose

* *Graduating with distinction*

** *Graduating with great distinction*

Honours Family and Social Relations
Julia Marie Anne Damico
Navreen Kaur Dhillon *
Mya-Lyn Kendra Faubert
Vajeeta Malik
Marcia Pivotte
Marina Therese Touma

Honours French Studies
Bryana Morgan Brown
Riley Nicolle Martin *

Honours Greek and Roman Studies
Olivia Jane Peltier

Honours Greek and Roman Studies and History
Emily Greer Trepanier *

Honours History
Taylor Anne Blackmere
Michele Giuseppe Carlesimo
Haris Korman *
Alyssa Nicole Martin
Riley Douglas Prescott *
Charles Fredrick Rebidoux
Hannah Josina Verdun *
Lily Marie Zitko **

Honours History and English
Kavien Suntharalingam

Honours History and Greek and Roman Studies
Isabella Nevena Piccolo

Honours History and Women's and Gender Studies
Karleigh Rian Kochaniec *

Honours International Relations and Development Studies
Sarah Almenshedawi
Daphne En Ci Chen *
Renata Delgado Zavaleta
Marko Dobrich
Mariam Farhat
Noah David Gecelovsky *
Christopher James Gerassimou
Amarasinghe Arachchige Vishmi Nevyanjali Perera
Richard Joseph Sockett

Honours International Relations and Development Studies with Thesis
Lea Marie Fazio *
Polina Volkova **

Honours Law and Politics
Samantha Marie Broderick
Jasleen Dayal
Mia Kovac
Edvin Merkli *
Danica Nedeljkovic *
Olivia Zofe Stanco
Mitchell Paul Zeidler

Honours Law and Politics with Thesis
Michael Tino Rossi *
David Christopher Shanks *

Honours Liberal and Professional Studies, Aeronautics Leadership Stream - Flight Option
Alyssa Marion Carey
Daniel Louis Skinner
Matthew Thomas Roger Stanley

Honours Liberal Arts and Professional Studies
Nasma Hassan Kassem

Honours Modern Languages and Second Language Education with German
Ashton Gail Carson

* *Graduating with distinction*

** *Graduating with great distinction*

Honours Modern Languages and Second Language Education with Italian

Ashley Marie Tighe

Honours Modern Languages and Second Language Education with Spanish

Janae Lian Duczman

Keila Esmeralda Hernandez

Honours Music and Communication, Media and Film

Emily Elizabeth Thompson *

Honours Philosophy

Mbaya Kabuyi

*Honours Political Science*Benjamin Bombaci
Owen Richelmo Marino Bortolon *
Liam Thomas Brian Briggs *Joshua Jeffrey Gould
Chloe Jacklyn MastronardiKawthar Mirhi
Michael Peter Mousseau
William Joseph Tate*Honours Political Science with Thesis*

Andrew Donald Collier *

Rami Ather Marogy *

Sophia Rose Plese *

Honours Sociology

Katherin Aida Silva

Taylor Elizabeth Soucie

Taylor Renee Ward *

Honours Sociology and Communication, Media and Film

Coy Prevost

*Honours Sociology and Criminology*Diana-Ioana Aldea *
Sananaaz Mazher Ali Khan
Ali Assaad
Brianna Simone BrownTyrelle Darrian Charles
Joy Habeeb
Rebecca Catharine JevdicKristen Margaret Koski
Zachary Malcolm Palmer *
Randi Lynn Shiells
Keith Ram Sriraj**BACHELOR OF ARTS***Four Year Communication, Media, and Film*

Spencer Dennis Agard

Destiny Jade Coulter

Brock Robert Turner

*Four Year Criminology*Adetayo Glory Adeyeye
Joshua James Richard Cook
Aliya Dizdarevic
Victoria Elizabeth Ann GirouxAlexandra Lindsey Newhook
Kendra McLarty
Tutu Olabode
Clive Adjetey Osenda
Nicholas Michael SantaguidaJocelyn Kelly Spagnuolo
Noah Luke Spence-High
Nathan Leo Vicary
Joshua Douglas Weeks*Four Year Criminology and Family and Social Relations*

Joelle Macy Espada

Four Year Criminology and Political Science

Aurmina Youkhanna

* *Graduating with distinction*** *Graduating with great distinction*

Four Year Family and Social Relations

Terrisa Elaina Marie Small

Four Year French Studies

Connor Russell Cullen

Four Year International Relations and Development Studies

Sweeney Adaobi Chinamelum Olisadum

Michelle Trisha Maa-Larkwei Quaynor

Four Year Law and Politics

Lila Iriburiro Happy

Meghan Alexis Rae

Four Year Modern Languages with Second Language Education

Luisa Fernanda Paternina

Four Year Political Science

Farah Akil
Antonio Clifford Bechard
Asma Bondok

David Dragoti
Kenia Marelyn Juarez

Ross Nantais
Marilyn Kwanmi Tshikani
Michael Jure Zivcic

Four Year Sociology

Winnie Emmanuelle Tchoukou

Four Year Sociology and Criminology

Muatasem Bellah El Keilani

BACHELOR OF ARTS

General Communication, Media, and Film

Faissolath Abdou
Ayosubomi Boluwatife Bolade Aminu
Nada Barach
Reneice Simone Bromfield
Morgan Kaleigh Butt
Madison Caroline-Anne Dalton

Katherine Elise Du Toit
Marley Reichardt Dunn
Demetre Evan Kalmantis
Prasanna Marathan
Kimberly Morin
Alaina Laura Louise Pellizzari

Samuel Pinkney
Thomas Michael Quennell *
Dawson John Ryan
George Anuoluwapo Una
Quinn Patrick Vanderhoeven
Zion Mitchell Webb

General Dramatic Art

Gabrielle V. Duguay

Jackie Jamieson

Kristin Jewel Safou

General English Language and Literature

Sahra Al-Abbadi
Charlotte Lynn Davidson

Ann-Marie Rebecca Heshka-Mccombs
Sabastian Paul Seke

Donald Jeffrey Stillman
Leena Tsihira

General Family and Social Relations

Megan Marie Gay

General French Studies

Malcolm Augustine Charles

Sarah Abigale Cox
Astride Mulumba Ntanga

Kandice Leah Tomkins

General History

Julia Angelina Beneteau
Kyle Cowley
Maxwell Alexander Gabriel-Breen #

Jerry Salawut Henderson
Olivia Grace Moore

Hunter Mitchell Robert Munroe *
Jena Marie Perissinotti
Michael Wood

* *Graduating with distinction*

Posthumously

General Liberal Arts and Professional Studies

Zachary Austin-Eze
Giovanny Jose Cortes Reyes
Adam Dagenais *

Alyssa DeLuca
Nicholas Matthew Sam Gervasi
Francisco Guillermo Maguina Valle

Mourad Mokdad
Lucas Michael Rinaldi
Gauravdeep Singh Sahota

General Philosophy

Mohamed Sami Almoayad

Camilla Gabriela D'alfonso

General Political Science

Christian Coman
Jason Dupuis
Sarrah Fisher

Connor Scott Logan
Mitchell McIntyre *
Rachel Leigh O'toole
Kosovar Rexhepi

Lina Sihamaya-Bae
Samantha Tapak
Matthew Ross Whittaker

General Sociology

Yasmin Alawadhi
Tejpreet Chahal
Kafui Adjowa Dodjro
Lorpu Diamond Duyen
Julian Guido Gioia

Kacper Kawala
Corey Li
Nathan Hunter Liolli
Sarah M. McLaughlin
Mohammad Ali Mustafa

Maia Michelle Muttersbach
Kayla Eleanor Grace Norton
Bianca Ann Perry
Ryan Patrick James Shaw
Jacob Dylan Tavolieri-Essex

General Visual Arts

Amanda Jaclyn Marie Dupuis

Brooklyn Leigh Elgie

Don Vishmith Mark Kumarasinghe *

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION*General Communication, Media and Film/Bachelor of Education*

Steven Joseph Boere

Samuel Charles Richardson

David Nicholas Holt Sivak

General Dramatic Art/Bachelor of Education

Keana Merina Aquino *
Sophie Aimee Campbell *

Brianna Kathleen Dennison
Mia Antonetta Diciocco *

Monica Danielle Plante *
Jashneet Kaur Sandhu

General English Language and Literature/Bachelor of Education

Keira Desirae Amato
Amar Yasser Assaf
Evan Michael Douglas
Logan James Gendreau

Deanna Kadri
Kaitlyn Patricia Ray Koroscil *
Dylan McCaw *
Meg Suzanne Mooney *
Colton Raymond Pavey

Trent Douglas Riley
Ismahan Nur Roble
Allyshia Hannah Talbot
Adriana Ida Uros

General French Studies/Bachelor of Education

Lauren Jacey Berg
Alessandra Cutrone
Sara Bormann Galipeau
Kayla Samantha George

Lauren Alessia Lopez *
Holly Megan Mariconda *
Mohamad Moussa

Trevan James Papineau *
Derek Andrew West
Robert David Daniel Zompanti
Celeste Marie Marguerite Vigneux

General History/Bachelor of Education

Nathan Edward Andrews
Jessica Lauren Dufour *
Kyle Robert Ferris *
Kayla Marie Gibson

Rebecca MacKay
Michael Anthony Montsch-Marentette *
Shane Drew Myles Munro

Jared Michael Pageau *
Kathryn Kendal Ryan
Faye Ellen Schatz
Sarah Denise Thompson *

General Visual Arts/Bachelor of Education

Courtney Dominique Gregorian

Brianne Christine Mccurdy

Taylyn Jamie Paquette

* *Graduating with distinction*

** *Graduating with great distinction*

BACHELOR OF FINE ARTS

Honours Acting

Colin Marshall Crawford
Katherine Margaret Docherty
Abigaile Malena Gagnon

Kaden Justice Hill *
Lauren Catherine Diane Jenkins *
Justin Riley Mendler *
Caitlin Michelle Miller

Gabriela Pedrosa Reis
Annie Evelyn Roberts *
Georgette Lillyan Elizabeth Savoie *

Honours Visual Arts

Megan Elizabeth Andrews *
Courtney May Ells *

Madeleine Elizabeth Marentette
Trevor David Anthony Pallisco
Jackson-Grace Wilkes Pijl *

Erica Judith Rand
Emma Clare Sorrell

BACHELOR OF INTERDISCIPLINARY ARTS AND SCIENCE

Honours Interdisciplinary Arts and Science Biological Sciences and Music

Allison Grace Boismier *

Honours Interdisciplinary Arts and Science Biological Sciences and Political Science Minor

Jordyn Michele Tocco *

Honours Interdisciplinary Arts and Science Biological Sciences with Thesis and French Studies Minor

Nolan Joseph Lachance *

Honours Interdisciplinary Arts and Science Biological Sciences with Thesis and Visual Arts Minor

Salma Samer Ahmed Farghaly Al Ghazaly **

Honours Interdisciplinary Arts and Science Earth and Environmental Sciences and Communication, Media and Film

Sydney Cremasco **

Honours Interdisciplinary Arts and Science Earth and Environmental Sciences and History Minor

Jack Laurence Gould Gouthro

Honours Interdisciplinary Arts and Science Economics and Political Science Minor

Jacob Robert John Collier *

BACHELOR OF MUSIC

Honours Music (Comprehensive)

Preston James Adams *
Samuel Blase Fedele **
Colin George Gronert *

Francesca Sophia Noelle Incitti *
Long Hoang Tran Nguyen

Virgil Ragnvald Royle *
Martin Thomas Raymond Shultz
Darryn Walls

Honours Music (Music Education)

Bailey Lynn Deziel *

Clara Mati

CONCURRENT BACHELOR OF MUSIC/BACHELOR OF EDUCATION

Honours Music Education/Bachelor of Education

Felicity Abia Rose Cincurak *

Carter Weaver Gaus *

Mackenzie John Walsh *

* *Graduating with distinction*

** *Graduating with great distinction*

CERTIFICATE IN ANTHROZOOLOGY

Nicholas Matthew Sam Gervasi

CERTIFICATE IN LAW AND POLITICS

Maple Kumar *

CERTIFICATE IN PUBLIC ADMINISTRATION

Lucas Michael Rinaldi

CERTIFICATE IN SECOND LANGUAGE EDUCATION

Alyssa DeLuca

Janae Lian Duczman

CERTIFICATE IN WORK AND EMPLOYMENT ISSUES

Jack Abiel Christopher

Giovanny Jose Cortes Reyes

Nicole Kovacevich

THIRD SESSION

MAY 30, 2023 AT 6:30 P.M., EDT

SCIENCE

Dean of the Faculty of Science: Dr. Dora Callavo-Medved
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Biological Sciences

Patricia O. Okpara

The Black Soldier Fly, Hermetia Illucens Linnaeus (Diptera: Stratiomyidae): A Novel Approach to Combat Food Waste in Windsor-Essex

Chemistry and Biochemistry

Mitchell Logan Dipasquale

Structure and Mechanics of Biomembrane Mimics in the Presence of Vitamin E

Michael Hai Luu Nguyen

Biophysical Insights into Peptide and Alcohol Perturbations on Biomimetic Membranes

Environmental Science

Yu-Ting Chen

Biogeochemical Cycling Across the River-Shoreline-Lake Interface of the Lake Erie Watershed

Nicholas W. Falk

Sediment Microbial Community Diversity and Function in Response to Legacy and Prevailing Pollutants in Southern Ontario Watersheds

Danielle Amanda Gleason
Understanding Freshwater Ecosystems and Human Health Implications in Recreational Water Through Microbial Characterization, Source Tracking, and Sediment-Microbe Dynamics

Ali Mokdad
*Consequences of Environmental Manipulation on Behavioural and Neuromorphological Plasticity as it Relates to the Reintroduction of Atlantic Salmon (*Salmo Salar*) to Lake Ontario*

Mathematics and Statistics

Mai Mahmoud Ghannam
On Estimation Methods in Tensor Regression Models

Khiria Mohamed
Some Quantile Regression Models for Zero-Inflated Continuous Data with Applications

Poonam Shrestha Malakar
Analysis of Count Data in One-Way Layout with Missing Response

MASTER OF ACTUARIAL SCIENCE

Maaz Ahmed
 Junqi Ma
 Yunfei Ma

Igho Ogbobine
 Titilayo Janet Ogundiran
 Jaskaran Singh

Jing Wen
 Ling Zhang
 Jingyu Zhu

MASTER OF APPLIED ECONOMICS AND POLICY

Sakib Ahmed
 Niloofar Azarakhshi
 Saba Aziz
 Jiali Deng
 Amanjot Kaur Gill
 Vidushi Handa

Keyan Jin
 Jiaqi Li
 Vere Marku
 Behrooz Matlabi
 Opeyemi Samuel Salau
 Farzana Shali

Xiao Shen
 Chenxi Su
 Boya Sun
 Siyuan Wang
 Hongmiao Zhang
 Zhenwei Zhang

MASTER OF ARTS

Risana Alam
 Raiyana Binte Amin
 Belinda Ewuraadwoa Arhin Boateng
 Winstone Bwalya

Economics
 Xinya Chen
 Sean Coughlin
 Dennis Egbenya
 Siyuan Fang

Saiyara Zaheen Karim
 Zijun Pei
 Ashiqur Rahman
 Mengran Zhu

MASTER OF MEDICAL BIOTECHNOLOGY

Muskan Abbot
 Negar Abrishamchi
 Jenifer Adaikkalassamy
 Sai Lakshmi Mahitha Addala
 Sojib Ahammed
 Samaneh Ahmadi Talei
 Ramez Ahmed
 Suvanshi Ajit Kumar Panda
 Taimoor Akbar Ali
 Kainat Anjum
 Pruthvi Anke
 Narvana Ahmed Antora
 Pramila Bannigol

Prabhnoor Singh Behgal
 Sreya Chatterjee
 Meagan Elizabeth Cliche
 Sheng Da
 Jinghong Dai
 Ayushi Jatinkumar Dalal
 Kajal Dalal
 Mahsa Dastani
 Khaviya Dayanandam
 Naga Vardhan Reddy Emani
 Chirag Parag Ghag
 Vanshika Gupta
 Seyed Reza Hashemian Rahaghi

Sima Heidari
 Zahra Heidarizadi
 Safiq Hossain
 Shrija Indukuri
 Lamyeah Sadiyah Islam
 Larisa Iurcu
 Khurshid Jahan
 Nushrat Jahan
 Nusrat Jahan
 Sailee Rakeshkumar Jani
 Tahmina Akter Jemy
 Hinalben Neel Kadiwala
 Vamsi Karaka

Md Kashif
 Bhavika Katyal
 Amandeep Kaur
 Arashmeet Kaur
 Prabhleen Kaur
 Devi Nirmal Sai Kesanakurthi
 Mahdokht Khanamooei Ashi
 Xin Li
 Wei Liu
 Sarrah Burhanuddin Lokhandwala
 Aziz Abdealibhai Makda
 Anusha Devi Maran
 Amatul Maria
 Sheema Masood Ali
 Gayathri Medisetty
 Darshika Mahendra Mehta
 Jay Nileshkumar Modi
 Sri Krishna Reddy Modugula
 Zebaa Mohamed Habis
 Taquiuddin Ahmed Mohammed
 Amena Ahmed Moona
 Sabrina Tarannum Nazia

Uche Philip Njoku
 Tosin Sunday Ogunwande
 Wajeelha Omer
 Mugil Soorya Palaniswamy Murugan
 Vyshali Parthiban
 Harshil Kanaiyalal Patel
 Hitanshu Harshadkumar Patel
 Keval Rakeshkumar Patel
 Pratik Ajay Patel
 Vaishnavi Jaysing Pawar
 Ankitha Peetha
 Pratibha Pratibha
 Surekha Pusapati
 Md Ashiqur Rahman
 Sourav Deb Raj
 Mekha Raji
 Devi Niveditha Rajkumar
 Ankitaba Shivpalsinh Rana
 Palak Rastogi
 Shahrin Arby Romana
 Nowmi Sahab
 Harini Reddy Sanugommula
 Hormoz Selahvarzi

Krishna Jayeshkumar Shah
 Mahmood Shaik
 Ridham Sharma
 Aparna Shree
 Navjot Singh
 Shaivya Singh
 Sukhmandeep Singh
 Swetha Sudharsan
 Poornima Sundararajan
 Hafiza Hira Talib
 Jatin Babasaheb Tandale
 Zarin Tasneem
 Natasha Thakur
 Muskan Thapar
 Jakiya Ferdous Tisha
 Zahra Murtuza Vakharia
 Sai Sushma Velamati
 Nailah Abdul Rehman Vodeyar
 Yijing Wu
 Nur A Zannat
 Bohan Zhao
 Kimia Zolfaghary

MASTER OF SCIENCE

Biological Sciences

Riley Beach
 Chelsea Elizabeth Frank

Madison Amber Laprise
 Emily Mailloux

Erika Nissen
 Muhammad Abuzar Sikandar

Biological Sciences-Neuroscience and Behaviour

Hasan Huseyin Polat

Chemistry and Biochemistry

Ronaldo Eid

Sara Hassanzadehroknabadi
 Michelle Tsuey-Yee Quan

Leslie Ventimiglia

Environmental Science

Keira A. Harshaw

Nabeelah Lulat
 Jessica Robson

John Richard Scannell

Mathematics and Statistics

Dinara Miftyakhetdinova

Xavier Miguel Nunes
 Chandi Darshani Rupasinghe

Ran Sun

Physics

Mark Alan Armstrong

Emma J. Blanchette

Translational Health Sciences

Rhonda Abdel-Nabi
 Jodie Fawaz Al-Dandachi
 Pravallika Baka
 Waffa Bassem Bakheet
 Jillian Marie Calandra
 Jocelyne Brianna Cyrenne
 Laura Isabel Diaz Arias

Aya El-Hashemi
 Omer Elkhidir
 Mohamed Salaheddin Farjalla
 Genesis Vanesa Flores
 Mahmoud Mohammad Hossami
 Sira Ajaz Jaffri
 Kenan Kassas
 Emma Marie Mineau

Ryan Palazzolo
 Siri Chandana Ravipati
 Jennifer Rhee
 Hassan Jamaal Shaban
 Kayla Marie Touma
 Priscilla Catherina Vanhethof
 Pranita Sai Velisala

BACHELOR OF ARTS*Honours Economics*

Rim Hachem Al Moussawi *

*Honours Forensics and Criminology*Logan Mackenzie Bonner
Mia Ruth Burzese
Cluivert John Borra Ebreo
Yara El-HoussamiSara Mohamad Hamdan *
Sana Liju *
Stephanie Ann Mondy *Ricca Cristine Ng
Cassandra Kaur Rai
Cristina Giulia Schincariol
Emma Riley Spence*Honours Forensics and Criminology (Applied Forensic Science Stream)*

Dominic Bondy

Yuhan Zhu

Honours Forensics and Psychology

Chloe Madeleine MacDonell *

Honours Forensics and Psychology with Thesis

Diane Tannous **

BACHELOR OF ARTS*Four Year Forensics and Criminology*

Joshua Andrew Armour Sorhaindo

Four Year Forensics and Psychology

Mariam Fahd Chokr

BACHELOR OF ARTS*General Economics*Mary Ohemaa Amponsah
Amanda HarbiHai Huang
Ricky Rakeshkumar KapadiaGuande Li *
Mohamed Imadeldin Mergani**BACHELOR OF ENVIRONMENTAL STUDIES***Honours Environmental Studies*Camryn Jewel Cahill
Kayla Elizabeth Jakobszen *Annie King
Emma Persephone WelburnAlexandra Jai White
Emma Marie Young ***BACHELOR OF ENVIRONMENTAL STUDIES***Four Year Environmental Studies*

Jenna Leigh Regier

Mwombeki Rugalema

BACHELOR OF FORENSIC SCIENCE*Honours Forensic Science with Biology Specialization*Cheryl Josie Boere *
Brianna Nicole Curtis
Alyssa Sarina Di Iorio *
Jazmyn Ali Fuentes *Donghyeok Han *
Sarah Elizabeth Haramic
Iulia Adelina RadeanuJustyn Roque *
Qianhui Shang *
Clare Emma Sholdice **
Samantha Marguerite Marie Vreman **Honours Forensic Science with Chemistry Specialization*

Mikala Alaina Beale *

* *Graduating with distinction*** *Graduating with great distinction*

Erica Emma Polistena

Hannah Avery Szalay *
Mosorire Solomon Tajudeen

Drue Marie Van Eerd *

*Honours Biochemistry and Biomedical Science (Health Stream)*Yara Mary Abdelsater *
Abdul Monem Al Riahi **
Emmanuel Joran Boujeke **
Zahraa Chami *
Felicia Caterina Chisesi **
Alan Cieslukowski **
Teodor Nicolae Cretu **
Jasbir Kaur Dhillon
Victoria Vi Doan *
Rija Fatima
Gaganpreet Kaur
Charmaine Joy Gaoiran
Bennett James Grenier **
Mohamad Burhan Hamami *
Deema Osama Hamzeh *
Hong Yi He **
Marissa Shinchian Ho **Maurad Assad Hurmuzlu
Jayden Jaber **
Suhib Jboul *
Nour Jrooj *
Ana Kristi Kristy Jzrawi *
Fatme Kassem **
Fatima Rizwan Khaliq **
Victoria Olga Kis
Karolina Maria Konior **
Amr Labak **
Hailey Lynn Lackovic
Diana Maria Leshchinsky
Khurruum Lulat
Nima Andre Malakoti-Negad **
Zoe Madison Millar
Jaefer Mohamad **
Nathalie Ngoctran Nguyen *
Nnadozie Marklawrence Oguh *Alanna Beatrice Olteanu *
Nadia Pedri **
Connor Jordan Ranieri *
Kividi Thiloka Samaraweera *
Quinn Nolan Santoro *
Alessandra Carmela Schembri **
Jenna Lauren Schroeder **
Hadi Khalil Seblani
Shirin Shadpour *
Depen Yash Pal Sharma **
Aleksa Simovic *
Sydney Allyssa Stevenson **
Jenny Truong
Teresa Trang Uyen Vu *
Vanessa Kahae Vuong *
Rachael Jessica Warner *
Jason Wong ***Honours Biochemistry with Internship*

Rida Umar Ansari

Rayni Paola Noriega Flores *

Diane Tai Yan Ye *

*Honours Biochemistry with Thesis*Melissa Berberi **
Hannah Louise Drew *
Jayasinghe Mudalige Lithmi Dulyana Jayasinghe *Michael Zachary Lozon **
Isabelle Ann Luciw *
Lauren Elizabeth Pavelich **Maria Dolores Rueda *
Harvey Sharma **
Chelsea Dalupe Ymana ***Honours Biological Sciences*Amany Abdallah
Ayat Chasib Manea Alabdulhussein
Ali Hussain Al-Ameri
Ahmed Assaf *
Hayder Al-Dujaili *
Amna Ali **
Yousif Al-Janabi
Mohamad Nabil Asfour *
Aisha Adeola Atanda
Riley Bake *
Parman Singh Bhatti *
Jessica Bourdkane
Mackenzie Ann Burnett **
Ivana Cenic **
Claudia Eve Couvillion *
Mary Daraiche *
Jillian Laurie Deimling *
Nicholas Gregory Ditty *
Mina Djuketic *
Nabil El Hage *
Jaafar El-Abed **
Haron ElashaalJanelle Marie Gagnier Levesque *
Kaitlyn Melisa Donell Guyett
Anis Ismael Hajar *
Hassan Muhammad Hamid *
Abdulhalim Hassan *
Mohamad Hassan *
Kareem Hatabi *
Nicolas Emanuel Hera *
Charbel Mohsen Jabbour *
Serena Jaber *
Harjot Jauhal **
Jessica Ahmad Jonaidi
Muhammad Muazzam Khan *
Eric Thomas Kress **
Christian Michael Luciani *
Curtis Alexander MacMillan
Maria A. Meer **
Abass Mortada
Ayah Nabha
Saja Nadi *
Lara Youssef Najjar **Fadi Naom **
Ali Mohamed Nassar *
Nulia Amarachukwu Nwokolo
Brandon Nicholas Peralta
Hasan Radwan
Imad Raheel *
Gabriella Rose Rauti *
Alexia Rychelle Resendes
Milana Resendes Rocha
Erin Cassidy Rocheleau
Michelle Marie Saad *
Enrie-Joy Empino Sala
Rayan Jamal Salama **
Harveen Kaur Sandhu *
Safa Shakir
Alexis Cristina Simeoni
Niran Harim Swamy
Grayson Edward Tellier *
Matthew James Thomson *
Danica White
Benjamin Wolf *
Mohammed Zeineddine **Honours Biological Sciences and Psychology*

Nada Bleblo

* *Graduating with distinction*** *Graduating with great distinction*

Honours Biological Sciences with Thesis

Sara Alabed **
 Madeleine Theodora Chang **
 Molly Chen **
 Yasmin Ahmed Ismail
 Nikola Kolobaric **

Amy Elisa Llancari **
 Jessie Elizabeth MacDonald *
 Sukhleen Nagra **
 Soniya Neupane *
 Lia Sokonni Oschanney **

Noah Steven Robinson **
 Angela Todorovski **
 Christine Tracey **
 Thiranya Nathalie Weerakoon *
 Adriana Zutic **

Honours Biomedical Science

Ruqayyah Faizan *

Zarin Nawar
 Marina Stevanov *

Sphoorti Tulajannavar *

Honours Chemistry

Kenneth Richard Chapman *
 Ethan Thomas Douglas

Austin Gorgees
 William Charles Hosie

Braydon Warner Luddecke-Mahler
 Saba Riyaz Memon

Honours Chemistry with Thesis

Kasey Renee Brown **

Hannah Raine Jessop *

Honours Chemistry with Thesis with Internship

Sarah Anne Lanoue *

Honours Economics

David Ian Fraser Henderson *

Matija Zupanic *

Honours Environmental Science

Danya Iman Jasey *
 Zachary Daniel Lauzon **

Luke Alan Mawhinney
 Jacqueline Johanna Richardson *
 Julia Noelle Santin

Camryn Aileen Williams
 Lan Zhang

Honours Environmental Science with Thesis

Buddsavoung Leng

Rose Marie-Angele Simard **

Vivien Taylor Yin *

Honours Molecular Biology and Biotechnology

Keerthika Madhavan

Kailyn Kathleen St. Pierre *

Honours Physics

Chloe Lynn Clement *

Rocco Vincenzo Falsetta *

Coulson Daniel Teare

Honours Physics (Medical Physics)

Jordyn Aile Matthews **

Abbey Kate Richer *
 Nikhil Jordan Shad **

Emily Anne Tracey **

Honours Physics (Physics and High Technology)

Ozair Ahmed

Felvina Khunt *

Honours Physics and Computer Science

Jonathan Allan Doyle *

Honours Physics and Mathematics

Griffin Howson **

* Graduating with distinction

** Graduating with great distinction

BACHELOR OF SCIENCE*Four Year Behaviour, Cognition and Neuroscience*

Rene Ashley Muir

Four Year Biochemistry

Avery Elizabeth Bruce

Four Year Biochemistry and Biomedical Science (Health Stream)

Damien Daparteira

Four Year Biological Sciences

Olivia Maria Gallo

Tamunonengiyeofori Amachreefabiawari
Aruba Daoud ChatthaMohammad El-Kaafarani
Carly Dot Evelyn Markham*Four Year Chemistry*

Darien Baxter Guarini

Four Year Environmental Science

Olivia Emery

Four Year Molecular Biology and Biotechnology

Isaac James Douglas Munro

BACHELOR OF SCIENCE*General Science*

Maxwell Lee Henricks

Anumita Jain **

Salma Karam *

Zeinab Kourani *

Amanda Elysse L'ami *

Niko Maxwell Linfield

Jenelle Emily Mastronardi *

Sherry Christine Pigeau

Enkela Musliu *

Brent Robert Shackleton *

Jarrett Ross Sim

Megan Leigh Thorne *

Aurora Katuska Triguero Bustamante

William Curtis Van **

Mikayla Georgia Vanyolai

Stephen Wickens

Zayd Ahmad
Ashrakat Ismail Alsalkhadi *
Zack Ronald Argent
Hermela Mebrahtu Bokure
Faria Dar *
Cameron Alexander Futo *
Samuel Peter Karpo Golovenko *
Laura Gregorchuk**CONCURRENT BACHELOR OF SCIENCE/BACHELOR OF EDUCATION***General Science/Bachelor of Education*

Victoria Denise Caldwell *

Amanda Jankulovski *

Sarah Josephine Steffens*

Veronika Tea Zgomba

CERTIFICATE IN BIOLOGICAL CONSERVATION

Emma Holly Gregoire *

CERTIFICATE IN FILM AND MEDIA FOR SCIENCES

Sydney Cremasco **

CERTIFICATE IN SCIENCE COMMUNICATION

Sydney Cremasco **

* *Graduating with distinction*** *Graduating with great distinction*

FOURTH SESSION

MAY 31, 2023 AT 9:30 P.M., EDT

SCIENCE

Dean of the Faculty of Science: Dr. Dora Callavo-Medved
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF APPLIED COMPUTING

Nikhilesh	Suhail Singh Bains	Akhil Chowdary Chintala
Pallav	Haswanth Ram Balagopal	Vijay Kumar Chinthalapudi
Sumit	Achyuth Balaji	Divyangkumar Kishorbhai Chodvadiya
Ahmed Abdullah	Pooja Udaysinha Bandal	Shruti Chopra
Sai Krishna Adusumilli	Rohan Banerjee	Kshitiz Choudhary
Manak Rajeev Agarwal	Nethra Bangalore Vijayadas	Zaid Imtiaz Chughtai
Mohit Vijay Agarwal	Sai Kiran Beeravolu	Sahil Nayanbhai Darji
Varun Ahuja	Yash Navneetbhai Bhalala	Urvashiben Shaileshbhai Darji
Venkata Naveen Kumar Akula	Amandeep Singh Bhalla	Swagato Das
Venkata Sai Akhil Akula	Vrushit Nileshkumar Bharucha	Darsh Divyeshkumar Desai
Umar Amjad	Dhruv Manoj Bhatt	Nisarg Gopal Desai
Lakshika Anand	Hani Pankajkumar Bhavsar	Paramvir Jayrambhai Desai
Vishnu Appala	Bhavya Chirag Bhimani	Parth Maganbhai Dhanani
Venkata Varaha Rama Sricharan Apparayacheruvu	Jatin Bindra	Jaineel Fenal Dharia
Sneha Arora	Nikhil Kumar Reddy Bojja	Nischay Dhiman
Asrith Arutla	Ooha Boyalla	Jitenkumar Balvantbhai Dhimmar
Karnakar Reddy Asireddy	Mansi Hitendrakumar Brahmbhatt	Akshit Dhir
Rohan Maheshkumar Aswani	Buyuan Cai	Sanatkumar Dhobi
Neeraj Suhaas Atluri	Aneerban Chakraborty	Diksha
Sreeja Atluri	Pranaya Challa	Yuva Venkata Sai Duppati
Parth Pandurang Awari	Surya Chandiramouli Subhashini	Shivam Dwivedi
Varinder Pal Babool	Dimple Harshadbhai Chandrani	Abinaya Elanchezhian
Nupur Manishbhai Badiani	Mayank Chauhan	Oritsenokan Edwin Emiko
Eswaran Badrinarayanan Venkateswaran	Karishma Chowdary Cherukuri	Yash Valjibhai Gabani
Rakshana Bagavathi	Tanisha Chhabra	Bharath Gali
Gursimar Singh Bagga	Preetika Chhotray	Harshavardhan Naidu Gangavarapu

* *Graduating with distinction*

Dakshaja Reddy Gangi Reddy	Vikram Kumar Kovvuri	Urvishkumar Karanbhai Pansuriya
Piyush Garg	Rakesh Kumar	Sudhanshu Parhar
Rutvik Dipakbhai Gaudani	Nency Shambhubhai Kundaliya	Anvi Sanjay Parikh
Jomya Merlin George	Deeksha Kuppireddy	Aashka Mukundkumar Patel
Anisha Milind Gharat	Vaibhavi Bharatbhai Lakhani	Anjali Pravin Patel
Priyadarshini Gnanasekar	Farhan Faizalbhai Laliwala	Ashish Narendrakumar Patel
Sridhar Gopu	Rutvik Nareshbhai Lathiya	Avadh Patel
Ami Bharat Gosaliya	Nirali Rajeshbhai Limbad	Deep Rakeshkumar Patel
Anirudh Reddy Gotike	Javal Piyush Lotia	Dhrumilkumar Vimalkumar Patel
Saurab Gour	Yicheng Lu	Dhruvi Jyotindra Patel
Kumar Guddepogu	Jayadeepak Maddela	Dwija Udaykumar Patel
Priya Samanvi Gudi	Pratyusha Madduri	Fahad Talha Patel
Aman Ajay Gupta	Fazil Mahesania	Ghavan Vishnukumar Patel
Avinash Gupta	Ifaz Mahmud	Harsh Kamleshbhai Patel
Gaurav Rajendra Gupta	Van Trong Nghia Mai	Helly Vijaykumar Patel
Sagar Gupta	Aarsh Makwana	Het Shaileshbhai Patel
Saloni Gupta	Dhruvin Hasmukh Makwana	Hetvi Dilipbhai Patel
Abdul Hammad	Hardikkumar Jayantilal Makwana	Hiten Harshadbhai Patel
Farhan Hammad	Tejaswini Mandava	Jay Navnitbhai Patel
Husain Handa	Aishwarya Reddy Mannem	Jay Paresh Patel
Ishrak Tabassum Haque	Srihari Sai Marepalli	Kahani Nileshkumar Patel
Syed Aousaf Hasan	Noyal Sam Mathew	Krupa Vikrambhai Patel
Sumina Vajubhai Hathidara	Yogesh Bharatbhai Mavani	Manthan Dineshbhai Patel
Nikita Hedaoo	Haleh Mehdi pour Dastjerdi	Maulik Divyeshbhai Patel
Shruti Paresh Hindocha	Avleen Kaur Mehna	Mayank Dipakbhai Patel
Dhara Kishorbhai Hirpara	Abhinav Mehta	Neel Jashvantkumar Patel
Dharam Rajeshkumar Horiya	Jigar Yogeshbhai Mehta	Nirja Patel
Faiza Iqbal	Piyush Mehta	Nishtha Patel
Gopi Chand Jagarlamudi	Devanshu Rajeshkumar Mevada	Preetkumar Sandipkumar Patel
Jagjeet Singh	Avi Vinodkumar Mistry	Prince Prakashchandra Patel
Dheeraj Jayachandra	Abrar Ibna Mizan	Pruthvi Rajeshkumar Patel
Vishal Jayaraman	Vatsal Gaurangkumar Modh	Purvash Nileshkumar Patel
Mehul Prakashbhai Jethva	Priyanka Mogha	Raj Pravinkumar Patel
Jijo Sabu Johns	Muzakkir Qadri Mohammed	Rajkumar Rohitkumar Patel
Datta Sai Jonnadula	Krishna Kalyan Munuganti	Rutvibahen Ajaybhai Patel
Ashmi Mary Joseph	Lakshmi Vardhani Pravallika Munukutla	Sanket Pravinkumar Patel
Cecil Joseph	Ahmed Mustafa	Shashank Divyesh Patel
Atharva Dhananjay Joshi	Akshaya Muthuraman	Shivani Jitendrakumar Patel
Vedangkumar Vipulkumar Jotaniya	Muhammad Asad Naeem	Shrey Rajubhai Patel
Ajish Kalia	Meha Dharmesh Naik	Shreyash Alpesh Patel
Mohammed Muzammil Kamal	Harsha Sai Rakeshkumar Nalumachu	Siddharth Dhirubhai Patel
Hafiz Muhammad Fazeel Kamran	Megala Namisa Ravi	Sumit Sureshkumar Patel
Fenil Dilipbhai Kaneria	Shobhit Narayan	Tirth Manojkumar Patel
Raja Venkata Satya Shesha Sai	Rahul Narayanan	Tixa Hiteshkumar Patel
Kantamaneni	Ronak Hareshbhai Navadiya	Urvil Snehalkumar Patel
Piyush Kapoor	Vijeta Vaman Nayak	Urvish Pareshkumar Patel
Bhargav Sai Karicheti	Babak Tajalli Nejad	Varunkumar Mahendrakumar Patel
Venkata Keerthi Karnati	Kedareshwara Kartikeya Rao Pagadala	Vatsal Prakash Patel
Meher Jyothi Karpurapu	Vamshy Pagadala	Sai Reddy Pathakottu
Navneet Kaur	Jensi Hareshbhai Paghdal	Simran Paul
Ravleen Kaur	Shruthi Paka	Sai Prasad Pedapati
Asmita Kaushal	Aliasgar Khozem Palgharwala	Kameswara Saidatta Srinivas Peddada
Ekta Kaushik	Prashanti Pamulapati	Kartik Peddinti
Shivasai Tej Keetha	Akshita Nipulbhai Panchal	Sabatini Pias
Abhishek Kesiraju	Kuldeep Rajeshkumar Panchal	Ravi Teja Polina
Ameer Ashif Khader Batcha	Debashraddha Panda	Anirudh Poroorkara
Habiba Khan	Subodh Dwaraka Rao Pandraj	Girik Prabhakar
Mahfuzur Rahman Khan	Aakash Ajaykumar Pandya	Jayesh Bhupat Prajapati
Ramakanth Kodukula	Harkirat Singh Panesar	Maharshi Maheshbhai Prajapati

Tarun Sai Prathipati
 Tejeshwar Singh Rai
 Anubhav Kumar Rajat
 Deep Shailesh Bhai Raval
 Dharani Priya Ravi
 Karan Jatinbhai Rawal
 Angel Grace Salomi Richard Samuel
 Ashutosh Sadana
 Syed Raazi Saeed
 Abhinav Reddy Sandhadi
 Juhil Muneshbhai Sangani
 Divyesh Saraf
 Dhamina Sarvathikari
 Parth Sanjaybhai Savani
 Smitkumar Mukeshbhai Savani
 Misbah Imtiyaz Sayyed
 Anahita Sedighikasmaei
 Venkata Sai Vardhan Seepala
 Likhitha Seethamsetti
 Archit Sehgal
 Mayank Sehgal
 Tanya Sethi
 Hafsa Shabbeer
 Darshil Hirenkumar Shah
 Deep Nitesh Shah
 Deepanshu Shah
 Dhruv Vikaskumar Shah
 Jahnavi Jatinbhai Shah
 Jay Pareshkumar Shah
 Jay Rikenbhai Shah
 Jinay Rajanikant Shah
 Keneel Chirag Shah
 Lypsa Nirav Shah
 Mansi Miteshkumar Shah
 Preet Amish Shah
 Rahil Shah
 Rahil Utpalkumar Shah

Vidhi Kaushal Shah
 Vraj Shaileshkumar Shah
 Mohammed Husain Shaikh
 Lakshmi Narayanan Shankar
 Sagar Sharma
 Varnita Sharma
 Vidish Sharma
 Vikram Sharma
 Madhavkumar Bhavikbhai Sheladiya
 Yuchen Shen
 Meet Ketankumar Shukla
 Pawan Shukla
 Abhay Raj Singh
 Abhiraj Singh
 Adhiraj Singh
 Manat Jyot Singh
 Manpreet Singh
 Mehardeep Singh
 Prabhagad Singh
 Sandeep Singh
 Simrandeep Singh
 Shurvirsinh Arvindsinh Sisodiya
 Chintankumar Soni
 Ripal Maheshbhai Soni
 Vraj Ketankumar Soni
 Anuroop Sreepuram
 Sowrabha Srinivas
 Navami Subhash
 Xiaomeng Sun
 Janani Suresh Kumar
 Auron Meera Syed
 Mohammed Arshil Riaz Syed
 Ali Tahir
 Anika Tahsin
 Paras Taneja
 Mohammed Ravhan Mohammed Riyaz Tansujwala
 Krishna Sravanthi Telapudi
 Tirth Thakar

Bansri Manishbhai Thakkar
 Harshil Bhavinbhai Thakkar
 Pusti Mukeshbhai Thakkar
 Shyamal Prafulbhai Thakkar
 Kalyan Ram Thandu
 Allen Thomas
 Dola Sai Siva Bhaskar Thota
 Rachanaben Pinak Tilva
 Ohm Tejas Trivedi
 Husainali Unia
 Arathy Unni
 Nishant Upadhyay
 Ripudaman Singh Uppal
 Dharmi Krishna Vadlamudi
 Mahima Vadlamudi
 Venkata Vijaya Sri Vaishnav Vadrevu
 Prakruti Shantilal Vaghasiya
 Manan Dharmendrakumar Vaghela
 Kathan Milan Vaidya
 Deepaksai Valluru
 Badrinath Vasudevan
 Mahanth Madarahalli Veeraraj
 Greeshma Veeravelli
 Pavansai Vemula
 Vaishnavi Venkatesh
 Yash Sunil Vichare
 Shafkat Waheed
 An Nafi Ul Warid
 Dewanshi Harishankar Yadav
 Shardul Yadav
 Siddhant Yadav
 Sahitya Chowdary Yaganti
 Jitong Yang
 Xiang Yao
 Khuram Yasin
 Xiongjin Yue
 Karan Amitkumar Zaveri

MASTER OF SCIENCE

Computer Science

Ala' Alqaisi
 Laveen Bhatia
 Patrick Stephen Devaney
 Hamid Fazli Khojir
 Sagar Kaw
 Muhammad Moeed Khalid

Lama Khalil
 Raghad Said Khalil
 Parham Khamsepour
 Shanu Kumar
 Mrulay Sureshbhai Mistry

Raghib Barkat Muhib
 Surajsinh Prakashchandra Parmar
 Yakin Dipakbhai Patel
 Kamonashish Saha
 Mehrdad Sheikhjoberi
 Yash Trivedi

Computer Science Co-operative Education

Saroj Dayal
 Malita Michael Dodti
 Vishakha Gautam

Daniel John
 Ehsan Ur Rahman Mohammed

Nazia Siddiqui
 Seyed Sobhan Vagheh Dashti
 Muhammad Fahad Zafar

FIFTH SESSION

MAY 31, 2023 AT 2:00 P.M., EDT

SCIENCE

Dean of the Faculty of Science: Dr. Dora Callavo-Medved
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

BACHELOR OF COMPUTER SCIENCE

Honours Applied Computing

Dariq Sadiq Ahmed
 Mohammed Qais Al-Shaibani
 Supreyo Atonu *
 Yuchen Bai *
 Dylan M. Bourque
 Karim Chahine
 Rasleen Dhaliwal *
 Gabriel Graziano Galizio *
 Keyang Gao *

Hardik Hajela
 Tyler Hong
 Youssef Hourri
 Zhiming Huang
 Bryce Everett Hughson
 Dren Jaha
 Andre Mazin Mansour
 Salwa Mohamed *
 Nigel Oziegbe Okoniha
 Christopher Rafinski

Liam Patrick Richter Gorey
 Julia Marilena Sabelli
 Stephen Johnathan Sarkis-Wiebe
 Elias Tokola
 Joshua Tam Trang **
 Juan Pablo Villalobos Rujano *
 Chengyue Wei *
 Weichong Wu *
 Hong Qian Zhao *

Honours Applied Computing Co-operative Education

Alexander Daniel Enache *
 Joshua Andre Gehl *

Baljot Hansi *
 Xing Liang Liu **
 Donovan Angelo Longo *

Shane Patrick Tracey
 Rebecca Gail Wallace

Honours Computer Science

Ameen Abdulrahman Al-Kaisi **
 Hanna Tuyet Vy Bui
 Paramjot Singh Chattha
 Aaron Joseph Collins **
 Nour Rehab Elkott *
 William Froese
 Cole Charles Fuerth *

Mingxi Guo **
 Jingyi Lao
 Dawei Li
 Hongxin Lin
 Abhimanyu Manchanda
 Patrick McMullin **
 Syed Hamza Ali Naqvi *
 Sergio Oliveira *

Austin Joseph Seguin
 Mohammad Usman
 Harshil Vijaykumar Thaker
 Matthew Natenio Vojvodin *
 Abdulghanie Waked
 Zixun Wang
 Dean Jake Willavoys *

* *Graduating with distinction*

** *Graduating with great distinction*

Honours Computer Science Co-operative Education

Cibi Amudhan Damodaran
 Christopher William Falkner *
 Brandon Abraham Klassen *

Marc Mansour **
 Eva Mudgal *
 Phillip Pham **
 Daljeet Singh *

Jose Benjamin Guillen Santos **
 Bilal Mohammad Sohail **
 Ikenna Ndudim Uduh *

BACHELOR OF COMPUTER SCIENCE

Four Year Applied Computing
 Zachary Michael Goyeau

BACHELOR OF COMPUTER SCIENCE

General Computer Science

Adedayo Olabamiji Akerele
 Danyel Anthony Amiouni
 Dhruv Shirishkumar Bera
 Jonathan Isaac Bernal *
 Alexis Jean Virginia Birch
 Alexander Brandon Birtwistle
 Atharva Chaturvedi
 Abrar Naveed Chowdhury
 Ayomide Bashir Dawodu
 LinDe Ding *
 Tommy Do *
 Roxana-Miruna-Daniela Dvoenchin
 Cole Parker Ennett
 Lindsey Elizabeth Ferguson *
 Liban Mohamoud Guled
 Jason Huang
 Lara Jamaledine
 Sawyer Kenneth King
 Muhammad Ali Raza Laghari *

Habibullah Latif
 Xiaoqing Lu
 Tinnon Luong *
 Amir Marie
 Muhammad Shahmir Masood
 Andrew R. Masse
 Mohamed Saad Fajullah Master
 Youssef Mehdi
 Abdulrahman Mahmoud Mohamed Mohamed Metwally
 Richard Mfitumukiza
 Chinelo Chioma Anthonia Monwuba
 Danielle Phuong Nguyen *
 Jason Nguyen *
 Jay Manubhai Patel *
 Shrinil Samir Patel
 Vedang Harishkumar Patel *
 Timothy Duke Perry *
 Tanveer Singh Poonia
 Sara Rahimi
 Mustafa Ahmad Rammal

Natalia Ramos Belmont
 Matthew Salvatore Randazzo
 Hrishva Rangani
 Kumail Raza *
 Anita Russo *
 Rene Daniel Lalonde Schuller *
 Elijah Sevilla-Garcia
 Katarina Simanic
 Sukhpreet Singh *
 Ethan Layne Stewart
 Derek Joseph Thibert
 Naveen Thottathil
 Seham Thraya *
 Eric Matthew Townsend
 Isaiah W. Warner
 Xiaoyan Wei
 Samer Yalda
 Adam Youssef *
 Zaiqing Zhang

BACHELOR OF SCIENCE

Honours Computer Information Systems

Antonios-Joseph Jraige *

Adam Joseph Taylor *

Honours Computer Science with Software Engineering Option

Jagraj Singh Aulakh *
 Mohammad Elias Khan *
 Mohammed Farshad Khan
 Noah Alexander Link

Yousef Mahmoud
 Brady Alexander Malott **
 Andrew Myshok
 Sophie Arianne Pereira **

Ariya Rasekh *
 Zain-Ul-Ebad Raza *
 Burak Yilmaz
 Dawei Zhang *

Honours Computer Science with Software Engineering Option Co-operative Education

Ariana Kasiani Avdoulos
 Ravi Kamleshkumar Bhagat *
 Nathan Mackenzie Cherry **
 Charles Derrick Corro *

Rose Cheriachen Edassery
 Sehaj Singh Khaira **
 Bilal Mahmood Malik *
 Robert Iheanyi Odoh *

Nitin Ramesh *
 Sean William Ross *
 Conner Rolf Sax
 Arshdeep Singh **

BACHELOR OF SCIENCE

Four Year Computer Information Systems
 Asadul Alam

* *Graduating with distinction*

** *Graduating with great distinction*

Four Year Computer Science with Software Engineering Option
Allyssa Marie Poulin

CERTIFICATE IN APPLIED INFORMATION TECHNOLOGY

Nabiha Ahmed *
Akashdeep Singh Chana
Sara Ann Ferguson *

Nasma Hassan Kassem
Sara Rahimi
Gauravdeep Singh Sahota

Lauren Mae Sumoba *
Francisco Guillermo Maguina Valle
Teresa Trang Uyen Vu *

* *Graduating with distinction*

BUSINESS

Dean of the Odette School of Business: Dr. Mitchell Fields
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

BACHELOR OF COMMERCE

Honours Business Administration

Adnan Abouzeeni
Joseph Noah Alfano
Shannon Maureen Allen
Renz Ivan Arcelao
Thomas Richard Barrett
Nathaniel Aaron Baylis
Tatiana Alina Bishouty
Scott Black
Nina Luisa Bravo *
Sofia Elide Bravo *
Kaiden David Burgess *
Andrei-Filip Cabau

Kyle Enrico Cervini
Jennifer Anne Costea
Matteo Antonio Cristofaro *
Jashandeep Kaur Dhillon
Paris Noelle Dubowski
Cameron Matteo George
Karina Grace Hostrawser
Ahmad Jamous
Kayshav Kainth
Mashal Tanvir Khan
Romano Giovanni Liburdi
Adam Joseph Nunes *

Xavier Ikenna Ochu
Lisa Rose Pirillo
Jacob Donald Polski
Phillip Nicholas Quintana Monterroza
Julia Gina McMahon
Steven Matthew Rice *
Alyssa Marie Rigakos
Rocco Alexander Sgabellone
Boushrah Sobh
Ziyuan Wang
Malak Youssef
Anthony Youssouf

Honours Business Administration and Computer Science

Ammar Shafiq Ahmad *

Hongyi Huang
Laurentiu Matei

Keegan Thomas Whitney

Honours Business Administration and Computer Science with Finance Specialization

Arseniy Andriyo Chertov

Honours Business Administration and Computer Science with Supply Chain and Data Analytics Specialization

Abdul Rehman Arif

Honours Business Administration and Economics

Sheldon William Joseph Wouters

Honours Business Administration and Economics with Finance Specialization

Tadiwa Nicolle Chitekeshe

Natalie Ann Trepanier **

Honours Business Administration and Mathematics

Wenlu Zhang

Honours Business Administration and Mathematics with Finance Specialization

Brooke Ainsley Lamb

* *Graduating with distinction*

Honours Business Administration Co-operative Education

Matthew Michael McGregor *

Spencer Eric Marsden Wear

Honours Business Administration with Accounting Specialization

Mohammed Farid Aqel
 Gavindeep Singh Dehal
 Nathan David Gibb **
 Serafina Lynne Inverarity *
 Tooba Khan *

Brady Joseph Pataki *
 Gianluca Pizzuto *
 Devin Gerald Racine
 Katrina Ranchuk
 Dejan Rapaic

Paul Sando *
 Logan James Shalay *
 Alyssa Rose Slade
 Hunter Allan Lyle Smith *
 Collin Joseph Wasilewski

Honours Business Administration with Accounting Specialization Co-operative Education

Nicholas Ryan Bedard
 Sebastian Cole Hebert

Carter Michael Janisse **
 Griffen Kenneth Kane *
 Jessica Laure Saad *

Nafeesa Sohail
 James Andrew Walker *

Honours Business Administration with Finance Specialization

Dina Al-Hayale
 Dylan Blake Nickolson **
 Sean Michael Olson *
 Habibullah Ayobamidele Babalola

Joseph Georges Eid *
 Shahd Elmontaser
 Jeremy Michael Friesen
 Randy Alexander Friesen
 Michael Giannotti *

Thomas Joseph Patrick Kennedy *
 Omar Joshua Manzano Luna
 Jake Nimmo
 Joshua Anthony Rieti

Honours Business Administration with Finance Specialization Co-operative Education

Amilio Edley Acampora

Karen Evelyn Accetta *
 Diana Loncarevic *

Reid Alexander Stieler *

Honours Business Administration with Human Resources Specialization

Petar Bratic *
 Carson Michel Gaudry
 Anthony Jean
 Joel Membreno

Carson Joseph Hamlin *
 Royniska Shabaan Lewis
 Emily Nicole Piccinelli

Nathan Joseph Salvati
 Edward Shalash
 Gillian Lauren Simicsak
 Zachary Kevin Sinn *

Honours Business Administration with Human Resources Specialization Co-operative Education

Mikayla Chauvin *

Valerie Doan *
 Breanna Teresa Medeiros *

Cindy Nguyen *

Honours Business Administration with Marketing Specialization

Hayden Aaron Moon
 Lauren Mae Sumoba *
 Steven Gregory Abrams *
 Magkafoula Christopoulos *
 Christopher Church
 Taden Martin Drake

Nolan Jeffrey Reid Gardiner
 Hannah Marie Hislop *
 Brigitte Kok *
 Matthew Roy Kuehn
 Saffron M. Mastellotto-Lesny *
 Dana Simone Morvan

Nilesh Pahuja
 Michael Anthony Sharp Luevano
 Emily Marguerite Spengemann *
 Mark Alphonse St. Jean
 Olivia Summer Sylvestre *
 Thanh Han Tran

Honours Business Administration with Strategy and Entrepreneurship Specialization

Dew Sargam

Kyle Andrew Blondeel
 Owen James Henderson

Tapas Parag Modi

Honours Business Administration with Strategy and Entrepreneurship Specialization Co-operative Education

Abhishek Mule

Honours Business Administration with Supply Chain and Data Analytics Specialization

Nabiha Ahmed *
 Alex Bugajski *
 Haotian Cheng
 Erin Margaret Dane **

Adam James Drouillard
 Sara Ann Ferguson *
 Hiu Kin Lam
 Meghan Elizabeth Pongratz
 Alexi Nicole Ranger *

Reed Joseph Renaud
 Quraysh Mustafa Saif
 Ali Shuaib
 Jack Carter Joseph Trepanier

* *Graduating with distinction*** *Graduating with great distinction*

Honours Business Administration with Thesis with Human Resources Specialization

John Ramsi Haddad *

BACHELOR OF COMMERCE

Four Year Business Administration

Dana Al Qadi
Christopher Joseph Cascio
Matthew Charles Dimoff
Marwan El-Kurdi
Mohammed El-Rifai
Dylan Michael Haddock

Armin Jusic
Joel Robert Laliberte
Saranda Laski
Shanmei Lin
Shiridinada Venkata Pavan Kaly Muppriseti

Dylon Gerald Gascoigne
Alysia Manley
Nicholas Joseph Neri
Nicklas Andreas Ofner
Austin Riley Rosevear-Bevins
Stefani Stanisic

Four Year Business Administration with Finance Specialization

Hasan Ali Arnous

Boules Samir Naguib Girgis Hanna
Hunter James Racicot

Drew Tyler Sterling

Four Year Business Administration with Human Resources Specialization

Robael-E Zehra

Four Year Business Administration with Marketing Specialization

Han Wang

Four Year Business Administration with Supply Chain and Data Analytics Specialization

Akashdeep Singh Chana

Michael John Clarke

POST GRADUATE CERTIFICATE IN ACCOUNTING

Seferina Ayarza Valencia
Gashirai Magomo *

Matthew John Mihalo
Jessica Elizabeth Spence *

Jami Lynne White
Nicholas William Wigle

* *Graduating with distinction*

SIXTH SESSION

MAY 31, 2023 AT 6:30 P.M., EDT

BUSINESS

Dean of the Odette School of Business: Dr. Mitchell Fields
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF BUSINESS ADMINISTRATION

Bolurin Kelvin Adeleye-Apanisile
 Hussain Alsaimari
 Tala Bitar
 Zachary Kevin Curtis
 Mayar Darbi
 Natalee Catherine Ducharme

Hussein El-Sibai
 Spencer Hughes
 Maxwell Francis Ieraci
 Shubham Kaul
 Jasnoor Kaur
 Ahmed Thaer Khalil

Katia Marie McMahon
 Andre Paul Paquette
 Mohammed Zubair Rauf
 Emily L. Roe
 Qiaotian Yan
 Zena Ibrahim Zwayyed

Professional Accounting Specialization

Subhi Alqadi
 Jamal Chehab

Yifei Deng

Sara Teresa Novelletto
 Linkai Sun

MASTER OF MANAGEMENT

Business Data Analytics

Faridul Abedin
 Srishti Agrawal
 Eshraq Raihan Ahmed
 Elvis Oseluonaima Akhalu
 Jasneej Arora
 Sakshi Arora
 Fatima Ashok
 Soheila Badrloo
 Krithi Chandrashekar
 Simran Chauhan
 Gaurav Rajesh Chawla
 Hitesh Sai Sushanth Chegu

Karan Kaushik Dave
 Yang Fan
 Jinu George
 Thanusha Michelle George
 Alireza Ghomshei
 Sramana Ghosh
 Tirumala Naga Sai Gottumukkala
 Shivam Goyal
 Sushma Gunapu
 Adarsh Shailesh Gupta
 Akshat Gupta
 Richa Gupta

Sai Pavani Gutha
 Ahnaf Habib Rafi
 Zain Haider
 Syed Murtaza Hassan
 Keshav Jagadeesan
 Parth Jawa
 Susenthar Raj Jegadeesh Chandra Bose
 Shikai Jin
 Akshaj Kapoor
 Avneet Kaur
 Samidha Khatri
 Narges Khoshnazar

Nasim Khosravani
 Gunjanben Kishorbhai Kumbhani
 Divya Lakshmipathy
 Viet Hang Le
 Xiaowen Liang
 Fanxi Liu
 Karina Lopes Peixoto
 Anisha Mishra
 Nitin Mishra
 Abhijeet Moudgil
 Muskan Nagpal
 Shikhar Nagpal
 Meera Nandagopal
 Sarah Favour Nwachi
 Nikita Padhi
 Nithin Reddy Padicherla
 Meet A. Patel

Urv Vasubhai Patel
 Pranjal Prakash
 Aashika Prem Anand
 Mostofa Hasan Rafat
 Robin Rahman
 Himani Rai
 Parisa Raji
 Raghuraman Ganapathi Raman
 Abdullah Rashid
 Macnath Ravichandran
 Pravin Vignesh Sengodan Kannan
 Anushka Tushar Shah
 Kajal Rupesh Shah
 Vishesh Sharma
 Damilola Kathrine Shittu
 Mahmud Hasan Siam
 Gaurav Singh

Shannon Jeet Singh
 Garima Suhag
 Sachin Sunny
 Lingyi Tang
 Tanisha Tanzim
 Zarin Tasnim
 Vighnesh Vikas Thakur
 Ank Tiwari
 Xuan Thi Tran
 Visshrutha Velumani
 Tran Ngoc An Vo
 Tianshu Wu
 Songping Xu
 Chee Hong Yap
 Bolun Zhang
 Peiwen Zhang
 Yuting Zhou

Yaya Abba
 Ayoola Mercy Adedayo
 Nazia Ahmed
 Oluwapelumi Mary Akinola
 Oluwakemi Comfort Akinyemi
 Nnedinma Collette Akwam
 Seun David Alabi
 Md Ashrafuzzaman
 Mary Ifeoluwa Badeji
 Tianqi Chen
 Adesua Oluwakemi Dada
 Amir Abbas Emami Zadeh
 Armand Santos Enriquez
 Shenlin Fang
 Ying Gao
 Maryam Ghasaban
 Tanya Goel
 Yanjia Guo
 Barakat Oyinkansola Hammed
 Rui Huang
 Gift Uchechukwu Irohuzuru
 Mazharul Islam
 Hamza Jafarey
 Yifan Kang

Human Resources Management

Jun Katayama
 Simran Kaur
 Rasa Khosravi
 Idalmarai Kumarasamy
 Dorcas Omobolanle Kumoluyi
 Sarah Kuncheria
 Mousumi Latif
 Morenikeji Shakit Lawal
 Qichen Li
 Xiuwen Li
 Yihang Li
 Zijia Liu
 Qiaoxue Luan
 F M Tanveer Mahatab
 Yeshma Maletira Changappa
 Shafaqat Mobashshir
 Naqibul Momen
 Mrinaal Mrinaal
 Onaopemipo Oluwasola Noble
 Success Chinasa Nwanekezi
 Khaled Bin Obaid
 Ngozi Marilyn Obiazikwor
 Emmanuel Chukwuebuka Ofoegbu

Temisan Melvin Ogbe
 Emmanuella Osikhogie Omokhegbele
 Sophia Rume Osikilo
 Omodolapo Rebecca Owodiye
 Ninia Akter Papia
 Yeshaben Manojkumar Parikh
 Aditi Paul
 Diane Lynde Rante Perido
 Herschelle Ronald Pinto
 Xiaoling Qiang
 Behdad Raftari
 Taiba Rahman
 Shijie Rui
 S. M. Nazmus Sakib
 Humaira Sharmeen
 Ruofei Tao
 Mingtao Wu
 Yuchen Yang
 Syeda Mahmuda Yesmin
 Zhuolun Yu
 Yiheng Zhang
 Xinyi Zhao
 Xinze Zheng
 Sarah Zumana

Ayojesu Elias Adegbulugbe
 Oluwafunmilayo Mary Adeleye
 Busola Joy Adewumi
 Joy Chioma Aguwa
 Asif Ahmad
 Vanoosheh Akbariesfandan
 Taslema Akhter
 Oluwatomi Alabi
 Mohammad Tashrif Alam
 Sanjed Al-Sami
 Omolola Oluwasemilore Awosemo
 Mustapha Akanbi Balogun Muhammed
 Princess Boateng

International Accounting and Finance

Yuyue Cai
 Siru Chen
 Sihui Dai
 Anita Ifeoma Ebube
 Yaqi Fang
 Adenike Adebola Femi-Mese
 Ali Ghazanfar
 Nathalia Sheneika Gibbs
 Adnan Hamadeh
 Rakib Hasan
 Muhammad Hassaan
 Mohammad Fahim Hossain
 Jinyuan Huang

Muhammad Hasan Ilyas
 Md Mainul Islam
 Zinia Islam
 Sihan Jin
 Maryam Bile Abdi Jumale
 Muhammad Junaid
 Wajahat Khalid
 Sadia Khan
 Jaspreet Kour
 Mordiat Abimbola Lawal
 Nofisat Lawal
 Junhan Liang
 Siyu Lin

Yuanting Lu
 Hong Ma
 Kazi Reaz Mahmood
 Md Nurul Huque Manik
 Talha Manzoor
 Mohammad Masum
 Anku Mittal
 Ramneek Kumar Mittal
 Adaeze Florence Mmeje
 Sarvenaz Movahed Rad
 Aida Naseri
 Mohamad Nasrallah
 Farzana Akter Nasrin
 Ngoc Bao Nguyen
 Thi Minh Thao Nguyen
 Thuc Anh Nguyen
 Minahil Noman
 Eseohen Favour Ogbodo

Boluwatife Priscilla Oladejo
 Nwojo Lekwuwa Osiri
 Piya Sanjaybhai Patel
 Samruddhi Pathak
 Ali Peiravi
 Mei Yuk Poon
 Sirat Puri
 Md Marufur Rahman
 Jiahui Ren
 Xiaojie Ruan
 Ismat Jahan Rusu
 Purnab Saha
 Fariha Shafi
 Paniz Yousef Shahi
 Jingyi She
 Nikita Singh
 Nihalsinh Anilsinh Solanki
 Bhargav Mayur Thaker
 Haoyu Tian

Hoang Nguyen Tran
 Kazi Salman Wali
 Guan Wang
 Xiaofeng Wang
 Xingge Wang
 Yujun Wang
 Jiyuan Wei
 Yusen Wu
 Xiaotong Xu
 Zhongya Xu
 Chang Yan
 Rui Yang
 Simin Yang
 Dorsa Yousef Shahi
 Chuhan Yu
 Gulraiz Zaman
 Yiru Zhang
 Zixin Zheng

Logistics and Supply Chain Management

Oluwarotimi Samson Adegbite
 Shahrukh Ahmed
 Krishna Kumar Reddy Alavalapati
 Ameer Ul Haq
 Atul Anand
 Kwabena Yamoah Antwi-Boasiako
 Abdullah Anwar
 Bhargav Appana
 Somtochukwu Philomena Arinze
 Akshay Raghu Balla
 Prakhar Bansal
 Chuang Bao
 Radhika Batta
 Venkata Sai Krishna Betala
 Qing Cai
 Xiaobo Cui
 Jatan Tushar Desai
 Hussain Hasan Dhamangamwala
 Thi Bich Ngoc Doan
 Kankar Dutta
 Md Ariful Enam
 Avneet Singh Gulati
 Mohamed Hisham
 Marjuka Hossain
 Yue Huang
 Tabassum Iffat
 Theresa Okeoma Imegi
 Zaman Fahim Imteaz
 Md Zahidul Islam
 Mohammad Zarif Islam
 Kanjul Islam Sakib
 Chibuzo Chinonso Jacobs
 Akhil John
 Mina Karimi

Sagar Kumar
 Nishchay Lamba
 Md Sharafat Latif
 Rui Li
 Shaohua Li
 Yan Li
 Prit Rameshbhai Limbani
 Xiaoling Lin
 Yimin Liu
 Weilin Lu
 Zhitao Luo
 Rishi Luthra
 Brilliant Magwamba
 Harshit Malhotra
 Manjot Singh
 Zijing Meng
 Ali Mohammadi
 Sithaarah Natarajan
 Chigozie Louis Nnodim
 Rojin Noghrehkar
 Nafiz Imtiaz Noor
 Nuzhat Nowreen
 Efeoghene Roy Ogba
 Kelvin Ogochukwu Okafor
 Ewenike Modupeore Owajori
 Minh Cuong Phan
 Kainat Qureshi
 Sm Faiyaz Rabby
 Muhammad Rifat Ibtesham Rahim
 Md Mahbubur Rahman
 Md Muhibbur Rahman
 Aleef Mohammad Fida Raiyan
 Pragneshkumar Kanubhai Rajpriya
 Sara Sofia Rincon Herrera

Raisa Sabrina Ritu
 Elroy Lucas Hubert Rodrigues
 Simranjeet Singh Saini
 Umer Saleem
 Sriram Sampath Sambaraju
 Rohith Sai Sathu
 Sadnan Bin Sattar
 Shrutika Suresh Sawardekar
 Imran Sayeed
 Vaibhav Sehgal
 Yuanli Sha
 Kaivan Minesh Shah
 Mohammad Shafkat Shahriar
 Mahendra Govindbhai Sharma
 Akash Shibu
 Sadia Siddiqui
 Mandeep Singh
 Nirbhay Pratap Singh
 Ravinder Singh
 Arpan Sood
 Tarin Sultana
 Shirin Taghizadehrashidazar
 Bhavya Sujitbhai Taswala
 Sepideh Toloomoghaddam
 Chintan Trivedi
 Abhiudhaya Upadhyaya
 Shehryar Khan Utmanzai
 Dilawer Virk
 Aditya Rajesh Wankhade
 Muhammad Sameer Waseem
 Ayush Yadav
 Liu Yang
 Ruichen Yang
 Zeying Zhang

ENGINEERING

Dean of the Faculty of Engineering: Dr. Bill Van Heyst
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Environmental Engineering

Simon Che-Wen Tseng
Canadian Automotive Recycling Industry: Developing Towards a Circular Economy

MASTER OF APPLIED SCIENCE

Civil Engineering

Jonathan Dirks

Krishna Murari Ghimire
Mia Corinn Marrocco

Lysandra Naom

Environmental Engineering

Ahmed Elghanam
Mehrza Hosseini

Temidayo Lois Oyelere
Sara Pishyar

Maryam Sharifzadeh
Sabrina Singh

MASTER OF ENGINEERING

Civil Engineering

Harsh Hiteshkumar Aariwala
Ahmad Basim A Abd Alrahman
Ahmad Mohamad Abdul Ghani
Abdul Malik Baig
Shakir Saleem Abdul Saleem
Adedamola Samuel Adigun
Noman Ahmed
Malek Moutasem Alsalti
Praveen Peter Augustine Pushparaj
Padmanabha Rao. Babu Rao.
Pranay Girishkumar Badgujar
Thalif Afrudhi Basha
Jainesh Sureshbhai Bavadiya
Pathik Bhavsar
Kunjankumar Ghanshyambhai Bhojani
Vishalsingh Narendrasingh Bhusri
Saurav Bipinbhai Bhuva

Digvijaysinh Dilipsinh Borasiya
Seyed Arman Botshekan
Anuroop Reddy Byreddy
Mayank Chadha
Ghatna Viral Chhaya
Yihao Dai
Vihang Sanjaykumar Dalwadi
Abhijit Das
Manu Devassy
Dinesh Kumar Dhamotharan
Revanth Dharukumalli
Seyed Reza Emad
Laya Francis
Ashish Gajera
Parth Rameshbhai Gajera
Shabnam Ghafoory
Parham Ghezelbash

Samarthya Ghimire
Krishnakumar Gopal
Parthgiri Rushigiri Goswami
Srinivas Govindaraju
Yeshwanth Reddy Guda
Aashish Gupta
Rami Mohamad Adnan Habboub
Hosein Haghghat
Ali Haider
Aziz Ul Haque
Jinsen He
Michael Oliver Hermo
Yuyi Huang
Nirav Aslambhai Hudda
Muhammad Kashif Hussain
Ashish Bharatbhai Italiya
Manthan Jayesh Jain

Rahul Himanshubhai Jani
 jasmeet Singh
 Joshua Divahar Joseph Arputharaj
 Vaibhav Ghanshyambhai Kakadiya
 Bhautikkumar Valjibhai Kalathiya
 Venkata Roshitha Kambhampati
 Paras Jitubhai Kankad
 Gurleen Kaur
 Hardikkumar Chimanbhai Kevadiya
 Tej Rameshbhai Khant
 Virang Rameshbhai Kheni
 Ashok Kondapuram
 Rajan Kumar
 Dhruv Kantilal Kundaria
 Jincy Johnson Kunjannama
 Ajay Mukeshbhai Lakhani
 Nasir Uddin Mahmud
 Tanmay Bhavanbhai Mangukiya
 Parthkumar Manishbhai Marwania
 Sijin Mathew
 Gopala Krishna Matta
 Tejash Omprakashbhai Maurya
 Vatsal Kamleshbhai Mehta
 Divyesh Kamleshbhai Mistry
 Vraj Devendrabhai Mistry
 Zalak Dharmeshbhai Mody
 Affan Shahed Mohammed
 Khaja Mohibuddin
 Sayan Mondal
 Zannatul Mukaddas
 Neel Munshi
 Hamza Mustafa
 Sai Charan Teja Neduri
 Amir Shayan Nejadi
 Toluwanimi John Ojuronjibe
 Kaishal Yogeshbhai Ozarker

Nilesh Ketanbhai Paladiya
 Bharath Reddy Palle
 Akshara George Pallippadan
 Vidhi Miteshkumar Pandya
 Shwet Parikh
 Kunj Dilipkumar Parmar
 Atishkumar Atulbhai Patel
 Ayush Hiteshbhai Patel
 Deep Kamleshkumar Patel
 Dhrumil Rashmikant Patel
 Dhruval Jayakant Patel
 Harsh Jayeshkumar Patel
 Jenil Mukesh Patel
 Ketul Chandubhai Patel
 Mirajkumar Sanjaybhai Patel
 Miralkumar Rajeshkumar Patel
 Pray Vasantkumar Patel
 Viralkumar Thakorabhai Patel
 Viral Mukundbhai Pathak
 Amir Pirasteh
 Dev Babubhai Prajapati
 Dhiren Bharatkumar Prajapati
 Harshkumar Radadiya
 Umer Abdur Rahman
 Karthik Raja
 Savansinh Girdharisinh Rajpurohit
 Aditya Prakashchandra Rathod
 Darshakkumar Manubhai Raval
 Jahnavi Nareshkumar Raval
 Prajwalitha Ravula
 Sara Rostami
 Karanpreet Singh Saini
 Ebad Sarikhani
 Dhruvin Devangkumar Shah
 Harshil Hemantkumar Shah

Kunj Jignesh Shah
 Kush Tejal Shah
 Prachi Pankajkumar Shah
 Riken Niteshbhai Shah
 Tejkumar Shah
 Utsav Bindubhai Shah
 Rahul Shaji
 Shebin Shaji John
 Rajat Sharma
 Gursimran Singh
 Mantaj Singh
 Piara Singh
 Tashpinder Singh
 Het Prakashkumar Solanki
 Keyurkumar Dilipbhai Solanki
 Harshit Pankajkumar Soni
 Pathik Chandrakantbhai Soni
 Yongbin Su
 Vignesh Mothakapalli Suresh
 Krunal Prafulbhai Sutariya
 Hetal Jesingbhai Suvar
 Saood Ahmed Syed
 Melina Tajbakhsh
 Dhruvil Bharatbhai Tandel
 Jay Amrutbhai Tank
 Soumya Jyotindra Thakar
 Huzefa Abrar Husain Topiwala
 Kamalkumar Sureshbhai Vaghasiya
 Nishith Vaidya
 Keyur Damjibhai Valu
 Kevin Saji Varughese
 Vaibhav Chiragbhai Vyas
 Dan Zhang
 Wenqiao Zhang
 Wei Zhao
 Liyuan Zhou

Civil Engineering Co-operative Education

Iruobe Gabriel Ade-Okpaise
 Mohit Khurmi

Tina Mojaddari

Sherin Muhamed
 Sebastian Philip

Environmental Engineering

Khaja Rafeuddin Ansari
 Niki Jagdish Bhagat
 Uzair Chauhan
 Sudipkumar Jaydipsinh Desai
 Prosper Tophic Dikono
 Krunal Dhanjibhai Dudhatra
 Alan Rodrigo Figueroa Garcia
 Ruthvik Gopu
 Hamed Hosseinzadeh Molkkian
 Vishnu Priya Kanagasabai
 Khalid Mohamed Elbagir Awad

Gayathri Koonammackal Devi
 Siddharth Marar
 Sonal Saralkumar Mistry
 Ehsan Momeni
 Dhavalkumar Sanmukhbhai Patel
 Hemali Shaileshkumar Patel
 Kartavya Shaileshkumar Patel
 Princekumar Rajanikantbhai Patel
 Sarjak Patel
 Yax Sureshbhai Patel
 Yash Vinod Rangani

Shlok Mehulkumar Raval
 Nithen Samuel
 Tushar Shishodia
 Dheepak Soundarraj
 Gokul Krishna Srinivasan
 Neetun Sulebhavi
 Liya Ann Suresh
 Rongtai Tan
 Ritik Harishchandra Yadav
 Ahsan Yaseen
 Shaghayegh Ziazarifi

Environmental Engineering Co-operative Education

Molsy Joseph

BACHELOR OF APPLIED SCIENCE

Honours Civil Engineering
Christian Mainville

Honours Civil Engineering Co-operative Education

Ahmad Omer Kala

Michael William Smith

Honours Environmental Engineering
Crystal Dunn

HONOURS CERTIFICATE IN ENVIRONMENTAL ENGINEERING

Sarah Anne Lanoue *

** Graduating with distinction*

SEVENTH SESSION

JUNE 1, 2023 AT 9:30 A.M., EDT

NURSING

Dean of the Faculty of Nursing: Dr. Debbie Sheppard-LeMoine

Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Nursing

Shelley Evans

The Experience of Transitioning for the Transgender Person: An Appreciative Inquiry Approach to Advance Gender Affirming Care

MASTER OF NURSING

Madeline Anne Amicarelli
Courtney Fay Hohnstein
Kuljeet Kalsi
Allison Lindsey Mack
Julie Renee Nauta

Milijana Radic
Lacey Katherine Mary Rivest
Jennifer Grace Louise Sharrow
Chanthorn Sok

Lindsay Morgan Tippin
Torri Nicole Trojand
Vicente Francisco R. B. Velasquez
Noor Zahwe
Sofia Desa Zuzarte

MASTER OF SCIENCE IN NURSING

Shelby Lacey

Kaitlyn L. Sheehan

BACHELOR OF SCIENCE IN NURSING

Honours Nursing - Collaborative Program

Tala Abdallah *
Zara Abdikarim
Kainat Abdul Ali
Shawn Ray Travis Acrey **

Julia Morgan Adams *
Charyssa Faith Advincula *
Kirsey Agne
Najeedah Ahmed

Praise Eseosa Airhiavbere
Dorcas Omolola Akinsanya
Hajar Al Amiri
Santiago Alban Gasca *

* *Graduating with distinction*

** *Graduating with great distinction*

Ala'a Yasser Alginahi *
 Maissa Almajthoub
 Kelsey Lisa Almasi *
 Maram Ahmed Al-Safadi *
 Amber Andody
 Andrea Doris Apolloni
 Cassandra Alexis Auger *
 Abdulmoez Farooq Awin
 Erin Elizabeth Bailey
 Annabella Bajic *
 Mya Flynn Baker
 Mehakmeet bal
 Liam Bannon
 Sonia Nicole Barrera *
 Mackenzie Leigh Bauer
 Malak Bazzi *
 Maya Bazzi
 Kathryn Anna Beacock
 Amanda Marie Bellaire *
 Haleema Bibi *
 Megan Katarina Biscan *
 Klaudia Maria Blonka
 Brianna Nicole Bogaart
 Mei-Ling Yan Bonato
 Gillian Ann Bondy *
 Sylwia Borawski **
 Reem Manal Boudali **
 Sarah Kristie Joan Bozek *
 Samantha Bracaj
 Abby Nicole Brintnell
 Wessel Anthony Brouwer
 Brandon Lee Brown *
 Hailey Layne Buckle
 Kelly Bui
 Benjamin Phillip Byczynski
 Sara Gabrielle Byrne
 Kyla Marie Calo Cahoy *
 Rebecca Dawn Campeau *
 William Beaumont Cecile
 Marija Cenic
 Dana Leeanne Chadwick *
 Sukhdeep Chaggar *
 Winston Chan
 Rachelle Marie Charron *
 Rana Chehab
 Courtney Cheswick
 Crystal Chevalier *
 Vanessa Sylvia Chiarenza
 Curtis Joseph Chippett *
 Angelo Cesare Ciardella *
 Angelina Irene Cipparrone *
 Alessia Tia Colarossi
 Keith Pietro Colomba
 Kasey Day Combdon *
 Sierra Leanne Conaty *
 Jaclyn Christine Coonan
 John Corpuz
 Samantha Maureen Crispo *
 Haley Marissa Cruickshank

Shelby Margaret Daigneau
 Robert Christian D'Amico *
 Otniel Dan
 Laura Michel Dean
 Emma Noelle DeGroot *
 Haley Wanda Dejaegher *
 Sean Ryan Terrence Delaney
 Alyssa Camille DiGiorgio *
 Madison Elise Leona Dilkens *
 Ahl Joan-Christ Djinko
 Adrijana Lauren Dobrich
 Alexis Lynn Dobson
 Alysse Elizabeth Doherty
 Eden Annamielka Donkers *
 Sarah Ashley Doom *
 Maria Dyck
 Mackenzie Grace Eldridge
 Julie El-Haj *
 Alaa Ahmad Elourfali *
 Gillian Christine Emery
 Azarria Erdal Saleem
 Emma Grace Fairley *
 Payton Taylor Farren Sharp *
 Urooj Fatimah
 Vanessa Marie Favot
 Abigail Elizabeth Fazakas
 Ashley Tralea Feledi *
 Riley Paige Fenech *
 Madison Lily Fields
 Olivia Danielle Jane Findlay
 Courtney Forbes *
 Merissa Fox
 Vanessa Margaret Fralick
 Kaitlyn Marjorie Anne Fuerth *
 Hunter Renea Gagner
 Cameron Joseph Garro *
 Racheal Claire Gartly *
 Kelly Aryn Gervais
 Maria Teodora Ghetau
 Erin Elizabeth Glasgow *
 Jessica Aryn Gocool *
 Leila Madeline Camille Goffar
 Delaney Nicole Gould
 Jenn Maleza Granada
 Daine Michael John Grona
 Vanessa Dora Gualdieri *
 Milos Gusic *
 Sandra Gyurasz
 Ruth Madison Sharon Hachey *
 Joyce Haidar *
 Nejd Abdulrab Haidar
 Mariam Haj Ali Mohamed *
 Taylor Ashleigh Hansaruk *
 Grace Rose Hansen *
 Kristin Hanson
 Alayjah Keyunna Harrison
 Nickolas Marc Hebert
 Makenzie Lauryn Hebert-Gaudette *
 Rachel Ellen Hicks *

Brooke Patricia Lynn Hills
 Lauren Ashley Hodgins *
 Randi Nicole Hoglund *
 Nicholas Andrew Holland
 Raegad Muffed Hossami
 McKayla Lillian Howell *
 Taylor Nicole Hryniw
 Yuankun Huang *
 Megan Anne Hudson *
 Lyndsi Ann Hull
 Ashley Taylor Injic
 Rania Iskhiria
 Caleb Richard Jancsar
 Zoe Julia Janisse *
 Nikola Jankovic *
 Nicky John
 Lia James Johnson
 Mackenzie Jordyn Jones
 Sarah Middle Kaheel *
 Dariya Kapusta *
 Kenedie Alexis Kelley
 Ardijan Kelmendi
 Shariq Khan *
 Ayaan Shaukat Khan
 Ashley Elizabeth Kirk *
 Alison Anne Klein
 Arun Kochupurayil Kesavan *
 Alexander Michael Kosak *
 Kelly Marie Krantz
 Nina Krstevska
 Michelle Kwok *
 Candice Mae Labute *
 Naomi Amber Laitinen *
 Andre Jeffrey Lanoue *
 Santana Rayne Lara
 Imee Rose Lartec
 Nicole Isabelle LaRue **
 Jeffrey Dylan Lauzon
 Alyssa Nicole Leach *
 Erika Grace Leatherland *
 Shannon Alyssa Leddy *
 Amanda Kate Legault *
 Kadeasha Rae Lepine
 Katie Rose Lessard
 Na Li *
 Kayla Lynn Lidster *
 Melanie Lopez
 Tep Vimean Ly
 Alicia Thuc Nghi Lu
 Joyce Lupulescu *
 Mackenzie Marie Lussier *
 Khayree Mae Luxford
 Olivia Grace Machan
 Laura Lynne MacNeil
 Kayla Rose Maggio *
 Ilhaan Jamal Mahmud
 Mya Mackenzie Mailloux *
 Tessa Angelica Mancini Ruggirello
 Huda Manfoukh *

* *Graduating with distinction*

** *Graduating with great distinction*

Abigail Grace Mannion
 Derwenskie Daika Marc
 Stylianos Margaritis
 Olivia Marie Marsella *
 Sabrina Gina Martyniak
 Matthew Francesco Masciotra
 Mackenzie Caroline Matthews *
 Annie-Christiane Xyhan Mayombi *
 Joshua William Mazzanti
 Megan Hannah Mccurdy
 Taylor Lee Ann McGinnis
 Jazzlyn Mcintyre
 Alexandra Barbara McKee *
 Rebecca Ashley McKey
 Julie Elizabeth McLachlan *
 Natalie Lyndsay Mclean
 Brooke Madison Meloche
 Amber Rose Michaluk
 Haley Patricia Miller *
 Madison Victoria Mitchell
 Amanda Patricia Mniszek
 Patricia Mouawad *
 Vaani Moudgil *
 Haania Mujral *
 Madison Nicole Munday
 Rachel Joanne Myatt *
 Sakina Sam Namuro
 Cassandra Hope Nantais *
 Paige June Nantais
 Jae-Lin Newman
 Justin Duy Khanh Nguyen
 Kim Nguyen *
 Lisa Nguyen
 Vi Thao Donna Nguyen *
 Joshua Max Nicolls *
 Patrick Luigi Noriega
 Genti Ali Nurja
 Idil Abuukar Nuur *
 Ila Brynn Olaski
 Amelia Fernanda Oliverio *
 Dalya Karene Onaina
 Mary Grace O'Neil *
 Summer Maggie Osmond
 Miranda Margaret Ostapec *
 Jacob Christopher Overholt
 Kayla Pallett *
 Andrea Linda Papineau
 Hannah Christine Pare *
 Brett Ross Parent *
 Olivia Victoria Elizabeth Parent
 Tyson Timothy Passingham
 Janki Rajendra Patel *
 Julia Grace Hannah Pearce
 Jocelyn Elizabeth Pearson
 Reegan Denise Peel *
 Julia Elena Pella *
 Maria Jeressa Clarete Penales *
 Sean Nicholas Peters-Nikou *
 Tihomir Stoyanov Petrov
 Nicole Patricia Pignanelli *
 Emma Pinsonneault
 Kayla Pinsonneault
 Diana Marie Pizzicaroli *
 Paulina Proгри
 Vanessa Victoria Brooke Quenneville *
 Maria Angela Colleen Aboqui Quilala *
 Emily Marie Raaymakers
 Oscar Antonio Ramos
 Aleksandar Ratkov
 Carolyn Reed
 Frank Renaud
 Syeda Maleeka Fatima Rizvi *
 Lia Angelina Robinson *
 Nelson Mauricio Rodriguez
 Hannah Ashley Ross *
 Alexandria Puridell Samping
 Simret Kaur Sandhu
 Dina Santana
 Courtney Sauve
 Elizabeth Anne Sauve *
 Monica Ann Sawatzky
 Beatrice Kathleen Schaefer
 Ivorirose Scherba
 Jakob Alexander Scott
 Eric Thomas Seguin *
 Vince Erica Paumig Sempron
 Shannon Honour Seys *
 Brenda Faiez Shamoon
 Muntahir Ahmed Siddique
 Emma Sieberer *
 Paige Kaitlyn Siefker
 Niamh Josephine Simone *
 Navneet Kaur Singh
 Serena Martina Rose Smith *
 Lauren Louise Soltes
 Oluwaseun Sotande
 Alessandra Spadafora
 Monica Spadafora *
 Nada Spanovic *
 Raquel Jocelyn Speal
 Madeline Jean St John
 Olivia Louise St. Pierre
 Sophia Stefina *
 Lauryn Jenna Stockwell *
 Madison Mackenzie Sturris
 Zarifeh Syeda
 Mackenzie Joan Szwed *
 Anh Tu Ta *
 Zaid Radwan Tamr *
 Megan Osagieoduwa Tongo
 Mea Topcagic *
 Elliott Tran *
 Serena Trinh
 Abigail Naomi Tuason *
 Soushi Richard Ukai *
 Mackenzie Joanna Van Hooydonk
 Craig Simon Vanderlaan
 Emily Taylor Vanderwal
 Shayna Marie Vanderydt
 Andrew Ryan Vangorkum
 Natalie Joy Waffle
 Niwaz Kaur Wahla *
 Chloe Catherine Walker *
 Nicola K. Walters *
 Ying Hsuan Wang
 Trenee Marie Webster
 Breanna Weiss
 Madelyn Noelle Wellhauser *
 Nancy Wiebe *
 Mandy L. Williams
 Kin Hang Wong *
 Ashley Zakaria
 Gary Gennady Zinovjev *

EIGHTH SESSION

JUNE 1, 2023 AT 2:00 P.M., EDT

ENGINEERING

Dean of the Faculty of Engineering: Dr. Bill Van Heyst
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Electrical Engineering

Abdallah Alaa Mohieldien Aboelnaga
Control and Protection Solutions for Resilient Protective Relaying of Modern Power Systems

Animesh K. Anik
Performance Evaluation and State-of-Health (SOH) Monitoring of Electric Motor Drive Used for Electric Vehicle Propulsion

Rumana Islam
Signal Processing Based Pathological Voice Detection Techniques

Faraz Talebpour
Single Hydrophone Underwater Localization Approach in Shallow Waters

MASTER OF APPLIED SCIENCE

Electrical Engineering
Yameema Babu Lopez
Agnila Barua
Mahdi Hashemi
Vamsi Krishna Kurramsetty

Electrical Engineering
Vivek Ladhe
Parinaz Montazeri
Seyedehmarieh Mirzaghaeianamiri

Md Maksud-Ul-Kabir Rico
Mohit Sharma
Michael Udo Thamm
Jiayuan Wang

MASTER OF ENGINEERING*Electrical and Computer Engineering*

Bijen Adhikari	Karthi Dhanasingh	Jaagruthi Kataram
Khalid Mohammed Afan	Debanshu Dhyani	Simran Kaur
Maaz Bin Tariq Afzal	Nikhil Dodla	Shafnur Islam Khan
Syed Mohammad Hasin Ahabab	Venkata Naga Neela Edumudi	Towfique Ahamed Khan
Nasheet Ahmed	Suhail Ahmed Ekthar	Waiz Khan
Saiteja Ailneni	Calvin Fernandez	Kumail Hassan Kharal
Savan Akbari	Brennan Edward Fiddler	Jairaj Praful Khatri
Bhavya Akunuri	Bharath Kumar Gaddam	Shwetha Kishore Kumar
Ahmad Ali	Sri Ram Gadde	Rohit Raj Kodimala
Aman Aman	Jenish Chetanbhai Gajera	Aavampreet Kour
Yagnesh Rakshit Amin	Tirthraj Darshak Gandhakwala	Pranav Kovuri
Somil Mayurbhai Amipara	Pranav Raju Gandharva	Ramya Kuchipudi
Viken Ashish Anajwala	Swathi Vyas Ganpatlal Dinesh Chandra Vyas	Prashant Kumar
Anchal	Yakinkumar Bhadreshbhai Ghelani	Sameer Kumar
Jitendra Anne	Orchi Ghosh	Mani Nishitha Kurapati
Srikanth Arisetty	Gopi Krishna Goona	Durga Sirisha Laku
Gokul Arivudai Nambi	Pradeep Gopalsamy	Abdulazeez Opeyemi Lawal
Hassan Arshad	Parth Ashokbhai Gopani	Songjing Li
Mohammad Asfar	Sai Vishnu Kumar Reddy Gopavaram	Zhongda Li
Prashant Babbar	Sai Krishna Gorantla	Jin Liang
Advaitaa Badhwar	Suraj Govindasamy	Anshul Luthra
Rohith Badugu	Nikitha Lakshmi Govindrajulu	Bhuvnesh Kumar Ashokkumar Maheshwari
Rohini Bahukutumbi	Akshith Sunilkumar Gupta	Saad Mahmood
Waqar Ali Bajwa	Sumit Kumar Gupta	Thrivallika Mannava
Balamuvena Balamuvena	Morteza Hamzehnejad	Umar Mohamedfaruk Maniar
Mudra Prashant Barhate	Rashedul Hasan	Dheemanth Naga Raghava Sarma Manikonda
Jonathon Baroi	Adam Hassan	Anson Manjally Varghese
Shivani Subhashbhai Bathani	Amir Hemati	Mohammadzohaib Wazihuddin Mansoor
Kevin Niteshbhai Bhadiyadara	Shubham Vinodbhai Hingol	Samuel Sundar Marumudi
Ayushi Himanshu Bhatia	Milan Hingoo	Aman Mehra
Sirjan Preet Singh Bhatia	Dipen Ketan Hirpara	Sumit Mehta
Divya Bhatraju	Smeet Mahendra Hundlani	Bhawna Mendiratta
Prabhnor Singh Bhattal	Mohammad Musaad Hussain Imteyaz	Aditya Manishkumar Mevawala
Bhawya	Adil Iqbal	Anjali Mishra
Ankush Yatin Biniwale	Raviteja Ithagoni	Meet Prakashchandra Mistry
Sai Mahavar Bitla	Anuja Jacob	Niral Kanaiyalal Mistry
Sayeeekishore Bojja	Dharmadevsinh Rajendrasinh Jadav	Vishal Dharmeshbhai Mistry
Mohammadreza Borjian	Shivam Jaytubha Jadeja	Aman Modi
Alikaashif Ahmed Nadeem Bukhari	Bushara Abdul Jamal	Harsh Chetankumar Modi
Deepthi Bunga	Nihar Sudhirkumar Jani	Mohammed Gulam Raseen Mohamed Shah
Rashi Dharmesh Chafekar	Sandeep Jayabal	Khaja Nisar Ahmed Mohammed
Muhammad Osaid Cheepa	Punarv Joshi	Shajiullah Sharief Mohammed
Varun Cherikandy	Cyril Joy	Monali Sampatbhai More
Harsha Chintala	Joshua Manoj Justin Prabakar	Krishna Vamsi Mudumunthala
Saad Idrees Choudhry	Ahmed Jawad Kabir	Abbas Mukhtar
Nishat Sharmin Chowdhury	Dhruv Nitinbhai Kacha	Shiva Karthik Muralidharan Jayashree
Swetha Deenadayalan	Paras Pareshbhai Kacha	Athira Nair
Ea Laine Delena	Kunal Kantibhai Kalal	Nithin Nair
Deepam Himanshu Desai	Sankar Satish Kali	Naveen Kumar Nallamothu
Hardik Arvind Desai	Muthukeerthana Kaliappan	Darshil Ashish Nanavati
Harsh Dineshbhai Desai	Jayadeep Kamepalli	Archana Natarajan
Khushbu Jignesh Desai	Dhavalkumar Bhaveshbhai Kapadiya	Mazharul Islam Nawshad
Nidhi Bhavesh Desai	Rizwana Parveen Karamathullah	Gopi Nedamarthi
Smeet Manishbhai Desai	Tanmay Sonu Karekar	Praveen Nedunchezhiyan
Shriya Sharma Devaram	Vidyavathi Karnati	Khyathi Neerukonda
Shubham Bhavin Dhakan	Sushmaswaraj Karumuri	Sriteja Nemani

Abita Nune	Saqib Mohammed Pathan	Kavitha Sivakumar
Abhiram Nunna	Nikhil Ajay Patil	Anandh Skaria
Sai Sri Harsha Reddy Obulapuram Venkata	Mounika Pavuluri	Mansi Sojitra
Uchenna Kanenechukwu Okoye	Syed Rehan Perwaiz	Gunjan Shaileshbhai Solanki
Vraj Hiteshkumar Pachchigar	Varun Anil Pillai	Priyanka Somalinga Sivakumar
Ezhil Arasu Padmarani Ravichandran	Anurag Potharaju	Abhijith Srirangan
Sasidhar Paidi	Harshini Divya Pothugunta	Aditya Subramanian
Adi Venkata Sri Harsha Pakki	Japan Vishnuprasad Prajapati	Jainikkumar Brijeshbhai Suhagiya
Harshil Rajesh Panchal	Maharshi Vinodbhai Prajapati	Nikhil Sukhdev
Jay Shirish Bhai Panchal	Parantap Punia	Maotong Sun
Rutwij Panchal	Abdul Rehman Shahid Qureshi	Tanvi Mahendrabhai Surati
Zankhana Shaileshkumar Panchal	Sai Preethi Raghunath	Manasa Suresh
Akhil Kumar Panda	Md Sakib Raihan	Hemin Vinodchandra Suthar
Isha Panda	Rathna Kumar Rajasekar	Arpankumar Laxmanbhai Tandel
Jayraj Manishkumar Pandya	Mohit Manoj Singh Rajput	Kwong Wai Tang
Urmi Samir Pandya	Krithiga Ramesh	Ayesha Tauseef
Yatharth Dhawal Pandya	Sharath Srivathsan Ramesh	Muhammad Tayyab
Chintankumar Rameshbhai Pansuriya	Suraj Khanna Ramesh	Pranav Teji
Ahmad Rehan Paracha	Krupaben Pravinsinh Rathod	Raj Nikunjibhai Tenkar
Amarjit Singh Parhar	Nandhini Ravi	Prem Irudayaraj Thaddeus Raja
Ayush Raju Parikh	Gokul Ravichandran	Devansh Vijaykumar Thakkar
Sai Vishal Parsha	Rutvik Ketanbhai Ravrani	Sai Chandu Thanuku
Achal Patel	Amit Rawat	Manish Thiagarajan
Achyut Sunilbhai Patel	Syed Muhammad Ali Raza	Gaayathri Thirunavukkarasu
Akash Kishor Patel	Md Nazmul Hasan Redoy	Pavani Thiyyari
Arpanbhai Patel	Mithun Rengasamy	Anu Thomas
Bhargav Atulbhai Patel	Vahid Rezaee	Zhixin Tian
Dev Kalpeshkumar Patel	Marium Rizvi	Ananth Sai Reddy Tigulla
Dipkumar Pravinbhai Patel	Linus Sherwin Robinson	Aashutosh Rameshbhai Tilak
Divy Bharatbhai Patel	Nupur Jairam Ruchandani	Darpan Manohar Tiwari
Gaurav Jagdishkumar Patel	Isha Sachdev	Udit Vinod Trivedi
Harsh Patel	Indrapalsingh Jitendrasingh Saini	Sai Santosh Uppalapati
Jeemee Patel	Tallam Mohan Sainath	Umang Usadadiya
Karan Kamleshkumar Patel	Mohmed Mushavvir Sajjad Husen Saiyed	Arshitbhai Arvindbhai Vaghasiya
Kishan Patel	Syed Salman Sajadi Ghaem Maghami	Pratik Vaghasiya
Kush Kinneshkumar Patel	Hemaphriya Sampath Kumar	Jagannathan Vaidyanathan
Lovelesh Bhagwandas Patel	Himesh Kamalkant Sarang	Venkata Vinay Vankadara
Manan Kamleshkumar Patel	Mohini Sarkar	Chirag Mukesh Vankawala
Mayankkumar Rajeshbhai Patel	Saikrishna Satelli	Hrishitha Varaparla
Meet Ashish Patel	Jaydeep Sathvara	Dhikshitha Venkatesh
Neelkumar Jashvantbhai Patel	Dhaval Jagdishbhai Savalia	Kanishk Verma
Nikiben Bhupendrabhai Patel	Yagnesh Keshavji Savaliya	Swapnil Anilbhai Victor
Nirman Daxesh Patel	Shubham Sayal	Bharathkumar Vijayakumar
Nivid Jayeshbhai Patel	Aashi Saurabh Shah	Dhwani Dhaval Vora
Paulomee Mrugeshbhai Patel	Harshul Hemal Shah	Santhosh Reddy Vudem
Poojan Darshan Patel	Jay Satishbhai Shah	Pinak Atulkumar Vyas
Premkumar Atulkumar Patel	Meet Sanjaykumar Shah	Vismay Sarangbhai Vyas
Pritesh Patel	Parshwa Rajeshbhai Shah	Feng Wen
Ravikumar Pravinbhai Patel	Mushtaq Hussain Shaik	Zefeng Wu
Salvi Amitkumar Patel	Shafiullah Baseer Shaik	Shuhan Xiao
Shaily Kirankumar Patel	Bisma Shaikh	Shivek Singh Yadav
Shivani Nileshkumar Patel	Hari Hara Sudhan Shanmugam	Sneha Yapadhinne Venkatammagari
Shreelkumar Hashmukhbhai Patel	Apurva Sharma	Nagasai Neeraja Yarlagadda
Shubham Kamleshbhai Patel	Dikshit Sharma	Sai Koushik Reddy Yeddula
Sneh Bhupendrakumar Patel	Fazlul Kareem Sheik Mujibur Rahman	Yuvaraj Yogaraj
Surabhiben Patel	Paritosh Yogesh Shelke	Karanraj Kiritsinh Zala
Urvishkumar Narottambhai Patel	Shubham	Wei Zhang
Tanha Rakeshkumar Patel	Ayushman Singh	Yuzhou Zhou
Vedant Devangbhai Patel	Gaganpreet Singh	Fatema Tuz Zohra
Yashaswy Jagdish Patel		Muhammad Usama Zubair

Electrical and Computer Engineering Co-operative Education

Nimisha Purushan

Suryaprabhu Ravishankar
Umang Shrestha

Ashok Reddy Venna

MASTER OF ENGINEERING MANAGEMENT

Willys U. Abali
Sahar Alghouti
Sara Alhasan
Auday Wathiq Ismail Al-Salihi
Ahmed Mabruk Amiry
Sarvenaz Asadi
Daniel Blata
Rupinder K. Bopara
Kelsey Cassidy
Waqar Hussain Daud
David Alejandro De Leon Guirola
Kathryn R. Doe
Evan Falkner
Aline Firmino Ranieri
Alicia Anne Gemin
Mayank Ghai

Rnad Hamatto
Alison Jane Houston
Ammar Mahmood Hussaini
Ahmed Jamal Ibraheem
Hasib Imam
Courtney Margaret Jones
Jamie Kaiser
Imad Kamal
Jordano P. Liburdi
Noella Mabaya
Boile Malunga
John Ronald Mammarella
Ghislain Banki Nebah
Babatunde Douye Ogunsanya
Olayinka Olaniyan

Laila Ouda
Tariq Ouda
Himani Vatsal Patel
Jaynish Mangleshbhai Patel
Nisarg Piyushkumar Patel
Vatsal Patel
Nadia Marie Preston
Hussam Ramadan
Nandakrishna Ravichandran
Joel John Nikolas Sands
Muhammad Shahid
Maicon Souza Oliveira
Spencer James Stinson
Mujtaba Ali Gul Syed
Bradley Eugene Whipple
Zohra Zaidan

BACHELOR OF APPLIED SCIENCE*Honours Electrical Engineering*

Obiajulu Daniel Akpedeye
Reza Alirezaei
George Emad Attia

Andrei Mihai Begu *
Zacharia Sultan Bulto

Philip Edward Lewoc **
Omar Mashhrawi
Robert Gabriel Matei

Honours Electrical Engineering Co-operative Education

Lucas Dimitri Koukouvaos

Eric Alan Balla McFarlane
Travis Neufeld

Dora Latchezarova Strelkova *

BACHELOR OF ENGINEERING TECHNOLOGY*Civil Stream*

Mahad Artan

Zhaoquan Yu

General Stream

Hayson Cheng *

Mechatronics Stream

Mehedi Hasan **
Mohammed Naseer Khan

Victor Lungo *

Jason John Matyi *
Cid Michael Angel Leo Patriana *

* *Graduating with distinction*** *Graduating with great distinction*

NINTH SESSION

JUNE 1, 2023 AT 6:30 P.M., EDT

ENGINEERING

Dean of the Faculty of Engineering: Dr. Bill Van Heyst
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Mechanical Engineering

Matthew Joseph Bondy
Mechanical Characterization of Direct/In-line Compounded, Compression Molded Polyamide / Carbon Fibre Long Fibre Thermoplastic

Imran A. Khan
Design and Development of a MEMS Vibrating Gyroscope with Novel Inner Support Springs

Sichang Xu
Pseudo-3D Computational Fluid Dynamic and Equivalent Circuit Models of a Supersonic Fluidic Oscillator for a Superplastic Forming Process

MASTER OF APPLIED SCIENCE

Automotive Engineering (International)

Baptiste Robert Louis Bodin

Trevor Brian Parent

Engineering Materials

Dewei Deng

Sufeng Liu

Industrial Engineering

Varun Charavanan

Victor Eghujovbo
Roopak Sri Venkata Sai Madhavarapu

Helia Norouzi

Mechanical Engineering

Mahdi Alidadi
Isabelle Dinh
Shayan Falahat Doost

Jiahui Li
Zirui Liu
Mahdi Momeni

Abhishek Manoj Patel
Amir Reza Salasel
Huaishen Yan

MASTER OF ENGINEERING*Engineering Materials*

Mohammad Alipour Behzadi
Amir Arjmandziaraty

Muhammad Bilal
Aihua Nie

Mohit Verma
Wenyi Wang

Industrial Engineering

Venkata Satya Kishan Sai Kumar Adari
Zubaida. Al Aswad.
Sandeep Kumar Ambati
Dineshvelan Anbuhezhean
Sri Hari Balaraman Ranganathan
Walid Shaik Ahmed Basha
Mohan Baskaran
Nisarg Vijaykumar Bhadiyadra
Vnss Pradeep Kumar Boddu
Venkata Sai Durga Rao Byreddy
Deepan Girish Chaubal
Krunal Anil Chavan
Sima Cheraghivarnooofaderani
Thilak Kumaar Covai Vijayakumar
Amitkumar Dilipbhai Dabhi
Maithilbhai Utpalkumar Dangarwala
Christin Davis
Nishantkumar Jatinbhai Desai
Nasser El-Helwani
Tharun Srinivasan Ethiraj
Shaiba Fatima
Abhiteja Gajawada
Amit Gautam
Piyush Gautam
Jibin Geevarghese John
Anudeep Ghanta
Amarnath Sankar Gopachandran
Ashish Kanifnath Gore
Maulikkumar Pravinbhai Goyani
Mohit Gupta
Junaid Hussain
Thameem Gani Ismail Barook
Kevin Jacob Thomas
Jaldhi Ragi Jani
Jay Daksheshbhai Jani
Mohammad Javed
Mahsa Jeiroodi
Febin Paul Joy
Kaustubh Vilas Kadu
Pranav Kalathiparambil Premnath

Dhorana Vignesh Kannan
Akshay Khandelwal
Samira Khodaverdian
Ikramali Gulammahammad Khokhar
Koruth Sam Kidangalil
Deepak Kumar Kolor
Ranjith Raja Kondaveeti
Naveen Ram Kumar Kulanthai Vel
Arjun Madambicattil Krishnakumar
Harshil Ashokbhai Makwana
Clint John Maliakal
Venkata Karthik Malladi
Nithesh Manivel
Ashfaq Mirza Mohammed
Dhvjesh Mohan
Madhumathi Natarajan
Rushil Dineshkumar Nayee
Daniel Edward Noel
Ritankar Pal
Utsavkumar Panara
Diptesh Hiteshkumar Panchal
Ridham Kaushikbhai Panchal
Abhishek Sanjay Parmar
Akash Parimalbhai Parmar
Priyanshu Narendra Parmar
Prince Patel
Rumin Kamleshbhai Patel
Rushi Rajeev Patel
Soham Dashrathbhai Patel
Tej Ashishbhai Patel
Varun Deepak Patel
Nikhil Dipak Patil
Rahul Reddy Patlolla
Irene Ann Patric
Sai Bapiraju Penumatsa
Benson Philip Johnson
Arunkumar Pichappan
Cleon Pinto
Mohammed Arbaz Mohammed Faruq Pisuwala
Krishna Poondi Venkatesh

Ranadeep Porandla
Prem Baldev Prajapati
Prerak Manishkumar Prajapati
Abhigith Ramesh
Gurpreetsingh Randhawa
Yashraj Naranbhai Rathod
Akhil Ravichandran
Mohd Rizwan
Samiuddin
Sanchit Sanchit
Abhijith Sathyan
Varun Sasikumar
Rezvanehsadat Seyedbagheri
Abhishek Kamleshbhai Shah
Dhruvil Mukeshkumar Shah
Jainam Pratikbhai Shah
Rajan Sanjaykumar Shah
Aalap Umashankar Sharma
Nidhip Sandeep Sharma
Moyun Sherasiya
Karthik Shere
Dhwanil Sunil Shinde
Shiva Shokoohi Mehran
Abhijeet Singh
Barinder Singh
Pushpinder Singh
Subin Thomas Sunil
Manoj Suresh Babu
Syed Mihad Syed Fakhir Mohideen
Rohan Tanaji Talavar
Hemanth Kumar Tammineedi
Rohan Piyush Thacker
Udit Dennies Thakkar
Himanshu Tripathi
Praveen Raj Udaya Kumar
Vijayamadhu Vanga
Joel Ninan Varghese
Ananda Krishnan Vasudevan Pillai
Himanshu Sanjay Wankhede
James Christopher Yakkobu Guna Sekaran

Industrial Engineering Co-operative Education

Rino George Kollannur
Navid Namdari

Bhushan Patel

Ezhilamuthan Rajendran
Ramkumar Ramaiah

Mechanical Engineering

Mohammed Ahmed	Chris Jo Joseph	Bhargav Jagdishbhai Patel
Mohammed Adeel Ahmed	Ajendra Babubhai Kachhadiya	Bidhin Bhupendra Patel
Shariba Ahmed	Dhairyakumar Kachhiyapatel	Chaitanya Jatin Patel
Sri Sai Vaibhav Ajarapu	Sachin Jagdishkumar Kadia	Darshnesh Bharatkumar Patel
Mujahid Ali	Satyam Atul Kalsaria	Deep Kalpeshkumar Patel
Rohit Sai Krishna Anusuri	Praveen Kumar Kanagaraj	Dharmik Laldas Patel
Abdullah Arif	Harshit Katrodiya	Dhruv Devendrabhai Patel
Shrinath Balaji	Dipen Ghanshyam Kavathiya	Dhruv Bharatbhai Patel
Albert Varghese Bastian	Hasham Khalid	Dhruvil Mahendrabhai Patel
Parth Bharatkumar Bhatt	Aditya Hemenbhai Khambhaita	Divyangkumar Sureshbhai Patel
Siddharth Sushil Bhatt	Hashir Khan	Donil Pradhyuman Patel
Tirth Dhavalbhai Bhavsar	Mehrdad Khanzadegan	Fenish Mahendrakumar Patel
Akhil Biju	Yash Khemka	Hardik Bhupendrabhai Patel
Sabal Bista	Alaa Firas George Kok	Hardikkumar Amish Patel
Lokesh Chalasani	Shyam Sundar Sai Koyyana	Harshil Maheshkumar Patel
Maharshi Vijaybhai Chavda	Nagarajan Krishna Kumar Vasanth	Jalpan Patel
Maitreysinh Hemendrasinh Chavda	Nandakishore Kyatham	Jay Patel
Nirav Prabhatsinh Chavda	Pujan Jayesh Langadia	Jay Bankim Patel
Abdul Sami Cheepa	Zongkai Li	Jaydeep Jigneshkumar Patel
Jaswanth Chitti Babu Prem Anand	Aadil Shabbir Hussain Lokhandwala	Jaykumar Arvindbhai Patel
Guru Prasad Dahal	Rakesh Madabhushini	Jenil Sanjaybhai Patel
Venkata Subhramanya Praneeth	Seyedmohsen Mahdaviniaqi	Karan Kishorbhai Patel
Dandibhotla	Chinmay Mandal	Kaushal Kanaiyalal Patel
Mitkumar Hasmukhlal Dave	Amrish Mandalapu Sripathi	Kunj Patel
Tatsat Bhupesh Dave	Haider Masood	Mayur Navaneetbhai Patel
Deval Ajaybhai Desai	Albin Mathew	Meet Bhaskarbhai Patel
Mahin Rajendrakumar Desai	Hanieh Mehrabi Koushki	Mihir Mukeshbhai Patel
Mitul Jaydev Desai	Vishrut Amitkumar Mehta	Mitkumar Dineshbhai Patel
Parva Devang Desai	Rajan Jaydeepkumar Mistry	Nayankumar Dineshbhai Patel
Dhruv Deepakkumar Devani	Priyansh Shaileshkumar Modi	Neel Jigneshbhai Patel
Keval Prakashbhai Devkar	Afzal Hussain Mohammed	Nittant Narendra Patel
Darshil Kishorbhai Dholakiya	Azhar Bishathuddin Mohammed	Prayash Vipulbhai Patel
Kevalkumar Rameshbhai Dunganani	Hassan Mohammed	Purak Rajeshkumar Patel
Omar E. Elnemr	Raheemuddin Ahmed Mohammed	Rushabh Patel
Amit Shantavan Gaikwad	Kaushal Kanjibhai Moradiya	Sahil Yamitkumar Patel
Ashish Gajera	Sandeep Muchapathi	Sanikumar Manubhai Patel
Mihir Kamlesh Gami	Muhammad Mujtaba	Saurabh Rajeshkumar Patel
Naveen Cheku Ganeshan	Mahendra Muniratnam	Shailkumar Vasubhai Patel
Anusha Gangulappa	Akshay Muraleedharan Pillai	Shlok Dineshbhai Patel
Aneesh George	Mohammad Muthahir	Shubham Dineshbhai Patel
Kishankumar Sureshbhai Ghetiya	Loganathan Muthusamy	Sparsh Vipul Patel
Punreet Kaur Grewal	Kevin Nalinkumar Naria	Tirth Indravadan Patel
Rajashekar Gundala	Jesutosin Akinfolarin Odejayi	Touseef Salim Musa Patel
Changcheng Guo	Himanshu Prakashchandra Padhiyar	Vishal Vijaykumar Patel
Siyu Guo	Shanmukhi Vandana Pampari	Vivekkumar Dipakbhai Patel
Ankit Gupta	Dhruv Pankajkumar Panchal	Vrund Bharatbhai Patel
Gurdeep Singh	Dhruvkumar Panchal	Yash Nitinkumar Patel
Muhammad Haris	Granth Anilkumar Panchal	Danishkhan Pathan
Abdullah Adel Hasan	Rushi Mayurbhai Panchal	Prithvi Pazhampallath
Regin Singh Herbert Sunder Singh	Meet Hemantkumar Pancholi	Nitish Reddy Pelleti
Ilham Hussain	Daksh Saurabh Pandya	Sai Mandhatha Petluri
Saleel Hussain	Yash Nimeshkumar Pandya	Adithya Pradosh
Mohammed Omer Ismail	Darsheel Bhikhubhai Parekh	Ankit Manishbhai Prajapati
Ibrahim Sheriff Jameel	Namankumar Jayantibhai Parekh	Vatsal Vijaybhai Prajapati
Shabbir Jamnagarwala	Shaileshkumar Pushpaben Parmar	Faaz Amin Qazi
Hemal Mihir Jani	Achintdas Namdas Patel	Roshanahmed Ayub Qureshi
Parth Udayan Jani	Aniket Sanjivkumar Patel	Manojkumar Lakshmanbhai Rakholiya
Anushil Ajaykumar Jha	Avi Nileshbhai Patel	Kishankumar Bharatbhai Ramani

Tirthkumar Jayantkumar Rami
 Shreyas Kodandaram Kirthi Rao
 Harsh Rajeshkumar Rathod
 Arvind Ravikumar
 Alby Reju
 Aftab Kamruddin Saiyed
 Madhusharanth Saravanan Venkataswamy
 Tatiparthi Sathvik
 Manoj Kumar Selvakannan
 Jay Vipulbhai Shah
 Mit Niraj Shah
 Naitya Nitinbhai Shah
 Vraj Hitesh Shah
 Yash Daxeshkumar Shah
 Azharuddin Rafiyuddin Shaikh
 Mohammadfuzail Mohammadarif Shaikh
 Sanal Shaji Joseph
 Nipun Sharma
 Pranav Shrivastava
 Varinder Singh Sidhu
 Karanbir Singh

Rajanpreet Singh
 Simran Singh
 Tajinder Singh
 Vivek Singh
 Santhosh Kumar Sivakumar
 Abhishek Softa
 Sukhvinder Singh Sokhi
 Roy Oghenenovo Solomon
 Sona Anna Davis
 Siva Subramanian Sreekanth
 Siva Prakash Sridhar
 Ravikumar Srinivasalu
 Zain Mehmood Subhani
 Sibi Subhash
 Chanderr Sai Arjun Suchindra
 Rithesh Sumeshan
 Shyam Sundi
 Akhilkumar Jitendrabhai Suriya
 Ravikumar Vinodbhai Sutariya
 Sanket Nayankumar Suthar
 Abdul Saboor Sohail Syed

Axay Divyakant Tailor
 Samarth Niteshkumar Tailor
 Sagar Devarajbhai Tejani
 Vikram Kumar Reddy Tetala
 Tarun John Thomas
 Siva Umesh Thummala Abbigari
 Ashil Tomy
 Hrushikesh Rajendrabhai Trada
 Harit Maulinkumar Trivedi
 Emmanuel Okwudili Ugwuozor
 Divyangkumar Dipakbhai Vaghani
 Keyur Lavjibhai Vaghani
 Akshar Kamleshbhai Vanesa
 Mijo Thomas Varghese
 Varun Raj Jayaraj
 Shipin Vattparambil
 Danish Verma
 Waleed Virk
 Muhammad Wahaj Ul Hassan
 Chenwu Xiang
 Guoyu Xin

Mechanical Engineering Co-operative Education

Arun Kumar Khural

Kolawole Oladele Osasona

Asif Mohammed Shaik

Mechanical Engineering-Automotive Field

Peeyush
 Hamed Abdoli Vooloojerdi
 Hamza Ahamed
 Abdul Muhaimin Ahmed
 Ayaz Ahmed
 Amrit Ahuja
 Noraiz Ali
 Osama Samer Fareeq Allawi
 Sahil Dilipbhai Amin
 Dushyant Arora
 Abhilash Arulvalan
 Amal Babu
 Murtaza Betma Wala
 Muntaha Noorul Hassan Bhajji
 Jeevesh Bhardwaj
 Nalin Bhasin
 Dhairya Deval Bhatt
 Nikunj Jayantibhai Bhuvu
 Hirenkumar Vilashabhai Boghara
 Sanjana Busa
 Shu Hin Chan
 Sida Chen
 Balaji Cheruku
 Shubnater Choudhary
 Siddharth Choudhary
 Aman Dalal
 Selvakumar Damodharan
 Sahil Daswani
 Sahil Demiwal
 Arsh Iqbalhusen Desai
 Preet Chiragbhai Desai
 Rahul Dua

Sujith Dubbaka
 Nishit Dukka
 Fatehvir Singh
 Chrispin Ebenezer Fredrick Smiles
 Parth Kishordan Gadhavi
 Jaipal Reddy Gadila
 Deepinder Singh Garewal
 Muhammad Hamza
 Mohit Hota
 Parthasaradhi Reddy Induri
 Anmol Jain
 Sahithi Jayanthi
 Prithvi Sanker Jeevanandam
 Ankit John
 Georgy Jojo Palamattam
 Saurav Parasbhai Joshi
 Perumanoor Jaishal Joy
 Nikhilkumar Kishorbhai Kakadiya
 Hardik Vinodbhai Kalathia
 Devang Jesingbhai Kangad
 Hamza Mazhar Kansara
 Sai Anusha Kasina
 Raj Kumar Konduru
 Ninad Koradia
 Ashish Kumar
 Gautham Kumaresan
 Long Bui Quoc Mai
 Ekene Henry Mbah
 Ayaz Baig Mirza
 Shahab Mohammad
 Jayasuriya Mohan
 Nirmal Mohan

Aziz Ahmed Mushtaq
 Faiq Nadeem
 Amin Namvar Ayouri
 Chijioke Odiobinma Omezurike
 Ayotunde Opeyemi Omotoso
 Abdul Rahman Ahmed Owais
 Sujoy Jaideep Pal
 Abhishek Hiteshbhai Panchal
 Abhishek Pankaj Pandya
 Kai Pang
 Aakash Devenbhai Parekh
 Akash Prakashbhai Patel
 Akash Sureshchandra Patel
 Badal Mahendrabhai Patel
 Harnishkumar Kalpeshbhai Patel
 Harsh Prahaladbhai Patel
 Joy Manojkumar Patel
 Karmit Rakeshbhai Patel
 Neel Jitendra Patel
 Priyank Rajubhai Patel
 Sahil Pankajkumar Patel
 Trupal Patel
 Yogesh Bhadreshbhai Patel
 Yug Mukeshbhai Patel
 Zeel Rajendrakumar Patel
 Izlalahemedkhan Meheubkhan Pathan
 Catherine Nhu Huyen Pham
 Vamsi Ponnappalli
 Aswin Poudel
 Mayank Dasharathbhai Prajapati
 Pranay Vipulbhai Prajapati
 Arvind Prakash Babu

Neel Siddharth Puwar
 Manan Qayas
 Gokul Radhakrishnan
 Manvendra Singh Raghav
 Rahul
 Simeon Raj
 Rajbabu Rajasekar
 Praveen Kumar Rajendran
 Yashwanth Ramesh
 Vigneesh Rangaraj Krishnamoorthy
 Mohammedaakib Javidahmed Rangrej
 Ashish Umanath Rao
 Shivam Gautamkumar Rawal
 Ali Raza
 Adithya Rishikesh
 Shozab Hasnain Rizvi
 Jonathan Daniel Rupert
 Muhammad Saad
 Jivanjyot Singh Saini
 Amal Michael Saji
 Sijil Saji Lal
 Divyesh Ashokbhai Salunke

Mohammad Reza Samadian
 Biswanth Sai Santhosh Saragadam
 Mohamed Sameem Sathiq
 Navdip Pravinbhai Savaliya
 Harsh Kirankumar Shah
 Naman Ashishbhai Shah
 Priyal Rashmikant Shah
 Naib Rasool Shaik
 Ajay Ramgopal Sharma
 Gourav Sharma
 Harsh Pavankumar Sharma
 Nikhil Sharma
 Rishabh Sharma
 Danish Ali Sheikh
 Hiren Ghanshyambhai Sheliya
 Rajat Sidana
 Aminder Singh
 Indrajeet Singh
 Jaskirat Singh
 Sachit Singh
 Shaikh Sohail
 Inderjeetsingh Satnamsingh Sohail

Muhammad Soweed
 Aravindhan Srinivasan
 Abubacker Sidique Sultan
 Mimank Sura
 Vijayakumar Swaminathan
 Mohammad Arafat Tadikella
 Shubham Talukdar
 Parth Vinodbhai Tandel
 Pratul Thapar
 Vinaya Chandan Reddy Thiparthi
 Alvi Joseph Thomas
 Anirudh Tummala
 Nsikakabasi Enobong Umoh
 Varun Raj Vangari
 Giridharan Vattakadu Dhanapal
 Prasanna Venkatakrishnan
 Dushyant Wazir
 Xudong Wu
 Zhonglyu Xu
 Zhaocheng Yue
 Yi Zhang
 Ayan Zia

Mechanical Engineering-Automotive Field Co-operative Education

Emmanuel Alocious
 Hiren Ashok Jethva

Gaurav Kumar

Ashish Rawat
 Davinder Singh

BACHELOR OF APPLIED SCIENCE

Honours Industrial Engineering

Christina Moheb Fam
 Bofei Li *

Sihao Mao
 Umar Saeed

Adam Jacob Teshuba
 Zuodong Tu

Honours Industrial Engineering with Minor in Business Administration

Carlos Fabian Diaz

Nour Eidan
 Evan Michael Mallen

Ricardo Andres Varela

Honours Industrial Engineering with Minor in Business Administration Co-operative Education

Aiden Jacqueline Banks **

Kalap Girish Gurbaxani

Michael Alexander Papp *

Honours Mechanical Engineering

Di Bai

Joshua Charbonneau
 Elysia Rochelle Kustra

Brock Bradley Sillanpaa-Knox

Honours Mechanical Engineering Co-operative Education

Jonathan Richard Bednarski

Zeyad Wafic Saadi

Honours Mechanical Engineering with Aerospace Option

Ahmed Khaled Qenawy Ramadan

Honours Mechanical Engineering with Automotive Option Co-operative Education

Daniel Michael Stepien

HONOURS CERTIFICATE IN INDUSTRIAL AND MANAGEMENT ENGINEERING

Aneta Jajou *

Yousef Marie

* Graduating with distinction

** Graduating with great distinction

TENTH SESSION

JUNE 2, 2023 AT 9:30 A.M., EDT

EDUCATION

Dean of the Faculty of Education: Dr. Kenneth Montgomery
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

DOCTOR OF PHILOSOPHY

Educational Studies

Haojun Guo

Translanguaging and Bi-lingual/Cultural Acquisition: A Narrative Inquiry into Young Chinese Visiting Students' International and Cross-Cultural Experiences Between Canada and China

Xuan Le Nguyen

Maintaining Cultural Values, Identity, and Home Language in Vietnamese Immigrant Families: Practices and Challenges

Svetlana Popovic

The Spectrum of the Journey: Narrating Identities During Professional Learning in Pivotal Response Treatment for Novice Elementary Teachers of Students with Autism Spectrum Disorder

MASTER OF EDUCATION

Hajra Iqbal Ahmed

Timothy Au-Yeung

Qiuyi Cao

Vanessa Cation

Lynn Charron

Samantha Desrosiers

Jiaying Duan

Tule Dugan

Megan S. Elliott

Xinyu Gao

Bingxin He

Sydney Ariel Hector

Peiyin Huang

Ramisa Anan Ira

Yaoyu Jin

Samuel Olaniran Jokodola

Palak Kataria

Kanwalpreet Kaur

Katelynne Lamothe

Colin Christopher Lauzon

Tra Ngoc Le

Luqing Lei

Weiran Li

Chao Liu

Qing Liu

Siqi Luo

Sandeep Kaur Matharu

Anna Mazur
Jennifer Sue Mitri
Amy Natyshak
Shaila Nusrat
Thi Thuy Tien Pham
Angela Mae Gene Plaunt
Melissa Ethel Mary Power
Marjan Rezaeifarid
Lauren Cecilia Mae Sabourin
Wendy Michelle Sager
Anu Saini
Sepideh Samieifar
Princy Sebastian
Jie Shen
Caihong Si

Kaleigh Summer Soda
Qihui Song
Boyang Sun
Samantha Ryan Szczyrek
Yilin Tian
Qiuhan Tu
Bhumika Suresh Upadhyay
Jonathan Vaughan
Tony Vo
Jiahui Wang
Rui Wang
Yuan Wang
Zhijun Wang
Ziqi Wang
Jiasui Weng

Chengzheng Wu
Haoyan Wu
Jiaping Wu
Zepei Wu
Zhiyuan Xiang
Wang Yang
Jiahao Yin
Zihan Yu
Mei Yuan
Sofia Teresa Zambito
Tazeen Shafi Zariwala
Jiaying Zhang
Wanli Zhang
Yinqi Zhang
Anqi Zhao

BACHELOR OF EDUCATION

Cody Riccardo Abbruzzese
Sarah Abdulreda
Hisham Abuhilal
Khizra Afzal
Armaghan Ahmadian
Safa Ahmed
Rawan Al Najjar
Chanel Francesca Maria Aleo
Annie Dylan Adele Anderson
Divya Jyoti Anroop
Tristan Mary Johanna Arsenault-Carter
Kourtney Marie Azzopardi
Victoria Marcella Vera Baertsoen
Ross Frederick Barker
Amy Michelle Barron
Kevin Gerald Bellemore
Mitchell Christopher Benn
Matthew Gerald Bergin
Malvina Beska
Brett Bildfell
Melissa Jane Bishouty
Kalene Bond
Brian Paul Boyd
Lauren Elizabeth Braidon
Hannah Simone Braithwaite
Melissa Emily Brandie
Amanda Katherine Brown
Emma Anne Caicco
Lawrence Daniele Wray Cato
Mitchell Adam Cauchi
Zeinab Chalhoub
Gillian Leigh Chalmers
Amina Hafsa Charikhi
Jessica Robyn Chinnick
Kiersten Chomiak
Gaetano Ciccarone
Grant William David Connolly
Dylan Copland
Ashley Ann Costello
Olivia Marion Valerie Cranston
Adam Kevin Bryce Dafeo

Hashem Hilal Daher
Olivia Mackenzie D'Alimonte
Adam Anthony D'Angelo
Christopher Ernest Stuart Daniels
Grant Davis
Jordan Tyler Delmonte
Anna Maria Denys
Jax Theodore D'hondt
Nicole Dimitrijevic
Tenyce Trang Doan
Neena Sophia Drkulec
Cameron Christopher Duetsch
Arlene Ello
Abigale Hope Erwied
Hannah Ezwawi
Ayda Fahandezh
Mariam Fakhuri
Madisson Hailee Faubert
Alexandra Finnie
Brayden Richard Fischer
Emma Marika Floris
Meghan Margaret Freeburn
Jeffrey Ryan Frenette
Jory Fulcher
Kaitlyn Elizabeth Gallant
Grace Emily-May Gasparini
Taylor Paige Gauci
Meghan Marie Gaudette
Alyssa Geffs
Kulsoom Ghouri
Megan Laura Gibbs
Khadijah Kamal Gill
Shannon Bernice Golla
Alexa Mackenzie Green
Bianca Antonietta Gualdieri
Shane Johnston Harper
Kathryn Elizabeth Harris
Ghallia Hashem
Jessica Dorine Hatem
Brittany Ann Hedderson
Stephanie Hernandez-Alvarez

Derek Floyd Hick
Janelle Christine Hoekstra
Curtis Holness
Leslie Christine Hotham
Taylor Jeanne Hryniw
Amy Stefania Hucal
Leanna Iezzi
Celina Ineyici
Jessica Elias Jeffery
Elizabeth Barbara Denise Jewitt
Jade Ashley Johnston
Jesse Johnston
Emily Katrina Kang
Quinn Alexis Karasek
Avneet Kaur
Bailey Victoria Kay
Jacqueline Jeanne Keltika
Hailey Marie Kennedy
Shayne Kerr
John Kolovos
Kaitlyn Anne Kool-Gajda
Megan Sonja Kuli
Shawn Lamont Ladd
Alexis Lahoud
Alexandra Victoria Lai
Jessica Gernale Lambert
Rayna Lamond
Zavier Joseph Leonard
Bianca Pamela Liburdi
Jing Liu
Carmen Ly
Douglas Spencer MacGregor
Kerstyn Elaine Mackie
Brandon Matthew MacRae
Keegan Robert MacVoy
Elise Richelle Madouan Ekeme
Margaret Olivia Mahu
Isabella Maria Mancina
Adam Paul Marincsak
Callie Isabella Krista Martin
Jeffrey Douglas Masson

sylvana Ann Mastronardi
 Danielle Marie McAnally
 Sarah McClelland
 Meredith Anne McDonnell
 Alana Maureen McLachlin
 Jennifer Jean McMullen
 Charlotte Ann Mesman
 Arianna Gerilynn Milani
 Mackenzie Franklin Millar
 Mackenzie Rose Mitchell
 Miloni Vipul Modi
 Kirsten Mackenzie Molliconi
 Kaylie Danielle Moosberger
 Tierra Nicole Moscrip
 Christopher John Mousseau
 Laeeqa Mulla
 Noah Edward Murray
 Jesse Myers
 Jessica Nadarajah
 Kalsoom Naeem
 Jacob John Nelson
 Alessandro Nicoletti
 Cassidy Brooke O'Brien
 Rod Michael O'Brien
 Felix Ojara Opio
 Hannah Clare Oswald
 Emily Rachael Peckham
 Madison Petryna
 Grace Ann Pinder
 Margaret Johanne Pinsonneault
 Nicholas Pietro Piruzza

Chloe Poole
 Elisa Marie Quaggiotto
 S M Saydur Rahman
 Ola Raniszewska
 Emily Tatiana Real
 Mackenzie Paige Regts
 Ava Rezagian
 Ismahan Nur Roble
 Deneen Rebekah Rodenhuis
 Christie Pamela Rowley
 Andrew Thomas Sabev
 Alexander Salois
 Hussein Samhat
 Joseph Kwame Sarfo-Boateng
 Yvette Savereux
 Nicole Caitlin Schredl
 Richard Joseph Seguin
 Amena Shamisa
 Gillian Shuang Shaw
 Fatemah Shawaf
 Julia Ann Sloan
 Allison Emily Smith
 Megan Ann Smith
 Taylor Denise Smith
 Enan Smlatic
 Nikola Spasojevic
 Abrial Kristen Spencer
 Samuel Alan Charles Spiering
 Alaina Srnec
 Anthony Claudio Stefano
 Soma Trisheka Stephens

Sydney Rose Talbot
 Wendlassida Rachel Tapsoba
 Kimberly Rose Theriault
 George Thompson
 Emily Ruth Tingey
 Jack Anthony Toldo
 Jason Sami Toma
 Michael Joseph Travo
 Eric Alphonse Tremblay
 Keith Hazel Trent-Rennick
 Alexandra Leigh Truant
 Katelyn Mary Ellen Van Praet
 Pamela Sue Vanden Hengel
 Benjamin Ryan Vandevenne
 Jessica VanHal
 Rachel Maria Vanheule
 Louis Stefan Vassos
 Jennifer Vlad
 Rebekah Lynn Voegeli
 Lauren Elizabeth Catherine Watson
 Matthew Watson
 Paige Ann Wawzonek
 William Maxwell Whitehead
 Mackenzie Gail Whittle
 Jade Alexandra Williamson
 Jaclyn Woelk
 Natalie Rose Worsley
 Noah William Alexander Wright
 Min Cheng Xu
 Mayer Amir Yousif
 Roseen Yousif

Technological Studies

Grayson Benjamin Mitchell

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

Honours Psychology/Bachelor of Education

Taylor Lynn Malenfant

CONCURRENT BACHELOR OF MUSIC/BACHELOR OF EDUCATION

Honours Music Education/Bachelor of Education

Felicity Abia Rose Cincurak

Carter Weaver Gaus

Mackenzie John Walsh

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

General Communication, Media and Film/Bachelor of Education

Steven Joseph Boere

Samuel Charles Richardson

David Nicholas Holt Sivak

General Dramatic Art/Bachelor of Education

Keana Merina Aquino
 Sophie Aimee Campbell

Brianna Kathleen Dennison
 Mia Antonetta Diciocco

Monica Danielle Plante
 Jashneet Kaur Sandhu

General English Language and Literature/Bachelor of Education

Keira Desirae Amato
 Amar Yasser Assaf
 Evan Michael Douglas
 Logan James Gendreau

Deanna Kadri
 Kaitlyn Patricia Ray Koroscil
 Dylan McCaw
 Meg Suzanne Mooney

Colton Raymond Pavey
 Trent Douglas Riley
 Allyshia Hannah Talbot
 Adriana Ida Uros

General French Studies/Bachelor of Education

Lauren Jacey Berg
Alessandra Cutrone
Sara Bormann Galipeau
Kayla Samantha George

Lauren Alessia Lopez
Holly Megan Mariconda
Mohamad Moussa

Trevan James Papineau
Celeste Marie Marguerite Vigneux
Derek Andrew West
Robert David Daniel Zompanti

General History/Bachelor of Education

Nathan Edward Andrews
Jessica Lauren Dufour
Kyle Robert Ferris
Kayla Marie Gibson

Rebecca MacKay
Michael Anthony Montsch-Marentette
Shane Drew Myles Munro

Jared Michael Pageau
Kathryn Kendal Ryan
Faye Ellen Schatz
Sarah Denise Thompson

General Psychology/Bachelor of Education

Lauren Spencer Albano
Allysa-Rae Francine Ammonite
Grace Catherine Amyot
Trinity Rose Barnard
Rebecca Bell
Grace Madeleine Bennett
Shamus Caplin
Alana Vanessa Cutrone
Danielle Rhoda Fallon
Riley Alana Farquharson
Shai-Li Noelle Gawne
Natalie Sarah Lynne Green

Jaden Mary Greig
Miranda Isabella Hill
Mairi Kathryn Jappy
Abigail Evelyn He Jenkins
Jennifer Phyllis Kelloway
Leighland Michael Lebert
Nolan Victor Lofthouse
Stacey Lynn Louwagie
Joanna Tracy Lynn Lumsden
Rachel Anna Marquis
Haleigh Louise Millette

Megan Rose Monforton
Jillian Marie Moskaluk
Bradley Allen Joseph Nelles
Andrea Hope Parent
Callie Elizabeth Reynolds
Samantha Marie Riolo
Rachelle Yolande Elizabeth Savoie
Kelsey Irene Shewfelt
Emily Ann Victoria Tweney
Camryn Rae Wadsworth
Taylor Elizabeth Weller
Braydon Cote Wortley

General Visual Arts/Bachelor of Education

Courtney Dominique Gregorian

Brianne Christine Mccurdy

Taylyn Jamie Paquette

CONCURRENT BACHELOR OF SCIENCE/BACHELOR OF EDUCATION

General Science/Bachelor of Education

Amanda Jankulovski

Sarah Josephine Steffens

Veronika Tea Zgomba

HUMAN KINETICS

Dean of the Faculty of Human Kinetics: Dr. Linda Rohr
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF HUMAN KINETICS

Applied Human Performance Specialization

Bailey Amy Csabai
 Alexandra Hoegl
 Chelsea Matthews

Paula Camila Rios
 Jade Kaitlyn Samping

Mason Byron Sheppard
 Claudia Margarite Town
 Leslee Lynne Ward

Sport Management and Leadership Specialization

Dale Ashley Bellaire
 Jenna Leigh Chaykowski

Luca Paul Ciotti
 Dylan Robert Davidson
 Justin William Peters

Matthew Arthur Reid
 Shaun Smith

BACHELOR OF HUMAN KINETICS

Honours Kinesiology with Movement Science

Yousef Alami **
 Isabelle Yvonne Alexander
 Ala Al-Timimy
 Japneet Bal *
 Shawna Nicole Bart *
 Valentina Faris Bashir
 Ada Hong Battocchio
 Madisyn Catherine Beaulieu
 Joseph Elias Bellacicco
 Zein Bitar
 Emily Helen Boissonneault **
 Sarah Danielle Bonyai
 Gurfateh Singh Brar **
 Mason Lincoln-Joseph Brown
 Victoria Denise Caldwell *
 Emily Anne Callery
 Maya Grace Calongcagong
 Amira Alexandra Mary Chammat *
 Nadine Charaf-Eddine *
 Dina Chehade *
 April Elizabeth Clipston *
 Jordan Lee Cook *
 Amy Serenity Craig **

Eric Joseph John Cunningham
 Kiera Morgan Czop *
 Brianne Elizabeth Davis
 Emma Paige De Souza
 Gioia Gemma Diciocco
 Liliana Marie Digesu *
 Pierce Holden Dubowski
 Kaitlin Mary Ellery *
 Brandon Fauteux
 Mason Martin Gardner
 Kalina Natalie Georgieva **
 Megann Nicole Gillett
 Jonah Jebediah Gray
 Ghiath Bechir Haj Ali *
 Labiba Hassan
 Mackenzie Taylor Heintzman *
 Samantha Grace Hepburn *
 Cylee Jayne Hickey *
 Theodore Michael Hirst
 Daniel Gordon Hodare *
 Nicole Paradiso Hogeterp **
 Emma Heather Howitt
 Sierra Lily Ibrahim

Mia Sarah Ines *
 Talha Iqbal
 Madeleine Helaina Janisse *
 Ryan Alexander Jones
 Batoul Juead
 Benjamin Jumblaru *
 Kanav Kapoor
 Vesna Margherita Kekelj *
 Joshua Kewley *
 Thomas Riley Levasseur
 Allison Kathleen Lewis *
 Averi Lomax *
 Griffin Giles Macasaet
 Maxwell Hugh MacDougall *
 Colby Joseph Macrow
 Rachel Ivey Marshall
 Lucas Serafim Mazza
 Harper Medved *
 Lina Mekawi *
 Grace Amelia Melick
 Olivia Lynne Meloche **
 Rebecca Grace Baia Misiasz **
 Rana Mohammad Ali *

* *Graduating with distinction*

** *Graduating with great distinction*

Patrick Edward Monforton *
Santo Mulago
Emma Wyn Muldoon
Ricardo Muniz Rodriguez
Kylie Jordyn Murracas
Megan Amelia Murtagh **
Ryan Walter Mutuchky *
Nuha Nasir *
Allissa Jade Nywening *
Brooke Evelyn Obermok *
Johnny Osei Tutu
Natalie Elisa Pennell
Lea Elisabeth Pentney

Maggie Peterson *
Brook-Lyn Nicole Phelan *
Morgan Ashley Pope
Nicholas Jeffrey Renaud *
Aidan Roberts
Jacob Andrew Ryan
Shanise Simone Ryan Donegan
Basma Hakmaat Salim
Mazin Salman *
Jessica Ashley Savoni
Nicholas Vincenzo Schembri *
Jenevieve Gwyneth Scobbie
Tianxin Si
William Joseph Stanley *

Grace Elizabeth Stewart **
Victoria Hope Sudeyko
David Sutton *
Tristin Markku Suurnakki
Humnah Syed
Maysa Tarabain *
Samuel Brock TeBokkel
Meaghan Elizabeth Trotter *
Jessica Ciara Trudell
Kendall Louise Westlake
Christopher Thomas Williams **
Abdullah Zafar
Emme Elizabeth Zanuttini *

Honours Kinesiology with Movement Science Co-operative Education

Kenan Firas Al Rafai
Kate Elizabeth Balkwill *

Skylar Raven Cattrysse
Rana Kilani
Lauren Sarah Perkins *

Michael M.T. Tran
Scott Alexander Westwood *

Honours Kinesiology with Sport Management

Alexandria Nicole Banks
Ryan Marc Brunelle
Kaytlyn Mary Cooper
Caleb Randall Havens

Zoe Elle Kepran
Lana Knox
Colton Mark Major

Sarah Elizabeth Pereira *
Evan James Rae *
Teri Elizabeth Reid *
Christiana Marie Rizzo

CERTIFICATE IN HUMAN FACTORS AND ERGONOMICS

Daniel Gordon Hodare *

Thomas Riley Levasseur

* *Graduating with distinction*

** *Graduating with great distinction*

ELEVENTH SESSION

JUNE 2, 2023 AT 2:00 P.M., EDT

LAW

Dean of the Faculty of Law: Prof. Reem Bahdi
Acting Dean, Faculty of Graduate Studies: Dr. Deborah Kane

CONFERRING OF DEGREES IN COURSE

MASTER OF LAWS

Stephanie Pangowish

JURIS DOCTOR/MASTER OF SOCIAL WORK

Jessica Rose Borromeo

Abir Hassan

Monica Romero

Marina Francesca McKenzie

JURIS DOCTOR

Ali Abdulreda
 Julia Rose Adamo
 Oluwaloba Afolabi
 Salwa Allouch
 Sunena Anand
 Abigail-Dinnece Anderson
 Shereen Joy Arcis
 Ruth Arulsothie Aruliah
 Rima Asfour
 Stefan Ayache
 Laila Azizi
 Alana Joyce Baboolal
 Rijja Baig
 Gurwindser Singh Bansal
 Marc Thomas Begin
 Lara Besharat
 George Samuel Bockock
 Dmytro Botov

Jessica Maria Brancati
 Jackson Donovan Brown
 Sarah Mabel Cantos
 Shaelynn Ciupak
 Kyle Classen
 Keon Coleman
 Rebecca Kimberly Cooke
 Nicole Maria D'Alessandro
 Chloe Louise Davies
 Hezekiah Davies
 Lindsay Asha-Gaye Davy
 Relina Raymond D'Cruz
 Adisa Vicki-May Deliovsky
 David Anthony Virgilio Delle Fave
 Bianca Demian
 Manpreet Kaur Deol
 Camille Kasturi Quynh Huong P. Deu
 Megan Elspeth Deveaux

Abdullahi Mohamed Dorre
 Kaysey Deanna Dorssers
 Karina Dziuba
 Dixon Emanuel
 Whitney Evans
 Klara Anne Franklyn
 Aleksandar Galiyash
 Xiao Ran Gao
 Sebastien Alexandre Gerdun
 Jaskiran Kaur Gill
 Malika Grewal
 Sarafina Rose Guthrie
 Mai Hadhood
 Mitchell Thomas Hajnal
 Osman Hasan
 Bilal Hashimy
 Owais Hashmi
 Jackson Hayward

Adam Michael Higgins
 Ashley Hizo
 Cameron Noel Ho
 Andrew David Hunt
 Raven Sarah Dian Jackson
 Zehan Jagosh
 Fatima Jawando
 Thaniya Jeyachandra
 Shay Kameneh
 Sasha Kassam
 Brittney Tianna Ketwaroo
 Aziza Mariam Khalifa
 Khawla Khalifa
 Rudra Radhama Krishnan
 Thuvaaraga Kuganathan
 Rahual Lal
 Brittany Nicole Landry
 Tony Elwood Lawrence
 Sam Lewis
 Dongting Li
 Leanna Heather Lilley
 Lucia Chiara Limanni
 Johnathan Yuen Hei Lo
 Maxine Catherine Macdonald
 Aarzo Mahajan
 Nicholas Gregory Marchesan
 Margaret Mary McCloskey
 Coral Leigh McMillan
 Erin Marie McMurray
 Simrat Kaur Mehra

Alexa Shayne Meretsky
 Djordje Milanovic
 Raechel Nicole Mills
 Connery Robert Milne
 Gursharn Singh Minhas
 Dana Monterosso
 Raquel Moses
 Amanda Lynn Mustapha
 Negeen Naderi
 Dominic Naimool
 Iman Naqvi
 Marisa Narotam
 Lucas Neves
 Allannah Nguyen
 Jordan Oliva
 Karthik Shankar Pandalangat
 Pavan Pasha
 Luigi Pasqualitto
 Adam Salim Patel
 Ruben Menahen Perez
 Brian Nathaniel Provo
 Kainat Rana
 Navneet Kaur Ranu
 Mahdi Rasouli
 Holly Lauren Reid
 Kristeen Rodregus
 Sophie Ryder
 Seokhyun Ryu
 Mehtaab Sana Sajid

Noor Sakran
 Ann-Mary Salama
 Summer Samra
 Amandeep Kaur Sandhu
 Mateya Suzanne Selders
 Ahmad Daanish Shah
 Priya Yash Pal Sharma
 Gitti Sherzad
 Jaskirat Singh
 Palwinder Singh
 Rachel Claire Smylie
 Melissa Eden Sonnemann-Samuel
 William John Leslie Stevenson
 Sarah Syed
 Candice Szaniszlo
 Tiana Terrigno
 Kaitlyn Marion Timmins
 Alexandra Antonietta Tuccillo
 Zehra Uddin
 Brett Shawn Varrin
 Joshua Vetere
 Dragana Vujovic
 Nicole Mary Whyte
 Sara Williams
 Nicola Amy Woods
 Zhenzhou Wu
 Lanxin Yang
 Shi Hua Zhang
 Tiphraera Chiara Ziner Cohen
 Sarvnaz Zohourian-Sajad

Juris Doctor Canadian and American Program

Jeffrey Randall Adey
 Navpreet Bains
 Navneet Bedi
 Corey Carman Bennett
 James Orion Boverhof
 Ashley Braedyn Bowers
 Davis Bowers
 Mario Bozzo
 Dana Mariah Chadee
 Alexa Sara Cohen
 Abygail Cross
 Alessia Maria-Loretta De Gasperis
 Lindsay Jayna Dixon
 John David Perry Du Vernet
 Jonathan Duforest
 Seyede-Dorsa Eshtehardian
 Amanda Finelli
 Marni Leah Samantha Galin
 Georgiana Mabel Gardner
 Amir Gareiw
 Maxwell Joseph Gill
 Tyler Green
 Darby Afton Groberman

Benjamin Noam Hantsis
 Jordan Aaron Hochman
 Daniel Scott Humby
 Syed Faraz Hussaini
 Luca Alberto Imbrogno
 Jasleen Kaur
 Kaamil Ali Khalfan
 Mark Klein
 Dean Lavi
 Samantha Rae Lawr
 Giovanni Antonio Hubert Lepera
 Kyle Daniel Mann
 Nikola Dragan Medakovic
 Alan Meka
 Meagan Arlene Misener
 Talissa Mohamed
 Tarun Narang
 Emily Susan Nolan
 Olivia Oliveros Leiva
 Gail Margaret O'Neil
 Andrew Thomas Pace
 Jeffrey Anthony Paolone
 Danielle Marie Perris

Stanislau Petrushkevich
 Margaret Caroline Pettipas
 Adel Marie Pippo
 Alexandra Aileen Sarich Rehili
 Xhesika Resuli
 Nathan Fraser Roy
 Armin Saeedi
 Tyrone Donovan Sequeira
 Alicia Marie Servello
 Juliana Ruth Lucia Smith
 Mackenzie Colleen Sutherland
 Sylvia Daria Sznurkowski
 Seyed Ali Taghva
 Andrew John Tamminga
 Jaclyn Marie Tarola
 Elias Isaac Toby
 Sisina Sotiria Tucciarone
 Lilah Vassilenko
 Ashley Avila Villagrancia
 Michael James Wightman
 Saeed Thaylon Williams
 Eugene Yue Hang Yeung
 Katerini Zaikos



University of Windsor

DISTINGUISHED UNIVERSITY PROFESSORS

A distinguished University Professor is a faculty member with the rank of Professor who has outstanding achievements in teaching and a broad national or international reputation for their scholarship, creative or professional accomplishments. (A title change from University Professor to Distinguished University Professor was approved at Senate October 10, 2014 and applied retroactively)*

- Dr. Ram Balachandar** / *Civil and Environmental Engineering* (2022)
Prof. Myra Tawfik / *Law* (2021)
Prof. Richard Moon / *Law* (2017)
Dr. Hoda El Maraghy / *Mechanical, Automotive and Materials Engineering* (2016)
Prof. Jeffrey Berryman / *Law* (2015)
Dr. Julie MacFarlane / *Law* (2014)
Dr. Derek Northwood / *Mechanical, Automotive and Materials Engineering* / (2013)
Prof. William A. Bogart / *Law* (2009)
Dr. Leslie Howsam / *History* (2007)
Dr. Alan S. Trenhaile / *Earth and Environmental Sciences* (2007)
Dr. Roman Maev / *Physics* (2006)
Dr. Francis Lemire / *Mathematics and Statistics* (2005)
Dr. Sudhir Paul / *Mathematics and Statistics* (2005)
Dr. Peter Sale / *Biological Sciences* (2005)
Dr. William Baylis / *Physics* (2004)
Dr. Niharendu Biswas / *Civil and Environmental Engineering* (2004)
Dr. Stephen Loeb / *Chemistry and Biochemistry* (2004)
Dr. Majid Ahmadi / *Electrical and Computer Engineering* (2003)
Dr. Thomas Dilworth / *English Language, Literature and Creative Writing* (2003)
Dr. Stewart Page / *Psychology* (2003)
Prof. J. Anthony Blair / *Philosophy* (2002)
- Dr. Douglas Stephan** / *Chemistry and Biochemistry* (2002)
Dr. Ricardo Aroca / *Chemistry and Biochemistry* (2001)
Dr. Eleanor Maticka-Tyndale / *Sociology* (2001)
Dr. Barry Adam / *Sociology* (2000)
Prof. Iain Baxter / *Visual Arts* (2000)
Dr. Jatinder Bewtra / *Civil and Environmental Engineering* (1998)
Dr. David Symons / *Earth Sciences* (1998)
Dr. Sheila Cameron / *Nursing* (1997)
Dr. Reuben Hackam / *Electrical and Computer Engineering* (1997)
Dr. Charles Fantazzi / *Classical and Modern Languages Literatures and Civilizations* (1994)
Dr. Ralph Johnson / *Philosophy* (1994)
Dr. Alistair MacLeod / *English Language, Literature and Creative Writing* (1994)
Dr. Walter Soderlund / *Political Science* (1994)
Dr. Lakshman Marasinghe / *Law* (1992)
Dr. Anna Gupta / *Nursing* (1991)
Dr. Graham Jullien / *Electrical and Computer Engineering* (1990)
Dr. William McConkey / *Physics* (1988)
Dr. John Kennedy / *Civil and Environmental Engineering* (1987)
Dr. Dennis Tuck / *Chemistry and Biochemistry* (1987)
Dr. Gordon Drake / *Physics* (1986)
Dr. Byron Rourke / *Psychology* (1986)

NATIONAL ANTHEM

O Canada! Our home and native land!
True patriot love in all of us command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

Ô Canada! Terre de nos aïeux.
Ton front est ceint de fleurons glorieux.
Car ton bras sait porter l'épée,
Il sait porter la croix!
Ton histoire est une épopée
Des plus brillants exploits.
Et ta valeur, de foi trempée,
Protégera nos foyers et nos droits,
Protégera nos foyers et nos droits.

The program lists the names of individuals who were approved to graduate by the University Senate. While every effort has been made to ensure that this is true and correct, the official University of Windsor individual student record supersedes all information contained herein.

The University regrets the omission of any student deemed to have satisfied graduation requirements following the publication of this program.

A Note on the Governor General of Canada's Academic Medals

The prestigious Governor General of Canada's Academic Medal is awarded to the student who is considered to have achieved the most outstanding academic record in comparison to their graduating peers.

The Silver medal is awarded to an undergraduate student at the Spring Convocation ceremony and the Gold medal is awarded to a graduate student at the Fall Convocation ceremony.





CONGRATULATIONS

Class of

2023



University
of Windsor

**University of Windsor
Senate**

*4.2: **Biomedical Science (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^
BIOM-8008. Special Topics in Biomedical and Translational Health Science**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Department of Biomedical Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Faculty of Graduate Studies Council, and the Program Development Committee.
- *See attached.*

The document is coming back to Senate, following further revisions and feedback on section B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material.

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

TITLE OF PROGRAM(S)/CERTIFICATE(S):	Master of Science in Translational Health Sciences
DEPARTMENT(S)/SCHOOL(S):	Department of Biomedical Science
FACULTY(IES):	Faculty of Science

Proposed change(s) effective as of* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Spring 2023
--	-------------

A. NEW COURSE PROFILE

Course # and Title: **BIOM-8008. Special Topics in Biomedical and Translational Health Science**

A.1 Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

Selected topics of current interest in the fields of Biomedical Sciences which may vary from year to year. (May be repeated for credit only if content changes. (Prerequisite: Admission into the professional Translational Health Sciences Master’s program or permission of instructor.) (Registration in all courses required for the semester.)

A.2 Experiential Learning Categories

*Does the course include experiential learning? Check all that apply.
For definitions go to: <https://www.uwindsor.ca/cces/1423/experiential-learning-definitions>*

- | | |
|--|--|
| <input type="checkbox"/> applied research
<input type="checkbox"/> capstone
<input type="checkbox"/> clinic
<input type="checkbox"/> co-op
<input type="checkbox"/> community service learning
<input type="checkbox"/> creative performance or exhibit <i>(for visual and performing arts)</i>
<input type="checkbox"/> entrepreneurship
<input type="checkbox"/> field experience or site visit
<input type="checkbox"/> labs
<input checked="" type="checkbox"/> No experiential learning in this course | <input type="checkbox"/> field work
<input type="checkbox"/> industry/community consulting project
<input type="checkbox"/> interactive simulations
<input type="checkbox"/> internship – full-time
<input type="checkbox"/> internship – part-time
<input type="checkbox"/> professional practicum
<input type="checkbox"/> research project
<input type="checkbox"/> study abroad |
|--|--|

A.3 Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Lab/Tutorial	Online	Co-op/practicum/experiential learning
3 credits	36 hours	X	N/A	N/A	N/A	3 hours	N/A	N/A	N/A

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course?	Replacing old course*** [provide old course number]
Admission into the professional Translational Health Sciences Master's program or permission of instructor.	Registration in all courses required for the Fall semester.	N/A	N/A	No	N/A

*****Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.**

Will students be able to obtain credit for the new course and the course(s) that it is replacing? N/A

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

The Master of Science in Translational Health Science (MSTHS) Program is a newly approved program in the Biomedical Science Department. As the program is in its inaugural year, we see opportunity for developing new courses to enhance the program's curriculum in the years to come. Adding a Special Topics course (BIOM-8008) would provide opportunity to present novel content focusing on Translational Health Science issues leading to the development of a fuller program curriculum and providing a mechanism of responding to modern developments in this burgeoning field of health-care sciences. During the development of the program the department was actively adding new adjunct faculty from local health care institutions (e.g., physicians, clinicians, etc.). We now have more than 40 newly appointed adjunct faculty and 1 professor of practice who possess expertise knowledge and are available to provide lecture content in such a Special Topics course.

The Biomedical Science Department also seeks to generate a MSc and PhD program in the near future and having a BIOM-8008 course will create opportunity for curriculum development and foster creativity and flexibility and innovation in education in an everchanging world of biomedical and healthcare science.

B.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

*In developing this new course, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The Faculty of Science is looking to welcome an expert (new hire*) in Indigenous-centred relationships who is a recognized Knowledge Keeper in their community. Specifically, the Indigenous Knowledge Keeper will be welcomed into a role within the Biomedical Science Department to assist in the pursuit of community-based interests in research, teaching, and capacity development. With the help and support of this individual, we hope to build and develop new and innovative initiatives to further Indigenous-focused research co-production and lifelong learning across the Faculty of Science. This new faculty position is a recognition that Indigenous knowledge is not ours to claim or to own and that Indigenous knowledge is alive - the Indigenous Knowledge Keeper will hold the knowledge on behalf of the Faculty of Science.

The Indigenous Knowledge Keeper will provide counsel to the Office of the Dean to create further space for Indigenous knowledge and partnerships in the Faculty of Science and across the University of Windsor. The Indigenous Knowledge Keeper will support the creation of an Indigenous space for Indigenous students, community members, and allies to engage, learn, and create.

As the material for this proposed “*special topics course*” will change from semester to semester, the department will commit to advising course instructors to consult with the Faculty of Science’s Indigenous Knowledge Keeper to review course materials and identify areas where Indigenous content can be integrated and to include such content to provide a holistic perspective of the relevant special topic in Biomedical and Translational Health Sciences.

The Biomedical Science department also encourages its faculty to participate in seminars, and workshops, and to avail themselves of other resources for self-education related to Indigenous knowledge. To that end, the Biomedical Science Department recently welcomed the Centre for Teaching and Learning’s Jaimie Kechego (Learning Specialist) to their Departmental Council Meeting. Jaimie introduced and recommended several resources (e.g., videos, books, components of an Indigenous science-education model, etc.) to the Council, which members will consult, among others, when making curriculum changes.

The Biomedical Science Faculty is relatively small in number. Nevertheless, its individual members have shown a history of personal openness and conscientiousness toward self-education concerning indigenization. Although much of the relevant data was lost in the recent cyber-attack last June, at our request, the Centre for Teaching and Learning was able to provide data showing more than a dozen registrations for university workshops related to Indigenization by our faculty, though specific names were not available. Those workshops include, but are not limited to:

Pulling Together I Foundations Series
Pulling Together II Foundations Series
Pulling Together III Foundations Series
Healing with Cedar

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM D

Healing with Dance: "Ojibwe Jingle Dress"
 Indigenous Knowledge 101
 Aboriginal Community Health Services
 First Nations, Inuit and Metis Culture, Colonization, and the Determinants of Health
 Mt. Elgin Residential School: Sharing my Grandmother's story

While the course topic of a "special topics" course may change each offering, we believe that the guidance of the newly hired Indigenous Knowledge Keeper; the departmental commitment to advising of instructors; the collective welcoming of Indigenous Knowledge Keepers and Learning Specialists to our department council meetings; and through self-education, the Biomedical Science department will remain committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities.

B.3 LEARNING OUTCOMES (QAF section 2)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

*Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. **If a specific learning outcome is not applicable for the course, please enter N/A or not applicable.***

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and describe a wide range of biomedical and translational health science concepts, including (but not limited to): new biomedical and healthcare technology, innovative biomedical techniques and healthcare practices, public health strategies, and social determinants of healthcare.	A. the acquisition, application and integration of knowledge
B. Collect, read, analyze, synthesize, and evaluate information related to subject areas in biomedical sciences and translational health sciences in reference books and primary research publications (also relevant to D).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Solve problems through application of scientific methods, analysis, and knowledge of biomedical and healthcare technologies and topics	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Analyze and reflect on social determinants of health and produce innovative strategies to resolving disparities and informing public healthcare policies (also relevant to C)	E. responsible behaviour to self, others, and society

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
F. Clearly and accurately communicate biomedical and human healthcare concepts orally and in writing.	F. interpersonal and communications skills
G. Work effectively in team environments to engage others in strategic planning.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Identify and describe areas of biomedical and healthcare sciences that are relevant for personal reasons and/or research, academic and professional goals, and responsibilities.	I. the ability and desire for continuous learning

B.4 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	20	30	40	40	40

B.4.1 Impact of New Course on Enrolment in Existing Courses

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

This is an elective course and may not have any impact on enrolments in existing courses in the program or department. Students in the Master of Science in Translational Health Science (MSTHS) Program should be able to complete this elective course in conjunction with their required courses without any conflict.

C. RESOURCES

C.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

- library,
- teaching and learning support,
- information technology support,
- laboratory access,
- student support services,
- space,
- equipment,
- facilities
- GA/TA

Faculty: Within the Faculty of Science, the Department of Biomedical Sciences currently has 9 full time research faculty, 1 Ancillary Academic Staff (AAS), and 1 Limited Term Appointment (LTA) faculty member that has been hired to serve as the coordinator of the program. We also have more than 40 clinicians that hold adjunct faculty positions within the Department of Biomedical Science and 1 professor of practice that could be involved in instruction on an as-needed basis.

Staff: Within the Faculty of Science, the Department of Biomedical Sciences currently has 1 lab technician, and 1 secretary with support from other departments for Core Technology, financial matters, and graduate student support.

Services: No additional resources required.

Classrooms: Existing classrooms in the Biology Building, Essex Hall, the new Essex Centre of Research on campus will provide classrooms for the BIOM-8008 course.

GA/TA resources: Graduate Teaching Assistants or Undergraduate Teaching Assistants will not be required.

C.1.1 Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

The new BIOM-8008 Special Topics Course may (depending on the topic and semester) rely on our Adjunct Faculty and/or Professor of Practice, and the Program Coordinator (LTA) for instruction (e.g., guest lectures)

C.2 Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

C.3 Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

C.4 Anticipated New Resources (QAF sections 2.1.2.6)

**PROGRAM DEVELOPMENT COMMITTEE
NEW COURSE PROPOSALS
FORM D**

List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.

N/A

C.5 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

C.6 Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

C.6.1 Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	Existing classrooms in the Biology Building, Essex Hall, the new Essex Centre of Research on campus will provide classrooms for the BIOM-8008 course.
Equipment (and Maintenance):	N/A

**University of Windsor
Senate**

5.1.1: **FAHSS Co-op Program – Major Program Change (Form B) and New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That a co-op option be added to the following programs (with/without thesis), and that the new the Co-op Work Term course proposals (GART-2980, GART-3980, GART-4980) be approved:[^]

Bachelor of Arts (Honours) Communication, Media, and Film

Bachelor of Arts (Honours) English

Bachelor of Arts (Honours) History

Bachelor of Arts (Honours) French

Bachelor of Arts (Honours) Modern Languages and Second-Language Education (Spanish Stream)

Bachelor of Arts (Honours) Political Science

Bachelor of Arts (Honours) Psychology

Bachelor of Arts (Honours) Philosophy

Bachelor of Arts (Honours) Drama

Bachelor of Arts (Honours) Drama in Education and Community with a Concentration in Applied Theatre

[^]*Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposed program change is to extend and adapt the existing co-op model at the University of Windsor to include the majority of the Faculty of Arts, Humanities, and Social Sciences (FAHSS) AAU programs (Communication, Media and Film, English and Creative Writing, History, Languages, Literatures and Cultures, Political Science, Psychology, Philosophy, and Dramatic Art).
- Supporting documentation for the proposed new courses can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.2b.
- This major program change has been approved by the Departments of Communication, Media and Film, Department of English and Creative Writing, Department of History, Department of Languages, Literatures and Cultures, Department of Political Science, Department of Psychology, Department of Philosophy, School of Dramatic Arts, the Faculty of Arts, Humanities, and Social Sciences, the Provost, and the Program Development Committee.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

A. Basic Program Information

Faculty(ies)	Faculty of Arts Humanities and Social Sciences
Department(s)/School(s)	<ol style="list-style-type: none"> 1. Communication, Media and Film 2. Department of English and Creative Writing 3. Department of History 4. Department of Languages, Literatures and Cultures 5. Department of Political Science 6. Department of Psychology 7. Philosophy Department 8. School of Dramatic Art
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	<ol style="list-style-type: none"> 1. Bachelor of Arts (Honours) Communication, Media and Film with Co-operative Education 2. Bachelor of Arts (Honours) English with Co-operative Education 3. Bachelor of Arts (Honours) History with Co-operative Education 4. Bachelor of Arts (Honours) French with Co-operative Education 5. Bachelor of Arts (Honours) Modern Languages and Second-Language Education (Spanish Stream) with Co-operative Education 6. Bachelor of Arts (Honours) Political Science with Co-operative Education 7. Bachelor of Arts (Honours) Psychology with Co-operative Education 8. Bachelor of Arts (Honours) Philosophy with Co-operative Education 9. Bachelor of Arts (Honours) Drama with Co-operative Education 10. Bachelor of Arts (Honours) Drama in Education and Community with a Concentration in Applied Theatre with Co-operative Education <p><i>*and with thesis, as appropriate – to be added in the future if/when appropriate</i></p>
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2023("soft launch" – students technically considered for co-op in winter 2024) Fall 2024 full rollout
Mode of Delivery:	In class and field learning.
Planned steady-state Student Enrolment (per section B.4.2)	Domestic 100/International 10 for all FAHSS programs in total
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program. Describe the overall aim and intended impact of the revised program. Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

The COVID-19 pandemic has brought significant changes to the way universities educate their students. Many institutions have had to adapt quickly to remote learning, which has posed several challenges for students and educators alike. As the pandemic continues to affect the world, it is likely that universities will continue to make changes to their education systems. In addition to increased reliance on technology and blended and flexible learning options, there is a greater emphasis on practical skills. With the pandemic disrupting many industries, universities are increasingly focusing

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on developing practical skills that are relevant to the current job market. This has involved incorporating more real-world experiences, such as internships and project-based learning. The pandemic, combined with long-term demographic changes and prospective students and their parents questioning the value of traditional four-year degrees, has created a very competitive recruitment environment between universities. As well, consecutive governments have reduced spending on education and imposed performance metrics and accountability measures. The Ontario government has been focused on improving the employability of university students in the province. In 2019, they established a Blue Ribbon Panel on Innovation and Opportunity, which included leaders from academia, business, and the non-profit sector, to provide recommendations on how to better prepare Ontario students for the workforce. The panel's final report, titled "Building the Workforce of Tomorrow: A Shared Responsibility," was released in January 2020 and contained a number of recommendations aimed at improving the employability of Ontario university students. Some of the key recommendations included:

1. Encouraging universities to offer more work-integrated learning opportunities, such as co-op programs, internships, and apprenticeships, to help students gain hands-on experience and develop the skills employers are looking for.
2. Developing a provincial framework for micro-credentials and badges, which would allow students to acquire new skills and knowledge in a flexible, personalized way that aligns with the needs of the labour market.
3. Strengthening career services at universities to provide students with better information and support regarding career paths and job opportunities.
4. Encouraging employers to provide more training and development opportunities to their employees, including recent graduates, to ensure they have the skills and knowledge needed to succeed in the workforce.

With the growing cost of education and diminished return on investment, questions have been raised about the future employability of arts, humanities, and social science university graduates. This ignores the reality that these graduates can have excellent employability opportunities, depending on the skills and experiences they have acquired during their studies. While these fields may not offer a direct path to a specific profession like medicine or law, they provide students with transferable skills that employers highly value. Some of the skills that arts, humanities, and social science graduates develop include critical thinking, problem-solving, research, communication, and collaboration skills. These skills are applicable in a wide range of industries, including business, media, education, government, and non-profit organizations. Many arts, humanities, and social science graduates find employment in fields such as publishing, journalism, public relations, advertising, marketing, human resources, social services, and non-profit sector work. Additionally, some graduates go on to pursue further education, such as law or graduate school, which can lead to a variety of careers. Employability also depends on factors such as the job market, the level of competition, and the specific skills and experiences of the individual. Therefore, it's important for arts, humanities, and social science graduates to gain practical experience through internships, volunteer work, or other related activities to enhance their employability.

A growing number of Ontario Universities are offering co-operative education programs (co-op programs) to enhance the student experience, provide job training, and increase employability after graduation. Co-op programs combine classroom learning with practical work experience in a relevant industry or organization. There are several benefits to co-operative university education programs, including:

1. Enhancing employability: Co-op programs provide students with hands-on work experience in their field of study, making them more attractive to employers after graduation. The work experience gained through a co-op program can help students build their resumes, develop professional skills, and make connections with potential employers.
2. Developing professional networks: Co-op programs allow students to work with professionals in their field, providing them with the opportunity to build their professional networks. These networks can be valuable in finding job opportunities after graduation, as well as in accessing mentorship and career advice.

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3. Earning income: Quality co-op programs offer students paid work experience, which can help offset the cost of tuition and living expenses. This can be particularly valuable for students who are financing their education through loans or who have limited financial resources.
4. Providing real-world context: Co-op programs allow students to apply the theoretical knowledge they learn in the classroom to real-world situations. This can help students develop a deeper understanding of their field of study and how it applies in practice.
5. Improving academic performance: Research has shown that students who participate in co-op programs tend to have higher GPAs and are more likely to graduate on time than students who do not participate in co-op programs. This may be due in part to the practical experience gained through the program, which can enhance students' understanding of course material.

Overall, co-op programs provide numerous benefits to students, including enhancing employability, developing professional networks, earning income, providing real-world context, and improving academic performance. The University of Windsor already offers a comprehensive co-op program to its students through the Co-operative Education and Workplace Partnerships office. The UWindsor co-op program allows students to gain valuable work experience in their field of study while also earning academic credit toward their degree. To be eligible for the co-op program, students must meet certain academic requirements and complete an application process. Once accepted into the program, students will alternate between academic terms and work terms, typically completing three or more work terms throughout their degree. During work terms, students will work full-time with an employer in a position relevant to their field of study. This provides students with the opportunity to apply the knowledge and skills they have learned in the classroom to real-world situations, while also developing new skills and building professional networks. Windsor's co-op program is available for a variety of disciplines, including engineering, business, science, and more. The program has a strong reputation for producing graduates who are well-prepared for the workforce and highly sought-after by employers.

The proposed program change is to extend and adapt the existing co-op model at the University of Windsor to include the majority of the Faculty of Arts, Humanities, and Social Science (FAHSS) AAU programs (Communication, Media and Film, English and Creative Writing, History, Languages, Literatures and Cultures, Political Science, Psychology, Philosophy, and Dramatic Art). Offering co-op in FAHSS will enable the University of Windsor, and especially FAHSS (which is committed to increasing recruitment and retention), to compete with the growing number of universities offering co-op for their FAHSS equivalent programs. This includes Waterloo, Laurier, McMaster, Toronto Metropolitan University (formerly Ryerson), Brock, and Trent (see Appendix A - Canadian University's Arts and Social Science Co-op Programs – this is not an exhaustive list as new programs are being launched regularly). Co-op can be beneficial for students studying in the arts, social sciences, and humanities fields in several ways:

1. Real-world experience: Co-operative education allows students to gain practical experience in their chosen field while still in school. This can help them develop important skills and knowledge that can be applied to future careers.
2. Networking: Co-op education provides students with opportunities to build relationships with professionals in their field. These connections can be valuable for finding job opportunities, receiving mentorship, and gaining industry insights.
3. Skill development: Co-operative education programs can help students develop a wide range of skills, including communication, teamwork, problem-solving, and time management. These skills are highly valued by employers in any field.
4. Career preparation: Students in the arts, social sciences, and humanities may face unique challenges when it comes to finding employment after graduation. Co-operative education can help them gain a better understanding of their career options and develop skills that are in demand by employers.
5. Experiential learning: Co-operative education provides a hands-on learning experience that can be particularly valuable in fields such as the arts, social sciences, and humanities. This type of learning can help students develop critical thinking, problem-solving, and communication skills.

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6. Personal growth: Co-operative education can also help students develop confidence, independence, and self-awareness as they navigate professional environments and take on new challenges.

Overall, co-operative education programs can be an excellent way for students in the arts, social sciences, and humanities to gain practical experience, develop important skills, and make valuable connections in their field. The proposed FAHSS co-op program is aligned with the findings of the Aspire consultation, which identified the need to expand co-op and experiential learning. FAHSS co-op also aligns with the 2020-2025 Strategic Mandate Agreement’s commitment to offering extensive co-curricular and experiential learning opportunities. The report recognizes that “Regional capacity to absorb new work-integrated placements is not unlimited, and there is growing competition for these placements from other post-secondary institutions.” However, this does not reflect recent partnerships and investments in the region and that FAHSS students have skills which are relevant outside the sectors we have traditionally partnered with (e.g., automotive) and the growth of remote work. As per the Internationalization Annual Report (2020-2021), FAHSS co-op may also support efforts to increase global engagement (e.g., co-op that offers domestic students an international experience) and growing and diversifying the international student population by recruiting students to FAHSS programs with the option of co-op and Canadian work experience.

Steps to date: The development of the FAHSS co-op model proposed in this PDC form reflects a year of consultations with external stakeholders (e.g., with colleagues at Trent University, which recently started offering co-op for their FAHSS equivalent programs), multiple meetings with the Co-operative Education and Workplace Partnerships office, and a consultation process with the individual AAUs (e.g., meeting with the Heads and Directors, and with individual school councils). In general, co-op has been well received, with most AAUs agreeing to launch in the first round (proposed ‘soft launch’ in winter of 2023 with a formal launch in fall of 2024). Several departments already offer internships and have established relationships with local businesses, and identified co-op as a natural extension. The participating AAUs are:

- Communication, Media and Film
- Department of English and Creative Writing
- Department of History
- Department of Languages, Literatures and Cultures
- Department of Political Science
- Department of Psychology
- Philosophy Department
- School of Dramatic Art

The participating AAUs have started identifying potential placements, and some have received support letters from public and private sector organizations (see Appendix B – FAHSS Co-op Support Letters). The Department of Sociology and Criminology voted in favour of co-op but has opted to join at a future time (TBD). The School of Creative Arts was engaged at this stage but has decided not to move forward with co-op for their programs at this time. They will continue to explore co-op as an option for their programs.

The proposed FAHSS co-op sequence includes a work term in the fall of year 2 and the summer of years 2 and 3. This sequence will enable students to graduate in the traditional 4 years.

Year	Fall	Winter	Summer
1	Study	Study (Transform)	Study (Job Competition)
2	Work Term 1	Study (Job Competition)	Work Term 2
3	Study	Study (Job Competition)	Work Term 3
4	Study	Study	

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Each participating AAU has developed an alternative co-op sequence to provide students with the option to take required courses in the summer (see Appendix C – FAHSS Sequences (Regular and with Co-op) and Suggested Placements). Providing more summer course offerings will also benefit regular track students who are increasingly requesting more intersession and summer course options and online options. Many FAHSS students currently need a 5th year to complete their studies due to a lack of available courses. As well, faculty members may benefit from increased intersession and summer teaching options. With many departmental meetings being conducted over Teams, a growing number of faculty members are interested in shifting some of their teaching to the intersession and summer terms. The Dean of FAHSS has committed to funding additional sessional instructor positions where necessary to cover core program courses during the transition period (we are not aware of any costs at this time).

All AAUs participating in FAHSS co-op have agreed to a cumulative minimum entry grade average of 80% and 70% in ENG4U to qualify for co-op (we anticipate that all FAHSS programs will adopt the 70% for English in the next few years). Other University of Windsor co-op programs have entry averages between 70% (physics) to 78% (business). We want to ensure that the program develops a strong reputation with employers across the region from the outset. Having students with incoming entry averages in the A range will help ensure they are prepared for the additional demands of co-op and that we can find an adequate number of placements. If the 80% average hinders enrollment or is deemed unnecessary, we will lower it in the future in consultation with the Co-op Office. After the soft launch, the intakes will be coming from high school student applications on the Ontario University Application Centre (OUAC). When applying to OUAC, prospective students will select the regular track program or the program with co-op. Having co-op as part of the OUAC form will be an important recruitment driver in a very competitive market (see Appendix D – Email from Chris Busch, Associate Vice President, Enrolment Management).

In anticipation of students' asking to transfer into the co-op program after they have arrived at the University of Windsor, where there is space left after high school admissions, we will offer a second opportunity to apply. Admission to co-operative education after Term 1 of their first year will be based on a minimum cumulative average of 65% and a minimum major average of 70% along with a successful evaluation of the co-operative education application through Co-operative Education and Workplace Partnerships.

Finally, post-admission, co-op stream students must meet the FAHSS minimum continuation requirements of remaining in good standing (60% cumulative average and 60% major average).

We do not foresee the need for individual AAU caps during the soft launch, but we anticipate an average of 5 per program, and we will not exceed 55 students in total. The Co-op Office indicated they will have a better chance of success at launch if there are adequate numbers of students to market to employers. When a program is too small, it is difficult to compete against other Universities as we recruit employer partners. If employers only get one or two applicants, they may feel that participating in the program is not worth their time. The one exception is the Psychology Department which has requested an initial cap of 10 students enrolled in co-op during the transition period until they can more definitively measure the impact of any increase on class sizes, particularly in their 'majors-only' core first-year classes. Moving into full rollout, the FAHSS co-op program will be subject to caps based on the applicant pool and availability of co-op work terms in industry. The caps will safeguard against a high number of unplaced students and will provide the Co-op Office with control over the process. Caps will be determined by the Co-op Office in collaboration with FAHSS and the individual AAUs. Should the number of applicants exceed the cap number, vetting will be conducted using the co-op application form adapted for FAHSS. The form asks about grades, employability (e.g., based on past paid and volunteer experience), and EDI considerations (these are being developed as part of the Co-op Office's larger EDI strategy). Caps can be removed or increased to a higher number in response to performance trends.

All participating AAUs have agreed to support the required evaluation component of co-op by sending departmental representatives to review end-of-term reflective poster presentations with a pass/non-pass grade (see Appendix E – Individual AAU Considerations for vote dates, caps, entry averages etc.). Finally, the Associate Dean of Student Experience and Interfaculty Programs will serve as the faculty contact and oversee FAHSS co-op.

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B.2 Changes to Program Content (QAF Section 2.1.2.2)

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

Co-operative education has traditionally been associated with science, technology, engineering, and math (STEM) programs. However, in recent years, there has been a growing interest in expanding co-operative education opportunities to arts, humanities, and social science programs. One reason for this growth is the recognition that these fields also require practical experience to prepare students for careers. For example, students in the arts may benefit from co-op opportunities in museums, galleries, or arts organizations, while those in social sciences may gain valuable experience in government, non-profits, or community organizations. Another factor is the changing job market, which increasingly values transferable skills such as communication, teamwork, and problem-solving. Co-op programs provide students with opportunities to develop these skills in a real-world setting, making them more competitive in the job market. There are also benefits for employers who participate in co-op programs, such as access to a pool of talented and motivated students, as well as the opportunity to help shape the future workforce in their field. Overall, the growth of co-operative education in arts, humanities, and social science programs reflects a shift towards a more holistic approach to education that recognizes the importance of practical experience in preparing students for successful careers.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, as appropriate.

All FAHSS co-op students will participate in a mandatory job-readiness program (non-credit) offered by the Office of Co-operative Education and Workplace Partnerships. "Transform –Job Marketability Strategies and Techniques" is a modular job readiness program that prepares students to compete in the co-op job competition while also building skills and competencies students will use in their post-graduate job search and for future employment.

Transform: Job Marketability Strategies and Techniques is a mandatory, non-credit course that co-op and internship students must successfully complete to be eligible to remain in the co-op program. This course will provide students with essential job readiness skills to be successful in the job competition and provides information regarding co-op specific policies and procedures. The emphasis of this course is to provide students with the tools necessary to create targeted, relevant resumes and cover letters, as well as to guide students with reference list creation and interview preparation. It also introduces workplace health and safety.

As part of this course, students will be able to:

- Identify co-op/internship requirements and expectations.
- Understand strategies involved in a job search, including writing a targeted resume and cover letter.
- Deconstruct a job posting.
- Reflect on skills, abilities and experiences that demonstrate personal brand.
- Create a reference list.
- Apply interview preparation techniques.
- Market oneself to the position and organization targeted.
- Recognize the importance of professional and non-verbal communication in the interview process.
- Understand the health and safety rights and responsibilities in the workplace (Ontario).

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We work with students in different stages of their program with tailored resources, and opportunities to engage with our office for a strong understanding of networking and professionalism and many other 'work ready' topics while they are competing for jobs or when they are on work term.

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report \(2015\)](#) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Office of Experiential Learning and Co-operative Education and Workplace Partnership, and the FAHSS Dean's Office have collaborated to reflect on Indigenous (First Nations, Métis, or Inuit) considerations related to the proposed FAHSS co-op program. The FAHSS co-op program is the first at the University of Windsor to formally reflect on Indigenous considerations at the development and PDC form stage. In this section, we describe the steps we have undertaken and will take in the future. We recognize that this is an ongoing iterative process and are committed to continuing to reflect on Indigenous considerations into the foreseeable future.

The Office of Experiential and Learning and the Co-operative Education and Workplace Partnership:

The Office of Experiential Learning and the Co-operative Education and Workplace Partnership office recognize the importance of Indigenizing and decolonizing experiential and work-integrated learning opportunities and improving access for Indigenous learners at the University of Windsor. Co-op education falls at the intersections of several of the Truth and Reconciliation Commission (TRC) of Canada's calls to action which cover education and employment, including:

#7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians;

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- #10. i. Improving education attainment levels and success rates;
- iii. Developing culturally appropriate curricula;
- #63. iii. Building student capacity for intercultural understanding, empathy, and mutual respect;
- #92. ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education; opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects;
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Our Co-operative Education and Workplace Partnerships office is at the beginning of its journey to have staff, students and employers embrace the necessary learning and unlearning to ensure inclusive partnerships with Indigenous communities and our Indigenous students, to work towards reconciliation, and efforts toward decolonization. Our office and staff recognize the importance of this work and want to do it properly, follow protocols and be respectful. In reading the TRC document, we recognize that to address the Calls to Action, we need to promote inclusivity and cultural sensitivity in our co-op program. Working closely with the University of Windsor’s Office of the Vice-President, Equity, Diversity and Inclusion, we have examined ways we can support staff’s understanding of colonization and white settler privilege, taking responsibility for confronting colonization, racism and oppressive practices with the outcome being to learn how to become an anti-racist practitioner. On June 16, 2022, Marium Tolson-Murty conducted *Becoming an Anti-Racist Practitioner* for our staff. Prior to that, our Work-Integrated Learning Coordinators, who work directly with our co-op students, took part in an inclusive learning design workshop on December 7, 2021, put on by Sania Hameed and Atifa Karim from the University of Toronto to help staff better understand how to design, develop and deliver co-op curriculum that is inclusive of all students. The Manager of the department took part in an engaging live session on Indigenization in the post-secondary education sector as part of the Senior Administrator's University Course through the University of Manitoba on October 26, 2022. The session had Indigenous speakers from universities across Canada speak on the topic of Indigenization, including Dr. Sheila Cote-Meek from York University, Dr. Chris Anderson from the University of Alberta, Amanda Myran, formerly of the University of New Brunswick and Dr. Robin Thomas from the University of Victoria. In taking these workshops, we realize we need to further self-educate. We are at the exposure stage of our learning journey, and we are listening to diverse perspectives and gathering resources. In April 2023, the office reached out to its colleagues across Ontario and Canada in other co-op post-secondary institutions to better understand any specific best practices and learn of resources and successful services offered for Indigenous students at their respective institutions.

In searching for resources and supports, we discovered the BC/Yukon chapter of the Association of Co-operative Education and Work-Integrated Learning (ACE-WIL) which has been identified as having a much more advanced model of how to incorporate an Indigenous lens in our co-op program. Their [Indigenous Resource Hub](#) has resources we can adapt, collaboratively and with permission, for our use on self-identifying, strategies and recommendations for access, retention and success in co-operative education and even strategies for recognizing and addressing tokenism in the hiring process. ACE-WIL recommends supporting Indigenous co-op students and employers by working to:

1. Create meaningful relationships with Indigenous communities and organizations: ACE-WIL recommends that co-op employers and educational institutions establish relationships with Indigenous communities and organizations to learn about their culture, history, and values, and to develop meaningful partnerships that will benefit both parties.
2. Develop culturally responsive programming: ACE-WIL suggests that co-op programs and employers develop culturally responsive programming that takes into account the unique needs and experiences of Indigenous students. This can include providing support for Indigenous students during their co-op placements, such as connecting them with Indigenous mentors, providing cultural training and awareness sessions, and offering resources for mental health and wellness.

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3. Prioritize Indigenous inclusion and representation: ACE-WIL recommends that co-op programs and employers prioritize Indigenous inclusion and representation by actively recruiting Indigenous students, creating Indigenous-specific co-op positions, and prioritizing Indigenous applicants in hiring processes.
4. Provide ongoing support and mentorship: ACE-WIL suggests that co-op programs and employers provide ongoing support and mentorship for Indigenous co-op students, including creating safe and supportive work environments, providing ongoing feedback and communication, and connecting students with mentors who have similar cultural backgrounds and experiences.
5. Continuously evaluate and improve Indigenous engagement strategies: ACE-WIL recommends that co-op programs and employers continuously evaluate and improve their Indigenous engagement strategies by gathering feedback from Indigenous students, tracking their success in the program, and adapting their programming to better meet the needs of Indigenous students and employers.

Over the course of 2023, our office will continue to develop our pool of resources and knowledge of how we can reach out to more Indigenous students to engage them in co-op and assemble these resources to be shared with students by 2024.

Extending co-op to FAHSS will support TRC recommendations which apply to education and employment. Looking at the TRC document, the 92nd Call to Action stands out as a way our Co-op Office can work towards reconciliation. We can respond by ensuring equitable access to training opportunities and employment advancement. Through our learning, we want to be able to recognize the right employers for our Indigenous students who have embraced Indigenous ways of knowing and who will empower our students and be supportive of them and seek out opportunities within Indigenous communities and workplaces. It is also a realistic goal for us to educate staff on Indigenous histories, including treaties and residential schools as well as having a solid understanding of the territory on which our building sits as we strive to build a strong enough understanding so we can work toward a genuine land acknowledgement.

As well, co-op presents an important opportunity to engage Indigenous-owned and led businesses in the local Windsor-Essex community and beyond (there are 17,417 private businesses with majority ownership by First Nations people, Métis or Inuit across Canada). Where co-op placements are with Indigenous-owned and led businesses, there may be additional benefits for Indigenous students in the form of:

1. Culturally Relevant Learning: Co-op can provide a culturally relevant approach to learning, which is important for Indigenous students. Indigenous students can learn more effectively when their cultural heritage and traditions are included in the learning process.
2. Personal Growth: Co-op can also support the personal growth and development of Indigenous students, by providing opportunities for them to develop their self-confidence, leadership skills, and social skills.
3. Community Connection: Co-op can help Indigenous students to connect with their communities and to develop a sense of belonging. By working on projects that are meaningful to their communities, students can feel a sense of pride and ownership in their work.

A reported 30% of Indigenous majority-owned businesses reported labour shortages and (6.5%) planned to expand the current location of their business or organization in the next 12 months (see: [StatsCan](#)). Indigenous students will be prioritized for placements at Indigenous-focused organizations and businesses, but we anticipate some will offer opportunities for non-Indigenous students to promote cross-cultural learning and exchange (this will be negotiated on a case-by-case basis).

The process that the proposed co-op program expansion will contribute to Indigenousization and decolonization efforts will have 3 phases. The first phase will continue to be exploratory with helping staff gain more knowledge and gathering resources and best practices. We acknowledge we have gaps and will use this time to be intentional about how to advance in this area. This will continue throughout 2023. In 2024-2025, as part of phase 2 these resources will be made available to our students and our staff. Staff will become more comfortable accessing and using resources and be more

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knowledgeable in conversations with students seeking information about Indigenous opportunities. After 2025 we will expand into having employer resources to help understand and expand their knowledge of Indigenous ways of knowing and best practices in hiring and determining if there is a need for dedicated resources to ensure we are able to maintain the momentum. Our long-term strategy is to achieve the following:

1. Establish partnerships with Indigenous communities: The Co-op Office will establish partnerships with Indigenous communities to ensure that co-operative education programs are designed in a culturally sensitive manner that respects Indigenous perspectives and values.
2. Increase outreach and recruitment efforts: The Co-op Office will increase outreach and recruitment efforts targeted toward Indigenous students to ensure that they are aware of the co-operative education opportunities available to them.
3. Provide mentorship and support: The Co-op Office will provide mentorship and support to Indigenous students participating in Co-operative education programs. This will include access to Indigenous student advisors, peer support programs, and mentorship programs with Indigenous professionals.
4. Create targeted scholarships and bursaries: The Co-op Office will create targeted scholarships and bursaries for Indigenous students participating in co-operative education programs. This can help ease the financial burden on Indigenous students and provide them with the opportunity to participate in co-operative education programs.
5. Integrate Indigenous perspectives into co-operative education programs: The Co-op Office will integrate Indigenous perspectives into co-operative education programs to ensure that Indigenous students feel valued and supported. This can be achieved through initiatives such as the inclusion of Indigenous speakers, Indigenous case studies, and the incorporation of Indigenous knowledge and practices into course curricula.
6. Review and revise policies: The Co-op Office will review and revise its policies and practices to ensure that they are inclusive and equitable, and that they do not create barriers for Indigenous students to access co-op education.
7. Offer cultural support: The Co-op Office will offer cultural support to Indigenous students, such as access to Indigenous student services and resources, as well as opportunities to connect with other Indigenous students and mentors.

We recognize that co-op fees alone represent a considerable cost for many students. The Co-operative Education and Workplace Partnerships office will be offering equity-deserving students an opportunity to apply for scholarships by Fall of 2024 to offset these costs. Another opportunity is the Indigenous Co-operative Internship program funded by Indigenous Services Canada. This program provides funding to support Indigenous students enrolled in co-op programs. Finally, some businesses have supports in place for Indigenous co-op students (e.g., RBC National Indigenous Student Internship Program). We will support students to access these programs.

Faculty of Arts, Humanities and Social Sciences:

The proposed extension of co-op to FAHSS will potentially benefit all FAHSS students (e.g., increasing enrolment and bringing additional resources into FAHSS), especially FAHSS students enrolled in the proposed programs who chose the co-op option (e.g., by providing workplace-integrated learning and experience). Extending co-op to FAHSS will also support its efforts to indigenize and decolonize. As noted previously, co-op programs fall at the intersections of education and employment and may support systemic efforts to address related TRC Calls to Action and may support individual Indigenous students during their studies (e.g., through the additional training and resources provided to all co-op stream students and having employment to offset education and personal costs during their work-terms) and in their careers (e.g., work experience and access to professional networks and opportunities). Below, we discuss the implications for FAHSS, the individual AAs, Indigenous learners, and employer partners.

While the entire University of Windsor community has a responsibility to respond to the TRC Calls to Action, FAHSS programs directly engage with the historical and contemporary legacy of colonization and the impact on Indigenous peoples (e.g., Canada's political and legal system and Indigenous self-governance and sovereignty), contemporary Indigenous identities and their intersections (e.g., with gender, sexuality, disability), and social and cultural erasure,

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resistance, and revitalization. FAHSS has not specifically consulted Elders and Knowledge Keepers about the proposed co-op program because it does not change how our programs are delivered (i.e., it adds a co-op stream option to established programs), and we take our lead from the Indigenizing and decolonizing efforts of the Office of Experiential and Learning and the Co-operative Education and Workplace Partnership. However, many Indigenous (and non-Indigenous) students have expressed an interest in FAHSS co-op and work-integrated options. We have also reviewed what other universities across Canada are doing in their FAHSS equivalent units where co-op is already being offered to all students and where Indigenous partners have informed those offerings.

Extending co-op to FAHSS will enable us to continue working towards creating a more inclusive and welcoming learning environment for Indigenous students and integrating Indigenous perspectives, knowledge, and ways of knowing into the diverse programs we offer. Under the leadership of the Dean and in consultation with the Associate Deans, Heads and Directors, and individual faculty members and students, FAHSS has implemented several faculty-wide initiatives, including:

1. Indigenous Studies Minor: FAHSS offers an Indigenous Studies Minor Program that provides students with a foundation in Indigenous histories, cultures, and knowledge systems. The program is currently offered through the Dean's Office and is based on courses in several AAUs.
2. Indigenous Faculty Members: FAHSS is home to all of the President's Indigenous Peoples Scholars and the majority of the Indigenous scholars at the University of Windsor. The FAHSS Dean's Office regularly hosts Indigenous Scholars Working Group meetings to explore Indigenous program development strategies and offer support.
3. Incorporation of Indigenous Perspectives into Curriculum: The Faculty is working to integrate Indigenous perspectives and knowledge into all programs offered in FAHSS. These efforts are documented in approved PDC forms and includes strategies like adding Indigenous topics and authors and inviting guest speakers.
4. Collaboration with Indigenous Communities: The Faculty is committed to building relationships with Indigenous communities and incorporating their perspectives into research and curriculum development. This includes presentations at Heads and Directors and Faculty Coordinating Council, within the individual AAU's council meetings and faculty retreats (e.g., having Indigenous facilitators lead a workshop on decolonization), and the professional development that individual faculty and staff have done (e.g., attend CTL and external workshops) which they share back with their colleagues and students.

FAHSS is exploring the development of a required Introductory Indigenous course for all FAHSS students to graduate (this is already offered at other Canadian universities). FAHSS, in consultation with the Indigenous Scholars Working Group, is exploring the development of a full Indigenous Studies Major. The Indigenous Studies Major will be autonomous from the Dean's Office (where the minor currently lives) and may opt to offer a co-op stream. Under the direction of the incoming Associate Dean of Student Experience and Inter-Faculty Programs, and in keeping with the findings from the Aspire consultations, FAHSS will develop an indigenization and decolonization strategy for the next 5-years to enable us to better support Indigenous faculty, staff, learners (co-op and non-co-op steam) and community partners. We recognize the need for future consultation with internal and external Indigenous (and Indigenous serving) partners to ensure FAHSS co-op is responsive to the needs of Indigenous students and employers. We will be working with the Co-op Office to create a communication and feedback loop and explore other work-integrated and experiential learning options for Indigenous students who may not be interested in committing to a full co-op program (e.g., short-term placements and rotations Indigenous-led businesses).

The individual AAUs participating in the proposed FAHSS co-op program are undertaking Indigenization and decolonization activities. The respective AAUs are at different stages in their Indigenization and decolonization journey, and more work needs to be done to consult with Elders and Knowledge Keepers. However, steps to date include reflecting on their disciplinary involvement in the colonial project (e.g., where disciplinary knowledge was used to define and exclude Indigenous peoples) and the inclusion of Indigenous ways of knowing in their curriculum. FAHSS co-op students will benefit from the Indigenization and decolonization efforts of their home AAUs. Co-op is an addition to their

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chosen program and does not change the number of courses or electives they can take. For example, English students enrolled in co-op will still be able to take ENGL 2320 Indigenous Literatures and ENGL 3330 Indigenous Literature of Turtle Island, and benefit from Indigenous author guest speakers. These courses are also available to all FAHSS students through the completion of the Indigenous Studies minor. Through consultation with the AAUs, we have identified potential co-op placements which have their own Indigenization and decolonization strategies, relationships with Indigenous communities, Indigenous leadership within their organizations, and Indigenous-focused programming and services (see Appendix B – FAHSS Co-op Support Letters and the letters from the Young People’s Theatre and Stratford Festival). We will continue to develop and explore Indigenous co-op placement opportunities for Indigenous co-op students. Non-Indigenous students will also benefit from these opportunities if they are open to them based on the preferences and needs of the hosting organization.

Indigenous students in FAHSS will benefit from experiential learning and co-op in the same ways as all students across the University of Windsor who currently have the option of doing co-op as part of their studies (e.g., Business, Engineering, Kinesiology). These benefits include skill development, workplace experience, and networking opportunities. However, extending co-op to FAHSS may have important implications for Indigenous students because they are more likely to enroll in arts, humanities, and social science degree programs. Amongst the top 10 degree programs for Indigenous persons with a bachelor's degree or higher in Canada, education ranked 1st, social and behavioural sciences and law ranked 2nd, humanities 5th, and visual and performing arts and communications technologies ranked 7th (see: [StatsCan](#)). At the University of Windsor, as of the Fall of 2022 there were 76 full and part-time undergraduate students who self-identified as Indigenous, of which 44.4% were registered in FAHSS, 19.3% in Science, 22% in the Faculties of Nursing, HK, Engineering and Business and 14% in Education and Law. Recognizing that there is a large proportion of our Indigenous students in FAHSS programs, extending co-op to FAHSS programs may support more Indigenous learners to participate in work-integrated and experiential learning (the first wave of FAHSS co-op will focus on the aforementioned core majors, but may expand to include options for students in concurrent education and double majors in the shared programs between FAHSS and Science).

In keeping with the commitment to Indigenizing and decolonizing shared by FAHSS and the partnering AAUs, we will ask all co-op students to discuss Indigenous considerations in their reflective final poster assignment. For example, the traditional territory on which the placement was located (placements can happen across the province), policies and procedures which impact Indigenous clients/customers, and areas for growth for the hosting organization (e.g., developing relevant policies and procedures). We anticipate that partner employers will appreciate this opportunity to improve their own Indigenous outreach strategies. As well, FAHSS will work with the Office of Experiential Learning and Co-operative Education and Workplace Partnerships to offset co-op fees for Indigenous students. We will work with Camille Armour (Major Gift Officer) to develop scholarships for Indigenous students in FAHSS co-op streams.

Overall, having FAHSS co-op will create opportunities for dialogue and exchange between FAHSS, individual AAUs, Co-operative Education and Workplace Partnerships, Indigenous learners, Indigenous community stakeholders, entrepreneurs and Indigenous serving businesses and organizations.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline

Students who apply to the FAHSS co-op program stream will graduate with the same degree as their colleagues (e.g., Bachelor of Arts (Honours) Communication, Media and Film) with the addition of co-op listed on their transcript and degree parchment:

1. Bachelor of Arts (Honours) Communication, Media and Film with Co-operative Education
2. Bachelor of Arts (Honours) English with Co-operative Education
3. Bachelor of Arts (Honours) History with Co-operative Education

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4. Bachelor of Arts (Honours) French with Co-operative Education
5. Bachelor of Arts (Honours) Modern Languages and Second-Language Education (Spanish Stream) with Co-operative Education
6. Bachelor of Arts (Honours) Political Science with Co-operative Education
7. Bachelor of Arts (Honours) Psychology with Co-operative Education
8. Bachelor of Arts (Honours) Philosophy with Co-operative Education
9. Bachelor of Arts (Honours) Drama with Co-operative Education
10. Bachelor of Arts (Honours) Drama in Education and Community with a Concentration in Applied Theatre with Co-operative Education

Co-op students will have met all the degree requirements of their program with the addition of having completed the required co-op learning requirements and work terms.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:

- 1) *dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) *the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) *the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

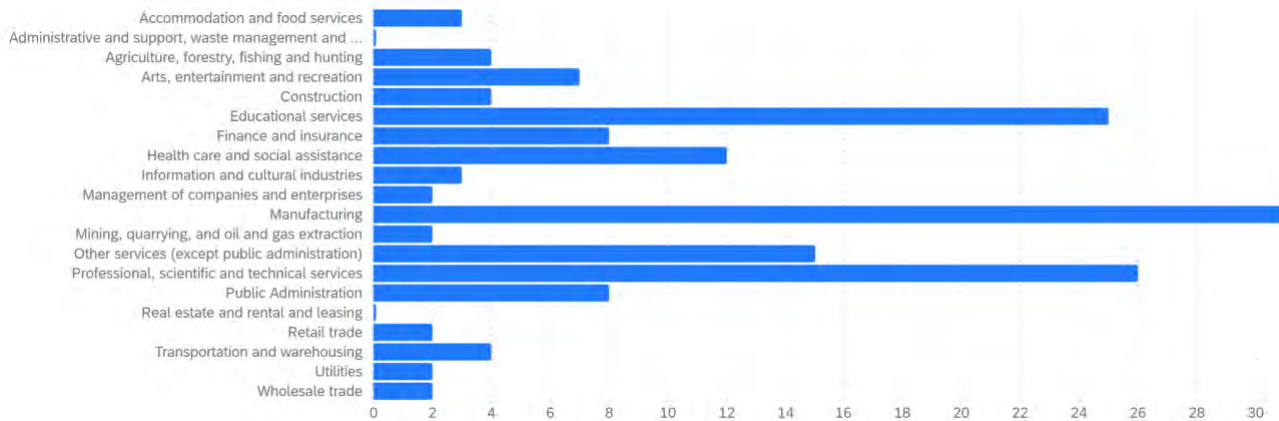
There is considerable demand for a co-operative program option within FAHSS programs based on experience with student requests, including inquiries from prospective students and parents at events such as the Ontario Universities Fair (OUF) and fall/spring Open House. The growth of co-op in FAHSS equivalent units at other Ontario universities is evidence of a broader shift in university education. As noted previously, the COVID-19 pandemic has accelerated the development of co-op programs in FAHSS equivalent units and arts, humanities, and social science programs across the province. While the demand is clear from government and prospective students and their parents, there will be an adjustment period for universities and employers in sectors that have not traditionally taken co-op students and are unfamiliar with the requirements, available subsidies, and benefits of taking FAHSS students. Hiring co-op students can be highly beneficial for employers in many ways, including:

1. **Cost-effective:** Hiring co-op students can be cost-effective for employers as they can get the work done at a lower cost than hiring a full-time employee.
2. **Fresh ideas and perspectives:** Co-op students bring new and innovative ideas to the table, which can help employers solve problems in unique and creative ways.
3. **Increased productivity:** Co-op students can help boost productivity by taking on tasks that would otherwise have been left undone or neglected. This can free up time for full-time employees to focus on higher-level tasks.
4. **Future talent pool:** Co-op programs provide an opportunity for employers to identify and develop talent for future recruitment. Employers can use this opportunity to evaluate the student's work ethic, skills, and potential fit within the company culture.
5. **Training opportunities:** Employers can use co-op students as a way to train and develop new employees. By working closely with co-op students, employers can teach them the specific skills and knowledge required for the job.

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6. Flexibility: Co-op students can be hired for specific projects or tasks, which provides employers with a flexible workforce that can be adjusted as needed.
7. Diversity and inclusivity: Co-op programs provide an opportunity for employers to recruit a diverse and inclusive workforce, as students from various backgrounds and experiences participate in these programs.

We will do outreach to promote hiring FAHSS co-op students to local employers and explain the benefits. It is equally as important to understand the market demand so that we can feel assured there will be an adequate amount of work terms for students to experience industry within their co-op degree option. A Qualtrics survey of over 3000+ employers in varying industries and geographical locations was conducted to ascertain the feasibility of co-op in FAHSS and industry's preferences for discipline, length of work term and attributes of a FAHSS student they would be attracted to hire. We had a response rate of 209 public and private sector employers and the data show support for the FAHSS co-op program. Respondents came from a range of sectors, with educational service, manufacturing, and professional, scientific, and technical services as the top three.



Of employers surveyed, 90% had previously hired a co-op student and 77% indicated the proposed co-op sequence meets their current hiring needs and 68% preferred the four-month placements over longer terms. Most disciplines were similarly ranked, except 64% of employers expressed an interest in hiring CMF students. We asked about willingness to hire from across our diverse programs in two ways. **Importantly, 75 employers (36%) indicated they were open to hiring any FAHSS student and 60 employers (30%) indicated it is not important to have a student from a specific discipline.** FAHSS co-op is new across the country, and work needs to be done to educate employers about disciplinary differences/strengths vs. overall FAHSS student strengths, but we are excited by this initial interest. Some of the essential skills identified by potential employers for FAHSS co-op students are teamwork, critical thinking, and technical communication/writing. These all align with existing FAHSS learning outcomes and program strengths. Finally, we have also included 17 letters of support from employers interested in hiring FAHSS co-op students, including the City of Windsor, Windsor Public Library, Stratford Festival, Mexican Consulate in Leamington, Windsor Regional Hospital Foundation, and the French Public Schoolboard (see Appendix B – FAHSS Co-op Support Letters).

B.4.2 Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolments for the first five years of operation of the revised program in the following table. (If the program is in operation, use actual and projected data.) For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning components.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/ Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l

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<i>In the regular program (non-co-op)</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>In the co-op/experiential learning stream (if applicable)</i>	50	5	70	7	80	8	90	9	100	10

The numbers for the regular program are not applicable because this proposal is specific to the FAHSS co-op program only. This PDC form includes anticipated target numbers for students in all the participating AAU's. It may be that some disciplines have a higher number of students within the total number based on industry demand and fluctuations in the economy, as well as student interest.

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs

The proposed FAHSS co-op program leverages existing degree programs and the infrastructure of the Co-operative Education and Workplace Partnerships office. A co-op option is currently available for students in the following programs:

- Business
- Business/Computer Science
- Computer Science
- Engineering
- Kinesiology
- Physics (Physics and High Technology, Medical Physics)
- Master of Engineering
- Master of Engineering - Mechanical Automotive
- Master of Science Degree in Computer Science

Having a co-op option as part of a university education is becoming an expectation with governments and prospective students and their families. Co-op options in FAHSS programs are being developed and implemented across the province. Having a co-op option for FAHSS programs is necessary for the long-term viability of FAHSS.

B.5 RESOURCES

[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached Budget Summary (Appendix A) with the revised program proposal.]

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section. Describe the impact of the planned utilization of existing human, physical

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and financial resources (within and outside the unit) on other existing programs in the department or at the university. Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA

The addition of a co-op option in FAHSS will leverage existing departmental resources within the participating AAs (e.g., space, equipment, staff) and the resources of the Co-operative Education and Workplace Partnerships office. We anticipate interest in co-op will bring additional students to FAHSS. However, these students will initially offset recruitment and retention losses and not require additional resources. As FAHSS co-op grows, with more programs being included and more flexibility in the sequence, this may grow FAHSS and require additional resources. While the Co-op Office handles the administration of co-op programs, there will likely be an adjustment period for program advisors who will be asked questions about co-op and may require guidance from the Associate Dean of Student Experience and Inter-Faculty Programs. Group and individual support will be offered as needed.

B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.

Include:

- evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

The proposed FAHSS co-op program builds on existing faculty members and their expertise in designing and delivering their respective programs. The Co-operative Education and Workplace Partnerships office manages the relationship with the placement sites and assists students with every aspect of the job competition so students can confirm their placements. Faculty members are not expected to change their teaching or research. As part of their service, some faculty members may volunteer to participate in evaluating the end-of-term co-op reflection posters. Faculty members will be provided with a rubric and the assignment is pass/non-pass and does not require any special training or qualifications to assess.

B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

FAHSS currently relies on many sessional and limited-term faculty to deliver its programs. The need for additional intersession and summer course offerings for co-op stream students may require more sessional instructors to deliver these courses if faculty are not interested or available. Sessional and limited-term faculty are not involved in the delivery of co-op. There is demand for more summer courses from FAHSS students, and other universities have more offerings in the summer. Having more course offerings in intersession and summer may also benefit non-co-op stream students and improve four-year graduation rates. Finally, some faculty members may opt to teach in intersession and summer to have more time for research in the fall and winter when grants are typically due.

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B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

Not applicable.

B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

Not applicable.

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

The Dean of FAHSS has committed resources to support individual participating AAU's to transition to offering required courses in intersession and summer (e.g., funding for sessional instructors). We are not aware of any specific courses which will need coverage at this time.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

The required courses GART 1500: Effective Writing I and GART 1510: Effective Writing II will both be offered in intersession and summer to provide co-op stream students with more flexibility over when to take required courses and electives.

B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

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C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

Incoming students will have the option of choosing to participate in FAHSS programs with and without co-op. The co-op stream will have a higher minimum cumulative entry average requirement (80% vs. 70%) with a 70% in ENG4U. Our largest pool of students will be direct-entry students from high school with the option (if needed) to offer additional admissions to FAHSS students after their first term of study if there is space in the program and based on the availability of placements in industry with a minimum cumulative average of 65% and a minimum major average of 70%. Post-admission, co-op stream students must meet the FAHSS minimum continuation requirements of remaining in good standing (60% cumulative average and 60% major average).

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

All incoming FAHSS students are expected to be prepared for their respective programs. The higher entry average for co-op is meant to ensure students have attained a higher level of preparation to manage the additional requirements of co-op in addition to their regular studies. Having a higher entry requirement for co-op is common amongst co-op programs in Canada.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

Identify in BOLD and STRIKETHROUGH the changes to program requirements.

Total courses: FAHSS co-op students will require the same number of courses as all UWindsor honours bachelor's degree students (40 courses in total).

Degree requirements: FAHSS co-op students are subject to the same degree requirements as non-co-op students and must take at least sixteen courses at the 2000 level or above, and of those courses, at least eight must be at the 3000 level or above and a least two at the 4000 level. No more than fourteen 1000 level courses may count as credits toward your degree. The degree requirements are identical for the participating AAUs, with the exception of Political Science which is reducing the number of electives for co-op stream and adding POLS-2015 "From University to Work" as a required course.

The students also need to be successful in our Transform job readiness program (non-credit), associated work terms, and reflective activities. To graduate with co-op, students need to successfully complete three work terms with a pass.

Honours Modern Languages and Second Language Education

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For the Honours Modern Languages and Second Language Education, the co-op option is only available for students in the Spanish stream.

Honours Political Science with co-op:

Degree Requirements

Total courses: forty.

- (a) POLS-1000, POLS-1300, POLS-1600, **POLS-2015** and POLS-2750;
- (b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]
- (c) ~~fourteen~~ **thirteen** additional Political Science courses, including at least two at the 3000-level and three at the 4000-level.
- (d) two courses from Arts;
- (e) two courses from Languages or Science;
- (f) two courses from any area of study, excluding Social Sciences.
- (g) GART-1500, GART-1510, SOSC-2500;
- (h) six courses from any area of study, including Political Science;
- (i) six courses from any area of study, excluding Political Science.

Courses used to calculate the major average are: The courses remain the same for each participating AAU's degree programs.

Honours Political Science (with thesis) with co-op: *(To be added in the future, if/when appropriate)*

Degree Requirements

Total courses: forty.

- (a) POLS-1000, POLS-1300, POLS-1600, **POLS-2015**, POLS-2700, and POLS-2750, POLS-4970 and POLS-4980;
- (b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]
- (c) ~~eleven~~ **ten** additional Political Science courses, including at least two at the 3000-level and one other at the 4000-level.
- (d) two courses from Arts;
- (e) two courses from Languages or Science;
- (f) two courses from any area of study, excluding Social Sciences.
- (g) GART-1500, GART-1510, SOSC-2500;
- (h) six courses from any area of study, including Political Science;
- (i) six courses from any area of study, excluding Political Science.

Courses used to calculate the major average are: courses listed under requirements (a) and (b), and any courses taken in the major area(s) of study.

Students maintaining cumulative and major averages of 80% upon beginning semester 7 will complete an undergraduate thesis under the supervision of a faculty member in the department during semesters 7 and 8 of the program through successful completion of the courses POLS-4970 and POLS-4980.

Description of thesis option (if applicable): N/A

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C.2.1 Co-op/Experiential Learning Component (if applicable)

Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.

**Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

All Co-operative education positions must be full-time, paid, related to the degree program and approved by the University. The process of securing a co-op position is competitive. Co-op students will apply for work opportunities as advertised by the Co-operative Education and Workplace Partnerships office using an Internet-based software program (mySuccess) and employers will make interview and hiring decisions. Students are also encouraged to seek co-op employment outside of the advertised postings by completing a guided job search process facilitated by the Co-operative Education and Workplace Partnerships office.

Withdrawal from the co-op program will be granted on an exception basis only as it must be determined that the student has no outstanding commitments to employers. Students who wish to withdraw must meet with a Work-Integrated Learning Coordinator and complete a withdrawal form. However, the only time a student may withdraw from an undergraduate co-op program without further co-op fee payment implications is by the first Friday of classes after their first co-op work term. Students who withdraw from co-op at any other time will be liable for paying the co-op fee for the term in which they are dropping and one additional term. This will help offset the costs of developing another student for placement. Once a student has completed the standard number of work terms for their program, they cannot withdraw from co-op. If a student has completed all of the standard work terms and elects to transfer out of the degree program, they must pay all remaining co-op fees owing.

In the interest of building solid partnerships with employers, students who have accepted a co-op employment offer (verbally or in writing throughout all rounds of the job competition) must honour that commitment. Therefore, once students have accepted an offer of employment for a work term, they will be considered registered in the appropriate work term course and must remain in the co-op program until they have completed their work term requirements. Failure to honour these commitments and/or to complete all work term requirements will lead to being required to withdraw from the co-op program and will result in a failing grade on their transcript for that work term (barring exceptional circumstances, e.g., unexpected medical issue).

FAHSS co-op students will be registered for a work term course for each four-month term of their placement. This course will be evaluated on a pass-non pass basis. In order to receive a passing grade, students must:

- Submit learning objectives at the beginning of each of the 4-month work terms (at least 3 work terms are required to graduate with the co-op designation).
- Receive a satisfactory mid-work term assessment from supervisor.
- Must submit and receive a passing grade on a work term report or poster presentation after each work term to solidify reflection and new learning within their work experience.
- Receive, at minimum, a satisfactory final work term performance evaluation by the employer.

Is the completion of the experiential learning/co-op component a requirement of the revised program?

Yes, however, students who withdraw from the co-op option can fall back into the non-co-op program and graduate on schedule. While these students will not graduate with co-op on their degrees, we expect the training offered by the Co-operative Education and Workplace Partnerships office and even a single placement will be useful for their future employability.

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C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for Co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

The sequencing meets the requirements of co-op's accrediting body Co-operative Education and Work-Integrated Learning (CEWIL) Canada, formerly Canadian Association for Co-operative Education. It does not allow for year-round hiring as students would not be available in the Winter term, but this is acceptable for accreditation. Over time if industry demands that a Winter option become available, the sequencing can be re-visited.

Year	Fall	Winter	Summer
1	Study	Study (Transform)	Study (Job Competition)
2	Work Term 1	Study (Job Competition)	Work Term 2
3	Study	Study (Job Competition)	Work Term 3
4	Study	Study	

Students who are not successful in securing a work term in the fall of second year can withdraw (by the withdrawal date they receive from the Co-op Office) and rejoin the non-co-op version of the same degree.

Students will be enrolled in this course while on work term and will IP from term to term they are actively taking part in co-op.

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

The program structure and learning outcomes for the proposed FAHSS co-op are in line with the other University of Windsor co-op programs. The University of Windsor co-op program follows guidance from Co-operative Education and Work-integrated Learning (CEWIL) Canada and we consulted with CTL to adapt the learning outcomes for FAHSS. Please see current Program Learning Outcomes for each included AAU which will be revised to reflect the co-op stream (see Appendix F).

C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.

Not applicable.

C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.

Not applicable.

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C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

Where fields are contemplated, provide the following information:

The master's program comprises the following fields: ...[list, as applicable]

The PhD program comprises the following fields: ...[list, as applicable]

Not applicable.

C.3.2 For All Program Proposals

C.3.2.1 New or Changes to Standing Required for Continuation in Program

Minimum average requirements for continuation in the program.

Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.

Students would need to remain in good standing (minimum 60% cumulative and 60% major averages) to continue in the co-op option of their degree program. The students also need to be successful in our Transform job readiness program (non-credit), associated work terms, and reflective activities.

C.3.2.2 New or Changes to Standing Required for Graduation

Minimum average requirement to graduate in the program.

Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

The standing required for graduation with co-op is 70% major average and 60% cumulative average.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations). **For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.] **For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

These are the learning outcomes for the co-op component. They are in addition to the learning outcomes for the Honours programs.

**PROGRAM DEVELOPMENT COMMITTEE
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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A.</p> <ul style="list-style-type: none"> • Integrate theory with workplace practice. 	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
<p>B.</p> <ul style="list-style-type: none"> • Demonstrate workplace professional and employment readiness knowledge and skills such as: <ul style="list-style-type: none"> ○ The acquisition, application and integration of knowledge ○ Research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) ○ Critical thinking and problem solving skills ○ Responsible behaviour to self, others and society ○ Interpersonal and communications skills ○ Teamwork and leadership skills <p>(Also applicable to C, D, F and G)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
<p>C.</p> <ul style="list-style-type: none"> • Identify the characteristics of, and competently operate within, work environments at various levels. • Identify the roles and responsibilities within the various aspects of organizations and the relationship between the various departments within them. 	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
<p>D.</p> <ul style="list-style-type: none"> • Reflect on personal growth and achievement in development of workplace skills. 	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> 4. Communication Skills 5. Awareness of Limits of Knowledge
<p>E.</p> <ul style="list-style-type: none"> • Facilitate constructive and Co-operative approaches to teamwork activities. • Demonstrate increased maturity, responsibility, and self-management. 	<p>E. responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> 5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

**PROGRAM DEVELOPMENT COMMITTEE
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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
F. <ul style="list-style-type: none"> • Contribute to positive and professional workplace cultures. 	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. <ul style="list-style-type: none"> • Participate in professional networking events and reflect on effective strategies for fostering contacts. • Observe and identify teamwork protocols and dynamics for teamwork. 	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. <ul style="list-style-type: none"> • Reflect on academic and career goals, as well as individual strengths, weaknesses, and preferences. 	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

Work terms will take place within the organizations who hire the students, which can either be in-person, remote or hybrid opportunities. The job readiness program will take place on campus, some of which is delivered in-person and some in a hybrid format.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.

Work placements are monitored by the Co-operative Education and Workplace Partnerships office, which facilitates students engaging in the placement, reflecting on the experience, identification of new learning and development, and active experimentation of new skills and abilities. Final reflective assessments are evaluated for student achievement of learning outcomes.

D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

Describe the appropriateness of the plans to monitor and assess:

PROGRAM DEVELOPMENT COMMITTEE
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- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience (Ministry section 2)

Describe the new or revised experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

Co-operative Education

- Work term is developed in partnership with an employer and approved by the program as a suitable learning environment;
- Student is engaged in productive work for which the student receives remuneration;
- Curriculum supports student learning goals, personal evaluation, and reflection;
- Student's performance in the workplace is supervised and evaluated by the student's employer;
- Student's progress during their work term is monitored by the Co-operative Education and Workplace Partnerships team;
- Both work and academic terms are full-time and follow a formalized sequence. A work term is defined as a minimum of 12 weeks (420 hours) full-time, paid, relevant experience.

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

FAHSS students typically have a broad range of skills that can be applied to a variety of fields and industries. Some of these skills include:

1. Communication: FAHSS students typically have excellent written and verbal communication skills, which are essential in any profession.
2. Critical thinking: FAHSS programs emphasize critical thinking and problem-solving skills. Students are trained to analyze information, evaluate arguments, and make informed decisions.
3. Research: FAHSS students are skilled in conducting research, gathering information, and interpreting data. These skills can be applied to many different fields and industries.
4. Creativity: FAHSS programs foster creativity and encourages students to think outside the box. Students are often adept at finding innovative solutions to complex problems.
5. Adaptability: FAHSS students are trained to be adaptable and flexible, which is an important skill in a rapidly changing job market.
6. Cultural awareness: FAHSS programs expose students to diverse cultures and perspectives. Students are often able to understand and appreciate different viewpoints, which is important in today's globalized world.
7. Leadership: FAHSS students are often skilled in leadership and teamwork, which are essential in many professions.

FAHSS students have a broad range of skills that can be applied to many different fields and industries. They are often able to adapt to new situations and think critically, creatively, and analytically to find innovative solutions to complex

PROGRAM DEVELOPMENT COMMITTEE

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problems. Importantly, FAHSS students bring a range of personal, professional, and volunteer experience which enhances their skill set and makes them valuable to employers.

E.3 Evidence of Availability of Placements (Ministry section 2)

*Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates). Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed?*

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

As noted previously, we conducted an exploratory survey where 209 employers expressed interest in a FAHSS co-op program. Respondents came from a range of sectors, with educational service, manufacturing, and professional, scientific, and technical services as the top three. **Importantly, 36% of employers said they were open to hiring any FAHSS student.** FAHSS co-op is new across the country, and work needs to be done to educate employers about disciplinary differences/strengths vs. overall FAHSS student strengths, but we are excited by this initial interest. We have also included 17 letters of support from employers interested in hiring FAHSS co-op students, including the City of Windsor, Magna, Windsor Public Library, Stratford Festival, Mexican Consulate in Leamington, Windsor Regional Hospital Foundation, and the French Public Schoolboard (see Appendix B – FAHSS Co-op Support Letters).

Preliminary opportunity development has been undertaken by the Co-operative Education and Workplace Partnerships office, including labour market review, identification of existing employers, associations, and funding streams (i.e., Canada Summer jobs, Ontario Tax Credit, SWPP).

The employer engagement and relationship management teams strongly believe that a suitable number of high-quality placements can be developed to support the program. The Co-operative Education and Workplace Partnerships office will have responsibility for placement opportunity development with support from FAHSS.

E.4 Supervision of Placements (QAF section 2.1.2.6)

If required, explain the provision of supervision of new or revised experiential learning opportunities.

Placements are supervised by both the University (via Co-operative Education and Workplace Partnerships) and the Employer.

In the workplace, supervision is provided by an identified manager or supervisor who is responsible for:

- assisting the co-op student in establishing learning objectives;
- advise, mentor, instruct, guide, and refer the co-op student to other appropriate resources;
- confirm the student's understanding and ability to use the knowledge and skills;
- reinforce learning through recognition and feedback;
- periodically evaluate the student.

During the work term, the Co-operative Education and Workplace Partnerships team will conduct a site visit, which typically lasts 30 – 45 minutes and provides an opportunity for the student and employer to review the placement with an Employer Relations Coordinator, including work term goals, highlight any needs or concerns, clarify direction for the final report and discuss options for subsequent work terms.

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E.5 Fees Associated with Experiential Learning Component

*Provide information on the fees associated with the new or revised experiential learning component, if applicable.
NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.*

Students will be assessed co-op fees upon acceptance and the start of Transform job readiness program. Co-op fees continue to be assessed in all terms where the student is registered in either Transform or a co-op placement. Fees are set and approved by the Ancillary Fee Committee and the Board of Governors.

E.6 AAU Council Approval of New or Revised Co-op Component

Please obtain signatures for the following statement for new/revised co-op programs.

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the [Co-op Office] in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the Co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

*Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.**

Name of AAU Head (typed or e-signature): Dean Cheryl Collier (signing on behalf of all participating AAU Heads and Directors)

[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

Name of Director of the Co-op Services (typed or e-signature): Dr. Judy AK Bornais

[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

E.7 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST

Final Overview:

Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

Does the proposal:

- include the endorsement of/involvement by the Centre for Career Education?
- adequately describe the academic program?
- include a strong rationale for Co-operative education?
- list the types of positions suitable to students at the junior, intermediate and senior work-term?
- articulate the possibility for international placements at a later point?
- provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
- include a plan to monitor the availability of work placements on an ongoing basis?
- articulate specific learning outcomes (degree level expectations) and co-op requirements?

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- include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
- include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:

- attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
- be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
- provide year-round availability of students to the workplace in some manner?
- meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

The following appendices are filed in the University Secretariat:

Appendix A: Budget Summary Sheet

Appendix A - Canadian University's Arts and Social Science Co-op Programs

	Toronto Metropolitan University	University of Guelph	University of Waterloo	Brock University	University of British Columbia	Simon Fraser University	University of Calgary
Website:	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Co-op Programs:	<ul style="list-style-type: none"> English History Politics & Governance Sociology 	<ul style="list-style-type: none"> Anthropology Criminal Justice & Public Policy Culture and Technology Studies Economics Environmental Governance Food, Agricultural and Resource Economics Geography History International Development Studies Justice and Legal Studies Mathematical Economics Political Science Psychology 	<ul style="list-style-type: none"> Anthropology Classical Studies Communication Studies Economics English Fine Arts French Gender and Social Justice German History Legal Studies Liberal Studies Medieval Studies Music Peace and Conflict Studies Philosophy Political Studies Psychology Religious Studies Sexuality, Marriage and Family Studies Social Development Studies Sociology Spanish Theatre and Performance 	<ul style="list-style-type: none"> Business Economics Dramatic Arts Economics Geography History Labour Studies Psychology Political Science Political Science - Public Administration Sociology Tourism 	<ul style="list-style-type: none"> Anthropology Economics English Geography History International Relations Media Studies Political Science Psychology Sociology 	<ul style="list-style-type: none"> Anthropology Cognitive Studies Criminology Economics English First Nations Students French Gender, Sexuality and Women's Studies Gerontology (Masters) History Humanities International Studies Latin American Studies Linguistics Philosophy Political Science Psychology Public Policy (Masters) Sociology Urban Studies (Masters) World Literature 	<ul style="list-style-type: none"> Anthropology Archaeology Canadian Studies Communications Development Studies Earth Sciences East Asian Studies Economics English Film Studies French, Italian and Spanish Geography Germanic and Slavic Studies History International Indigenous Studies International Relations Latin American Studies Law and Society Linguistics Philosophy Political Science Religious Studies Sociology Urban Studies Visual Studies Women's Studies

Appendix A -Canadian University's Arts and Social Science Co-op Programs (continued)

	University of Alberta	Laurier	University of Manitoba	University of Ottawa	Trent University	Acadia University	McMaster University
Website:	Click here	Click here	Click here	Click here	Click here	Click here	Click here
Co-op Programs:	<ul style="list-style-type: none"> • Anthropology • Criminology • Art & Design • Classics • Criminology • Drama • East Asian Studies • Economics • English • Environmental Studies • Film Studies • History • Linguistics • Media Studies • Music • Planning • Political Science • Psychology • Sociology 	<ul style="list-style-type: none"> • Ancient Studies • Archaeology and Heritage Studies • Communication Studies • English • Environmental Studies • Film Studies • Geography • Global Studies • History • Languages and Literatures, including French and Spanish • Philosophy • Political Science • Religion and Culture • Sociology 	<ul style="list-style-type: none"> • Central and East European Studies • Economics • German • History • Labour Studies • Linguistics • Political Studies • Psychology 	<ul style="list-style-type: none"> • Anthropology • Communication • Conflict Studies and Human Rights • Economics • English • Environmental Studies • Feminist and Gender Studies • Geography • History • International Development and Globalization • International Economics and Development • International Studies and Modern Languages • Lettres Francaises • Physical Administration • Physical Geography and Geomatics • Political Science • Public Administration • Sociology 	<ul style="list-style-type: none"> • Ancient Greek & Roman Studies • Canadian Studies • Communications • Cultural Studies • Economics • English • French • Geography • Gender & Social Justice • Indigenous Studies • International Development Studies • Media Studies • Philosophy • Political Studies • Sociology 	<ul style="list-style-type: none"> • Economics • English • Environmental and Sustainability Studies • French • German • History • Politics • Psychology • Sociology • Spanish • Women's and Gender Studies 	<ul style="list-style-type: none"> • Economics • Political Science • Work and Labour Studies

Appendix B – FAHSS Co-op Support Letters

1. CenterLine (Windsor) Limited
2. City of Windsor, Planning and Development Services
3. Windsor Public Library
4. Alzheimer Society
5. Stratford Festival
6. Family Fuse
7. École secondaire catholique L'Essor
8. Literary Arts Windsor
9. Family Services Windsor-Essex
10. Consulate of Mexico Leamington
11. ACFO Regional Windsor-Essex-Chatham-Kent
12. City of Windsor
13. Welcome Centre Shelter
14. Windsor Regional Hospital Foundation
15. Young People's Theatre
16. Magna
17. French Public School Board Viamonde
18. Mastronardi Produce Ltd.



(WINDSOR) LIMITED

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TEL (519) 734-8464
FAX (519) 734-2000

U.S. (313) 962-1448

April 21, 2023

Dear Dean Collier,

I am writing in my capacity as the HR Systems Administrator at CenterLine (Windsor) Limited, to express my support for your proposed faculty-wide co-op program that will include students from many of the disciplines you offer.

CenterLine is a privately held North-American-based corporation that specializes in advanced automation processes and technologies primarily for resistance welding, fastener welding, metal forming and coating needs in the automotive, mass transit, aerospace and defence industries. From consumable electrode products to complete automated production systems, CenterLine has the capabilities to satisfy virtually any of our customers needs. Together with strong R&D, Engineering, Service and Process Development teams, we are able to provide complete turnkey solutions for our customers. With operations In Canada, USA, Mexico, Brazil, Germany, India, China and Romania, CenterLine continues to assist its customers in maintaining their competitive advantage.

Since 2013, CenterLine (Windsor) Limited has qualified as the winner of Canada's Best Managed Companies (Best Managed) award. We hold Platinum status and have maintained our Best Managed status for seven years.

We have offered an excellent environment for UWindsor co-op students who have taken advantage of this over the last several years, working closely with the Co-operative Education & Workplace Partnerships office. Many have joined the CenterLine team fulltime after graduation. As Windsor-Essex County is a great place to live, learn & grow, we are excited to see the potential new student talent from the various Arts Humanities and Social Science co-op programs, given the program is approved, and look forward to seeing how their skills could not only add value at CenterLine, but in our community as well .

Sincerely,

Judy Abbott

HR Systems Administrator
CenterLine (Windsor) Limited



**THE CORPORATION OF
THE CITY OF WINDSOR
PLANNING & DEVELOPMENT SERVICES**

Thom Hunt, MCIP, RPP
City Planner/Executive Director

Dear Professor Nelson,

Please accept this support letter for the proposed Faculty of Arts, Humanities, and Social Sciences cooperative education program we discussed. I'm pleased to hear that the Department of History will be included in this exciting initiative. In my capacity as the City Planner at the City of Windsor Planning & Building Services, I am interested discussing potential opportunities for serving as a placement site.

The Planning and Building Services Department's general mandate is to advise City Council on all matters pertaining to municipal planning as set out in the Planning Act of Ontario. The Planning Act and other related statutes govern planning in Ontario. The City's Official Plan provides a policy framework related to the orderly development of the municipality. The City's zoning by-laws, sign by-laws, secondary plans, community improvement plans, subdivision review, and site plan review policies reflect and conform to the Official Plan and related legislation.

The City of Windsor is committed to recognizing, conserving and enhancing heritage resources. The City's Official Plan sets the goals for heritage planning, which are to identify, recognize, protect, enhance and properly manage the City's heritage resources. Heritage resources include buildings, structures, archaeological and historic sites, landscapes and landmarks, either individually or in groups, which are considered to be of significant architectural and/or historic value. Pursuant to the Ontario Heritage Act, the City of Windsor has the authority to grant legal recognition to properties of historic and/or architectural importance by means of a heritage designation. This designation helps to ensure the protection of these properties so that future generations are able to recognize and appreciate them as symbols of our history and our civic pride. Heritage conservation is incorporated into the planning process in Windsor by utilizing site plan control, zoning amendment, secondary plan, and other approval processes to ensure that any proposed development does not negatively impact heritage resources. An archeological assessment may be required when development will affect known or potential archeological resources.

Following the approval of the cooperative education program, I welcome opportunities to meet with your Experiential Learning Office to discuss the next steps. Best of luck with the rest of the approval process, and let me know if you need anything else in the meantime.

Thom Hunt, MCIP, RPP
Executive Director/City Planner
Planning and Building Services Department
400 City Hall Square East, Suite 404
City of Windsor, ON N9A 7K6
Email: thunt@citywindsor.ca
Phone: 519-255-6543 ext 6897

February 15, 2023

Dr. Joanna Luft, Associate Professor
Department Head
English and Creative Writing
University of Windsor
Chrysler Hall North 2102

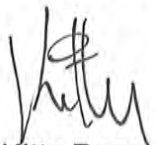
Re: English Co-op Program

Dear Joanna,

I am thrilled that the University of Windsor Department of English and Creative Writing is actively considering the development of an English co-op program. This is a great idea that is long over due. In our work as a lifelong learning organization it is very clear that students and their needs have radically changed in the last two year and we need to adapt as well.

The Windsor Public Library and all its 10 locations across the city totally support this very timely imitative and look forward to meeting the first cohort.

Thank you and keep reading,



Kitty Pope
Chief Executive Officer

Société Alzheimer Society

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Director

Chief Executive Officer

Sally Bennett Olczak
2002 – Present

Tuesday, April 4, 2023

Dr. John Sutcliffe
Department Head, Political Science
University of Windsor

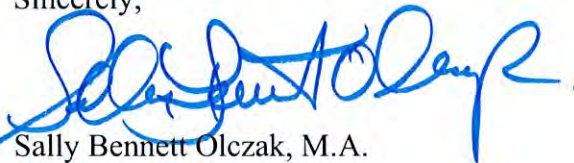
Dear Dr. Sutcliffe,

Please accept this letter of support for the proposed expansion of the University of Windsor's co-op program to include political science students. In my capacity as the Chief Executive Officer of the Alzheimer Society of Windsor and Essex County, I can see the potential benefits for students and employers such as us.

Established in Windsor in 1981, the Alzheimer Society of Windsor and Essex County is dedicated to serving those with Alzheimer's disease and related dementias and their care partners in the community. We are part of the Alzheimer Society Federation, with 11 partners, that forms the leading nationwide health organization that supports people living with dementia, families and care partners in Canada. As a federation, we define ourselves as a network of partners committed to a common mission and a shared brand and program model, while remaining legally independent from one another. We share a belief that our ability to achieve our mission is enhanced through the federation and the collaboration associated with it. We have ongoing needs for staff in our programs to support research and policy work.

Following the approval of the expansion, I look forward to learning more about the structure of the program, the relevant federal and provincial subsidies which we are eligible for, and possibly partnering with you on this initiative especially given our 20 year history of hosting both Bachelor and Master's level political science students from the University of Windsor for study practica here at ASWE. Please let me know if you require anything further at this time.

Sincerely,



Sally Bennett Olczak, M.A.
Chief Executive Officer



55 Queen Street | P.O. Box 520 | Stratford ON | N5A 6V2 Canada
519.271.4040 | box office 1.800.567.1600
stratfordfestival.ca
Charitable registration #11920 0103 RR0002

Saturday, March 11, 2023

Dear Professor Pugliese,

I am writing in my capacity as the Associate Director of the Stratford Festival to express my support for the proposed cooperative education program for the Faculty of Arts, Humanities, and Social Sciences at the University of Windsor.

The Stratford Festival is North America's largest classical repertory theatre company. Each season, we present a dozen or more productions in four distinctive venues. We produce classics, contemporary dramas and musicals, with special emphasis on the plays of Shakespeare. In addition to our plays, we offer youth programs and professional development workshops. For example, our RISE UP program is an 8-month hybrid mentorship program that bridges young Indigenous, Black and people of colour (IBPOC) students aged 14-18 with early and mid-career IBPOC theatre artists. Mentors will be from many areas of theatre, including acting, directing, design, and production. Our Teaching Stratford Program pairs elementary and secondary level teachers with professional artists to explore how active and innovative approaches can make the work on our stages accessible and highly engaging to students.

Each year, we rely on the support of many talented workers throughout the organization to support our varied activities. We are interested in potentially partnering with the School of Dramatic Art to develop cooperative learning opportunities for bachelor in Drama and Drama in Education and Community students. Following approval of your cooperative education program, we welcome opportunities to work with you and your Office of Experiential Learning to discuss formalizing the partnership, relevant government subsidies, and ensuring that we can offer a mutually beneficial learning and working environment.

Sincerely,

A handwritten signature in black ink that reads "Katherine Laing".

Katherine Laing
Associate Director of Education
Stratford Festival
55 Queen Street
Stratford, ON N5A 4M9



Dear Dr. Asquith,

I am writing to offer my support for the proposed Faculty of Arts, Humanities and Social Sciences co-op education program currently under development. As a graduate of the Communication, Media and Film (CMF) program, I know that CMF students have skills that can be applied to a range of workplaces. I wish CMF had a co-op program option when I was a student.

In my role as Program Manager at Family Fuse, I welcome opportunities to support the next generation of learners and leaders in Windsor-Essex. Family Fuse supports Black parents, guardians, and caregivers across Windsor and Essex County to navigate the education system. Family Fuse is for those looking to get ahead when it comes to supporting their school aged children. We work together with parents to raise equity and provide valuable insight into how school age children can be encouraged by parent involvement, starting in elementary school, college, university or as entrepreneurs.

We offer free workshops and free coaching to those who are interested in strengthening the bond between themselves and their children, participating in their children's education, increasing their confidence in navigating the school system, increasing knowledge and tools to provide better support for their children, and other supports.

I am happy to discuss becoming a co-op placement site for CMF and other FAHSS students following approval of the program. At that time, I can meet with your Office of Experiential Learning to learn more about the process and the range of subsidies that can support co-op placements. Please keep me posted on the process and let me know if you need anything else from Family Fuse in the meantime.

Sincerely,

Christie Nelson
Program Manager, Family Fuse





Tecumseh, Ontario, March 31st, 2023,

University of Windsor
401 Sunset Avenue
Windsor, Ontario
N9B 3P4

Attn: Dr. Tanja Collet
Associate Professor of Linguistics
Head, Department of Languages, Literatures and Cultures (LLC)

**Subject: Honours Modern Languages with Second Language Education -
Spanish Stream with Co-op option**

Dear Dr. Collet,

At École Secondaire Catholique L'Essor, we welcome the news that the University of Windsor is considering launching a new program in Modern Languages focused on Spanish with a Co-Op option.

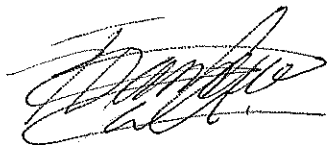
For many years, L'Essor has been offering a 3-level Spanish program, emphasizing the conversational abilities and allowing students to reach the B1 level in the CEFR. The students enjoy the cultural aspects of the courses and the University's new program could become a viable option for some of them to continue their learning of this language and even turn it into their livelihood.

Essex County hosts a very large number of Spanish-speaking temporary migrant workers, and the number of permanent residents of Hispanic descent continues to increase. Not only has our school witnessed this growth in our demographics, but our Spanish-learning students have profited from a greater contact with Spanish speakers in the community. For example, many of our students interact with migrant workers in their part-time jobs and they are able to provide better service to these people through a more personal connection, be it at a coffee house, at a grocery store or in a greenhouse.

On a personal level, speaking as a Mexican-Canadian, having more people in the community who can communicate more precisely with my fellow compatriots will improve their quality of life. These people spend a large amount of their lives away from their families and from their communities and breaking the language barrier is a key element to improve their living conditions and their mental health. Even if this may not be one of your primary goals, the creation of your new program will eventually have positive consequences for the migrant workers, and for this, my deepest thanks.

We hope your program will be successful and please let us know if we can support it in any other way.

With best regards,

A handwritten signature in black ink, appearing to read 'Francisco Cabrera', written in a cursive style.

Francisco Cabrera
Enseignant des mathématiques et d'espagnol
École secondaire catholique l'Essor

cc M. Castellano



c/o Literary Arts Windsor,
P.O. Box 24009 Market Square RO, Windsor, ON N8Y 4Y9
Phone: 519-987-4834 Email: info@bookfestwindsor.com
www.literaryartswindsor.com/bookfest

February 28, 2023

c/o Dr. Joanna Luft, Associate Professor
Department Head
English and Creative Writing
University of Windsor
Chrysler Hall North 2102

Co-op program in the Department of English and Creative Writing, University of Windsor

Dear Community Partners at the University of Windsor:

It is my pleasure to support this department in their goal to establish a co-op program in the community. For over twenty years, our annual national literary festival, BookFest / Festival du Livre Windsor and other Literary Arts Windsor events have shared common roots with the Department of English and Creative Writing, and we hope to continue that in the future.

Real experience in the literary arts and events would be very beneficial to students in this field, and we would certainly consider taking part in this by hiring interns to help our volunteer organization grow and flourish.

Sincerely,

Sarah Jarvis
President, Literary Arts Windsor



April 10, 2023

Dr. J. Sutcliffe
Department Head, Political Science
University of Windsor
By Email

Dear Professor Sutcliffe:

I am writing in my capacity as the Executive Director of Family Services Windsor-Essex to express my support for the proposed inclusion of the Faculty of Arts, Humanities and Social Sciences (FAHSS) in your established co-op education program. This is a timely idea and reflects trends in other cities which allow local organizations like ours to benefit from emerging talent.

Family Services Windsor-Essex (FSWE) is a non-profit, charitable organization serving Windsor and Essex County. We help people to restore their ability to choose their own place in the world through counselling and individual support services. For organizations of all sizes, we offer Employee Assistance Programs (EAP) and wellness solutions. We offer a range of counselling, support services, and community partnership programs. While some of our work requires specialized clinical skills, we will be able to integrate political science students across many of our programs to support administrative, research and policy needs.

Family Services Windsor-Essex is an equal opportunity employer, strongly committed to fostering diversity within our community and team. We welcome those who would contribute to the further diversification of our staff including, but not limited to, women, people of colour or members of racialized communities, indigenous people, persons with disabilities and persons of any sexual orientation or gender identity. We are also committed to providing a barrier-free interview process and work environment in accordance with the Accessibility for Ontarians with Disabilities Act and the Ontario Human Rights Code. We will make accommodations available to applicants with disabilities upon request during the recruitment process.

Please let me know once the program has been approved, and we can discuss the possibility of partnering further. I look forward to hearing about the final program structure and how we can support co-op students to use their skills and benefit the community.

Sincerely,

Joyce Zuk
Executive Director



LEA00308

Leamington, ON, Canada, April 3rd, 2023.

**Dr. Tanja Collet-Najem,
Associate Professor of Linguistics
Head, Department of Languages, Literatures, and Cultures (LLC)
University of Windsor.**

Dear Dr. Collet-Najem,

Please receive best greetings from the Consulate of Mexico in Leamington and accept this letter in support of the Department of Languages, Literatures and Cultures of the University of Windsor co-op program with a Spanish Language and Culture stream.

As a Diplomatic Representation of the Government of Mexico, the Consulate of Mexico in Leamington is keen to highlight the importance of the teaching and promotion of the Spanish language. Also, we recognize that Windsor-Essex County is a multicultural and welcoming community where many cultures and languages co-exist. Among other communities, this region of Canada has welcomed for five decades people from Mexico working on temporary basis in agricultural and primary activities and, over the years, more Spanish speakers have called Essex County home.

Thus, it is our great pleasure to support this initiative of the Department of Languages, Literatures, and Cultures launching a new Bachelor of Honours in Modern Languages with Second Language Education, Spanish with Coop option. I am certain that this program will gather support from community partners to achieve classroom-based education with practical work experience for students while earning their university degree.

I wish you the greatest success and I'll be happy to contribute to it promoting the Spanish language learning in Canada.

Sincerely,

**Rodrigo Báez
Consul of Mexico**

ANV



April 11, 2023

Dear Dr. Collet-Najem,

Please accept this letter of support for the proposed French studies co-op program on behalf of the Association des communautés francophones de l'Ontario Windsor-Essex-Chatham-Kent (ACFO WECK). As a leader of its regional Francophonie, in collaboration with local organizations, we ensure the development, we recommend and bring together Francophones and Francophiles, with a view to liaising and promoting services in French that already exist and to develop new services according to the needs of the community. Our vision is to make French a cultural and economic opportunity.

We are fully aware of the need for French language expertise across the region and welcome co-op opportunities to support local employers. Please let me know when the program has been approved, and we can discuss our participation. Budget and subsidies permitting, we may have a need for co-op students at ACFO WECK, or we can help identify partners within our network who need them. Please let me know if you need anything else at this time.

All the best,

Gisèle Dionne

Direction générale / Executive Director

ACFO WECK

(pronom : elle, la)

Cellulaire 519-999-5552 ; Bureau 519-948-5545 poste 118

Veillez noter que dès le 1 janvier 2021, le bureau de l'ACFO WECK sera au:

Carrefour communautaire francophone

720, avenue Ouellette

Windsor, ON N9A 1C2

Courriel : dg@acfoweck.ca

Suivez [@ACFO_WECK](#) sur Twitter, Instagram et aimez la page [ACFO WECK](#) sur Facebook!

Site internet : www.acfoweck.ca



April 4, 2023

Department of Political Science
University of Windsor
401 Sunset Avenue
Windsor, ON N9B 3P4

ATTENTION: Dr. John Sutcliffe, sutclif@uwindsor.ca

Dear Professor Sutcliffe,

I am writing to express my support for the proposed expansion of the University of Windsor co-op program to include Faculty of Arts, Humanities, and Social Science (FAHSS) Students. The City of Windsor has offered placements to many political science students over the years, through both the Public Service Management Internship and the MA Internship. These placements offer students the opportunity to apply their skills in a real world policy environment and to gain valuable work experience. Many of the students placed have gone on to become full-time City employees, some of which are now in the position to offer placements in these same programs.

The City of Windsor is a progressive and inclusive employer that offers rewarding career opportunities across a wide variety of work areas. All of our positions provide a collaborative and collegial work environment that supports and promotes advancement. Working in any of the City of Windsor's offices and divisions will benefit any FAHSS co-op student and will offer political science students numerous opportunities to apply their learning about municipal government and policy analysis.

Should the FAHSS co-op program be approved, the City of Windsor would welcome the opportunity to discuss formally partnering on this initiative.

Sincerely,

Vincenza Mihalo
Executive Director, Human Resources

cc: Andrew Drouillard, Corporation of the City of Windsor



Dear Dr. Fritz,

Saturday, March 25, 2023

Please accept this letter in support of the proposed Faculty of Arts, Humanities and Social Sciences (FAHSS) co-operative education program we recently discussed. In my capacity as the Executive Director of the Welcome Centre, I support co-op education and anticipate benefits for our organization (e.g., increasing our capacity to serve our clients), for psychology students (e.g., to work and train in a dynamic and supportive environment) and for the University of Windsor (e.g., to build partnerships in the community).

The Welcome Centre Shelter exists to reduce the devastating impact of homelessness and poverty by providing safe emergency shelter and transitional supports to women and families experiencing or at risk of homelessness. We offer programming to women 18 and over as well as any family to assist in ending the cycle of homelessness, poverty and violence. Our programs and services are women-centered and empower women to recognize their self-worth and inherent power. We collaborate with other community agencies and services to offer a variety of supports to women. We have partnered with FAHSS researchers and programs (e.g., psychology and social work) for years and can offer an excellent environment for co-op students.

Following approval of the FAHSS co-op program, I look forward to meeting with your Co-operative Education & Workplace Partnerships team to discuss the next steps. Please let me know if you need anything else in the meantime.

Sincerely,

Lady Laforet,

Executive Director

Welcome Centre Shelter for Women & Families

500 Tuscarora Street

Windsor, ON N9A 3M2

P: (519) 971 7595

F: (519) 971 7596

E: info@welcomecentreshelter.com



March 6, 2023

Dr. Joanna Luft

Associate Professor/Department Head
English and Creative Writing
University of Windsor
401 Sunset Ave, Windsor, ON
N9B 3P4

Dear Dr. Luft,

I am writing to express my support of a co-op program in the Department of English and Creative Writing at the University of Windsor.

As a graduate of the program (B.A. Honours 2010) I attribute my career success largely to the writing, editing, critical thinking, and communication skills I developed through my time in the program.

Windsor Regional Hospital Foundation would be happy to host a co-op student from the Department of English and Creative Writing. We currently host internship students from the Department of Communications, Media & Film, of which we have had a great experience.

We would be thrilled to extend this opportunity to students from the English Department in the future.

Sincerely,

A handwritten signature in black ink that reads "C. Naccarato".

Cristina Naccarato, MA, MLIS, CFRE
Executive Director
Windsor Regional Hospital Foundation

WINDSOR REGIONAL HOSPITAL FOUNDATION
1995 LENS AVENUE, WINDSOR, ONTARIO, N8W 1L9
REGISTERED CHARTIABLE NUMBER BN 11930 0275 RR0001
PHONE: 519-254-5577 **WEBSITE:** www.wrh.on.ca

Dear Professor Pugliese,

Please accept this support letter for your proposed cooperative education program. The Young People's Theatre (YPT) recognizes the importance of the dramatic arts and the need to support the next generation of drama and theatre professionals. We welcome the opportunity to explore partnering on cooperative education placements for your students. YPT can offer an excellent working environment.

Over the past 57 years, YPT has staged many of the most important plays that form the canon of work for youth in our country. YPT continues to develop new work and create partnerships with theatre companies across the country and around the world. But that's not all. The enriched learning experiences of YPT's Education & Participation Department provide young people with opportunities to develop their whole being. Through our educational initiatives in Toronto classrooms, Drama School programs in three locations throughout the GTA, and training and apprenticeship opportunities, we place learning at the centre of everything we do. At YPT we strive for a positive and lasting impact on the emotional, social, and intellectual development of young people. We are the largest theatre school in Canada providing drama classes for babies, toddlers and youth in three different locations throughout the GTA. YPT's Drama School is a place for young people to explore their interest in theatre, mentored by professional and experienced artists. We offer year-round programming celebrating all abilities and levels. Kids and youth discover the power of their own voice, gain confidence, self-esteem, self-awareness and make new friends and have fun! From weekly classes to full-day camps, the school – now in its 53rd year – embodies our theatre's vision: to have a positive impact on the emotional, social and intellectual development of young people.

We are committed to promoting equity, and our artistic vision is guided by Herbie Barnes, an Anishinaabe theatre artist from Aundeck Omni Kaning First Nation on Manitoulin Island. Herbie is an accomplished playwright, performer, director and arts educator whose 30-year-career spans stages across North America. In 2017, YPT made a decision to respond to the report of the Truth and Reconciliation Commission (TRC). The Commission called on all Canadians to respond to its "Calls to Action". YPT is fundamentally committed to this journey. We are also committed to supporting Black playwrights, artists and the next generation of performers. For example, YPT's community residency partnership with The EDGE Program is an opportunity for young participants to develop drama skills and self-confidence by exploring expressions of freedom in Black performance practices in Ontario. The EDGE Program offers Black youth a unique experience that Empowers them to Develop and Grow their social and professional Engagement skills.

Please do not hesitate to contact me if you, your Dean, or Experiential Learning Office need more information.

Sincerely,
Corey Palmer
Patron Services Manager
Young People's Theatre
165 Front St. E.,
Toronto, ON
M5A 3Z4



Windsor Modules

9305 Twin Oaks Drive

Windsor, Ontario

Canada N8N 5B8

Phone: 519-478-0189

April 20, 2023

Dear Dean Collier;

Please accept this letter of support for the proposed extension of the University of Windsor co-operative education program to your Faculty of Arts, Humanities, and Social Sciences. I am writing in my capacity as the Human Resources Manager for Windsor Modules – a division of Magna Mechatronics.

Magna is a leading full system supplier of innovative mechatronic systems to the global automotive industry. Our designs fuse the capabilities of mechanical systems with the intelligence of electronic controls to enable new ways of accessing vehicles. Mechatronics brings a paradigm shift in vehicle access systems enabling increased comfort, convenience, and safety. Our in-house design, testing, and manufacturing capability of mechanical and electronic systems allows us to deliver a complete, integrated solution to vehicle access.

Magna has extensive experience supporting co-op programs offered in partnership with universities to help students get job experience while completing their degree program. We also have experience working with the UWindsor Co-op & Workplace Partnerships office. We have developed a Student Ambassador program within our division to further develop our co-op students to ensure that they consider Magna for full time employment once their formal studies are complete. Following the formal approval of your new FAHSS co-op program, we welcome opportunities to discuss developing placement opportunities for students from your diverse program offerings.

Please feel free to reach out to me to further discuss. I can be reached by telephone at 519-567-3607.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tara Meyer', written over a light blue horizontal line.

Tara Meyer
Human Resource Manager
Magna Mechatronics

Wednesday, April 5, 2023

Dear Dr. Collet-Najem,

Please accept this letter supporting the proposed cooperative education program being developed at the University of Windsor, which is scheduled to include French Studies.

Under Section 23 of the Canadian Charter of Rights and Freedoms, Francophone communities are entitled to provide their children with an elementary and secondary education in French.

This is why French-language schools exist where there is a sizeable minority Francophone community, such as within the jurisdiction of the Viamonde school board. Windsor has the following French language schools:

- École élémentaire L'Envolée
- École élémentaire Louise-Charron
- École secondaire de Lamothe-Cadillac

In keeping our commitment to French language education and the need to support learners and their families in many capacities, we require staff who are proficient in French and welcome the opportunity to further explore partnering to take French studies students in cooperative education placements.

As a school board, we have considerable experience managing placements (e.g., for Bachelor of Education and Social Work students) which benefit the university students and our community of primary and secondary student learners.

Our ability to offer placements will depend on business needs and the availability of subsidies, but we fully support the idea of cooperative education for French Studies. Please let me know if you need anything else from me at this time.

I look forward to hearing about the next steps from your Experiential Learning Office after the program has been approved.

Sincerely,



Likibi, Sonia Nadege,
Executive director - HR Department at the French Public Schoolboard, Viamonde



← INSPIRED BY FLAVOR

Mastronardi Produce Ltd. | 2100 Road 4 East | Kingsville, ON CANADA | N9Y 2E5
P: 519 326 1491 | F: 519 326 8799

Monday, April 3, 2023

Dear Dr. Collet-Najem,

Please accept this letter in support of the Faculty of Arts, Social Sciences and Humanities (FAHSS) co-op program with a Spanish Language and Culture stream.

Mastronardi Produce Ltd. is a local greenhouse operator based in Kingsville, Ontario. Our Human Resources Department partners with local academic institutions each year to offer co-op and intern placements in various departments, including Sales, Finance, HR, and in the greenhouse. Mastronardi Produce recognizes the value in providing quality professional experiences to students from various academic backgrounds. As one of Canada's Best Managed Companies for 13 consecutive years, we offer excellent co-op placements to students in our community.

Should your co-op program proposal be successful, we are happy to discuss the next steps in becoming a co-op partner. Please let me know if you need anything else at this time, and good luck with the submission.

Sincerely,

Krista Shaw
Director of Human Resources
Mastronardi Produce Ltd.
2100 Road 4 East
Kingsville, ON N9Y 2E5



Platinum member

sunsetgrown.com



Appendix C – AAU Co-op Course Sequences and Suggested Placements

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Spanish with Co-operative Education

YEAR	FALL	WINTER	SUMMER
1	<ul style="list-style-type: none"> - SPAN-1020 (6 credits) - INCS-1370 - INCS-2200 - 1 elective 	<ul style="list-style-type: none"> - SPAN-2020 (6 credits) - INCS-1200 - INCS-2370 - 1 elective 	<ul style="list-style-type: none"> - SPAN-2600 <i>or</i> - SPAN-2610 <i>or</i> - SPAN-2480 <i>and</i> - GART-1500 - GART-1510 - 2 electives
2	WORK TERM 1	<ul style="list-style-type: none"> - one of SPAN-2600 and SPAN-2610, <i>and/or</i> - one of INCS-3370, INCS-4370, <i>and/or</i> - one or two of INCS-2020, INCS-2030, INCS-2350, GRMN-2480, GRMN-2600, GRMN-2610, ITLN-2480, ITLN-2600, ITLN-2610, ITLN-3560, SPAN-2480 - 1 or 2 electives 	WORK TERM 2
3	<ul style="list-style-type: none"> - SPAN-3000 - INCS-3200 <i>and/or</i> - one of SPAN-2600 and SPAN-2610, <i>and/or</i> - one of INCS-3370, INCS-4370, <i>and/or</i> - one of INCS-2020, INCS-2030, INCS-2350, GRMN-2480, GRMN-2600, GRMN-2610, ITLN-2480, ITLN-2600, ITLN-2610, ITLN-3560, SPAN-2480 - 2 to 3 electives 	<ul style="list-style-type: none"> - SPAN-3010 - INCS-3210 - INCS-4200 <i>and/or</i> - one of INCS-3370, INCS-4370, <i>and/or</i> - one of INCS-2020, INCS-2030, INCS-2350, GRMN-2480, GRMN-2600, GRMN-2610, ITLN-2480, ITLN-2600, ITLN-2610, ITLN-3560, SPAN-2480 - 2 to 3 electives 	WORK TERM 3
4	<ul style="list-style-type: none"> - any remaining courses for major area - any remaining electives 	<ul style="list-style-type: none"> - any remaining courses for major area - any remaining electives 	

Notes:

The suggested course sequence requires students to take 5 courses per term; should a student choose to take fewer courses per term, e.g., 4 instead of 5, then the program may take more than 4 years to complete.

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Communication, Media & Film with Co-operative Education

YEAR	FALL	WINTER	SUMMER	
1	CMAF-1010 FILM-1100 GART-1500 2 x electives*	Additional 1000/2000-level CMAF/FILM GART-1510 3 x electives*	CMAF-2340 CMAF-2010 or 2250 CMAF-2XXX 2 x electives*	<p>* Program electives are not broken down by semester, but must satisfy at minimum: 2 x Arts 2 x Language/Science 2 x Any area excluding Social Science 8 x Any area excluding CMAF/FILM</p>
2	WORK TERM 1	CMAF-2750 3 x CMAF/FILM-2XXX 1 x elective*	WORK TERM 2	
3	1 x CMAF/FILM-3XXX 2 x CMAF/FILM-2XXX/3XXX 2 x electives*	1 x CMAF/FILM-3XXX 2 x CMAF/FILM-2XXX/3XXX 2 x electives*	WORK TERM 3	
4	1 x CMAF/FILM-4XXX 3 x any area, including more CMAF/FILM 1 x elective*	1 x CMAF/FILM-4XXX 3 x any area, including more CMAF/FILM 1 x elective*		

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Philosophy with Co-operative Education

YEAR	FALL	WINTER	SUMMER	[PROGRAM OPTIONS]
1	- One 1000-level course in Philosophy - Four other courses that satisfy the Degree Requirements for the Program	- PHIL 2210 - Four other courses that satisfy the Degree Requirements for the Program	- One 2000-level course from <i>“Practical Philosophy”</i> - Four other courses that Satisfy the Degree Requirements for the Program	In addition to the Philosophy courses listed, students are also <i>required</i> to take an additional eight courses in Philosophy. Of these <i>eight additional courses in Philosophy</i> , only one of the eight can be at the 1000-level , and at least three of the eight <i>must</i> be at the 3000-level or above. With the exception of the 2000-level courses listed in Year one of the Program sequence, it is recommended that students try to take courses at a <i>level</i> that does not exceed the <i>Year</i> of their Program (e.g., in Year 2 only take courses at the 2000-level or below; in Year 3 only take courses at the 3000-level or below, and so on). Students are strongly advised to consult with the Philosophy Department’s Undergraduate Coordinator (or another Faculty member in Philosophy) before choosing their Philosophy courses.
2	WORK TERM 1	- PHIL 2730 - PHIL 2760 - Three other courses that satisfy the Degree Requirements for the Program.	WORK TERM 2	
3	- PHIL 3760 - One course from <i>“Systematic Philosophy”</i> - Three other courses that satisfy the Degree Requirements for the Program	- One course from <i>“Practical Philosophy”</i> - One course from <i>“Systematic Philosophy”</i> - Three other courses that satisfy the Degree Requirements for the Program	WORK TERM 3	
4	- PHIL 4710 - PHIL 4910 - Three other courses that satisfy the Degree Requirements for the Program	- PHIL 4720 - Four other courses that satisfy the Degree Requirements for the Program		

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Drama with Co-operative Education

YEAR	FALL	WINTER	SUMMER	DRAMA OPTIONS
1	-DRAM 1000 -DRAM 1170 -DRAM 1300 or 2300 -DRAM 2250 -Language or Science	-DRAM 2000 -DRAM 2500 -DRAM 2130 -Language or Science	-DRAM 2100 -DRAM 2720 -GART 1500 -GART 1510	DRAM 2100 (W) DRAM 2140 (NA) DRAM 2150 (F) DRAM 2190 (NA) DRAM 2290 (F) DRAM 2700 (NA) DRAM 2750 (F) DRAM 2760 (F) DRAM 2770 (F) DRAM 3150 (F)
2	WORK TERM 1	-DRAM 2110 -DRAM 2170 -DRAM 2350 -DRAM 3330 or 3350 -Social Science	WORK TERM 2	
3	-DRAM 2150 or 3150 -DRAM 2770 -DRAM 2140 Drama electives Options	-DRAM 2440 -DRAM 2780 -DRAM 3530 (SM) -DRAM 3190	WORK TERM 3	
4	Drama electives Options -Production Problems	-DRAM 3190 -DRAM 4520 -Production Problems		

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Drama in Education and Community with a Concentration in Applied Theatre with Co-operative Education

YEAR	FALL	WINTER	SUMMER
1	-DRAM 1000 -DRAM 1600 Plus 3 courses from other requirements and/or drama electives	-DRAM 2000 -DRAM 1610 -DRAM 2600 Plus 2 courses from other requirements and/or drama electives	-GART 1500 -GART 1510 -DRAM 2250 Plus 2 courses from -PSYCH 1150 -ENGL -DRAM 2720 -DRAM 2100
2	WORK TERM 1	DRAM 2610 DRAM 2670 DRAM 3780 Plus 2 courses from other requirements and/or drama electives	WORK TERM 2
3	-DRAM 3600 -DRAM 2770 -DRAM 3710 -DRAM 4700 or 4710 Plus 1 course from other requirements and/or drama electives	- DRAM 2840 Plus 4 courses from other requirements and/or drama electives	WORK TERM 3
4	5 courses from other requirements and/or drama electives	-DRAM 4790 Plus 4 courses from other requirements and/or drama electives	

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Psychology with Co-operative Education

YEAR	FALL	WINTER	SUMMER	
1	<ul style="list-style-type: none"> - PSYC 1150 - Arts/Language - Science/Language - Non PSYC course - Non PSYC course 	<ul style="list-style-type: none"> - PSYC 1160 - Arts/Language - Science/Language - Non PSYC course - Non PSYC course 	<ul style="list-style-type: none"> - GART 1500 - GART 1510 - SOSC 2500 * Any PSYC course * Any Area of Study 	<p>The most important options that are available are for the Year 1 Summer semester.</p> <p>The 3 main options listed are typically offered in the Summer.</p> <p>* Any PSYC course could be (depending on what's offered):</p> <ul style="list-style-type: none"> - PSYC 2230 - PSYC 2240 - PSYC 2360 - PSYC 2560 <p>* Any Area of Study can be any elective</p>
2	WORK TERM 1	<ul style="list-style-type: none"> - PSYC 2300 - Any PSYC course - Any PSYC course - Any PSYC course - Non-Social Science 	WORK TERM 2	
3	<ul style="list-style-type: none"> - PSYC 3200 - One of PSYC 3350/3530/3580 - 3XXX level PSYC - 3XXX level PSYC - Any PSYC course 	<ul style="list-style-type: none"> - Non PSYC course - Non PSYC course - Non PSYC course - Non-Social Science - Any Area of Study 	WORK TERM 3	
4	<ul style="list-style-type: none"> - 4XXX level PSYC - 4XXX level PSYC - Any PSYC course - Any PSYC course - Any PSYC course 	<ul style="list-style-type: none"> - Any PSYC course - Any Area of Study - Any Area of Study - Any Area of Study - Non PSYC course 	<ul style="list-style-type: none"> * Any PSYC course (if needed see below) * Any Area of Study (if needed see below) 	

Notes:

If the student can take 5 courses in the Year 1 Summer semester then they can graduate by the end of the Year 4 Winter semester ("On Time"). If that is not the case then I strongly recommend the student take GART 1500, GART 1510, and SOSC 2500 in the Year 1 Summer semester at minimum. They would then complete any remaining courses in the Year 4 Summer semester so that they could graduate in the Fall.

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) English with Co-operative Education

YEAR	FALL	WINTER	SUMMER		
1	ENGL 1002 ENGL 1003 3 Electives	-ENGL 1004 4 electives	- GART 1500 ENGL 2xxx ENGL 2xxx 2 electives		
2	WORK TERM 1	ENGL 2xxx ENGL 2xxx ENGL 2xxx 2 electives	WORK TERM 2		
3	ENGL 3xxx ENGL 3xxx ENGL 3xxx 2 electives	ENGL 3xxx ENGL 3xxx ENGL 3xxx 2 electives	WORK TERM 3		
4	ENGL 4xxx ENGL 3xxx ENGL 3xxx 2 electives	ENGL 4xxx ENGL 3xxx ENGL 3xxx 2 electives			

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) History with Co-operative Education

YEAR	FALL	WINTER	SUMMER	
1	- HIST 1030* - 4 other courses that satisfy the Degree Requirements for the Program	- 5 courses that satisfy the Degree Requirements for the Program	- GART 1500 - GART 1510 - 3 other courses that satisfy the Degree Requirements for the Program	*These are the only mandatory History classes. It will be no issue to complete a History Major while in this program, and no changes are required.
2	WORK TERM 1	- HIST 2030* - 4 other courses that satisfy the Degree Requirements for the Program	WORK TERM 2	
3	- HIST 3030* - 4 other courses that satisfy the Degree Requirements for the Program	- 5 courses that satisfy the Degree Requirements for the Program	WORK TERM 3	
4	-5 courses that satisfy the Degree Requirements for the Program	-5 courses that satisfy the Degree Requirements for the Program		

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) French with Co-operative Education

YEAR	FALL	WINTER	SUMMER
1	<ul style="list-style-type: none"> - FREN-1210 - FREN-1410 - three electives (Arts, Social Science or Science) 	<ul style="list-style-type: none"> - FREN-1220 - 1 of FREN-2520, FREN-2530, FREN-2550, FREN-2570, FREN-2840 - <i>and/or</i> 1 of FREN-2600, FREN-2700, FREN-2810, FREN-2830 - <i>and/or</i> FREN-3150 - two electives (Arts, Social Science or Science) 	<ul style="list-style-type: none"> - FREN-2210 - <i>and</i> FREN-2150 - <i>and</i> GART-1500 - <i>and</i> GART-1510 - <i>and/or</i> one elective (Arts, Social Science or Science)
2	WORK TERM 1	<ul style="list-style-type: none"> - FREN-2220 - FREN-2310 - <i>and/or</i> 1 of FREN-2520, FREN-2530, FREN-2550, FREN-2570, FREN-2840 - <i>and/or</i> 1 of FREN-2600, FREN-2700, FREN-2810, FREN-2830 - <i>and/or</i> 1 of FREN-3500, FREN-3530, FREN-3540, FREN-3560, FREN-3580, FREN-3830, FREN-3850 - <i>and/or</i> FREN-3570 - two electives (Arts, Social Science or Science) 	WORK TERM 2
3	<ul style="list-style-type: none"> - FREN-2300 - FREN-3250 - <i>and/or</i> 1 of FREN-3280, FREN-3290 - <i>and/or</i> 1 of FREN-2520, FREN-2530, FREN-2550, FREN-2570, FREN-2840 - <i>and/or</i> 1 of FREN-3500, FREN-3530, FREN-3540, FREN-3560, FREN-3580, FREN-3830, FREN-3850 - <i>and/or</i> FREN-4xxx - two electives (Arts, Social Science or Science) 	<ul style="list-style-type: none"> - remaining Language, Literature, or Linguistics courses, for instance: - 1 of FREN-3280, FREN-3290 - <i>and/or</i> 1 of FREN-3300, FREN-3320, FREN-3330 - <i>and/or</i> FREN-3570 - <i>and/or</i> 1 of FREN-3500, FREN-3530, FREN-3540, FREN-3560, FREN-3580, FREN-3830, FREN-3850 - <i>and/or</i> FREN-4xxx - two electives (Arts, Social Science or Science) 	WORK TERM 3

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

4	<ul style="list-style-type: none"> - any remaining Literature - <i>and, or</i> 1 of FREN-3280, FREN-3290 - <i>and/or</i> 1 of FREN-3300, FREN-3320, FREN-3330 - <i>and/or</i> FREN-4xxx - any remaining electives (Arts, Social Science or Science) 	<ul style="list-style-type: none"> - any remaining Literature - <i>and/or</i> 1 of FREN-3280, FREN-3290 - <i>and/or</i> 1 of FREN-3300, FREN-3320, FREN-3330 - <i>and/or</i> FREN-4xxx - any remaining electives (Arts, Social Science or Science) 	
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Notes:

The suggested course sequence requires students to take 5 courses per term; should a student choose to take fewer courses per term, e.g., 4 instead of 5, then the program may take more than 4 years to complete.

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Bachelor of Arts (Honours) Political Science with Co-operative Education

YEAR	FALL	WINTER	SUMMER	[PROGRAM OPTIONS]
1	1. POLS-1000 2. POLS-1300 or POLS-1600 3. GART-1500 4. Elective 5. Elective	1. POLS-1300 or POLS-1600 2. POLS-2015 3. GART-1510 4. SOSC-2500 5. Arts, Language or Science	1. POLS-2XXX 2. POLS-2XXX 3. Elective 4. Elective 5. Arts or Language or Science	
2	WORK TERM 1	1. POLS-2510 or POLS-2520 2. POLS-2750 3. POLS-2XXX 4. Arts, Language or Science 5. Elective	WORK TERM 2	
3	1. POLS-2XXX 2. POLS-2XXX 3. Elective 4. Arts, Language or Science 5. Elective – excluding social sciences	1. POLS-2XXX 2. POLS-2XXX 3. Elective 4. Elective 5. Elective – excluding social sciences	WORK TERM 3	
4	1. POLS-4XXX 2. POLS-3XXX 3. POLS-3XXX 4. POLS-3XXX 5. Elective	1. POLS-4XXX 2. POLS-4XXX 3. Elective 4. Elective 5. Elective		

Notes:

1. Six of the classes listed here as Elective can include Political Science
2. We will make POLS-2015 From University to Work mandatory in this degree program. This will require a small adjustment to the existing POLS BA(H) degree. See below.
3. In this sequence, we have listed the minimum of POLS classes at the 3xxx and 4xxx level in section (c) (2 and 3 respectively). Students can take more classes at those levels in place of classes listed as POLS-2xxx.

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Degree Requirements for the Co-op program:

- (a) POLS-1000, POLS-1300, POLS-1600, POLS-2015, and POLS-2750;
- (b) one of POLS-2510 or POLS-2520 [should be taken in Semester 3, 4 or 5]
- (c) thirteen additional Political Science courses, including at least two at the 3000-level and three at the 4000-level.
- (d) two courses from Arts;
- (e) two courses from Languages or Science;
- (f) two courses from any area of study, excluding Social Sciences.
- (g) GART-1500, GART-1510, SOSC-2500;
- (h) six courses from any area of study, including Political Science;
- (i) six courses from any area of study, excluding Political Science

Appendix C: FAHSS Co-op Sequences & Suggested Placements (Co-op Placement Job Titles)

Typical FAHSS co-op placements (non-exhaustive list)

Positions could be held in both the public and private sector

- Research Analyst
- Junior Policy Analyst
- Research Assistant
- International Programs Assistant
- Marketing and Publishing Assistant
- Research Marketing Associate
- Archives Assistant
- Digital Communications Assistant
- Policy Co-op
- Junior Program Officer
- Business Analyst
- Technical Writer
- Account Development Representative
- Social Media & Web Associate
- Policy & Research Assistant
- Customer Service Representative
- Program Assistant
- Junior Quality Assurance Analyst
- Product Development Assistant
- Talent Acquisition Assistant

Appendix D – Individual AAU Considerations

AAU	Program	Cap #	Evaluation	Sequence Provided Y/N	Entry %	Council approval Y/N
1. Department of Psychology	<ul style="list-style-type: none"> Bachelor of Arts (Honours) Psychology 	10 (to start)	Posters Pass/Fail	Yes	80%	Yes: January 17, 2023
2. School of Dramatic Art	<ul style="list-style-type: none"> Bachelor of Arts (Honours) Drama Bachelor of Arts (Honours) Drama in Education and Community with a Concentration in Applied Theatre 	No	Posters Pass/Fail	Yes	80%	Yes: February 17, 2023
3. Philosophy Department	<ul style="list-style-type: none"> Bachelor of Arts (Honours) Philosophy 	No	Posters Pass/Fail	Yes	80%	Yes: January 11, 2023
4. Department of Languages, Literatures and Cultures	<ul style="list-style-type: none"> Bachelor of Arts (Honours) French Bachelor of Arts (Honours) Spanish 	No	Posters Pass/Fail	Yes	80%	Yes: February 3, 2023 (French) February 13, 2023 (Spanish)
5. Communication, Media & Film	<ul style="list-style-type: none"> Bachelor of Arts (Honours) Communication, Media & Film 	No	Posters Pass/Fail	Yes	80%	Yes: February 3, 2023
6. Department of History	<ul style="list-style-type: none"> Bachelor of Arts (Honours) History 	No	Posters Pass/Fail	Yes	80%	Yes: February 14, 2023
7. Department of Political Science	<ul style="list-style-type: none"> Bachelor of Arts (Honours) Political Science 	No	Posters Pass/Fail	Yes	80%	Yes: January 20, 2023
8. Department of English and Creative Writing	<ul style="list-style-type: none"> Bachelor of Arts (Honours) English 	No	Posters Pass/Fail	Yes	80%	Yes: February 10, 2023

**University of Windsor
Senate**

5.1.2: **Nursing (Graduate) – Major Program Changes (Form B) and New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the major program changes to the Master of Science in Nursing (MScN) be approved, including deleting the Advanced Clinical Nursing field and the Nursing Leadership field and merging the Master of Nursing course-based and Primary Health Care Nurse Practitioner streams into the MScN, adding the new course proposals (NURS-8400, NURS-8410, NURS-8420, NURS-8430, NURS-8440, NURS-8450, NURS-8460, NURS-8470), and changing the Nursing course requirements in the Master of Science in Translational Health Science, in accordance with the program/course change forms.[^]

[^]*Subject to approval of the expenditures required.*

Rationale/Approvals:

- A Master of Science in Nursing (MScN) will be conferred to students upon successful completion of all program components. The program will be offered with three different streams (thesis, course-based, and Primary Health Care Nurse Practitioner). The new curriculum will commence Fall 2024.
- Supporting documentation for the proposed new courses can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.1a.
- The Department of Biomedical Sciences has been consulted as there will be two new required nursing courses for students in the Master of Science in Translational Health Science program.
- This major program changes and new course proposals have been approved by the Faculty of Nursing, the Faculty of Graduate Studies Council, the Provost, and the Program Development Committee.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM B**

Form History (Leave blank if there have been no changes. Changes can also be noted directly in the Workflow)

Date of Modification	Approval Body Modifying (eg, Program Committee, AAU Council, etc.)	Reason for Modification
March 13, 2023	Graduate Committee for Nursing	New MScN Curriculum
March 16, 2023	Faculty of Nursing Council	New MScN Curriculum
March 18, 2023	Martin Crozier of Biomedical Sciences	Written support of revised shared courses

ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. PDC FORMS WITH SECTIONS THAT HAVE NOT BEEN COMPLETED WILL BE SENT BACK.

A. Basic Program Information

Faculty(ies)	Nursing
Department(s)/School(s)	Nursing
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Master of Science in Nursing Master of Science in Nursing with thesis Master of Science in Nursing Primary Health Care Nurse Practitioner
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2024
Mode of Delivery:	In person and online
Planned steady-state Student Enrolment (per section B.4.2)	25-60 students per required course
Normal Duration for Completion:	Each course is 12 weeks duration - The Degree full-time = 2 years
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.

Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

Healthcare systems and the roles and responsibilities of registered nurses (RNs) who work within these systems are rapidly evolving. Working in direct and indirect roles, master's prepared RNs contribute their professional knowledge and scholarship to enhance and improve healthcare locally, provincially, nationally and internationally. The design and delivery of master's nursing programs must adapt to meet the current and future competencies required of RNs in current and future direct and indirect advanced nursing roles in this system (Canadian Association of Schools of Nursing [CASN], 2022). Roles with a direct clinical focus include clinical nurse specialists, nurse practitioners, and clinical nurse educators. Indirect roles include academic educators, researchers, administrators, consultants, and health policy experts.

**PROGRAM DEVELOPMENT COMMITTEE
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The proposed overarching goal of the redesigned Master of Science in Nursing Program is:

“To equip nurses as scholars who positively influence nursing practice, health care systems, and the health of persons, families, communities, and populations.”

To this end, the Master's Program Redesign Committee undertook a comprehensive review of data from our current program, other program websites and relevant documents. This review informed the proposed competencies, program framework, program outcomes, courses, and course structures. Boyer’s Model of Scholarship (Boyer, 1990) was selected to inform our redesigned program. The following nine competencies drive our curriculum: professionalism, knowledge, direct and indirect practice, communication and collaboration, person, family, research and critical inquiry, community and population health, teaching and learning, leadership, and health system optimization.

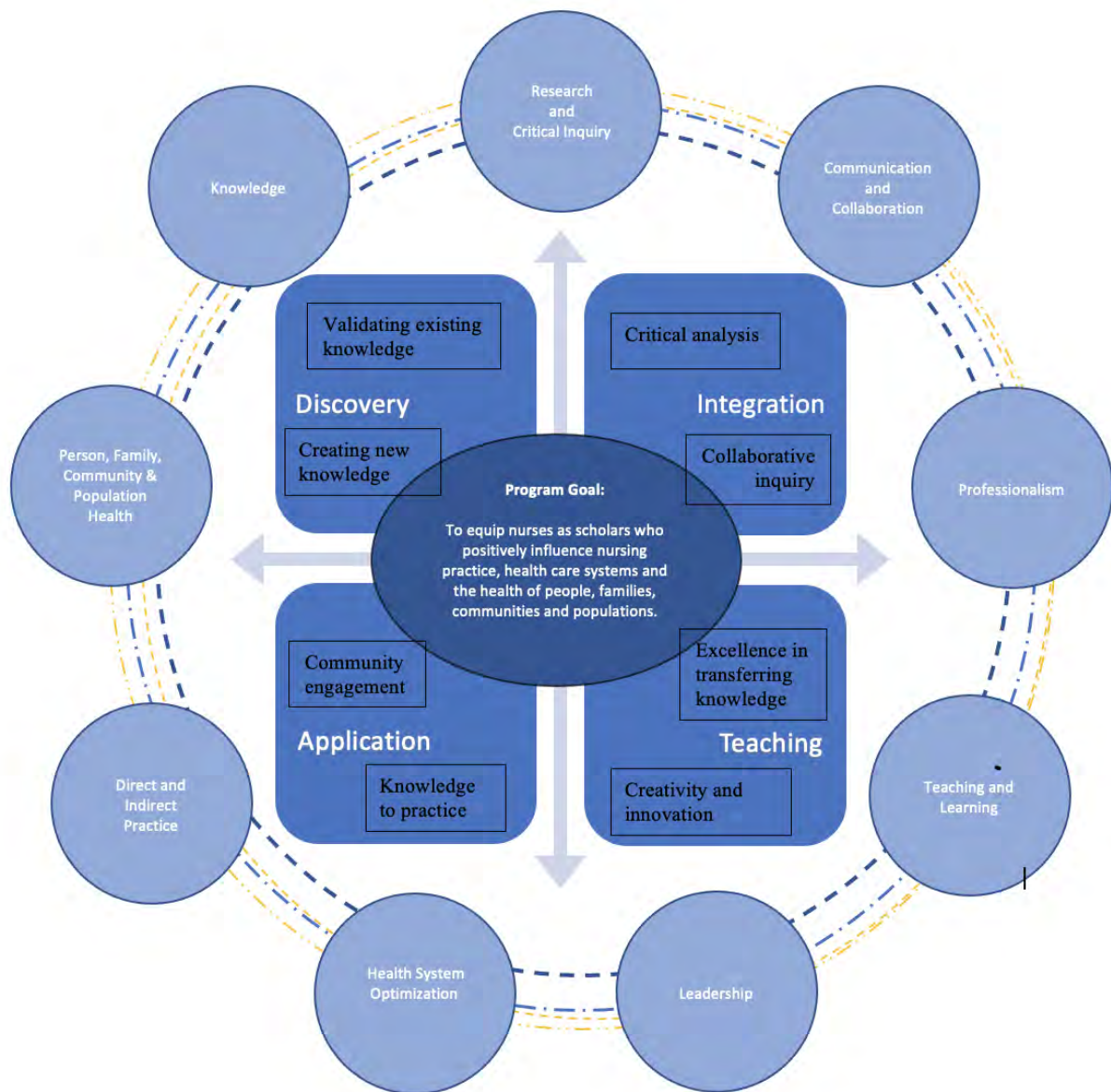


Figure 1. Program Framework

PROGRAM DEVELOPMENT COMMITTEE

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Based on the comprehensive review and student feedback, we have made significant revisions to five current courses and created three new ones. Furthermore, we will admit students to the “umbrella” of the Master of Science in Nursing, but they will identify if they are applying to the nurse practitioner (NP) stream, course-based stream, or thesis stream. The aim of the revised program is to be responsive to changing healthcare practices, stakeholder needs, fiscal and budgetary considerations, and evolving socio-political influences.

The course revisions are consistent with the strategic plan and the student feedback. For example, the course “Promoting Health Equity for Diverse Groups” will highlight the strengths, concerns, and health impacts of racialized groups. We have also intentionally designed this course (and others) to appeal to a multidisciplinary audience.

The Faculty of Nursing (FON) is committed to the University of Windsor’s goal of building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As a working committee, we are taking a systematic approach at the program level to incorporate Indigenous perspectives into the curricular framework, program outcomes, courses and our structures and processes. This work will involve an ongoing and formal process of consultation and engagement with members of the Indigenous community, including Indigenous elders, nurses, and scholars.

The program revisions align with UWindsor’s near complete 2023 Strategic Plan, including 1) Becoming an Increasingly Equitable, Diverse, Inclusive and Just Campus, 2) Continuing the Journey toward Truth and Reconciliation, and 3) Ensuring High Quality, Effective, Relevant Teaching, Learning and Student Experience for Everyone.

B.2 Changes to Program Content (QAF Section 2.1.2.2)

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

Our comprehensive included information from seven master's program across the province and key documents from North American and international stakeholders/leaders in graduate education in Nursing, including the Canadian Association of Schools of Nursing, the American Association of Colleges of Nursing, the College of Nurses of Ontario, the Canadian Nurses Association, the National League for Nursing, and the World Health Organization. This review identified gaps in our current program (teaching and learning, health equity, and improvement science) and it informed the program competencies, program framework, program outcomes, courses, and course structures. The following nine competencies were selected to drive our curriculum: research and critical inquiry, professionalism, knowledge, direct and indirect practice, communication and collaboration, person, family, community and population health, teaching and learning, leadership, and health system optimization. To enable competency achievement in these nine domains, three new courses were added (Teaching and Learning, Improvement Science, Promoting Health Equity among Diverse Groups). The existing Nursing Research Methods course was split into two courses (Evidence Utilization and Health Research Methods), and two courses (Theoretical Foundations of Advanced Nursing Practice, Advanced Professional Nursing Practicum) were revised to reflect the new competencies and program framework and renamed as The Scholarship of Nursing Knowledge and Practice and Integrated Practicum in Nursing Scholarship, respectively.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, as appropriate.

A Master of Science in Nursing (MScN) will be conferred to students upon successful completion of all program components. The program will be offered with three different streams (thesis, course-based, and Nurse Practitioner). The program will be delivered using in-person and online methods. In-person training and course delivery (two or three days) will be required annually during the third week of September. It will involve a series of workshops that will be developed to engage students in the requisite skills needed for scholarship and graduate education.

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Draft In-Person Training and Orientation (Two Days)

Day One

- Indigenous Welcoming Ceremony
- Faculty and staff introductions, policies, and procedures
- Introduction to Nursing Scholarship
 - o Expectations for learning
 - o Indigenous pedagogies/ways of knowing
- Scholarly Writing Seminar 1
 - o Formulating a researchable question
 - o Searching the evidence

Day Two

- Scholarly Writing Seminar 2
 - o Organizing and presenting the evidence
- Research Ethics
- Meet with advisors

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and additional Resources including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Faculty of Nursing (FON) is committed to the University of Windsor's goal of building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. We have chosen to take a systematic approach at the program and course level to incorporate Indigenous content, material, and perspectives into our curriculum. We are also looking for ways to decolonize our structures and processes.

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Initiatives that the FON has undertaken in the past 12-18 months:

- Most of our faculty have attended courses/workshops/webinars provided by the Centre for Teaching and Learning, and organizations external to UWindsor to support efforts to Indigenize our curriculum.
- In response to the Truth and Reconciliation Commission of Canada: Calls to Action (2015), and in keeping with the goals of the Canadian Association of Schools of Nursing/Canadian Indigenous Nurses Association task force, many of the materials for our new graduate courses will be comprised of Indigenous perspectives and content, including such topics as how colonialism plays a role in the health and welfare of contemporary Indigenous people.
- A land acknowledgement and decolonization statement are included in all course outlines; faculty are encouraged to add personalized statements to the standard ones, and to integrate them into their lectures/presentations.
- The Dean's Intentional Conversations: Learning Our Talk" with the inaugural conversation in October 2022 brought faculty and staff together in a *Blanket Exercise*, facilitated by University of Windsor Indigenous Scholars/staff.
- Creation of a new staff position, *Indigenous Pedagogy and Curriculum Advisor*, to support Indigenization across the nursing curriculum, effective September 2022. Ms. Sara Williams - the incumbent is an alumna of the Faculty of Nursing and an *Indigenous Transition Facilitator at the Southwest Ontario Aboriginal Access Centre*. Sara presented a talk to members of our Curriculum Committee about Indigenous pedagogies, and we are discussing ways of integrating strategies such as intergenerational learning and storytelling into our curriculum. Faculty designing courses and activities are strongly advised to contact Sara for advice.
- Several courses in our revised graduate curriculum (e.g., Evidence Utilization, Health Research Methods, Teaching and Learning) include Indigenous-specific content within the context of lectures and learning activities.
- In consultation with Sara Williams, the Graduate Committee is working on developing language that reflects our commitment to decolonization and that can be adapted by faculty in their syllabi. All teaching resources used will be co-developed with Indigenous stakeholders. We will invite an Indigenous Elder, known to Sara, to share knowledge about Indigenous healing practices, and are in the process of applying for funding that will recognize and honour the contributions of an Indigenous Elder.
- The FON is planning a blanket exercise (an immersive educational activity led by an Indigenous Knowledge Keeper or Elder that teaches the history of colonization in Canada) and Indigenous welcome during the mandatory Graduate in-person orientation.

Also Nursing has submitted a proposal to the Digital, Open, and Online Learning Grants to fund Indigenous Elder/Knowledge Keeper consultation for the new and revised masters courses.

<https://www.uwindsor.ca/openlearning/560/digital-open-and-online-learning-grants>

And applied to The University Diversity, Indigeneity, and Anti-Racism Professional Development Fund to acknowledge Indigenous/Knowledge Keeper consultation and the supplies for a blanket exercise for our incoming grad Nursing students each year: <https://www.uwindsor.ca/vp-equity-diversity-inclusion/390/universitys-diversity-indigeneity-and-anti-racism-professional-development-funds-article-u>

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline

The proposed revision will merge our current Master of Nursing (MN) degree (course-based or NP) with the Master of Science in Nursing (MScN) (currently only thesis based) into a Master of Science in Nursing degree with three streams (course-based, thesis-based, Primary Health Care Nurse Practitioner).

We completed a website review and summary of Ontario master's degree nursing programs to determine the current state of programs in our province. This review included degree title, guiding frameworks, numbers of courses required

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for degree completion, titles of courses, delivery methods, full or part time requirements (see Table below). The universities included: Toronto Metropolitan University, University of Toronto, Western University, University of Ottawa, York University, Queens University, and McMaster University. Some information is not available on program websites.

Degree titles vary across programs. York is the only program that articulates a philosophy – human science tradition – with five overarching statements about nursing education, nursing, health, and healing. Most programs have goals or statements.

Method of course delivery varies across programs (in person, online, residencies). In Ontario, there is wide variation in the number of courses required to obtain a master’s degree in nursing and the length of the program. Two programs strictly offer full-time programs. Most programs offer a thesis track; the U of T does not. Completion time for full-time thesis-based programs is two years for most programs and up to four years in part-time programs. Completion time for full-time course-based programs ranges from 12 months to two years for most programs and up to four years for part-time programs. The number of courses required for degree completion also vary and are difficult to assess as some require modules and papers. The number of core courses in thesis programs ranges from five to six courses. The number of core courses in course-based programs range from four to six courses, with most requiring three elective/option courses. The majority of course-based programs also require a field placement and/or advanced practicum. Final practica tend to be double weighted courses (e.g., 6 credits) and some programs extend these courses over 2 terms.

Fields of study/tracks vary by university. York offers a fast track for experienced nurses without a BScN (Bachelor of Science in Nursing) degree. Western, Queens, and Ottawa allow fast tracking to their PhD programs.

Summary of Ontario University Programs

Degree title	<ul style="list-style-type: none"> • MN: Toronto Metropolitan University (thesis and course-based); U of T (course-based); Western (course-based) • MSc: McMaster (thesis and course-based) • MScN: U Ottawa (thesis and clinical option); Western (thesis-based); York (thesis and course-based) • MNsc: Queens (thesis and course based)
Full or Part-time	<ul style="list-style-type: none"> • McMaster – Thesis and course-based FT (2 years) and PT (3 years) • Queens - FT (two years for course-based and thesis) • Toronto Metropolitan University - Thesis is FT (6 terms); Course based FT (18 months) PT (up to 36 months) • U of O – Thesis FT (two years) PT (four years); Clinical Option FT (two years) PT (three years) • U of T – FT only (two years, six consecutive semesters) • Western – Thesis-based - FT (2 years) and PT (three to four years); course-based – FT (12 months) and PT (2 years) • York – Thesis-based and course-based FT (2 years); Thesis-based and course-based PT (3 years)
Fields/tracks	<ul style="list-style-type: none"> • McMaster – illness prevention and management; health equity and disparity; health system integration and innovation • Queen’s – practice environments; populations with complex conditions; health care quality • Toronto Metropolitan University – Leadership in health care policy and education; health and illness of individuals and communities • U of T – Clinical nursing; health systems

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	<ul style="list-style-type: none"> Western – Leadership in nursing education; nursing leadership in health promotion and advanced nursing practice; nursing leadership in health services delivery
Number of courses required for degree completion	<p>Thesis</p> <ul style="list-style-type: none"> McMaster - <u>5 courses</u> (four required plus one option), <u>three modules</u> (one on indigenous health) + <u>field placement</u> + <u>thesis</u> Queen’s – <u>6 courses</u> (five required plus one option) + <u>thesis</u> Toronto Metropolitan University – <u>5 required courses</u>, <u>1 field study course</u> + <u>thesis</u> U Ottawa – <u>5 required courses</u> + <u>thesis</u> York – <u>3 required courses</u> + <u>2 core options</u> + <u>practicum</u> + <u>thesis</u> <p>Course-based</p> <ul style="list-style-type: none"> McMaster - <u>7 courses</u> (four required; 3 electives), <u>plus scholarly paper</u> (has a course number), <u>one field placement</u> and an <u>advanced practicum</u> Queen’s – <u>8 courses</u> (5 core plus 3 electives), <u>plus clinical project</u> (two terms) Toronto Metropolitan University – <u>10 courses</u> (5 required; 3 electives; 2 field of study courses) U Ottawa – <u>8 courses</u> (5 required; 3 electives) plus <u>two semester clinical project</u> U of T Health Systems Stream - <u>8 courses</u> (five required; 3 field of study courses) plus <u>1 practicum course</u> (160 clinical hours) U of T Clinical Stream – <u>8 courses</u> (6 required; 2 field of study) plus <u>1 practicum</u> (160 clinical hours) York – <u>3 required courses</u> + <u>2 core options</u> + <u>3 electives</u> + <u>practicum</u>
NP programs	NP consortium programs require <u>3</u> core courses plus 7 NP consortium courses; type of additional courses varied by school and usually involved a clinical project. U of T offers diverse NP programs and is not part of consortium.
Other	International students in some programs (e.g., Queens) are not required to have CNO (College of Nurses of Ontario) registration but are restricted from some areas of focus for their thesis topics (not clear what restrictions include).
	Qualitative research course is a required core course in most programs, including NP programs.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

As described previously, our program re-design team completed a comprehensive assessment that included a review of data from our current program, including courses (required courses and electives, when Senate approved and last

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taught), program websites from seven master's program across the province of Ontario and international stakeholders/leaders in graduate education in Nursing. There are currently 33 courses listed in the graduate calendar with approvals ranging in date from 1992-2018. Six courses listed have not received Senate approval, four of which were taught in the Oncology Certificate Program that is no longer running. The graduate calendar specifies pre/co-requisites for only 10 of these courses. A sizable proportion of the 33 courses have not been offered in the current graduate program in the last five years.

Regarding societal needs, the Canadian Association of Schools of Nursing completed an environmental scan that was published in 2022. Based on their report, we identified the following outcomes that need further emphasis in our graduate programs: (1) advocating for health equity and social justice (socio-cultural need; locally, regionally, provincially and nationally), (2) anti-racism (socio-cultural need; locally, regionally, provincially and nationally), (3) virtual and digital care (technological need; locally, regionally), (4) increasing complexity in health care delivery and systems (economic and scientific; locally, regionally, provincially and nationally), and (5) The Truth and Reconciliation Committee’s Calls to Action (socio-cultural need; locally, regionally, provincially and nationally).

We reviewed admission statements of students and conducted a Graduate Student Survey in 2022. A review of student admission statements and student surveys revealed that students appreciate the mix of in-person and online learning opportunities (socio-cultural need; local, regional, provincial). They want opportunities to network and connect with peers and faculty (socio-cultural need; local); but also appreciate the reduced commute associated with mostly online classes (technological, economic need; local, regional, provincial), as most of our students continue to work as RNs during their program (economic need; local, regional, provincial). Please refer to Question 4 of the student survey in section B.4.1).

2022 FON Graduate Student Survey Results

Field	Choice Count
MScN (thesis-based) in progress	2
MN (course-based) in progress	14
PhD in progress	0
MScN (thesis-based) entering this fall	2
MN (course-based) entering this fall	15
PhD entering this fall	0
Total	33

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Q13 - Please indicate your status in the program

Field	Choice Count
Full-time status	26
Part-time status	1
On leave	3
Total	30

Q14 - How long is your commute to attend in-person classes?

Field	Choice Count
Less than 30 minutes	7
Between 30 minutes and one hour	10
>1 but less than 2 hours	2
More than 2 hours	10
Total	29

Q15 - What responsibilities do you have outside of school?

Field	Choice Count
Not working, my studies are my only responsibility	1
Working part-time, no caregiving of children, family and/or others	3
Working full-time, no caregiving of children, family and/or others	20
Working part-time, responsible for children, family and/or others	0
Working full-time, responsible for children, family and/or others	5
Total	29

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Q5 - I Chose Graduate Nursing Education at UWindsor Because...

Field	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
It is convenient because I live in the Windsor-Essex area	8	4	1	7	9	29
The Faculty of Nursing at the University of Windsor has a strong reputation in graduate education	1	2	2	17	7	29
I completed an undergraduate and/or graduate degree in Nursing at the University of Windsor and am/was comfortable continuing my education at UWindsor	4	4	1	8	12	29
I was encouraged by a UWindsor faculty member	2	6	7	13	1	29
I was encouraged by a colleague	1	8	8	11	1	29
I am/was drawn to the program because of faculty teaching/research expertise	1	2	6	16	4	29
The program offers courses that are most relevant to my professional goals.	0	2	0	17	10	29
The program offers flexible course delivery options (online, face-to-face, hybrid)	1	2	6	12	8	29
The program offers full-time and part-time study options	2	1	1	15	10	29
I applied to other programs but was not accepted	14	7	3	2	3	29

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Q4 - Program Delivery Preferences

Field	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
If available, I would take a course that could be completed in a compressed period (2 or 3 weeks)	2	6	3	8	8	27
I prefer a combination of in-person and online courses	3	5	4	12	5	29
If available, I would take a course offered on a weekend	8	7	4	7	3	29
I prefer online versus face-to-face classes	0	3	3	7	14	27
Face-to-face classes are better than online classes for helping me understand the course material	6	5	11	5	1	28
Hy-flex courses (delivered on-campus and online simultaneously via cameras in the classroom) give me the best flexibility and learning experience	0	3	4	10	8	25

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It is important to me that I have the flexibility to shift between full-time and part-time studies	1	1	1	10	13	26
I prefer evening courses over courses scheduled in the day	11	9	5	3	1	29
Group projects and peer learning enhance my education and skills	1	8	6	9	5	29
Practicum courses are valuable opportunities for applying theoretical knowledge	0	1	2	11	11	25
Practicum experiences should involve a face-to-face placement	1	0	6	7	11	25
I would attend a two-day intensive workshop at the University in lieu of a series of workshops spread across a semester	1	2	5	7	12	27

B.4.2 Estimated Enrolments (Senate Co-op Policy)

*Provide details on projected enrolments for the first five years of operation of the revised program in the following table.
(If the program is in operation, use actual and projected data.)*

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For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	26 NP; 26 course; 4 thesis	0	26 NP; 26 course; 4 thesis	1 thesis	26 NP; 26 course; 4 thesis	1 thesis	26 NP; 26 course; 4 thesis	2 thesis	26 NP; 26 course; 4 thesis	2 thesis
<i>In the co-op/ experiential learning stream (if applicable)</i>										

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution. List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs

Websites for Ontario University Programs

- McMaster University <https://gs.mcmaster.ca/program/nursing/>
- Queen’s University <https://nursing.queensu.ca/graduate/master-nursing-science>
- Toronto Metropolitan University <https://www.torontomu.ca/nursing/graduate/>
- University of Ottawa <https://catalogue.uottawa.ca/en/graduate/master-science-nursing/>
- University of Toronto <https://bloomberg.nursing.utoronto.ca/programs/master/>
- Western University https://www.uwo.ca/fhs/nursing/graduate/thesis_based/mscn/index.html
- York University <https://nursing.gradstudies.yorku.ca/masters-nursing/>

Other masters-level Nursing programs exist in Ontario. When we review the admission statements and student surveys, students consistently report that they chose the FON because 1) they had a positive experience during their undergraduate education, 2) they heard positive reports from work peers/colleagues about the FON undergraduate and graduate programs, and/or 3) they connect with the program objectives and course content. (See Question 5 of the student survey in section B.4.1.) Students also appreciate the mix of in-person and online learning opportunities. They want opportunities to network and connect with peers and faculty but also appreciate the reduced commute associated with mostly online classes, as most of our students are also working RNs (see Question 4 of the student survey in section B.4.1).

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B.5 RESOURCES

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.

Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.

Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

This program is a redesigned program, so the resource impacts to Nursing are minimal, and anticipated to be positive. There are more required courses so the anticipated enrolments will be much easier to predict. The other program that shares Nursing courses as required courses is the **Master of Science in Translational Health Science**. They have reached their steady state enrolment of 40 admissions/year and the students take two core courses in Nursing. We have deliberately revised NURS-8830 Research Methods in Nursing and NURS-8820 Advanced Statistics to be more inclusive of these students and their focus on evidence-based practice and health. The proposed replacement courses are NURS-8410 Evidence Utilization and NURS-8420 Health Research Methods. Dr. Crozier has expressed his support for the course revisions. We have also deliberately designed some core courses to be suitable as electives for Ontario Visiting Graduate Students (OVGS), Master of Science in Translational Health Science students, Public Health, or other disciplines (e.g. NURS-8440 Improvement Science or NURS-8450 Promoting Health Equity Among Diverse Populations).

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B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.

Include:

- evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

Our faculty commit to regular attendance at workshops offered by the University of Windsor Centre of Teaching and Learning. Examples of offerings include: instruction in effective multiple choice question design; providing feedback; teaching large classes; team-based learning; high impact teaching practices; Indigenous pedagogies. The Centre of Teaching and Learning (CTL) is exemplary in the provision of support for teaching and learning. All faculty, including part time sessional instructors have access to, and are encouraged to participate in, workshops without cost. Many have completed the teaching certificate.

The Graduate Committee meets monthly to continuously improve and refine the curriculum and pedagogical approaches. New, relevant evidence is disseminated to faculty through the Chair via Faculty Council meetings or e-mail.

All faculty and sessional instructors who teach theory courses have graduate degrees (master's preparation) and expertise in the subject matter being taught as minimum requirements. A doctoral degree is a requirement for full-time tenure/tenure-track nursing positions. Some of our faculty are also Nurse Practitioners. We have hired an Indigenous Scholar who will work with us to integrate Indigenous practices and pedagogies within the FON. Institutional support for faculty scholarship includes professional development funds, the University Strategic Plan, the Office of Research and Innovation Services, the Promotion, Tenure and Renewal Process, the WUFA Collective Agreement, Outstanding Scholars Program, the WE-SPARK Health Institute, and the initial planning and commitment to a Health Innovation Park.

Faculty research expertise is integrated into research and scholarship presentations, informal discussions, faculty-student mentorship, and course development (especially undergraduate and graduate option courses). The scholarship of integration drives the course outcomes and content. A requirement of the tenure process is that all faculty in tenure track and tenured positions have PhDs and are engaged in scholarship and research. Ongoing performance evaluations and workload assignments stress the importance of being engaged in the scholarship of discovery and applying for external funding for their programs of research.

The scholarly climate of the FON is supported by the incorporation of evidence-informed and evidenced-based information into courses, celebrating research-related accomplishments, training opportunities and presentations, and formal and informal research mentors. Most written assignments in theory, lab, and clinical courses require peer-reviewed publications as references.

There are multiple events and strategies contributing to scholarly climate among the faculty and students:

- Posting of faculty publications in the building
- Students working on international research
- Celebration of announcements of new publications – via email, website, and twitter
- Posters by students and faculty in second floor hallway

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- Sigma Tau Upsilon Chapter– faculty and graduate students present their research at Sigma events locally, regionally, and internationally
- Presentations at local Registered Nurses’ Association of Ontario (RNAO) chapter events
- Presentations nationally and internationally at conferences
- Research award by Sigma chapter
- Sheila Cameron research forums- several forums held each year- open to faculty, students, and broader community
- Institute for Healthcare Improvement (IHI) Open School for Health Professionals

“The Scholarship of Teaching addresses the development of innovative teaching methods and educational materials, and the study of teaching and learning” (CASN Position Paper on Scholarship, 2014). Recent examples of the Scholarship of Teaching within the FON include:

- 2021-Co-lead Investigators: Morrell, S & Pittman, G.- ECampus Ontario Grant (\$90,000): Utilizing Simulation to Educate undergraduate nursing, nurse practitioner, and undergraduate medical school students about Opioid Management and Medical Assistance in Dying (MAiD).
- Dennison, S., Freeman, M., Giannotti, N., & Ravi, P. (July 2022). Benefits of reporting and analyzing nursing students near miss medication incidents. *Nurse Educator*.
- 2020- Co-lead Investigator: Morrell, S & Pittman, G. -CLIF Grant (\$4917)- Utilizing Simulation to Educate Nurse Practitioners about Opioid Management and Medical Assistance in Dying (MAiD)
- "The growth of graduate education in nursing in Canada.", Patrick, Linda, J; McEwen, Amanda, E., in Ross-Kerr and Wood's Canadian nursing issues & perspectives, McCleary, L.; McParland, T. (eds), (Elsevier, 2021), 419-433.

Recent examples of the Scholarship of Discovery (i.e., systematic investigation of phenomena using a range of qualitative and quantitative methods) within the FON include:

- Pittman, G., Ralph, J., Freeman, M., Freeman, L., & Borawski, S. (2021) Nurse practitioner opioid prescribing and safety measure utilization patterns in Ontario: An explanatory sequential mixed methods study. *Journal of Nursing Regulation*, 12(3), 38-49.
- Bornais, J., Crawley, J. & El-Masri, MM. (2019). ‘One Stop’: Examining the reasons patients use the Emergency Department for non-urgent care and the barriers they faced. *Journal of Emergency Nursing*. <https://doi.org/10.1016/j.jen.2019.08.007>
- 2022-2024. CIHR Operating Grant: Addressing the Wider Health Impacts of COVID-19. “Laying the groundwork for improved psychological preparedness and adaptation of Canadian nurses working during healthcare crises: Simulated training to improve resiliency of nursing groups (STRONG).” \$405,990. (PI: Menard, D; Co-Applicants: Soucie, K., Freeman, L., Ralph, J.).
- 2022 CIHR Planning and Dissemination Grant for the project "Catalyzing Community Connection - Cross-Border Population Health Project" \$19,981. PI: Kathryn Pfaff, Co-investigators for the CIHR Planning and Dissemination Grant are Edward Cruz, Debbie Sheppard-LeMoine, Lisa Porter, Pooya Moradian Zadeh, Ziad Kobti, and Saeed Samet (School of Computer Science), Suzanne McMurphy (Sociology), Umeika Stephens (Wayne State University), Lisa Dolovich (University of Toronto) and Parminder Raina (McMaster University). Collaborators: Hospice Palliative Care Ontario, Henry Ford Health System, Windsor Regional Hospital.

Recent examples of the Scholarship of Integration (i.e., generation of new knowledge and perspectives from the purposeful examination of original work in various fields in academia) within the FON include:

- Ravi, P., Pfaff, K., Ralph, J., Cruz, E., Bellaire, M., & Fontanin, G. (2022). Nurse-pharmacist collaborations for promoting medication safety among community-dwelling adults: A scoping review. *International Journal of Nursing Studies Advances*. <https://doi.org/10.1016/j.ijnsa.2022.100079>
- "Older Adults", Pfaff, K.A., in Fundamentals of Canadian Nursing, Kozier, B., Erb, G., Berman, A., Snyder, S., Buch, M., Yiu, L., Stamler, L. (eds), (Pearson Canada, 2016)

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- Pittman, G., Morrell, S., & Ralph, J. (2020) Opioid prescribing safety measures utilized by primary healthcare providers in Canada: A scoping review. *Journal of Nursing Regulation*. 10(4), 15-21.
- Edmunds, K., Samuels-Dennis, J. Immigrant and Refugee Canadians, *Fundamentals: Perspectives on the Art and Science of Canadian Nursing*, 1163-1186, Wolters Kluwer, 2019, Editor(s) - Gregory, d., Raymond, C., Patrick, L., Stephen, T. Philadelphia, PA, 2nd, March.

Recent examples of the Scholarship of Application (the generation of knowledge that is developed in working with the community) within the FON include:

- Howard, M., Pfaff, K., Sattler, D., Dolovich, L., Marshall, D., Zwarenstein, M., & Upshur, R. (2022). Achieving holistic, quality-of-life focused care: description of a Compassion Care Community initiative in Canada. *Health Promotion International*, 37(3), doi: 10.1093/heapro/daac067
- Morrell, S., Pittman, G., Giannotti, N., & Mowbray, F. (2021). Physical assessment skills used by registered nurses. *Quality Advancement in Nursing Education - Avancées en formation infirmière: Vol. 7, 2*. DOI: <https://doi.org/10.17483/2368-6669.1286>
- D'Souza, M. S., & Mirza, N. A. (2021). Towards Equitable Health Care Access: Community Participatory Research Exploring Unmet Health Care Needs of Homeless Individuals. *Canadian Journal of Nursing Research*. Advance online publication. <https://doi.org/10.1177/08445621211032136>
- Sanderson, D. (Applicant), Mirza, N. (Co-Applicant), Connelly, A. (Partner), Archie, T., & Johnson, S. (Collaborators). A cultural exchange between Qwelmintec Secwépemc (British Columbia) and Kua Aina Ulu Auamo (Hawaii) youth to develop knowledge translation tools for the protection of Sewllkwe-Wai (Water). SSHRC Partnership Engage Grant. \$25,000 (Awarded June 2022).
- de Witt, L; Fortune, D, Relationship centred dementia care: Insights from a community-based Culture Change Coalition, *Dementia: The International Journal of Social Research and Practice*, 18(3), 1146-1165 doi:10.1177/1471301217708814, 2019

B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

We have sufficient numbers of full-time faculty with graduate faculty status to teach the required graduate courses. On occasion, we have hired sessional faculty with specific expertise for graduate level electives (e.g., courses focused on disaster preparedness or advanced nutrition).

B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

Graduate student advisors and research supervisors all have a PhD, research expertise, teaching experience, and graduate faculty status. Furthermore, we pair all new faculty with an experienced mentor (co-supervisor) for their first advisee completing a thesis and their first advisee completing a dissertation. Faculty in the FON are very collegial and supportive of new mentors and new mentees. Every graduate student is assigned a faculty advisor upon admission to the program. This faculty member is the point person for questions, advice, etc. For the thesis students, the advisor often transitions to become their research supervisor once they commence the thesis phase, but sometimes students will switch to another faculty member with more appropriate expertise or better alignment with their evolving research interests. The Associate Dean for Graduate Programs in Nursing carefully monitors the progress of all graduate students for concerns (e.g., high frequency of course VWs, LOAs, low grades, etc.). The Associate Dean for Graduate Programs in Nursing also carefully monitors the supervisory load of faculty with careful consideration of upcoming tenure timelines, planned leaves and sabbaticals, planned retirements, etc.

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B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

Graduate students are eligible to apply to be Graduate Assistants. Funding is available through the Faculty of Graduate Studies (entrance scholarships, conference travel, donor-sponsored awards, etc.) Students can apply for federal or provincial scholarships. Nursing administers a few donor-sponsored awards internally (<https://www.uwindsor.ca/nursing/323/awards-and-scholarships>). The Ontario government is currently offering the Learn and Stay Grant (free tuition) to incoming Fall 2023 Nursing masters students but the duration of this program for future cohorts has not yet been communicated.

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

New resources to support the program include several recent hires within the FON. Sara Williams is our *Indigenous Pedagogy and Curriculum Advisor*. We're also applying for several grants to support consultation regarding course content from an Indigenous elder. Karen Momotiuk was recently hired as our major grants officer. She is leading fundraising efforts to increase funding for our thesis and dissertation research funds, update simulation equipment used by our Primary Health Care Nurse Practitioner students, and expand the number of donor-sponsored awards. Gam Macasaet is the new Communication Coordinator in the FON. He will assist with marketing, advertising and web development regarding the research and academic accomplishments of our faculty and students, which will in turn support the FON's reputation and bolster student recruitment.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

*Describe all opportunities for **internal reallocation of resources and cost savings** identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

The revised master's curriculum has an exceedingly high probability of resulting in cost savings. The current course-based master's has four courses that contribute to two streams (Leadership focused or clinical/patient focused) and four electives. This results in four to eight courses that traditionally had an enrolment of 10-15 students for each course. The revised program has a higher number of required courses so the student enrolment per course will be higher, and the students' schedule will be much easier to predict. The courses shared with the students from the Master of Science in Translational Health Science will have higher enrolments and can then be offered multiple times throughout the semester. This is beneficial for any student who may end up out of sequence due to an Leave of Absence (LOA). We've also created and revised courses that we feel will appeal to graduate students from other disciplines and universities.

B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

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B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

Library Resources and Services:	N/A
Teaching and Learning Support:	N/A
Student Support Services:	N/A
Space and Facilities:	N/A
Equipment (and Maintenance):	N/A

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

Note: There are no changes planned for the admission requirements. As before, the Primary Health Care Nurse Practitioner program will have additional admission requirements compared to the course-based and thesis streams related to practice hours as an RN.

Master of Science in Nursing (MScN) for the thesis and course-based streams

Admission Requirements

1. All general regulations of the Faculty of Graduate Studies and Research admission requirements are applicable.
2. Applicants must have a Bachelor of Science in Nursing or equivalent which includes physical assessment, and courses in research and statistics. Consideration may be given to nurse applicants holding degrees in other cognate disciplines.
3. Applicants must have maintained an overall 70% average in their undergraduate nursing program.
4. Applicants must have current registration with the College of Nurses of Ontario with no practice restrictions.
5. Three Faculty of Nursing confidential reports must be completed by academic/professional referees, with at least one from an academic who has taught the applicant and one from a recent employment supervisor.
6. An "Applicant Profile" must be completed which includes a section addressing goals in seeking graduate education (narrative statement).
7. Applicants whose native language is not English must submit certification of English proficiency (official TOEFL score or equivalent MELAB) as follows: IELTS – Minimum score- 7; or, Canadian English Language Benchmark Assessment for Nurses (CELBAN): Minimum scores: Writing - 7; Speaking - 8; Listening - 9; Reading - 8.
8. Applications for admission must be completed by February 1.
9. An interview may be required.

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Nursing (MScN) Primary Health Care Nurse Practitioner stream

Admission Requirements

1. All general regulations of the Faculty of Graduate Studies and Research admission requirements are applicable.
2. Applicants must have a Bachelor of Science in Nursing or equivalent which includes physical assessment, and courses in research and statistics. Consideration may be given to Registered Nurses (RN) applicants holding degrees in other cognate disciplines.
3. Applicants must have maintained an overall 70% average in their undergraduate nursing program.
4. Applicants must have current registration as a Registered Nurse with the College of Nurses of Ontario with no practice restrictions.
5. Three Faculty of Nursing confidential reports must be completed by academic/professional referees, with at least one from an academic who has taught the applicant and one from a recent employment supervisor.
6. An "Applicant Profile" and a "NP Personal Essay", which include sections addressing qualifications and rationale for seeking graduate education and as an MScN Primary Health Care Nurse Practitioner.
7. Applicants whose native language is not English must submit certification of English proficiency (official TOEFL score or equivalent) as follows: IELTS – Minimum score- 7; or, Canadian English Language Benchmark Assessment for Nurses (CELBAN): Minimum scores: Writing - 7; Speaking - 8; Listening - 9; Reading - 8.
8. Applications for admission must be completed by February 1.
9. An interview may be required.
10. In addition: Applicants must have 3640 hours practicing as a registered nurse with direct patient care working in a clinical setting. All hours are considered; however, preference is given to those with clinical experience within the past five years.
11. Preference will be given to Ontario residents whose work experience in nursing has been continuous and who have clinical experience in one or more of the following areas: primary health care, ambulatory care, public health, community health, long term care, emergency care, outpost nursing, across the lifespan.

Note: This is a limited enrolment program. Therefore, possession of minimum published requirements does not guarantee admission

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

There are no changes planned for the admission requirements as, overall, our past graduates of the masters' programs have been successful in terms of timely completion of the program, high pass rates on the Primary Health Care Nurse Practitioner examinations, transition to PhD programs, positive feedback from employers and stakeholders, and positive feedback from students. We have updated the program content and but have not increased or decreased the difficulty to warrant a change to admission requirements.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names. Identify in BOLD and STRIKETHROUGH the changes to program requirements.

Master of Science in Nursing (MScN)

Course Based Stream:

Students admitted to the course-based stream must successfully complete seven foundational courses, plus two Nursing courses at the 8000 level, and the Integrated Practicum in Nursing Scholarship.

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Total Courses: 10

- (a) NURS-8400. The Scholarship of Nursing Knowledge and Practice
NURS-8410. Evidence Utilization
NURS-8420 Health Research Methods
NURS-8430 Leadership Innovations in Advanced Nursing Practice
NURS-8440 Improvement Science
NURS-8450 Promoting Health Equity Among Diverse Groups
NURS-8460 Teaching and Learning: Theory and Practice
- (b) Two graduate level courses (NURS-8XXX or another faculty)
- (c) NURS-8470. Integrated Practicum in Nursing Scholarship

Thesis Stream:

Students admitted to the thesis-based program must successfully complete six foundational courses and 4 semesters of Thesis credit (NURS 8970 Thesis). The Thesis-based stream must be completed as a full-time student.

Total Courses: 7

- (a) NURS-8400. The Scholarship of Nursing Knowledge and Practice,
NURS-8410. Evidence Utilization,
NURS-8420. Health Research Methods,
NURS-8430. Leadership Innovations in Advanced Nursing Practice,
NURS-8450. Promoting Health Equity Among Diverse Groups
NURS-8460. Teaching and Learning: Theory and Practice.
- (b) NURS-8970. Thesis

Primary Health Care Nurse Practitioner (NP) Stream:

The following three core courses in addition to those required by the provincial NP consortium:

- NURS-8400 Scholarship of Nursing Knowledge and Practice,
- NURS 8410 Evidence Utilization,
- NURS 8440 Improvement Science.

Nurse Practitioner courses:

- NURS-8500 Pathophysiology for Nurse Practitioners (taken over 2 semesters)
- NURS-8520 Roles and Responsibilities (taken over 2 semesters)
- NURS-8570 Advanced Health Assessment and Diagnosis I
- NURS-8580 Advanced Health Assessment and Diagnosis II
- NURS-8610 Therapeutics in Primary Health Care I
- NURS-8620 Therapeutics in Primary Health Care II
- NURS-8870 Integrative Practicum

GRADUATE CALENDAR CHANGES

1. Candidates for the Master of Science in Nursing degree will pursue studies in one of **three** streams:

- (a) ~~Advanced Clinical Nursing~~ **Course-based**
- (b) ~~Nursing Leadership~~ **Thesis-based**
- (c) **Primary Health Care Nurse Practitioner**

2. The requirements for a MScN (**thesis-based**) may be satisfied by pursuing a full-time program of studies consisting of ~~six prescribed courses and a thesis.~~

- NURS-8400. The Scholarship of Nursing Knowledge and Practice,**
- NURS-8410. Evidence Utilization,**
- NURS-8420. Health Research Methods,**

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NURS-8430. Leadership Innovations in Advanced Nursing Practice,
NURS-8450. Promoting Health Equity Among Diverse Groups
NURS-8460. Teaching and Learning: Theory and Practice.
NURS-8970. Thesis

Additional information concerning the procedure for theses and major papers may be obtained from the Associate Dean for Graduate Programs in Nursing.

3. The requirements for a MScN (course-based) may be satisfied by pursuing a full-time or part-time program of studies consisting of Prescribed courses:

NURS-8400. The Scholarship of Nursing Knowledge and Practice
NURS-8410. Evidence Utilization
NURS-8420 Health Research Methods
NURS-8430 Leadership Innovations in Advanced Nursing Practice
NURS-8440 Improvement Science
NURS-8450 Promoting Health Equity Among Diverse Groups
NURS-8460 Teaching and Learning: Theory and Practice
Two graduate level courses (NURS-8XXX or another faculty)
NURS-8470. Integrated Practicum in Nursing Scholarship

~~NURS-8810. Theoretical Foundations of Nursing~~

~~NURS-8820. Advanced Statistics~~

~~NURS-8830. Research Methods in Nursing~~

~~NURS-8910 Advanced Professional Nursing Practicum~~

~~and either NURS-8850 and NURS-8860, or NURS-8880 and NURS-8890, depending on the selected area of focus.~~

~~4. Clinical Judgement in Nursing Practice will involve one term of full-time study in a setting selected in consultation with the student. Students will select individuals, families, groups, populations and/or communities in various health care facilities, and/or community settings, to develop their knowledge and skill for advanced nursing practice~~

The requirements for a MScN (Primary Health Care Nurse Practitioner) may be satisfied by pursuing a full-time or part-time program of studies consisting of

NURS-8400 Scholarship of Nursing Knowledge and Practice
NURS 8410 Evidence Utilization
NURS 8440 Improvement Science
NURS-8500 Pathophysiology for Nurse Practitioners (taken over 2 semesters)
NURS-8520 Roles and Responsibilities (taken over 2 semesters)
NURS-8570 Advanced Health Assessment and Diagnosis I
NURS-8580 Advanced Health Assessment and Diagnosis II
NURS-8610 Therapeutics in Primary Health Care I
NURS-8620 Therapeutics in Primary Health Care II
NURS-8870 Integrative Practicum

5. All candidates' programs are subject to approval by the Associate Dean of Graduate Programs in Nursing.

6. The minimum grade required in all graduate courses is 70%. Any student who does not successfully complete a course may repeat it once at the discretion of the Dean of the Faculty of Nursing and the Dean of the Faculty of Graduate Studies. The student may not repeat more than one course.

7. **For the course-based and Primary Health Care Nurse Practitioner streams,** the maximum time limit for part-time is five years; full-time is 3 years.

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8. Students of the Faculty of Nursing are required to demonstrate behaviours consistent with the "Professional Standards for Registered Nurses and Registered Practical Nurses, Standards for the Therapeutic Nurse-Client Relationship and the Ethical Framework for Nurses in Ontario" of the College of Nurses of Ontario, and "Explanation of Professional Misconduct" of the College of Nurses of Ontario," and the academic policies of the University of Windsor.

Failure of any Nursing student to conform to the principles of these documents may result in dismissal from any of the Faculty of Nursing's programs.

The Master's thesis committee is chosen in the manner described in the section titled, The Master's Degree Program Requirements of this Graduate Calendar. The final examination will be conducted by the Master's committee.

~~Nursing (MN) Advanced Clinical Practice and Leadership in Nursing Fields~~

~~Admission Requirements~~

- ~~1. All general regulations of the Faculty of Graduate Studies are applicable.~~
- ~~2. Applicants must have a Bachelor of Science in Nursing or equivalent which includes physical assessment, and courses in research and statistics. Consideration may be given to nurse applicants holding degrees in other cognate disciplines.~~
- ~~3. Applicants must have maintained an overall 70% average in their undergraduate nursing program.~~
- ~~4. Applicants must have current registration with the College of Nurses of Ontario with no practice restrictions.~~
- ~~5. Three Faculty of Nursing confidential reports must be completed by academic/professional referees, with at least one from an academic who has taught the applicant and one from a recent employment supervisor.~~
- ~~6. An "Applicant Profile" must be completed which includes a section addressing goals in seeking graduate education (narrative statement).~~
- ~~7. Applicants whose native language is not English must submit certification of English proficiency (official TOEFL score or equivalent MELAB).~~
- ~~8. Applications for admission must be completed by February 15 (or until seats have been filled).~~
- ~~9. An interview may be required.~~

~~Degree Requirements~~

~~It should be noted that two areas of concentration:~~

- ~~1) Advanced Clinical Practice, and~~
- ~~2) Leadership in Nursing – are the same as the MSc. program.~~

~~There is also a third area of concentration available through the Master of Nursing:~~

- ~~3) Primary Health Care Nurse Practitioner Field.~~

~~Total courses: Ten (10) courses~~

~~(a) Students in the course-based master's (MN) must take the same six (6) compulsory courses required of students in the Master of Science Program (MSc):~~

~~NURS-8810. Theoretical Foundations of Nursing~~

~~NURS-8820. Advanced Statistics~~

~~NURS-8830. Research Methods in Nursing~~

~~NURS-8910 Advanced Professional Nursing Practicum~~

~~(b) NURS-8850 (Health of Individuals Families and Groups) and NURS-8860 (Community and Population Health) OR NURS-8880 (Theoretical Foundation of Nursing Leadership) and NURS-8890 (Innovations in Nursing Leadership)~~

~~(c) Four additional graduate level courses, two of which must be Nursing courses. Students can use the courses in the other field to fulfill this requirement.~~

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Course Sequencing

~~YEAR I~~

~~Fall Semester~~

~~NURS-8810. Theoretical Foundations of Nursing~~

~~NURS-8830. Research Methods in Nursing~~

~~Winter Semester~~

~~NURS-8820. Advanced Statistics~~

~~NURS-8850. Health of Individuals, Families and Groups~~

~~or~~

~~NURS-8880. Theoretical Foundations of Nursing Leadership~~

~~Summer Semester~~

~~Nursing/Other graduate course(s)~~

~~YEAR II~~

~~Fall Semester~~

~~Nursing/Other graduate course~~

~~NURS-8860. Community and Population Health~~

~~or~~

~~NURS-8890. Innovations in Nursing Leadership~~

~~Winter Semester~~

~~NURS-8910. Advanced Professional Nursing Practicum~~

~~Summer Semester~~

~~Nursing/Other graduate course(s)~~

MScN (thesis-based)

YEAR I

Fall Semester

NURS-8400. The Scholarship of Nursing Knowledge and Practice

NURS-8410. Evidence Utilization

Winter Semester

NURS-8420. Health Research Methods

NURS-8430. Leadership Innovations in Advanced Nursing Practice

Summer Semester

NURS-8450. Promoting Health Equity Among Diverse Groups

NURS-8970. Thesis

YEAR II

Fall Semester

NURS-8460. Teaching and Learning: Theory and Practice

NURS-8970. Thesis

Winter Semester

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NURS-8970. Thesis

**Summer Semester
NURS-8970. Thesis**

**MScN (course-based)
YEAR I**

**Fall Semester
NURS-8400. The Scholarship of Nursing Knowledge and Practice
NURS-8410. Evidence Utilization**

**Winter Semester
NURS-8420. Health Research Methods
NURS-8430. Leadership Innovations in Advanced Nursing Practice**

**Summer Semester
NURS-8440. Improvement Science
NURS-8450. Promoting Health Equity Among Diverse Groups**

YEAR II

**Fall Semester
NURS-8460. Teaching and Learning: Theory and Practice
Graduate level course (NURS-8XXX or another faculty)**

**Winter Semester
NURS-8470. Integrated Practicum in Nursing Scholarship
Graduate level course (NURS-8XXX or another faculty)**

Nursing (MScN) Primary Health Care Nurse Practitioner

Standing Required for Continuation in Program and for Graduation

The Faculty of Graduate Studies requires that students maintain at least a 70% cumulative average at all times. A minimum grade of 70% is required in each Primary Health Care Nurse Practitioner course. A student in the Primary Health Care Nurse Practitioner program who does not obtain credit in any course may repeat the course once only. There may be no more than a 3-year lapse between Nurse Practitioner courses. Application review will begin ~~March~~ **Feb 1st..**

Degree Requirements

This is a 24-month program designed for nurses who have a BScN.
Total courses: 10 courses (45 credit hours)

YEAR I

Fall

~~NURS-8810. Theoretical Foundations of Nursing~~

NURS-8400. The Scholarship of Nursing Knowledge and Practice

~~NURS-8500. Pathophysiology for the Nurse Practitioner (3 credit hours, 2 terms)~~

~~NURS-8570. Advanced Health Assessment and Diagnosis I (4.5 credit hours)~~

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Winter

NURS-8410. Evidence Utilization

NURS-8500. Pathophysiology for the Nurse Practitioner (3 credit hours, 2 terms)

~~NURS-8580. Advanced Health Assessment and Diagnosis II (4.5 credit hours)~~

Summer

NURS-8440. Improvement Science

YEAR II

Fall

~~NURS-8830. Research Methods in Nursing~~

NURS-8570. Advanced Health Assessment and Diagnosis I (4.5 credit hours)

NURS-8520. Roles and Responsibilities of the Nurse Practitioner in Primary Health Care (3 credit hours, 2 terms)

NURS-8610. Therapeutics in Primary Health Care I (4.5 credit hours)

Winter

~~NURS-8820. Advanced Statistics~~

NURS-8580. Advanced Health Assessment and Diagnosis II (4.5 credit hours)

NURS-8520. Roles of the Nurse Practitioner in Primary Health Care (3 credit hours, 2 terms)

NURS-8620. Therapeutics in Primary Health Care II (4.5 credit hours)

Summer

NURS-8870. Integrative Practicum (12 credit hours)

Master of Science in Translation Science – Nursing course requirement changes:

Core courses:

~~NURS-8830. Research Methods in Nursing~~

~~NURS-8820. Advanced Statistics~~

NURS-8410. Evidence Utilization

NURS-8420. Health Research Methods

ADD to electives:

NURS-8450. Promoting Health Equity Among Diverse Groups

NURS-8440. Improvement Science

Courses used to calculate the major average are: N/A

Description of thesis option (if applicable): graduate research-based thesis.

C.2.1 Co-op/Experiential Learning Component (if applicable)

Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.

****Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)***

Each stream of the MScN has its own component of experiential learning.

- The NP students complete a clinical-based NURS 8870 Integrative Practicum as part of the NP consortium and no changes have been planned for this course.

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- The course-based students complete NURS-8470 Integrated Practicum in Nursing Scholarship. This is a 3-credit one-semester course. Students will undertake a project (e.g. quality improvement project, teaching practicum, policy development, policy revision) at their clinical workplace (as an RN) or within the FON.
- The thesis students complete NURS-8970 Thesis. The thesis is a 12-credit course taken over four semesters. No changes are planned for this course.

Is the completion of the experiential learning/co-op component a requirement of the revised program?

Each stream of the MScN has its own component of experiential learning. The NP students complete a clinical-based Integrative Practicum as part of the NP consortium, the course-based students complete NURS-8470 Integrated Practicum in Nursing Scholarship, and the thesis students complete the thesis (NURS 8970).

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Table 1. Full-Time Thesis Based Course Sequence

Year	Semester	Core courses	Thesis Milestones
One	Fall	NURS-8400. The Scholarship of Nursing Knowledge and Practice	Advisor assigned
		NURS-8410. Evidence Utilization	Explore area of interest
	Winter	NURS-8420. Health Research Methods	Explore research questions Literature review (independent)
		NURS-8430. Leadership Innovations in Advanced Nursing Practice	
	Summer	NURS-8450. Promoting Health Equity Among Diverse Groups	Develop proposal Draft ethics
NURS 8970 Thesis			
Two	Fall	NURS-8460. Teaching and Learning: Theory and Practice	Defend proposal Data collection & analysis
		NURS 8970 Thesis	
	Winter	NURS 8970 Thesis	Analysis and Write results
	Summer	NURS 8970 Thesis	Write discussion and Defend thesis

Table 2. Full-Time Course-Based Course Sequence

Year	Semester	Core courses
One	Fall	NURS-8400. The Scholarship of Nursing Knowledge and Practice
		NURS-8410. Evidence Utilization
	Winter	NURS-8420. Health Research Methods
		NURS-8430. Leadership Innovations in Advanced Nursing Practice
	Summer	NURS-8440. Improvement Science
NURS-8450. Promoting Health Equity Among Diverse Groups		

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Two	Fall	NURS-8460. Teaching and Learning: Theory and Practice
		Graduate level course (NURS-8XXX or another faculty)
	Winter	NURS-8470. Integrated Practicum in Nursing Scholarship
		Graduate level course (NURS-8XXX or another faculty)

Table 3. Part-Time Course-Based Course Sequence

Year	Semester	Core courses
One	Fall	NURS-8400. Scholarship of Nursing Knowledge and Practice
	Winter	NURS-8410. Evidence Utilization
	Summer	NURS-8440. Improvement Science
Two	Fall	NURS-8420. Health Research Methods
	Winter	NURS-8430. Leadership Innovations in Advanced Nursing Practice
	Summer	NURS-8450. Promoting Health Equity Among Diverse Groups
Three	Fall	NURS-8460. Teaching and Learning: Theory and Practice
	Winter	NURS-8470. Integrated Practicum in Nursing Scholarship
	Summer	Graduate level course (NURS-8XXX or another faculty)
Four	Fall	Graduate level course (NURS-8XXX or another faculty)

Table 4. Full-Time MScN/PHCNP Course Sequence

Year	Semester	Core courses
One	Fall	NURS-8400. The Scholarship of Nursing Knowledge and Practice
		NURS 8500 Pathophysiology for Nurse Practitioners (2-semester course)
	Winter	NURS-8410. Evidence Utilization
		NURS 8500 Pathophysiology for Nurse Practitioners (2-semester course)
	Summer	NURS-8440. Improvement Science (NP courses from the consortium are OFTEN offered in the summer)
Two	Fall	NURS 8570 Advanced Health Assessment and Diagnosis I
		NURS 8610 Therapeutics in Primary Health Care I
		NURS 8520 Roles and Responsibilities (2-semester course)
	Winter	NURS 8580 Advanced Health Assessment and Diagnosis II
		NURS 8620 Therapeutics in Primary Health Care II NURS 8520 Roles and Responsibilities (2-semester course)
Summer	NURS 8870 Integrative Practicum	

Table 5. Part-Time MScN/PHCNP Course Sequence

Year	Semester	Core courses
One	Fall	NURS-8400. Scholarship of Nursing Knowledge and Practice
	Winter	NURS-8410. Evidence Utilization
	Summer	NURS-8440. Improvement Science
Two	Fall	NURS 8500 Pathophysiology for Nurse Practitioners (2-semester course) NURS 8570 Advanced Health Assessment and Diagnosis I
	Winter	NURS 8500 Pathophysiology for Nurse Practitioners (2-semester course) NURS 8580 Advanced Health Assessment and Diagnosis II
	Summer	(NP courses from the consortium are OFTEN offered in the summer)

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Three*	Fall	NURS 8610 Therapeutics in Primary Health Care I NURS 8520 Roles and Responsibilities (2-semester course)
	Winter	NURS 8620 Therapeutics in Primary Health Care II NURS 8520 Roles and Responsibilities (2-semester course)
	Summer	NURS 8870 Integrative Practicum

*transfer to full-time status

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

Program Outcomes

A graduate of the University of Windsor's Master of Science in Nursing program is able to:

1. Advance scholarship in direct and indirect practice roles within the discipline of nursing. (CNA, Scholarship; knowledge; direct and indirect roles) [Boyer, all domains].
2. Integrate and apply advanced concepts of person, family, community and population health, leadership, professionalism, teaching and learning, communication, and collaboration to promote health, inform direct and indirect nursing practice, and improve health systems. (CASN – all concepts) [Boyer, discovery, application].
3. Use research and quality improvement methods to discover, integrate and apply knowledge for the promotion of person, family, community and population health, and the optimization of health care systems. (CASN – Knowledge; person/family, community, and population health; optimizing health systems) [Boyer – discovery, integration, application].
4. Critically examine and judiciously use theory, information technologies and resources, and the best evidence from various sources to plan, implement, and evaluate solutions to direct and indirect nursing practice issues. (CASN, CNA, AACN – Knowledge; direct and indirect practice) [Boyer – integration, application].
5. Disseminate scholarship to diverse audiences using diverse epistemologies and pedagogies, evidence-informed and creative teaching/learning processes, and varied communication modalities. (AACN, WHO – Communication; teaching and learning) [Boyer – teaching; application].
6. Advocate for social justice, equity, diversity, and inclusion, and in ways that reflect a spirit of inquiry, self-reflection, respectful and reciprocal communication, professional maturity, and continuous learning. (AACN, WHO – Leadership; professionalism; communication) [Boyer, integration; application].
7. Critically analyze legislative and socio-political issues and trends to inform strategic responses to health and other policies that equitably improve person, family, community, and population health. (CASN – Knowledge; Person/family, community, and population health; optimizing health systems) [Boyer – integration, application].
8. Create collaborative interdisciplinary and intersectoral opportunities to promote person/family, community and population health and improve health systems. (AACN, CNA – Leadership; professionalism; collaboration) [Boyer – integration, application].
9. Lead quality improvement, knowledge translation, educational programming and/or research activities. (CASN, AACN, WHO – Leadership; person/family, community, and population health; teaching and learning; optimizing health systems) [Boyer – discovery; integration; teaching; application].

Definitions and Descriptions of the MScN Program Competencies

Knowledge

This competency is characterized by “comprehensive and substantive understanding of nursing knowledge and a critical awareness of complex problems and/or new insights” (CASN, 2015, p. 10), and it is informed by experiential knowing, and knowing self and others. It includes the theoretical, conceptual, and factual content taught and learned

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in the program (CASN, 2022), it involves competency in integrating and applying advanced knowledge in each of the program competencies (research and critical inquiry, professionalism, leadership, direct and indirect practice, communication and collaboration, person, family, community, and population health, teaching and learning, and health system optimization).

Research and Critical Inquiry

This competency includes a broad range of activities across the four domains of scholarship (discovery, integration, teaching, application). It refers to the ethical and critical application of a broad range of methods for generating new knowledge (e.g., research, theory, quality improvement), formulating research questions that are grounded in practice, as well as appraising, synthesizing, translating, and mobilizing evidence-based knowledge (CASN, 2022).

Professionalism

Refers to the initiation, modeling and application of best practices, as well as personal and professional growth in an advanced nursing role (CASN, 2015), both direct and indirect. It is characterized by respect, integrity and trust. It involves accountability for providing safe, ethical and competent nursing care, maintaining public confidence in the nursing profession, and continuous learning (College of Nurses of Ontario, 2019).

Direct and Indirect Practice

Describes a range of roles focused on the direct and indirect care of individuals, families, communities, or populations. Advanced practice with a direct clinical focus includes clinical nurse specialists, nurse practitioners, and clinical nurse educators. Examples of advanced indirect practice include academic educators, researchers, administrators, consultants, and health policy experts. Nurses practicing in advanced direct and indirect roles influence health systems and outcomes through scholarship in discovery, integration, teaching and/or application.

Communication and Collaboration

Refers to the integration of in-depth knowledge and application of advanced knowledge and skill in communication, teamwork, and collaboration. It includes competency in:

- Developing, participating in, and/or leading teams and collaborative partnerships (intra and interprofessional)
- Demonstrating the use of effective and inclusive verbal and written communication skills
- Developing and delivering effective written and oral scholarly work such as publications and conference presentations
- Integrating information technologies, resources, and advanced communication principles to communicate to a wide range of audiences.

Person, Family, Community and Population Health

Emphasizes partnering with people and families in all settings and sectors of care to promote and protect health and prevent disease and injury. It includes health surveillance, population health assessment, and emergency preparedness and response (CPHA, 2010). It calls upon nurses working in advanced roles to lead initiatives that address gaps in health outcomes among people who are marginalized within the system and/or face barriers to access. It involves scholarship in the integration and application of principles of the social determinants of health, social justice, health equity, diversity and inclusion at the individual, family, community, and systems levels of care. It includes competency in concepts of:

- Advocacy
- Cultural safety
- Relational practice
- Capacity building/building coalitions and networks
- Care/counseling/communication/consultation
- Health education
- Case management and community development
- Policy development and implementation

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Teaching and Learning

This competency applies the scholarship of teaching and learning with patient/clients, healthcare team members and/or learners in a variety of settings. Demonstrates a commitment to the educational growth of self and others and scholarship in integrating and applying best practices for translating knowledge. It includes competency in:

- Identifying, locating and/or developing programs and resources to meet the learning needs of people, nurses, nursing students, groups, communities, and other healthcare team members
- Planning, initiating, coordinating, and conducting educational programs based on learning needs, priorities, and organizational resources
- Designing and delivering education/curricula to meet nursing student competencies and professional practice requirements

Leadership

Integrates and applies leadership competencies and management science with person/family centred care. It includes competency in integrating and applying principles of leading self and others (leadership), and the principles and practices of business skills (management science), including financial, human resource, strategic and information management.

Health System Optimization

Integrates and applies improvement science, patient safety, and informatics with knowledge of the healthcare environment to participate and/or lead in the redesign of the health system care environment to improve health outcomes. It includes competency in integrating and applying concepts of patient/family centred care, improvement science, human factors, patient safety, and informatics.

C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.

MScN (thesis):

- Students in the full-time thesis MScN stream will complete the program in 2 years (six semesters).

MScN (course-based):

- Students in the full-time course-based MScN stream would complete the program in 18 months (5 semesters).
- Students in the part-time course-based MScN stream would complete the program in 3.5 years (10 semesters) when enrolled part-time.

MScN (Primary Health Care Nurse Practitioner):

- Students in the full-time PHCNP MScN stream would complete the program in 2 years (six semesters).
- Students in the part-time PHCNP MScN stream would complete the program in 3 years (eight semesters) with five semesters as a part-time student and three semesters as a full-time student.

C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.

There are no planned changes for the Thesis (NURS 8970).

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C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

*Where fields are contemplated, provide the following information:
The master's program comprises the following fields: ...[list, as applicable]
The PhD program comprises the following fields: ...[list, as applicable]*

The master's program Master of Science in Nursing (MScN) comprises the following streams: thesis-based, course-based, and Primary Health Care Nurse Practitioner.

C.3.2 For All Program Proposals

C.3.2.1 New or Changes to Standing Required for Continuation in Program

*Minimum average requirements for continuation in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.
Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes to Standing required for continuation in the program are proposed.

C.3.2.2 New or Changes to Standing Required for Graduation

*Minimum average requirement to graduate in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.
Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes to Standing Required for Graduation.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)

COMPLETE THIS TABLE FOR GRADUATE PROGRAMS

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows. A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework. Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations). **For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>OCGS-approved Graduate Degree Level Expectations</p>
<p>A. Advance scholarship in direct and indirect practice roles within the discipline of nursing. (CASN - <i>Scholarship; knowledge; direct and indirect roles</i>) [Boyer, all domains]. Also B, C, D, E, H, I</p> <p>For the PHCNP stream: Practice safely, ethically, competently, and with integrity as an entry level NP within the primary health care area of specialty and within the NP-PHC role, scope of practice, competencies, standards, and regulatory framework specific to the College of Nurses of Ontario. Also C, E</p> <p>For the course-based stream: Develop and implement a project to engage in the scholarship of discovery, integration, teaching, and application within the context of indirect nursing practice. Also B, C</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>B. Use research and quality improvement methods to discover, integrate and apply knowledge for the promotion of person, family, community and population health, and the optimization of health care systems. (CASN – <i>Knowledge; person/family, community, and population health; optimizing health systems</i>) [Boyer – <i>discovery, integration, application</i>]. Also A, C, D, E, I</p> <p>For the thesis stream: Develop and implement a research thesis project that will address an original question/hypothesis relevant to advancing nursing science. Also A, C, H</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. Critically examine and judiciously use theory, information technologies and resources, and the best evidence from various sources to plan, implement, and evaluate solutions to direct and indirect nursing practice issues. (CASN, CNA, AACN – <i>Knowledge; direct and indirect practice</i>) [Boyer – <i>integration, application</i>]. Also A, B, D, E, F, G, I</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>OCGS-approved Graduate Degree Level Expectations</p>
<p>For the PHCNP stream: Integrate NP practice experience with a masters of nursing level of theory, diagnostic reasoning, and related knowledge, in collaboration with the client and health care team to meet the primary health care needs of residents in Ontario. <i>Also A, F, G</i></p>		
<p>D. Lead quality improvement, knowledge translation, educational programming and/or research activities. (CASN, AACN, WHO – <i>Leadership; person/family, community, and population health; teaching and learning; optimizing health systems</i>) [Boyer – <i>discovery; integration; teaching; application</i>]. <i>Also A, B, C, E, F, G, H, I</i></p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 5. Level of Communication Skills</p>
<p>E. Integrate and apply advanced concepts of person, family, community and population health, leadership, professionalism, teaching and learning, communication, and collaboration to promote health, inform direct and indirect nursing practice, and improve health systems. (CASN – <i>all concepts</i>) [Boyer, <i>discovery, application</i>]. <i>Also A, B, C, D, F, G, H, I</i></p> <p>For the PHCNP stream: Understand and recognize legislative and political forces that drive health policy in order to manage the interaction between clients, systems of care, and primary health care outcomes. <i>Also F, G, H</i></p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits</p>
<p>F. Disseminate scholarship to diverse audiences using diverse epistemologies and pedagogies, evidence-informed and creative teaching/learning processes, and varied communication modalities. (AACN, WHO – <i>Communication; teaching and learning</i>) [Boyer – <i>teaching; application</i>]. <i>Also A, E</i></p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>
<p>G. Critically analyze legislative and socio-political issues and trends to inform strategic responses to health</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy 5. Level of Communication Skills</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
and other policies that equitably improve person, family, community, and population health. (CASN – Knowledge; Person/family, community, and population health; optimizing health systems) [Boyer – integration, application]. Also A, C		
H. Create collaborative interdisciplinary and intersectoral opportunities to promote person/family, community and population health and improve health systems. (AACN, CNA – Leadership; professionalism; collaboration) [Boyer – integration, application]. Also A, E	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. Advocate for social justice, equity, diversity, and inclusion, and in ways that reflect a spirit of inquiry, self-reflection, respectful and reciprocal communication, professional maturity, and continuous learning. (AACN, WHO – Leadership; professionalism; communication) [Boyer, integration; application]. Also A, B, C, D, E, G	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

Demonstrate that the proposed modes of delivery are appropriate to facilitate students’ successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

A Master of Science in Nursing (MScN) will be conferred to students upon successful completion of all program components. The program will be offered with three different streams (thesis, course-based, and Nurse Practitioner). The program will be offered full-time and part-time, and it will be delivered using in-person and online methods. In-person training and course delivery (two or three days) will be required annually during the third week of September. It will involve a series of workshops that will be developed to engage students in the requisite skills needed for scholarship and graduate education. Attendance is highly encouraged at multiple workshops, networking, and training sessions throughout the year (e.g. Nursing’s Biennial Research Conference, Sheila Cameron Research Forum).

Draft In-Person Training and Orientation (Two Days)

Day One

- Indigenous Welcoming Ceremony
- Faculty and staff introductions, policies, and procedures
- Introduction to Nursing Scholarship
 - o Expectations for learning

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- o Indigenous pedagogies/ways of knowing
- Scholarly Writing Seminar 1
 - o Formulating a researchable question
 - o Searching the evidence

Day Two

- Scholarly Writing Seminar 2
 - o Organizing and presenting the evidence
- Research Ethics
- Meet with advisors

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.

There will be no significant changes in the existing methods of assessing student achievement based on the new/revised learning outcomes and degree level expectations. They will be determined by the faculty member teaching the courses and will involve a variety of methods that assess scholarship in the domains of discovery, integration, teaching, and application. For example, they may include, but are not limited to written assignments (philosophical statements, concept analyses, literature syntheses, research proposals, quality improvement plans), knowledge translation products (infographics, summaries), teaching and learning materials (lesson plans, lecture slides), discussions and posts.

D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

Describe the appropriateness of the plans to monitor and assess:

- the overall quality of the revised program;
- whether the revised program is achieving in practice its proposed objectives;
- whether its students are achieving the program-level learning outcomes;
- the perceived student workload and student experience; and
- how the resulting information will be documented and subsequently used to inform continuous program improvement.

A program evaluation working group of the Graduate Committee will be struck to develop and launch a comprehensive program evaluation plan assessing the program's overall quality. The committee will engage the Associate Dean and other members responsible for collecting/providing the data. The plan will integrate continuous program improvement processes. Proposed activities are described in the following table.

Indicator	Method (s)	Responsibility	Frequency
Overall quality of the revised program	Graduate Student Survey IQAP	Program Evaluation Working Group, Graduate Committee Associate Dean	Annually
Program outcome achievement	Canadian Nurse Practitioner Examination Reports SET scores Grade monitoring	NP Program Coordinator Associate Dean Associate Dean	Annually By semester By semester
Student workload and experience	Graduate Student Survey	Program Evaluation Working Committee, Graduate Committee	Annually
Alumni career tracking	Graduate Surveys	Program Evaluation Working Committee, Alumni Development Office	Annually

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Faculty and student scholarship (papers, presentation, grants)	Self-report by Faculty and Students	Research Committee, Associate Dean	Quarterly
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E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience (Ministry section 2)

Describe the new or revised experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

Students in the course-based stream will complete NURS-8470 Integrated Practicum in Nursing Scholarship, which replaces NURS- 8910 Advanced Professional Nursing Practicum. NURS 8910 was 3 credits but “double-weighted” which contributed to some confusion for students regarding course workload expectations, perceived and potential inequity regarding faculty workload, and it was undervalued for scholarships such as the Ontario Graduate Scholarships (OGS) (which count practicum experiences by course and not hours). The revised course will be 3 credits with the standard expectation of workload hours for students and faculty. In the past, the assignments in the practicum were very faculty-driven but the revised course description highlights the flexibility in practicum settings so learners can contribute to meaningful evidence-informed changes at their current clinical workplace. Students will undertake a project (e.g. quality improvement project, teaching practicum, policy development, policy revision) at their clinical workplace (as an RN) or within the FON.

The NP students complete a clinical-based NURS 8870 Integrative Practicum as part of the NP consortium and no changes have been planned for this course.

The thesis students complete NURS 8970 Thesis over four semesters. No changes are planned for this course.

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

Students will bring knowledge and skill in the following nine competencies: research and critical inquiry, professionalism, knowledge, direct and indirect practice, communication and collaboration, person, family, community and population health, teaching and learning, leadership, and health system optimization.

E.3 Evidence of Availability of Placements (Ministry section 2)

*Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).*

Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed? [NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

N/A

E.4 Supervision of Placements (QAF section 2.1.2.6)

If required, explain the provision of supervision of new or revised experiential learning opportunities.

The NP students complete a clinical-based NURS 8870 Integrative Practicum as part of the NP consortium and no changes regarding supervision have been planned for this course. The thesis students complete NURS 8970 Thesis over four semesters. No changes are planned regarding supervision for this course.

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Students in the course-based stream will complete NURS-8470 Integrated Practicum in Nursing Scholarship, which replaces NURS 8910 Advanced Professional Nursing Practicum. The students will be supervised by the instructor of the course and, as appropriate, feedback will be obtained from any community or academic partners.

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the new or revised experiential learning component, if applicable. NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

N/A

E.6 AAU Council Approval of New or Revised Co-op Component

Please obtain signatures for the following statement for new/revised co-op programs.

N/A

E.7 Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST

Final Overview:
Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

N/A

The following appendices are filed in the University Secretariat:

Appendix A: Budget Summary Sheet

**University of Windsor
Senate**

*5.1.3a: **Physics – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:[^]
PHYS-2100. Topics in Physics**

[^]*Subject to approval of the expenditures required.*

Rationale/Approvals:

- The course has been approved by the Department of Physics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- The Faculty of Engineering has been consulted and is in strong support of this new course proposal. The Faculty of Engineering is undergoing a major revision to its undergraduate curriculum. As part of this revision, all engineering students will be required to take more Science (Physics) classes with a laboratory component. All engineering students will now be required to take this new course PHYS-2100, in their second year.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.3.

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*5.1.3b: **Civil Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Bachelor of Applied Science in Civil Engineering (with and without co-op) programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Civil and Environmental Engineering Council, the Faculty of Engineering Coordinating Council, and the Program Development Committee
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.4.

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*5.1.3c: **Environmental Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Bachelor of Applied Science in Environmental Engineering (with and without co-op) programs be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Civil and Environmental Engineering Council, the Faculty of Engineering Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.5.

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*5.1.3d: **Civil and Environmental Engineering – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
CIVL-4950. Building Information Modelling
CIVL-4960. Wood Design
CIVL-4970. Life Cycle Thinking
ENVE-2200. Environmental Concepts and Microbial Analysis
ENVE-3521. Environmental Chemical and Microbial Analysis
ENVE-4740. Site Assessment and Remediation
ENVE-4811. Climate Change and Infrastructure

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The courses have been approved by the Department of Civil and Environmental Engineering Council, the Faculty of Engineering Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.6.

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*5.1.3e: **MEng – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the requirements for Master of Engineering programs be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Faculty of Engineering Coordinating Council, the Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.13.

**University of Windsor
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*5.1.3f: **Forensic Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Bachelor of Forensic Science (BFS), Combined Bachelor of Arts in Forensics, Combined Bachelor of Arts in Forensics and Criminology (Applied Forensic Science Stream) – Degree Completion Pathway, and the Certificate in Forensic Science be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This minor program change has been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 21, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.1.

**University of Windsor
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*5.1.3g: **Forensic Science – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
 FRSC-1000. Introduction to Forensic Science
 FRSC-2101. Applied Crime Scene Techniques
 FRSC-4201. Forensic Chemistry

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposals have been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council) and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 21, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.2.

**University of Windsor
Senate**

***5.1.4: Languages, Literatures, and Cultures – Request for Waiver of Course Deletions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Requests for Waiver of Course Deletions for the following courses be approved:*
LATN-2201: Intermediate Latin II
GRST-3012: Ancient Impacts on the Modern World
GRST-4020: Practicum in Classical Archaeology

Rationale/Approvals:

- The proposal has been approved by the Department of Languages, Literatures, and Cultures Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- *See attached.*

Request for Waiver of Course Deletion Form

Faculty, Department, and Program Title

Faculty of Arts, Humanities, and Social Sciences
Department of Literatures, Languages, and Cultures
Greek and Roman Studies Program

Course Number and Title

LATN-2201: Intermediate Latin II

Credit hours, Total Contact hours and Delivery format

Regular 3.0 credit, twice-weekly offering, usually in person but online when needed.

Calendar Description

Review of forms, syntax, and grammar. Selected passages from the works of Latin authors.

Pre/co/anti-requisites

Prerequisite: LATN-2200 or consent of instructor.

RATIONALE FOR KEEPING THE COURSE

The purpose of the course within the program of study.

The Greek and Roman Studies program includes parallel and complementary Ancient Greek and Latin language offerings, with five courses in each area (two first-year, two second-year, and one fourth-year). This symmetry needs to be maintained.

Student Demand for Course - a clear statement on the student demand for the course.

While some of the upper-level language courses are not regularly provided, it is important for our program to retain the option for students, particularly as some will continue towards a master's or doctorate degree, in which proficient knowledge of ancient languages is mandatory.

Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The course fits with the unit's strategic plan to provide students with a strong understanding of the primary sources from which our knowledge of antiquity derives, by learning one of the original ancient languages, Latin. It also fits with the University's plan of engaging with various peoples and cultures by fostering knowledge about the creative output of ancient Roman society.

Explanation of why the course has not been offered over the past years.

The recent focus has been to offer courses of wide appeal, including for non-majors, such as large survey courses and general topics courses. Second-year and up language offerings do not normally attract many non-majors.

Whether the course will be offered in Fall 2023. If not, why will it not be offered?

As of now it is not scheduled to be offered in Fall 2023. However, Greek and Roman Studies faculty members are willing to offer this course on a one-to-one basis to any student requiring it.

RESOURCE IMPLICATIONS

This course would be taught on an overload basis by either Dr. Patricia Fagan, Dr. Max Nelson, or Dr. Weir.

Request for Waiver of Course Deletion Form

Faculty, Department, and Program Title

Faculty of Arts, Humanities, and Social Sciences
Department of Literatures, Languages, and Cultures
Greek and Roman Studies Program

Course Number and Title

GRST-3012: Ancient Impacts on the Modern World

Credit hours, Total Contact hours and Delivery format

Regular 3.0 credit, twice-weekly offering, usually in person but online when needed.

Calendar Description

This course explores the reception and (re)interpretation of ancient Greco-Roman culture by, and in, the modern world in a variety of different media (e.g., literature, visual arts, architecture, film). Topics may vary from year to year. (May be repeated for credit if content changes.)

Pre/co/anti-requisites

Prerequisites: GRST-1100 and GRST-1200.

RATIONALE FOR KEEPING THE COURSE

The purpose of the course within the program of study.

While most of our courses in Greek and Roman Studies focus primarily on conditions and creations in ancient times, this course offers an important bridge to the present. Our program deals specifically with Greeks and Romans since their civilizations are at the roots of Western society, and therefore it is imperative for us to have a course which explicitly and thoroughly delves into the ancient impacts and influences on our modern world.

Student Demand for Course - a clear statement on the student demand for the course.

All of our majors in Greek and Roman Studies would benefit from this course to help round out their education. Furthermore, the course will be provided as one of the offerings in the proposed Concurrent B.A./B.Ed. in Modern Languages with Second Language Education program. The PDC forms for this revised program will be submitted in Fall 2023, with the relaunch of the program planned for Fall 2024.

Relationship to Unit's Strategic Plan and the University's Strategic Plan.

This course fits well with the University's global vision and its promotion of diversity and inclusivity, as it covers a wide spectrum of modern cultures and it deals with the negative as well as positive impacts of the Classical tradition.

Explanation of why the course has not been offered over the past years.

With the newly implemented policy which has faculty teaching four rather than five courses per year, some of our smaller, upper-level courses have to be offered less frequently.

Whether the course will be offered in Fall 2023. If not, why will it not be offered?

This course is scheduled to re-enter our rotation in Fall of 2024. There are a number of core courses which must be offered each year and this course is to be offered once every four years in our new rotation schedule in which each faculty member teaches four courses per year.

RESOURCE IMPLICATIONS

Dr. Robert Weir will teach this course as part of his normal duties.

Request for Waiver of Course Deletion Form

Faculty, Department, and Program Title

Faculty of Arts, Humanities, and Social Sciences
Department of Literatures, Languages, and Cultures
Greek and Roman Studies Program

Course Number and Title

GRST-4020: Practicum in Classical Archaeology

Credit hours, Total Contact hours and Delivery format

6.0 credit hours, summer offering, only in person.

Calendar Description

Students will participate in various aspects (e.g., digging, artifact processing, and analysis) of the excavation of an ancient Greek or Roman site in Europe. They will also visit and report on several key archaeological sites in the region. May be repeated for credit if content changes.

Pre/co/anti-requisites

Admission only by consent of instructor after an interview with the candidate. Experience in Greek and Roman Studies courses (numbered GRST-xxxx and/or GRHS-xxxx) is highly recommended, though not always essential. Given the nature of archaeological excavation abroad, the assembly of a team of hardworking, emotionally mature, and mutually compatible individuals is of paramount importance. All other factors being equal, preference will be given to Greek and Roman Studies majors over non-majors and to more senior students over more junior.

RATIONALE FOR KEEPING THE COURSE

The purpose of the course within the program of study.

This is one of our capstone courses which sets our program apart from most other Classics programs in Canada, which have nothing like it. It involves travel to various sites in Greece and includes actual archaeological fieldwork.

Student Demand for Course - a clear statement on the student demand for the course.

All of our majors in Greek and Roman Studies would benefit from this course to help round out their education. While most courses in our program are lecture and seminar offerings, this course is unique in its hands-on approach.

Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The course fits with the unit's plan of understanding and appreciation ancient cultures by directly studying their material remains. The course also fits with the University's plan of engaging with various peoples and cultures by fostering knowledge about the creative output of ancient societies.

Explanation of why the course has not been offered over the past years.

The pandemic forced the suspension of this course since of necessity it cannot be offered online.

Whether the course will be offered in Fall 2023. If not, why will it not be offered?

This course is only offered during the summer. Dr. Robert Weir will likely take a group of students to Greece in the summer of 2024 and this year he is shadowing a similar course to help improve this offering.

RESOURCE IMPLICATIONS

Dr. Robert Weir will teach this course as he has in its various iterations in the past.

**University of Windsor
Senate**

*5.1.5: **Experiential Learning Courses**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That courses with an embedded experiential learning component, as confirmed by the area working with the Office of Experiential Learning, be identified as such in their course descriptions by including the following: “(This is an experiential learning course.)”**

Rationale:

- Under Strategic Management Agreement 3 (SMA3), the University is required to report on graduates of undergraduate programs who participated in at least one course with required experiential learning component(s) as defined by the Ministry. In order to meet this requirement, the Office of Experiential Learning has been working with departments since F2020 to go through all undergraduate course offerings and have them identify undergraduate courses with an embedded experiential learning component.
- In addition to being a Ministry requirement, this ensures that all students are aware of the EL courses available to them.
- For all new courses and proposed changes to existing courses, areas are now asked (since W2021) to specify whether the course includes an experiential learning component.
- Supporting documentation for this proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the May 17, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.12.

University of Windsor
Senate

*5.2.1: **Office of Student Experience Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Office of Student Experience Annual Report (2021-2022)

Submitted by: Dr. Phebe Lam, Associate Vice-President, Student Experience (acting)

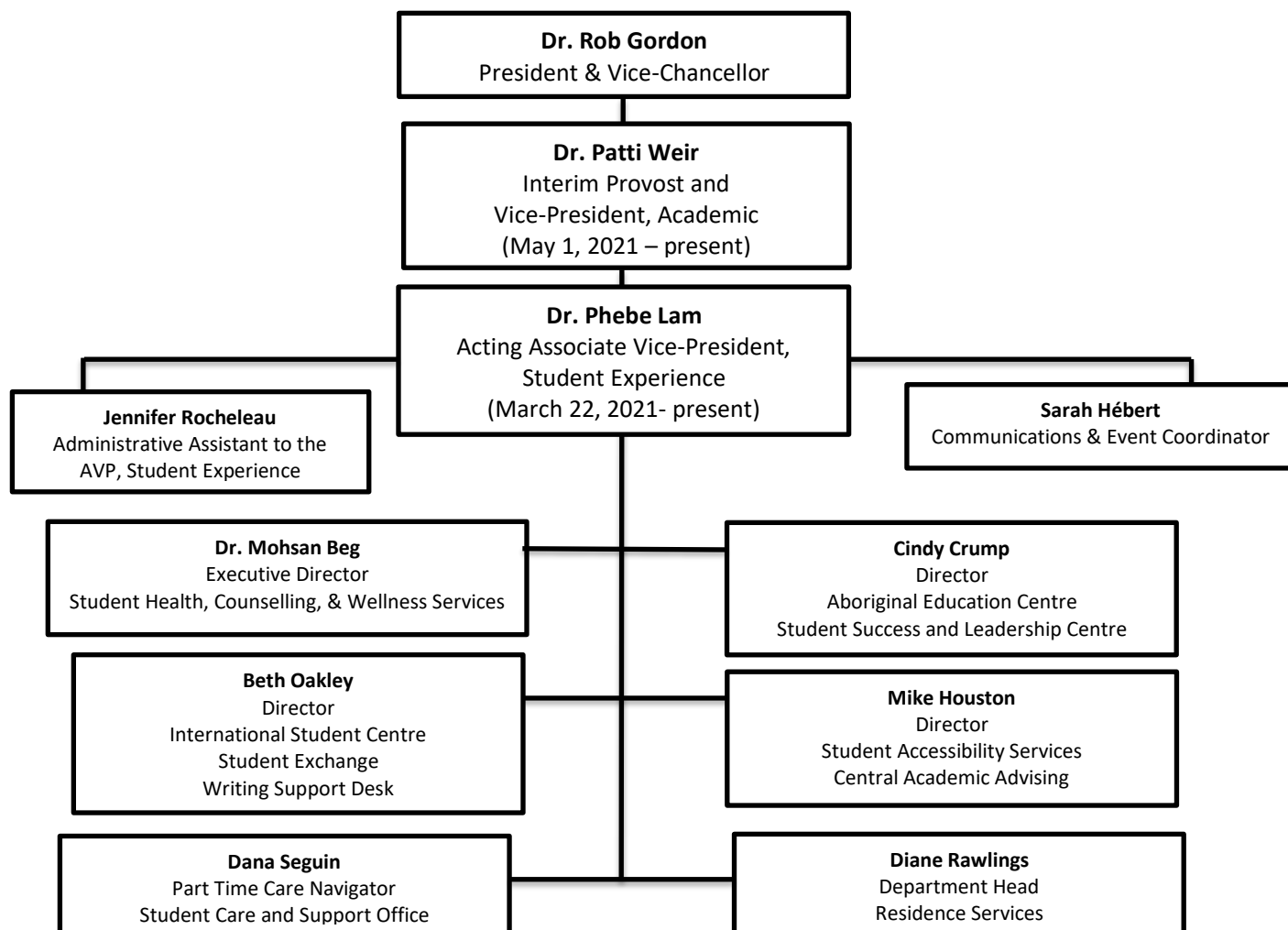
*Each area's director/department head provided unit information for this report

1. Executive Summary

A. **Introduction:** The mission of the Office of Student Experience (OSE) is to enrich the student experience through the provision of programs and services that advance student success, contribute to campus engagement, and promote a safe, caring, and inclusive environment. These are the units within the Office of Student Experience portfolio comprising approximately 70 staff, not counting the 204 amazing students that worked alongside us.

- Aboriginal Education Centre - Turtle Island
- Centre for Student Learning Excellence (established in January 2023)
 - Central Advising (CA); Student Accessibility Services (SAS); Writing Support Desk (WSD)
- Student Success and Leadership Centre (SSLC)
 - Outstanding Scholars (OS); Transition Programming (Headstart & Welcome Week); Retention Programming (Bounce Back)
- International Student Centre (ISC) & Student Exchange
- Student Health, Counselling, and Wellness Services (SHCWS)
 - Student Health Services (SHS); Student Counselling Centre (SCC); Wellness Outreach Office (WOO)
- Student Care & Support Office: Care Navigation
- Residence Services

Office of Student Experience Organization Chart



B. Area's Goals and Objectives and the University's Strategic Plan (2021-2022)

1. *Provide an exceptional undergraduate experience.*

- Continue to support the UWindsor community in pandemic-related initiatives and services.
- Continue to develop and transform existing in-person programming to a virtual or hybrid format due to the restrictions of the pandemic.
- Continue to develop a Care Navigation unit to provide wholistic student-centered care and support through the Care Navigator (CN). A centralized point of support service for faculty, staff, and students.
- Continue to advocate for a new location for the Aboriginal Education Centre - Turtle Island.
- Deliver the fourth year of the OSE UWin Proud program that aims to increase student, faculty, and staff pride and sense of belonging and community at UWindsor.
- Create student work integrated learning experiences within the OSE and in collaboration with other units across campus.
- Continue to support students through telemedicine for Student Health Services.
- Continue to support student mental health through telecounselling and inclusive programming.
- Continue to implement recommendations from the Student Mental Health Strategy (4th year).
- Continue to implement a new student management system in Student Accessibility Services to better facilitate exams and day-to-day student meetings.
- Implement a transition program for incoming international students.
- Continue our efforts to support a Welcome Week program that brings together faculties and students into one community where students know they are welcomed and are Lancers.
- Continue to implement UWindsor's first Esports Program.
- Continue to develop and implement a student development curriculum for Residence students.
- Ensure the OSE Twitter, FB and Instagram accounts are producing content regularly to promote student experience services/initiatives to increase followers.
- Continue with delivery of the bi-weekly OSE newsletter.
- Complete and make progress on the following capital projects: a) refurbishment of the Student Centre seating area; b) the renovation of Esports (Vanier Hall) and Turtle Island space (Student Centre); and c) the renovation of the BIDE Institute Wellness Lounge.
- Develop and implement a new student led initiative that focuses on belonging, equity, diversity, inclusion, and decolonization (EDI & D), The BIDE Institute. Please see Appendix 2 for a full report.
 - Create new opportunities for students to gain leadership experience.
 - Create events and programs that focus on the sense of belonging and inclusion for international students such as the celebration of Diwali and Lunar New Year.
 - Consulting with the Faculty of Graduate Studies and student representatives from the faculty to review what can be done in creating better supports for students.
 - Creating spaces on campus that aim for provide safer space for students (i.e. Wellness Lounge in Dillon Hall, Wellness Space in HK, 2SLGBTQIA+ Peer Drop-in Centre).
 - Developing employment opportunities for undergraduate students to work within BIDE.
- Collaborate with Lancers Recover to provide support for students in recovery. Please see Appendix 2 for a full report.
 - **Lancers Recover** endeavors to provide 1-2 substance-free social events on or near campus each month to normalize the ability to have fun and participate in social activities without the use of alcohol or other drugs. For students who are in recovery, Lancers Recover strives to build community and connection between individuals with shared lived experiences, offering a weekly, all-pathways, mutual aid recovery meetings. Students are also able to participate in educational workshops to improve their knowledge of substance use issues, addiction, and recovery.

2. ***Pursue strengths in research and graduate education:***

- Continue the Outstanding Scholars program, providing exceptional opportunities connecting undergraduate research opportunities for over 300 students over the 2021-22 academic year.
- Implement Voices of Undergraduate Research Experience with the Outstanding Scholars program. The internal report will inform new initiatives for the 2022-2023 academic year.
- Continue to implement the UWill Discover Research conference. This year, we will incorporate the values of EDI & D to the programming. It was the largest hybrid conference on campus for the Winter semester featuring over 100 presentations and 147 presenters. Abstracts are loaded to scholar.uwindsor.ca. For more information on UWill Discover see <https://www.youtube.com/@uwilldiscover4402>

3. ***Recruit and retain the best faculty and staff:***

- a. Excellence in care, services, and support for the entire UWindsor community.
- Even during the most challenging times with the pandemic, the university's unique challenges, OSE unit transitions, and the new acting AVPSE leadership, the OSE staff and student leaders continue to provide consistent and engaging student experiences while providing essential, uninterrupted, and quality care, services and support for all UWindsor students, staff, and faculty. **The dedication and commitment of those in the OSE is commendable. Their service during this year was invaluable.**

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- a. Re-engage in a partnership with the City of Windsor and St. Clair College.
- As of April 2021, the Acting AVP-SE began serving on the City of Windsor's Town and Gown Committee. Town and Gown is an advisory committee to the Windsor City Council. The committee develops and enhance relationships between the residents of the City of Windsor and the communities of the University of Windsor and St. Clair College.
- b. In addition to the myriad of on-campus partnerships, the Student Success and Leadership Centre had established meaningful partnerships that extend beyond the campus:
- United Way and St. Clair College - Ontario Postsecondary Access and Inclusion Program.
 - Southern First Nations Secretariat – PSE Capacity Development Tool committee.
- c. **BIDE**
- Direct line of communication with Windsor-Essex MPs, City Councilors, and leaders in the area of equity, diversity, inclusion, and decolonization.
 - Partnerships with organizations such as the Canadian Mental Health Association, Children's Aid Society, Arts Windsor-Essex, etc.
 - Recent release of BIDE's Sponsorship Package, allowing for more community engagement and support.
 - BIDE's Annual EDI&D Speaker Series, focusing on bringing to campus EDI&D leaders from the community.
- d. **Lancers Recover**
- Community partnerships between Lancers Recover and organizations within the Windsor-Essex community have enabled increased wrap-around support for students navigating substance use issues and recovery on campus. For example, the University of Windsor's partnership with the Breaking Free mobile app allows for 24/7 access to evidence-based online programming and support at all stages of the recovery journey.
 - Partnership with the Windsor Essex Community Health Center (weCHC) has allowed for the training and distribution of naloxone kits, as well as direct referral to substance use-specific counselling services.

- A partnership with the Phoenix allows for programming on- and off-campus supporting the development of sober active communities, inclusive of allies and individuals living a sober lifestyle for personal or religious reasons.
- Windsor also became one of the first cities in Canada to offer sober living accommodations specific to post-secondary students through New Beginnings Windsor-Essex, with wrap-around supports available, an idea informed in-part by collaboration with Lancers Recover to address this gap in services.

5. **Promote international engagement:**

- Planning the implementation of the new iWIL Go Global First Year Study Abroad Experiences (STEPS) and the Go Global Study Abroad programs through a collaboration with the Office of Enrolment Management, Faculty of Science, and the Office of Career Development and Experiential Learning.
- **Lancers Recover** is an institutional member with the Association of Recovery in Higher Education (ARHE) which is “the only association exclusively representing collegiate recovery programs (CRPs) and collegiate recovery communities (CRCs), the faculty and staff who support them, and the students who represent them. ARHE provides the education, resources, and community connection needed to help change the trajectory of recovering student’s lives. We are a network of professionals, administrators, faculty, staff, students, parents and policy makers” (ARHE, 2023). ARHE currently represents member institutions across the United States, Canada and the United Kingdom, with increasing recognition in other countries.

C. **Successes**

Please see Appendix 1: **Statistics for Services within the Office of Student Experience**

<p>Aboriginal Education Centre - Turtle Island</p>	<p>Turtle Island staff provided In-Person and Virtual programs for the 2021-22 year:</p> <ul style="list-style-type: none"> • <u>Programs/Events</u>: Land-based education, traditional medicine presentations, student and staff gatherings, campus tours, New Faculty Orientation, Head Start, Welcome Week’s Involvement Fair, Pow Wow Dance Workshop with Dancer James Jones, Orange Shirt Day Events, Sister in Spirit Vigil, speaker presentation with Indigenous Astronaut John Herrington, University Open Houses, virtual movie and game nights, craft workshops, fitness challenges, student holiday event, family day skating, and preparation for Spring Pow Wow. • In collaboration with CTL, the <u>Kokum’s Tea with Dr. Ashley Glassburn and Dr. Cynthia Stirbys</u> was a seminar that encompassed a thoughtful discussion surrounding Indigenous identity and heritage. Students explored topics of connection to Indigeneity, how to self-identify and what Indigeneity in post-secondary institutions looks like. • <u>Faculty Support</u>: Facilitated cultural competency with Cancer Care module series for faculty and staff, supported faculties with PDC form changes, and supported Indigenous scholars working group. • <u>Outreach</u> with Indigenous post-secondary school fairs. • <u>Allyship Tool-Kit</u> project to streamline Indigenous resources for potential students and resources for the UWindsor community. Sisco consulting was brought on to help facilitate this ongoing project. • Began conversations to develop a new three-year work plan at UWindsor to enhance and improve UWindsor’s Indigenous student service and retention activities. This plan involves continued discussions with the Aboriginal Education Council (now Indigenous Education Council) and senior administration. • A workplan developed in consultation with the Aboriginal Education Council Council (now Indigenous Education Council) resulted in a prioritization of the following: additional Indigenous staffing, space, enhancing Indigenous awareness initiatives across campus (i.e., Orange Shirt Day, convocation activities, and membership on various campus planning committees).
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- Turtle Island staff are consulted with and provided input through various committees on campus as well as province-wide committees.
- Continued to advocate for a new location for the Aboriginal Education Centre-Turtle Island.
- September 30, 2021, the Orange Shirt Day committee, comprised of Indigenous and non-Indigenous members, coordinated the first Orange Shirt Day on September 30th a collective event that included an event with the Indigenous community (Community OSD Walk). We created a virtual hub for OSD on the Indigenous Peoples website that highlighted a OSD events calendar, reflection and learning resources, healing and support resources, and two spotlighted OSD videos. Turtle Island Walk was light up with orange lights for 30 days and will be continued in the future. OSD t-shirts and lawn signs were sold, raising over \$10,000 for a fund for Indigenous students.

Student Care and Support: Care Navigator, ACT: Assessment and Care Team, and the Care Alert System

Student Care and Support Unit: This area includes the Care Navigation where a Care Navigator (CN) provides care and support for students (supporting them in navigating through various on and off campus resources-academic and non-academic support). The CN also support faculty and staff in their efforts to support students. Further, the CN reviews all Care Alerts that are submitted through the Care Alert System. The Care Alert form is a secure online form designed to support faculty, staff, and students in helping students who exhibit certain behaviours to get the help they need. The CN also provides administrative support for the Assessment and Care Team (ACT). ACT discusses every care alert report submitted and identifies intervention strategies that will provide the student and the campus community with the best level of support. Further, ACT is responsible for coordinating information, strategies, support services, and resources of the University in order to assist students who may be in distress and/or exhibiting behaviours of concern. In so doing, the ACT prioritizes student health and well-being, a successful academic experience, and a safe campus environment.

- Provide wholistic student care and support on and off campus.
- Bi-weekly and emergency ACT-Assessment and Care Team meetings.
- Monitoring of the Care Alert system.
- Work closely with on- and off-campus supports including Student Counselling Center, Student Health Services, Student Accessibility Services, Student Awards and Financial Aid Office, Residence Services, International Student Centre, Canterbury College, Windsor Downtown Mission, Hiatus House, Windsor hospitals, CMHA, etc.
- There were 70 student cases from 2021-2022.
 - 39 received via the Care Alert system
 - 31 received via direct communications with the Care Navigator.

Communications & Events Office

- Developed marketing campaigns for the following programs: UWinAlert, SafeLancer, Student Exchange, My Student Support Program (MySSP), and pandemic-related initiatives.
- Continued with delivery of bi-weekly OSE student newsletter (total of 17), with an average open rate of 34.4% and an average click rate of 1.8%, slightly below the industry standards.
- Webpage redesign of the Student Health, Counselling and Wellness Services.
- Ensured the OSE Twitter, Facebook, and Instagram accounts were producing content regularly to promote OSE services/initiatives, as the UWindsor community initiatives to increase student engagement and followers.
- Across our social media platforms, we released over 721 posts acquiring 438 impressions from 346 users. We improved on our average post engagement rate by half a percentage, to 3.69% and our largest growth in following was on Instagram, gaining 1,800 new followers.
- UWin Proud Campaign
 - With COVID-19 restrictions in place, our Fall 2021 Clean Up Day registration was maxed at 109 participants. Our Winter 2021 Clean Up Day saw 77 participants.
 - Our virtual October 6th Epic Bingo event had 366 registrants and over 500 participants.

- Collaborated with Lancer Athletics to host a homecoming football game, with COVID-19 restrictions in place and limited capacity we were able to distribute all student tickets available.
- Distributed 120 cupcakes and swag bags packed with UWindsor gear to students on UWin Day (First Wednesday in October)
- Hosted 14 Windsor Wednesday Shows, interviewing 39 guests from across our campus community.

International Student Centre (ISC)

- Supported international students through the International Readiness Plan to ensure government mandated COVID-19 arrival procedures.
- Appointments, drop-ins, and workshops were primarily conducted virtually.
- Worked with the Cashier’s Office to secure accurate student data to Green Shield for accounting and payment purposes.
- Student orientation programs were conducted virtually and were well-attended.
- Designed and delivered a 6-week transition program at the beginning of each semester for incoming international students (Suitcase to Backpack).
- Collaboration with the Faculty of Nursing, two Nursing Students hosted a number of virtual presentations on health and wellness. They will also host a once a week “chat with a Nursing Student” session.
- Began developing a new marketing campaign to renew efforts to promote student exchange to UWindsor students post Covid-19. Thus, a significant resurgence of students in incoming and outgoing exchange occurred post-pandemic.
- A drop-in mentoring program was implemented as part of the Suitcase to Backpack program to meet with current students for questions and connection.
- Continued planning the implementation of the new iWIL Go Global First Year Study Abroad Experiences (STEPS) and the Go Global Study Abroad programs. Forming the job descriptions of two new hires to widen access and equity to participation in outbound student mobility programming. There will be a priority for Indigenous learners, students with disabilities, and low-income learners. Furthermore, there is a goal of diversifying destination countries with a focus on non-traditional destinations (e.g., Latin America, Africa, Asia, etc.).
See appendix 1

Residence Services

- Continued to offer regular online engagement opportunities throughout COVID restrictions and began to offer in person programming once permitted.
- Further developed hybrid Resident/Community Assistant training, based on feedback from previous year. Hosted a full week of in-person training to supplement the online component.
- The Community Assistant hosted two Health & Wellness related programs each month since September & will continue this semester. They are smaller in nature and have been things like anti-stress kits, wellness walks, positive messages hung up around the residence buildings, making stress-balls and this semester we are participating in some Bell Let's Talk programming and Love Yourself type programming.
- Continued to work with GLIER on wastewater testing.
- Residence staff successfully managed a limited number of Covid cases in residence; following procedures established in previous year.
- Transitioned to StarRez from eRezLife for data management within residence life.
- Launched StarRez room assignment software and this led to improved service and allowed students to select their own roommate.
- Hired a new Residence Life Coordinator who started in January 2022.
- Received a Black Leadership and Excellence grant and launched the initiative in 2021-22.

Student Counselling Centre (SCC) & the

- Student Counselling Centre continued to provide services through telecounselling during the reporting period.

Wellness Outreach Office

- Saw an increase demand for services as students struggling with on-going pandemic related impact on mental health.
- Hired a number of additional part-time therapists to meet this increased demand.
- Hired a full-time therapist for Black and racialized students.
- Continued to offer group therapy options to students including groups such as emotional regulation, cognitive-behavioural therapy, and targeted groups for vulnerable populations (e.g., black students, 2SLGBTQIA+).
- 90% of students that received 10 sessions or less showed strong adherence to the SCC short-term counselling service delivery model.
- Continued to support Therapy Assistant Online (TAO) online modules for embedded in-class use. Currently used in Engineering, Nursing, and the Centre for English Learning Development (CELD) English Language Improvement Program (ELIP).
- In collaboration with My Student Support Program (MySSP), produced quarterly and annual reports. MySSP is a 24/7 access to counselling services via call or text, including services for students abroad. Furthermore, students have access to 35+ languages/cultures.
- Wellness Outreach Office continued to provide mental health education and created several virtual education sessions/campaigns aimed at prevention efforts.
 - January 2022: Bell Let's Talk, Lancer's Care Week / Onward Together, Connecting and Coping through Uncertainty and Change. Focus was on pandemic-related mental health and adjusting to return to campus. Included virtual mental health training opportunities, significant social media content, yoga through Lancer Rec, meditation through Student Counselling, and a campus-wide "moment of kindness" on Bell Let's Talk Day (January 26th), led by yoga instructor Coco Nicole Daignault. Partnered with UWSA on self-care packages to be distributed on Bell Let's Talk Day.
 - Toolkits: Return to Campus & Coping Toolkits. Developed a 9-part Coping with Stress Toolkit on SHCWS website and launched for December final exam period.
 - Suicide Prevention. Continuing to work on the development of our *It Matters that You're Here* campaign. The campus video currently in production and will be launched alongside psychoeducational campaign content as soon as it's complete. This will be a year-round campaign geared towards enhancing suicide awareness and prevention efforts on campus, fostering hope, and providing practical education that builds self-advocacy skills for students who are struggling.
 - Wellness Livestream. A grassroots student-led wellness initiative developed by a talented group of student leaders. The Livestream featured team and campus-developed content focused on supporting wellness (e.g., healthy recipes, coping tips, etc.) Members of the Livestream team also produced several wellness videos for the virtual lounge of a Recruitment event in December. Instagram: @uwinwellnesslive
 - UWindsor Campus Mental Health Collaborative: An evolution of the previous Heads Together Committee, the Campus Mental Health Collaborative will bring together partners from across campus to discuss mental health and wellness initiatives, best practices, and campus needs and provide support to each other.
- The Student Mental Health Strategy (SMHS) is in year 4 of 5, and the Implementation Committee continued to work towards the 39 recommendations for the SMHS. This year 9 of the strategy's 39 recommendations were implemented, including the distribution of \$12,200.00 in funding to 6 student, staff and faculty wellness projects/initiatives that align with the recommendations.
- Provided training to UWindsor staff and faculty regarding such topics as Supporting Students in Distress, Developing a Growth Mindset During the Pandemic, and Mental Health 101.

Student Health Services (SHS)

- Student Health Services remained open for virtual appointments to provide telehealth solutions (video appointments) and in-person when necessary.

- Supported the University's efforts to allow international and residence students to attend campus by continuing to run Covid-19 testing clinic on campus.
- In the absence of the Windsor-Essex County Health Unit support, delivered a flu vaccination clinic for faculty, staff and students.
- Continued to deliver specialized psychiatry services virtually.
- Delivered on campus primary care services to all students effectively and efficiently.

Student Success and Leadership Centre (SSLC)

Outstanding Scholar

- The Outstanding Scholar coordinator reviewed program regulations and practices. Proposed changes include summer research placement opportunities, a new extra-curricular model that provides students with opportunities for structured reflection, human development, international leadership skills, and specific opportunities to build relevant leadership opportunities for Outstanding Scholars. For example, in fall 2022 the OS program featured structured orientation events, new leadership curriculum opportunities and a framework for Outstanding Scholar candidate participation was launched.
- The Outstanding Scholar program transitioned to an online reporting system using a Workflow SharePoint document. Students no longer submit paper copies for contracts and faculty can submit proposals online. More than 240 projects go through a 10-stage approval process for each contract each semester. The OS coordinator has worked with IT services, HR, and Payroll to reduce the number of anomalies in the system to maintain the workflow.
- The UWill Discover conference featured over 100 presentations and 147 presenters. Abstracts are loaded to scholar.uwindsor.ca. For more information on UWill Discover see <https://www.youtube.com/@uwilldiscover4402>
- In fall 2022, in partnership with the Office of Vice President Research Innovation and the Faculty of Science, the team planned for a successful 35,000 SSHRC grant application where all students who worked UWill Discover received payment for their work. Shifting the model from a completely volunteer model to an experiential learning and paid opportunity for student workers.

Retention Programming (BounceBack):

- Continued to deliver Bounce Back (BB; retention program) in a virtual format; Provided data to indicate whether the program has an impact on academic success over a two-year period.
 - Students who graduated the BB program had an overall 4.09% increase in their semester average post Bounce Back intervention.
 - For students who had an increase in their semester average, after completing BB that number jumps to an 7.42% average increase.
 - In addition, graduates of BB experienced statistically significant increases in scores for measures of self-efficacy, resilience, and sense of confidence in being able to succeed academically.
 - Students also reported a collective 63% increase in their sense of connection to others on campus.
 - Clinically significant decreases in overall distress scores, and a self-reported 61.4% increase in their ability to cope with stress.
 - BB supported both academic and personal success for students who graduated the program.

Transition Programming:

- Welcome Week Sponsorship:
 - Campus partners and faculty were our greatest partners in providing items for our Orientation kits. We decided to do faculty specific orientation kits this year. Every faculty provided items that were put into each faculty specific orientation kit.
 - OHREA approved Women's Safety Grant Funding towards the development of Orientation Kit bags in the amount of \$9096.50. We continued to include the consent

messaging on the orientation kit bags, as we have done in the past. In total, 2,457 orientation kits were assembled.

- Welcome Week: This year's Welcome Week structure was completed online, as it was last year, due to the restrictions of covid-19. The following outlines the changes we experienced this year. Some campus partners held in person events; with heavy monitoring and approval processes put in place by the Health and Safety team.
 - The SSLC offered entirely online events, other than Orientation Kit pick up, to support and provide a safe environment for all undergraduate students wanting to participate.
 - 846 students registered for Welcome Week. Registration allowed students to be placed on a Faculty leader team and have contact with an upper year student in their faculty. We saw a total of 1,073 students participate in our events compared to 1628 in the summer of 2020.
 - Our most well-attended event was Welcome Day which saw 852 students log in to Vairs to access their Program Orientations, the Involvement Fair and the Welcoming Celebration. Program Orientations saw a large amount of student attendance with a total of 775 students accessing presentations. There was a total of 31 different Program Orientations offered that day. The Involvement Fair saw 8343 booth visits in total, with a total of 19 booths offered. Our Q and A session has 93 students click on the link to attend, and the Welcoming Celebration had 163 people click on the link to join the session
 - We continued to administer the Community Building Program. 91 students registered to be paired with upper year students (Community Building Leaders) in their Faculty. The program saw an initial enrolment of 85 Community Building Leaders however by the end of the summer only 43 upper year students remained engaged in the program. CB Leaders were to host individual biweekly check ins throughout the summer as well as 2 events online with their students as a group.
- Head Start: Reduced 3 virtual days to 2 virtual online days – July 17th, 2021 & August 12th, 2021 and only saw a reduction of 50 students participate online in comparison to the summer of 2020.
 - 857 students registered to participate in head start compared to 1,125 in 2020.
 - 493 students participated in a virtual head start day compared to 542 in 2020.
 - We didn't collect student numbers so I am unable to indicate how many from each faculty attended.

Leadership

- Leadership Conferences
 - AIM Leadership Conference – The online conference (run on Zoom) featured presentations regarding communication, emotional intelligence, rules of order and team building exercises. Approximately 25 students achieved a certificate of completion.
 - Lancer Leadership Conference featured was run live and online including leadership presentations about sport, undergraduate research, and student leadership. The keynote was UWindsor Alumni and Olympian Noelle Montcalm. There were additional community presenters from Alum Mike Akpata, Diana Sarkis, and Dr. Ted Voakes. The team also built an online networking session on Gather. There were 43 people registered for the conference.
 - Four student staff were hired for the Fall and Winter semester. Staff established infrastructure for online work and hybrid conferences. The staff also assisted with UWill Discover (the campus' largest hybrid student conference).
 - One staff member reviewed administrative and training practices regarding student leadership. An internal report created new recommendations for the fall 2022/2023 year. The recommendation to have an infrastructure for

curriculum includes three main themes: Interpersonal Leadership, Group/Communication Leadership, and International Leadership. The framework is being applied for current conferences and the Outstanding Scholar curriculum.

- The Voices of Undergraduate Research students conducted internal interviews to better understand the student research experience on campus. The VURE students shared recommendations for UG research frameworks in the upcoming years. VURE served as panelists at the UWill Discover conference and at the LLC 2022 conference.
- The Golden Key Society recruited new members, gave away scholarships and maintained their club despite the online challenges. Their work enabled new recruitment of members for Fall 2022 with on campus events including a new member event, fundraising initiatives, and opportunities for purchasing professional school study guides at reduced costs.
- Relay For Life was modified to a shortened 5 hour event in March 2022 and despite the many challenges coming out of the pandemic, we still managed to raise \$30,479 with over 200 students engaging in this initiative.
- Lancer Gaming: Increase of academic awards given to students, number of students receiving the awards and student staff hired. Added two new games to the program which extended our reach to more students. Was granted physical space on campus and secured a sponsorship with Lenovo Canada for that space.
 - Two additional games added – Rocket League and Valorant Increased Social Media reach to over 200 students
 - 5 student staff positions created
 - Attendance at annual tryouts reached over 50 students
 - Increased player count from 10 to 17, amounting to 34 academic awards
 - Over 100 games played through both semesters
 - 5 playoff appearances through the National Association of Collegiate Esports (NACE) and Ontario Post-Secondary Esports (OPSE)
 - Rocket League placed top 3 in Ontario; Program placed top 10 overall in Ontario

Writing Support Desk (WSD)

- Transferred WSD workshops to an online format.
- Continued to offer opportunities for both in person (when permitted) and virtual advising appointments.
(see appendix 1)

Student Accessibility Services (SAS)

- SAS Advisors continued to meet with new and previously registered students with disabilities via Teams, phone, and e-mail.
- The SAS transition program called, BUILD, was conducted virtually for students. Student attendees were about 50% less than when the program was delivered in person.
- SAS staff spent the summer months configuring AIM, the new SAS software system. Data transfers from the legacy system began during this year.
 - SAS staff participated in module training for the new AIM system.
- SAS Advisors worked with the Centre for Teaching and Learning (CTL), Office of Open Learning (OOL), and OHREA to ensure accommodations were appropriate and respected in the online environment.
- The unit has seen a dramatic increase in service and demand over time. See appendix 1

Central Academic Advising (CAA)

- All advising was conducted remotely through e-mail, Teams meetings, Blackboard chats or by phone.
- Semesterly and an annual report were produced based on interactions/appointments with students. These were shared with faculty program advisors during semester workshops as well as in meetings with departmental program advisors.

- CAA staff participated in conversion events coordinated through the Office of Enrolment Management.
- CAA Advisors worked with the UWinsite Sustainment group as well as associate deans and program advisors recommending edits to the student advisement reports.
- Central Academic Advising hosted three Professional Development (PD) workshops with faculty program advisors. Workshops also included opportunities to share and discuss program changes as well as CAA protocols.

The BIDE Institute

In 2021, The Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute was created by student co-founders, Fardovza Kusow and Hussein Samhat. Through the four pillars of belonging, inclusivity, diversity, and equity, BIDE provides student support, advocacy, and connection delivered from passion, perspective, and experience. BIDE provide students a space where they feel comfortable learning, sharing and growing through empathy, thoughtfulness, creative action, and collaborative leadership. All programming, initiatives, and events are implemented in alignment with at least one of the core pillars of the Institute. BIDE is supported by Dr. Phebe Lam (AVPSE) and Dr. Clinton Beckford (VP EDI). It is the first of its kind across Canada. The first year of BIDE’s primary goal was to research, consult, design and plan. Here are some of the successes of our first year:

- Increased visibility across the student body by nearly 50% in accordance with social media reports, event reports, and a feedback survey from students.
- Implementation of new events such as Diwali, Lunar New Year, Multicultural Bake Sale, and the BIDE Cocktail Reception.
- Return of previous events such as Orange Shirt Day, EDI&D Speaker Series, and Student Leader Panel.
- Launch of the Wellness Lounge and Care Cabinet.
- Increase in sponsorship supports through university campus partners, as well as external donors.

Lancers Recover

Lancers Recover is a Student Recovery Program, modeled after Collegiate Recovery Programs in the U.S. The mission of the Lancers Recover Program is to provide support for students in or seeking recovery while they are pursuing their academic, professional, and personal goals by: Connecting students in recovery with shared experience; Normalizing the recovery identity on campus through education and awareness; Providing an intentional, recovery-informed space for students; and facilitating social activities for students without the use of alcohol or other drugs.

- Successfully held weekly recovery meetings, monthly sober social events, biweekly Phoenix fitness classes (held on campus beginning in Winter 2023) and organized several engaging informational booths at events on campus.
- Delivered Recovery Ally Training.
- Brought Naloxone Training to campus.
- Developed educational resources, conducted and participated in research initiatives, worked towards policy development, and acquired a variety of revenue streams throughout the year.
- Developed several strong relationships with community and on-campus partners to facilitate a network of holistic care and referrals for students in recovery.

D. Challenges

Resources

- Student Counselling Centre (SCC) – some key critical positions within SCC (e.g., intake coordinator and group therapy coordinator) are paid from a Government Mental Health Grant that will expire March 31, 2024. These positions are essential services within the SCC, there needs to be a permanent funding commitment in place.

The Executive Director of the SHCWS will submit a proposal to Provost Budget Committee for support for some key roles (i.e., Intake Coordinator).

- Student Care & Support Office – Currently, the Care Navigator that services UWindsor students is a part-time contract position since 2020. Due to the increased need for student care and support, there needs to be a permanent funding commitment for a full-time position. The acting AVPSE will submit a proposal to Provost Budget Committee for support.
- Central Academic Advising (CAA) – There are two advising positions that are funded through three sources: CAA's operating budget, the Credit Transfer Institutional Grant (CTIG) through the Office of the Registrar, and the OSE carry forward funds. The CTIG grant is funded annually and not permanent funding, this is concerning as CAA is already understaffed for the number of students that seek support.
- Residence Services – Though students started to transition back to campus, residence capacity was still reduced due to the single room requirement from the ministry and university. With an occupancy of 75% this continued to be challenging from a financial perspective. Staff changes through retirement or transfer to another department added to resource challenges. Residence life programming is an area that will need support to create programming that meets the learning outcomes for Residence Services. During 2022-2023, the acting AVPSE will provide support in hiring a part time residence life program coordinator.
- International Student Centre (ISC) – The ISC faced staffing challenges, since the implementation of remote services, many international students that were hired to work the front desk were laid off. This did not meet the significantly increased number of email communications due to the pandemic for ISC staff to respond to. The administration of the Green Shield Health Insurance program relied on one full time staff member and one part-time Office Coordinator to manage. These staffing levels are not sustainable for what is required to effectively manage this program. The acting AVPSE will work with the Director on staff support.
- The Outstanding Scholars program needs review for its payment methods. A rate of pay of \$16.35/hour to \$17.30/hour is narrowly above minimum wage. Consequently, some students are working additional hours, and a few have left the program for higher paying opportunities on and off campus. Compare this rate to teaching assistant rates which are \$20.39 per hour (Years 1 and 2) – and \$21.99 per hour (Years 3 and 4) – \$21.99 per hour.
 - The OS program currently states that there is a coordinator and an advisor in its documents but there is no advisor. The OS program is a large program where there is only one person running the program. Adding an advisor and/or administrative assistant to the program would create many new curricular opportunities for Outstanding Scholars students and other students conducting research on campus.
 - Outstanding Scholars students are eager to attend conferences but the budget for these structured opportunities does not support the scale for the demand.

Programs and Services

- Student Counselling Centre (SCC) – Due to the fluctuation of staff and the high demand for mental health services since the pandemic, there is a gap in the ability to provide timely service to students. Having MySSP, the 24-hour virtual counselling resource, available to students did help mitigate the effects, though only slightly.
- Central Academic Advising (CAA) - Ability to meet student demand for appointments during peak periods throughout the year continues to be a challenge.
- International Student Centre (ISC) - The mental health and wellness of international students studying in Canada was impacted during the pandemic and additional supports and resources from staff was required. Many students felt isolated and lost their jobs. Many reached out to the ISC for financial support when they could no longer afford food or rent. The ISC worked closely with the OSE Care Navigator, OSE Student Emergency Funds, Campus Food Pantry, Student Awards and Financial Aid, as well as the external community to ensure that additional resources and financial support was available to international students. Housing continues to be serious concern.
- International Student Centre (ISC) - Student Exchange Program - Although the numbers of incoming and outgoing students did not return to pre-pandemic levels, we were pleased nonetheless. The Exchange Administrator was in constant contact with partners abroad inquiring about restrictions and sharing the return to campus situation at UWindsor for applying students.
- Writing Support Desk (WSD) – Due to the pandemic, virtual learning, significant learning gaps, and advances in technology, the WSD will need to consider adapting to the current needs of students. This area needs a review

of their services and support functions. There may be a need to expand the services offered (i.e., tutoring model).

- Lancers Recover: Primary challenges for Lancers Recover this year have been access to space and dedicated staffing. Additionally, Lancers Recover has discovered a need for greater resource development at the University of Windsor to support students at all stages of change within a continuum of substance use, including the questioning, and information seeking phase, for which there are currently NO resources to help students understand their drinking patterns/habits and help them determine if they may need assistance with making changes to their use. There is a pressing need for the development and distribution of educational materials.
- Student Care and Support Unit (Care Navigation) - Minimal in-person interactions during the 2021-2022 year with fewer opportunities to educate campus on the existence of the Assessment and Care Team, Care Alert, and Care Navigations.
- Student Accessibility Services (SAS) – Ability to meet student demand as there is an increasing number of students registering with SAS, as well as, increasing number of disabilities (i.e., mental health) being identified by registered students. Please see Table 1.1. This increased complexity of accommodations because of the increasing number of disabilities being identified, has placed an increase strain on the current services offered.

Table 1.1 Total Number of Disabilities Accommodated

Category	2019-20		2020-21		2021-22	
	Number of Cases	Percentage	Number of Cases	Percentage	Number of Cases	Percentage
Acquired Brain Injury	46	4%	40	3.5%	47	4%
Attention Deficit Hyperactivity Disorder	171	17%	222	20%	241	21%
Autism Spectrum Disorder	12	1%	10	1%	10	1%
Chronic Medical / Systemic	79	8%	84	8%	83	8%
Deaf, deaf, Deafened, hard of Hearing	12	1%	15	1%	12	1%
Learning Disability	171	17%	180	16%	171	15%
Low Vision, Blind	15	1%	17	1.5%	13	1%
Mobility, Functional Other	60	6%	43	4%	21	2%
Psychiatric	458	45%	490	45%	444	39%
Total	984	100%	1101	100%	1128	100%

Space

- Several areas across the OSE units do not have enough space for student services and programming. These concerns are not new and have been ongoing:
 - Aboriginal Education Centre – Turtle Island. The current space situation for Turtle Island remains unchanged from 2016 through to 2022. Turtle Island’s most stated concern is lack of space for gathering as well as having appropriate office space for staff to have more privacy when speaking with students. Currently staff are in cubicles in an open space (CAW facing the main atrium), and every conversation that is had is public.
 - The University is actively seeking options for the future home of Turtle Island.

- We have decided to renovate the current space in the Student Centre and have begun the process with facilities. We hope to open the space for Fall 2022.
 - Student Accessibility Services – Limited space available for testing during midterms and final exam periods for students with accommodations. OSE Staff will give up their office space for students to write their tests.
 - Student Health, Counselling and Wellness Services – Lack of sufficient space continues to be a limiting factor in terms of effective service delivery. With additional space, we could add more doctors and more therapists that would allow for increased capacity to service students seeking medical and mental health services. We are working with the VP Finance and Operations and the Provost/VP Academics on options and hope to secure a location by the end of the year.
 - Withing the Dillon Hall office space of the Student Success and Leadership Centre, we have ‘loaned’ out three offices to units that are not student support services within the OSE (Sexual Violence Prevention, Resistance, and Support Office-2 rooms, and the Office of VP EDI-Black Student Support Coordinator-1 room).
 - We currently more than 2 staff members that do not have an office, the Care Navigator (provides care and support to students), and the Transition and Retention assistant. Further, the Student Counselling Centre has a shortage of office space for student support and could use the extra room within Dillon Hall.
 - Student Success and Leadership Centre (SSLC) face challenges with space. Much of our work is programming which means that groups of students are gathering for regular meetings, collaborations, or events.
 - Bounce Back Program – students who seek academic care and support who have taken the step to join the Bounce Back program would benefit greatly from a regular space where they can meet. The more consistency regarding location and time of support, the fewer barriers that are present for skipping a session or increasing anxiety by needing to navigate to a new location every session.
 - The Outstanding Scholars program does not have designated space. Typically, honours programs have a designated house where top academic students interact, provide mentorship opportunities, and regularly scheduled events. With over 340 students in the program, we have an opportunity to raise the profile of the institution by demonstrating that we provide resources to our top academic students.
 - Residence Services - There continues to be a lack of space to provide Residence Life programming for residence students.
- Due to the covid guidelines as set forth by the ministry and university, we faced several challenges within several student services units:
 - Student Accessibility Services - Challenge of accommodating individualized exam settings for students requiring that accommodation.
 - Central Academic Advising - Offices are less than 200sqft in space, this space is not able to accommodate face-to-face advising appointments. We will continue to meet with students virtually.

Communications & Events

- During the Fall & Winter 2022 semester, due to the pandemic and the campus operating mainly virtually, we had to put a pause on many UWin Proud events that would have been traditionally held in person and on campus. We did continue to hold the Windsor Wednesday Show online, with a new host of the show. Attendance and views for the show were very low.
- During the summer of 2022, we hired a part-time Special Projects Coordinator to help plan special projects that surround Return to Campus to revive a sense of belonging and community for students, faculty, and staff.

E. Future Actions/Initiatives

- Return to Campus Fall 2022: Preparations for return to campus. We hired a PT Special Projects Coordinator to create special programming and initiatives for students.
 - Target: Three cohorts of students Years 1, 2, and 3 that will be on campus for the first time.

EContinue to build a sense of belonging and community for students, especially post-pandemic and through collaboration with other units across campus and the community (i.e., ISC, BIDE Institute, Lancers Recover, Lancer Athletics, CMHA, etc).

- Care Navigation, Student Care and Support: Continue to work on educating campus on the existence of the Assessment and Care Team, Care Alert, and Care Navigation.
 - Collaborate with campus partners, as well as off campus partners, on effectively support students through a wholistic and student-centered approach.
 - Review the current ACT terms of reference, including team membership.
- Space:
 - Continue to advocate for a suitable home for Turtle Island.
 - SHCWS space concerns, specifically with Student Counselling Centre.
- Transition for two units (International Student Centre-Director retiring) and the new Centre for Student Learning Excellence (SAS, CAA, and WSD).
- EDI & D: weaving EDI & D within OSE areas, specifically transition programming (Headstart and Welcome Week) and through collaboration with Office of VP EDI and BIDE.
- Focus on international student experience, mental health and wellness.
 - Special events that focus on the experiencing Windsor and Canadian culture.
 - BIDE: creation of an International Student Advisory Council.
 - BIDE: student led events to celebrate culture, and support diversity and inclusivity.
 - Care and support through the OSE Care Navigator.
- Building community within the OSE for staff (i.e., breakfast gatherings, Coffee with Phebe, etc)
- Opportunities for professional development for OSE Staff
 - For example, through funding from the SMHS, Mental Health First Aid certification will be offered to all OSE staff including student staff, approved by the Provost/VP Academics.
- Partnerships with the student unions (UWSA, GSS, OPUS) on initiatives.
 - UWSA: supporting events and working closely with the executives on legacy projects.
 - GSS: legacy projects such as Menstrual Equity (BIDE), and possible beach volleyball in quad in front next to Assumption Parking Lot; mental health and graduate students remain a concern.
- Build student leadership opportunities through mentorship and work-integrated learning experiences.
- Campus Safety:
 - Lancers Recover: Naxolone training and Naxolone kit within Residence Services, SHCWS, Campus Community Police, SMRS, etc.
- Collaborations with campus partners on services, support, and events/initiatives to further dismantle silos and to promote community.
 - Lancer Athletics: sponsorship and collaboration.
 - Faculty partnership and collaboration.

F. **Recommendations for Senate consideration (if any)**

There are no recommendations for Senate consideration.

APPENDICES

Appendix 1 Statistics for Services within the Office of Student Experience

Department	Service	2018/19	2019/20	2020/21	2021/22
Aboriginal Education Centre-Turtle Island	Identified Full Time Indigenous Students	157	162	159	148
	Identified Part Time Indigenous Students	38	24	22	44
International Student Centre	International Student Advising Walk-ins and Appointments	3163	1593	1415 *in person appts	1396 *in person appts
	Uncategorized appointments	4506	4454	45,628 Communications only from general email mailboxes	21,528 Communications from general email mailboxes
	Walk-ins and appointments with Health Administrator	1856	975	141	242
	Appointments with Exchange Administrator	1003	1232	648	634
	Outgoing Exchange Students	82	63	1	23
	Incoming Exchange Students	80	77	7	57
	ISC Orientations				1963
	Immigration Workshops				2225
Outstanding Scholars Program	Outstanding Scholars Total	332	324	332	345
	1st Year Outstanding Scholars Candidates	100	104	103	100
	2nd Year Outstanding Scholars	80	81	81	90
	3rd Year Outstanding Scholars	75	73	78	79
	4th Year Outstanding Scholars	77	66	70	76
Residence Services	Students in Residence	889	830	228	524
	First Year Students in Residence	605	575	146	315
	Upper Year Students in Residence	284	255	82	209

	International Students in Residence (Regardless of first year or upper)	225	178	51	125
Student Counselling Centre	Students Served	1071	1034	869	851
	Appointments	5600	5635	5821	5501
	% International Students	11%	15%	12%	11%
	% Residence Students	9%	11%	11%	2%
	% Part-time Students	7%		6%	11%
Student Health Services	Patient Visits	9641	9591	5182	6705
	New Patients Registered	1695		472	2900
	Mental Health Visits (part of patient visit total)	1367	1815	1524	1708
	Psychiatrist Visits (part of patient visit total) Note: No psychiatrist from June to Aug	303		119	148
Central Academic Advising	Advising Appointments *Total number, not unique	5979	6972	7448	9221 Acad. Advising: 5908 Acad. Concerns: 408 Change of major: 664 Degree planning: 727 General Advising: 1439 Transfer Advising: 75
	% 1st Year Appointments	12%	26%	19%	20%
	% 2nd Year Appointments	29%	27%	26%	23%
	% 3rd Year Appointments	34%	25%	29%	29%
	% 4th Year Appointments	23%	22%	26%	28%
Transition Program: The Community Builder Program	Total participants	N/A	N/A	250	99
	Total Student Leaders	N/A	N/A	40	33

Retention Program: Bounce Back	Applications accepted	218	271	206	210
	Active participants	120	160	144	155
	Graduated BounceBack	86	115	141	89
Student Accessibility Services	Students Registered with SAS	754	854	912	1128
	Disabilities Supported	880	984	1101	Not available at time of report submission
	Exam Accommodations	6260	4949	0	592
Writing Support Desk	Students Served - Fall	2310	5796	4061	Not available at time of report submission
	Students Served - Winter	2211	5817	4002	Not available at time of report submission
	Students Served - Summer	919	2134	3729	Not available at time of report submission
	Workshop Attendees (annual)	4173	8042	6785	Not available at time of report submission

Appendix 2

Detailed Report

2021-Present: New Office of Student Experience Initiatives

1. **The BIDE Institute** (Fardovza Kusow, Hussein Samhat, Dr. Phebe Lam)
2. **Lancers Recover** (Dr. Onawa Labelle, Mack Park)

A. Introduction

The BIDE Institute: The Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute is a student led institution through the Office of Student Experience that serves to provide a platform for underrepresented and marginalized groups on the University of Windsor campus. All programming, initiatives, and events are implemented in alignment with at least one of the core pillars of the Institute. BIDE is supported by Dr. Phebe Lam (OSE) and Dr. Clinton Beckford (OVP EDI).

- **Belonging:** Safer spaces should not be a privilege. The BIDE Institute strives on continuously work towards creating both brave and safer spaces for all students at the University of Windsor. A place where all students feel they belong.
- **Inclusivity:** BIDE aims to represent all groups of students and be inclusive with the approaches we take in enhancing the student experience.
- **Diversity:** The University of Windsor is a diverse campus, meaning that it is filled with diverse experiences; all of which BIDE hopes to provide a platform to share these experiences and allow these voices to be amplified.
- **Equity:** The journey towards equity is on-going. BIDE strives to ensure that equitable opportunities are available to all students.

Lancers Recover is a Student Recovery Program, modeled after Collegiate Recovery Programs in the U.S. The mission of the Lancers Recover Program is to provide support for students in or seeking recovery while they are pursuing their academic, professional, and personal goals by: Connecting students in recovery with shared experience; Normalizing the recovery identity on campus through education and awareness; Providing an intentional, recovery-informed space for students; and facilitating social activities for students without the use of alcohol or other drugs.

B. Goals and Objectives of Reporting Year

6. *Provide an exceptional undergraduate experience:*

BIDE

- Create new opportunities for students to gain leadership experience.
- Create events and programs that focus on the sense of belonging and inclusion for international students such as the celebration of Diwali and Lunar New Year.
- Consulting with the Faculty of Graduate Studies and student representatives from the faculty to review what can be done in creating better supports for students.
- Creating spaces on campus that aim for provide safer space for students (i.e. Wellness Lounge in Dillon Hall, Wellness Space in HK, 2SLGBTQIA+ Peer Drop-in Centre).
- Developing employment opportunities for undergraduate students to work within BIDE.

Lancers Recover endeavors to provide 1-2 substance-free social events on or near campus each month to normalize the ability to have fun and participate in social activities without the use of alcohol or other drugs. For students who are in recovery, Lancers Recover strives to build community and connection between individuals with shared lived experiences, offering a weekly, all-pathways, mutual aid recovery meeting. Students are also able to participate in educational workshops to improve their knowledge of substance use issues, addiction, and recovery.

7. ***Pursue strengths in research and graduate education:***

BIDE:

- Consulting with the Faculty of Graduate Studies and student representatives from the faculty to review what can be done in creating better supports for students.

Lancers Recover: Research opportunities with Lancers Recover have been provided for Outstanding Scholar students and thesis students under Dr. LaBelle's supervision, including several thesis projects, and a longitudinal outcome study currently underway. Notably, Lancers Recover was the first student recovery program to launch in Ontario in 2020 and was the second program to launch in all of Canada. Dozens of students have been reached through direct services, and hundreds have received training and information on campus. In the time that has passed since our launch, 8 additional programs have launched, with several more in the development phase-which occurred in large part due to the efforts of the Lancers Recover Coordinator. Shortly after launching, our coordinator helped organize a nation-wide student recovery collaborative to help universities share resources and support each other through the development process. In 2022, the University of Calgary received a provincial grant to help bring student recovery programs to *every publicly funded university in Alberta*, which demonstrates the quick growth of this important service across the country. However, there is still a dearth of knowledge about the unique aspects and needs of programs in Canada, and an opportunity for additional research to be done.

8. ***Recruit and retain the best faculty and staff:***

BIDE

- Recruiting a balance of upper-year and lower-year students to create a line of succession and staff consistency in BIDE.
- The Institute is student-led, meaning the team is student-led. From Executive Directors to BIDE Student Leaders, all day-to-day operations are handled by the Executive Directors, Pillars are overseen by their respective Student Directors, and tasks are carried out by the BIDE Student Leaders.
- The clear line of succession allows for more leadership opportunities over the course of a student's time with BIDE.
- Direct mentorship and learning experience from University of Windsor senior administrative leaders.
- Networking opportunities with senior administration, community partners, and leaders across Windsor-Essex.

Lancers Recover: Substance use issues do not only affect students but are also experienced in the lives of faculty and staff. One goal of Lancers Recover is to expand to offer services to the entire campus community. The existence of this program may help to recruit and retain high-performing faculty and staff on campus. Currently, the support of students who are in recovery or seeking support from substance use issues can empower the entire campus and create a more inclusive environment for all campus members. Training of faculty and staff in supporting students through referrals, as well as recovery ally training and naloxone training, has been a priority this year.

9. ***Engage and build the Windsor and Essex County community through partnerships:***

BIDE

- Direct line of communication with Windsor-Essex MPs, City Councilors, and leaders in the field of Equity, Diversity, Inclusion, and Decolonization.
- Partnerships with organizations such as the Canadian Mental Health Association, Children's Aid Society, Arts Windsor-Essex, etc.
- Recent release of BIDE's Sponsorship Package, allowing for more community engagement and support.
- BIDE's Annual EDI&D Speaker Series, focusing on EDI&D leaders in the community.

Lancers Recover: Community partnerships between Lancers Recover and organizations within the Windsor-Essex community have enabled increased wrap-around support for students navigating substance use issues and recovery on campus. For example, the University of Windsor's partnership with the Breaking Free mobile app allows for 24/7 access to evidence-based online programming and support at all stages of the recovery journey. Partnership with

the Windsor Essex Community Health Center (weCHC) has allowed for the training and distribution of naloxone kits, as well as direct referral to substance use-specific counselling services. A partnership with the Phoenix allows for programming on- and off-campus supporting the development of sober active communities, inclusive of allies and individuals living a sober lifestyle for personal or religious reasons. Windsor also became one of the first cities in Canada to offer sober living accommodations specific to post-secondary students through New Beginnings Windsor-Essex, with wrap-around supports available, an idea informed in-part by collaboration with Lancers Recover to address this gap in services.

10. **Promote international engagement:**

BIDE

- Working with the Faculty of Graduate Studies to encourage feedback and advisement from international students on the operations of BIDE.
- Planning and implementing Diwali and Lunar New Year Events.
- EDI&D Speaker Series.

Lancers Recover is cognizant of the cultural and social differences around substance use, substance use issues, and pathways of recovery. Maintaining an inclusive meeting format that is supportive of all recovery pathways, students can feel more welcome at the meetings. Lancers Recover is an institutional member with the Association of Recovery in Higher Education (ARHE) which is “the only association exclusively representing collegiate recovery programs (CRPs) and collegiate recovery communities (CRCs), the faculty and staff who support them, and the students who represent them. ARHE provides the education, resources, and community connection needed to help change the trajectory of recovering student’s lives. We are a network of professionals, administrators, faculty, staff, students, parents and policy makers” (ARHE, 2023). ARHE currently represents member institutions across the United States, Canada and the United Kingdom, with increasing recognition in other countries.

C. Successes

BIDE

1. Increased visibility across the student body by nearly 50% in accordance with social media reports, event reports, and a feedback survey from students.
2. Implementation of new events such as Diwali, Lunar New Year, Multicultural Bake Sale, and the BIDE Cocktail Reception.
3. Return of previous events such as Orange Shirt Day, EDI&D Speaker Series, and Student Leader Panel.
4. Launch of the Wellness Lounge and Care Cabinet.
5. Increase in sponsorship supports through university campus partners, as well as, external donors.

Lancers Recover has successfully held weekly recovery meetings, monthly sober social events, biweekly Phoenix fitness classes (held on campus beginning in Winter 2023) and organized several engaging informational booths at events on campus. Lancers Recover has delivered Recovery Ally Training and brought Naloxone Training to campus. Lancers Recover has also developed educational resources, conducted and participated in research initiatives, worked towards policy development, and acquired a variety of revenue streams throughout the year. Lastly, Lancers Recover has developed several strong relationships with community and on-campus partners to facilitate a network of holistic care and referrals for students in recovery.

D. Challenges

BIDE:

- This was our first year of design, planning and implementation of BIDE. There were several challenges with startup, one example is the ability to reach out to community organizations and partners. Our focus quickly

turned to giving more time to developing relationship with the student body, student organizations, and the campus community.

Lancers Recover: Primary challenges for Lancers Recover this year have been access to space and dedicated staffing. Additionally, Lancers Recover has discovered a need for greater resource development at the University of Windsor to support students at all stages of change within a continuum of substance use, including the questioning, and information seeking phase, for which there are currently NO resources to help students understand their drinking patterns/habits and help them determine if they may need assistance with making changes to their use. There is a pressing need for the development and distribution of educational materials, which requires a budget for ongoing printing costs.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

BIDE:

The synergies between the University of Windsor's vision and the goals of the BIDE Institute are that both institutions describe themselves as being student-centered, progressive, and using the challenges faced by their communities to further their goals. When reflecting specifically on the five strategic priorities, the BIDE Institute aligns with them in the following ways:

1. Through the employment opportunities we offer student staff, they are taking the lead on many projects and initiatives they would like to see come to life. This includes the enhancement of current programs, and the introduction and development of new ones. We provide students with an exceptional, almost one-of-a-kind work integrated learning experience, to work alongside campus administration, campus partners, and with one another in ways that provide them access to a platform to make the change they want to see.
2. With research and data being at the core of the foundation of BIDE through the lens of critical race theory and culturally responsive pedagogy, our team has been able build programming through the Menstrual Equity and Care Cabinet initiatives. Research is the foundation of the work we do within BIDE, and students believe in the data that reflects the rationales and the need for the work done.
3. See B.3 under Goals and Objectives.
4. See B.4 under Goals and Objectives.
5. See B.5 under Goals and Objectives.

Lancers Recover

Recovery Meetings:

Lancers Recover offered weekly peer-to-peer mutual aid recovery meetings for students wishing to explore their substance use patterns. These meetings have been held every Friday from 3-4pm. Fall 2022 saw approximately 10-15 students per meeting each week, with numbers dropping to about 5-6 students per week over the Winter semester, largely due to changes in students' schedules. Many students have indicated that if the meetings were offered on alternative days of the week in addition to Friday's meeting, they would attend. Over 55 students have requested to be added to the weekly email list.

Sober Social Events:

Regular social events were held over the 2022-2023 academic year. In October, Lancers Recover held an on-campus Walking Labyrinth Event (in collaboration with Student Counselling and Wellness Services), with approximately 20 students walking the labyrinth throughout the day and over 80 students taking resources. Lancers Recover members had a Halloween party and screening of the Addams Family Film (11 students in attendance), followed by a button making social in November (6 students). In January, Lancers Recover held a wellness-themed music/poetry event (in collaboration with the Peer Support Centre and UWinPride; approximately 50 students). An off-campus board game event was held in February (4 students), followed by a St. Patrick's Day board game night on-campus in March (in collaboration with Residence Services; 32 students). All of these events were intended to create a safe space for students and to help reduce stigma surrounding the

recovery identity. We are making great gains in this area and will continue to do so with the help of the OSE, private donations, and institutional support.

The Phoenix:

Lancers Recover has partnered with The Phoenix to bring functional fitness classes to the Toldo Lancer Centre. The Phoenix is a non-profit organization which aims to build sober active communities. Phoenix classes are free, volunteer run, and require only 48 hours of sobriety. These classes are an opportunity to normalize substance-free spaces and build community without requiring a “recovery identity” to participate, welcoming any student who wishes to engage in a substance-free lifestyle. Seven classes over the Winter 2023 semester were scheduled, with attendance ranging from 6-10 participants per class.

Information Booths:

In the 2022-2023 academic year, Lancers Recover held booths at the GATA Networking Event and Welcome Week Involvement Fair (September), Campus Mental Health Day (October), Lancers Care Week (January), OPUS Winter Social (February) and St. Patrick’s Day (March). Information and resource booths were also set up at each of the social events hosted.

Recovery Ally Training:

Recovery Ally Training was developed by Lancers Recover in 2021 as a key tool in educating about substance use issues and recovery, understand how stigma and bias are perpetuated, and the language and tools of effective allyship to reduce stigma on campus. This training is primarily aimed at people who do not identify as being in recovery, inclusive of the entire campus, and has been adapted for various audiences and departments to meet their unique needs when supporting students. The training was delivered to approximately 160 students and staff at both the University of Windsor and St. Clair College during the first year. In Fall 2022, some related training was provided by Lancers Recover to Residence Assistants. Lancers Recover was asked by Hotel Dieu Grace Hospital to deliver this training as part of their Wellness Through Grace Event, which was recorded and provided to high school classrooms across Windsor-Essex. The Recovery Ally Training was subsequently delivered to the Peer Support Centre in September, during Campus Mental Health Day in October, to faculty and staff as part of the Human Resources professional development calendar in November, and during Lancers Care Week in January to staff and students. A one-hour guest lecture was given in the PSYC 4270 Methods of Behavioural Change and SWRK 3600 Social Work and Substance Misuse courses and brief presentations delivered to the GART 1200 and GART 2200 courses by request. Lancers Recover will be delivering a second Recovery Ally Training session to faculty and staff in April 2023 as a second professional development opportunity.

Naloxone Training:

In partnership with the Office of Student Experience and the Windsor-Essex Community Health Center (weCHC), front-line staff at the University of Windsor have been trained in the purpose and administration of naloxone kits – the life-saving medication administered to individuals experiences the effects of opioid toxicity. Six training sessions have been delivered so far, focusing on the Student Medical Response Service, Campus Police, Residence Services, and Student Health. Personal kits were made available to staff during these trainings, and additional kits were distributed to both staff and students during a naloxone booth located in the CAW in January. Approximately 130 personal kits were distributed on campus. Residence is also now equipped with (4) registered and controlled naloxone kits monitored by Health & Safety, with pending approval to post additional kits at CCP and SMRS.

Resource Development:

Over the summer of 2022, Lancers Recover created a 40-page psychoeducational colouring and activity workbook for students with information covering four broad categories: Examining substance use; Supporting others; Wellness and coping strategies; and Resources. This workbook was printed and disseminated to students throughout the year.

Lancers Recover also designed and printer flyers, brochures, bookmarks (10 unique designs), and recovery-supportive buttons (25 unique designs). Branded pens, stickers and water bottles were also purchased for dissemination.

On social media, the Lancers Recover Instagram account has over 530 followers. Educational posts are continually developed to increase the normalization of substance use and related issues, as well as provide resource information to students.

Research:

An ongoing research project titled “Lancers Recover: Assessing Student Participation and Academic and Recovery Outcomes at UWindsor” was initiated during the 2021 academic year to gather baseline data on participants. This project was started as an Outstanding Scholars project, providing an opportunity for an undergraduate student to engage with research and complete tasks such as perform literature reviews, stay current on new research within the field, undergo survey development, create and submit an REB application, disseminate information to stakeholders, complete APA7 formatting revisions, and disseminate a survey. This year, the project has been continued by another Outstanding Scholar student, who will continue survey dissemination on an on-going basis to monitor progress of recovery outcomes.

The Program Coordinator conducted a qualitative thesis project evaluating participant experiences in student recovery programs in Canada, including experiences of students at the University of Windsor, the University of British Columbia Vancouver, the University of British Columbia Okanagan, and the University of Saskatchewan. This project is currently under review at a high impact journal (the Journal of Substance Use and Addiction Treatment) and will be the first published research in Canada exploring student experiences in these programs. Importantly, notable differences in diversity, equity and inclusion were noted in our Canadian sample compared to the US programs, which is described at length in this publication. This project was presented at an international conference through the Association of Recovery in Higher Education in June, 2022. The Program Coordinator also presented on a panel discussion at this conference titled “From Student to Staff: Navigating the Transition Into the Collegiate Recovery Field.” The coordinator for Lancers Recover was asked to participate in the Higher Education Centre for Alcohol and Other Drugs National Meeting in July 2022 for a keynote panel titled “The Future is Now: Students & Young Professionals Doing the Work.” This work places the University of Windsor at the forefront of research on the student recovery movement not only in Ontario, but in all of Canada. We will continue to pave the way for other institutions throughout the country, provided we have the funding to do so.

Additional research projects are currently underway within Dr. LaBelle’s research lab which will support the development of the Lancers Recover program, and for which participants have been heavily recruited by Lancers Recover participants. These projects include a study on 2SLGBTQ+ Student Experiences with Substances and Peer Recovery Support Services in Canada. Both projects are the first of their kind and will be submitted for publication in high impact journals upon their completion, which is not typical for undergraduate research projects – providing evidence of this important work in the field.

Policy:

Lancers Recover has submitted a policy brief to the federal government through the National Student Paper Competition to recommend the inclusion of student recovery programs in federal health initiatives. Next steps in this avenue of creating change are underway and include submitting a private member’s bill through connections with a local MP who supports the recovery movement. Our aim is to replicate the initiative underway in Alberta and secure provincial support for the development of student recovery programs at every university and college in Ontario.

Funding:

Over the past year, Lancers Recover received funding through Ignite to hire two student employees, as well as Outstanding Scholars for one research assistant. Lancers Recover was also awarded a second grant through the Student Mental Health Strategy Fund totally \$2600 for the 2022-2023 academic year. A community donation was awarded by Manor Realty Ltd. in the amount of \$1500. Private fundraising by Dr. LaBelle and a donation from the program coordinator resulted in an additional \$1200 in support. Funding for the program coordinator’s wages, rental space for the Phoenix program, and an annual ARHE membership were provided through the Office of

Student Experience. Lancers Recover is currently working on a grant application for additional funding for the upcoming year.

Community and On-campus Partnerships:

In addition to established community partnerships (listed above), Lancers Recover participated in several cross-campus initiatives over the academic year to strengthen student support, referrals, and wrap-around care. For example, Lancers Recover participated in campus events coordination meetings, the lancers care week working group, the blue and yellow folder working group, and the *"It Matters That You're Here"* suicide awareness and prevention campaign video. Lancers Recover was also added to several campus resource lists, and was included within the FAHSS syllabus template.

B. Future Actions/Initiatives

The BIDE Institute's strategic goals for the next year include:

1. Continue to increase presence in the Windsor-Essex Community.
2. Increase presence and visibility across areas of main campus such as Human Kinetics and the TLC, as well as Downtown Campuses.
3. Onboarding a new team of BIDE Student Pillar Directors and BIDE Student Leaders.
4. Piloting the UWSA x BIDE Partnership as a student service.
5. Launching two additional Wellness Spaces on campus (FAHSS and HK).
6. Expanding programming through consultation, partnership and collaboration.
7. Collecting feedback from the campus community, specifically the student body.
8. Reviewing options for financial sustainability.

Lancers Recover

Recovery Meetings:

Lancers Recover will continue to offer weekly recovery meetings. In addition to the all-recovery format utilizing reflection readings, personal sharing, and peer support, Self-Management and Recovery Training (SMART) recovery meetings plan to be offered in the upcoming year. SMART Recovery utilizes a four-point program: 1) Building and maintaining the motivation to change; 2) Coping with urges to use; 3) Managing thoughts, feelings, and behaviours in an effective way without addictive behaviours; and 4) Living a balanced, positive, and healthy life. Utilizing evidence-based intervention methods, SMART recovery meetings can provide an enriching experience for students on campus.

On-Campus Education and Normalization of the Recovery Identity:

Lancers Recover plans to continue providing Recovery Ally Training offered to both students and staff on campus. Over the next year, continued partnerships with on-campus services can increase the reach of the training delivery.

Additional naloxone training is planned for Counselling and Wellness Services, OSE Directors, and campus staff at the downtown locations. Another naloxone booth offering each semester to distribute personal naloxone kits will help to increase the prevalence of naloxone on campus in case of emergency and accidental drug poisoning. This is important due to the increased prevalence of a toxic drug supply in Windsor-Essex identified by the Windsor Essex Community Opioid & Substance Strategy (WECOSS).

Information booths on campus will continued to be offered at least 3-4 times per semester to provide information and referrals to the campus community.

Lancers Recover is also in the process of actively developing a five-minute informational video about the program which will be used to showcase the services offered and to normalizing recovery and recovery supports on campus. The video will also be used in a grant application for programmatic funding from a community organization.

Sober Social Events:

Lancers Recover will continue to offer at least one sober social event per month. Additionally, the continuation of Phoenix classes will provide free fitness opportunities to build community amongst students and promote physical wellness.

Development of Prevention Initiatives:

Lancers Recover plans to develop a substance use prevention training as an additional psychoeducational offering on-campus. This training will be developed over the upcoming year to increase substance literacy and effective prevention methods.

Community and On-campus Partnerships:

Over the next year, additional community partnerships will be formulated to increase referrals to the Lancers Recover service. This will also improve community-based referral networks for students accessing the service in order to meet unique student needs.

Lancers Recover also intends on broadening its reach on campus by furthering connecting with student-focused groups to better support all students in recovery or struggling with their substance use.

Funding:

Over the next year, Lancers Recover will continue to explore grant funding opportunities and fundraising initiatives with the aim of acquiring sufficient funds to cover the costs of ongoing student-focused events.

Additional future actions and initiatives will be dependent on the expansion of services, as recommended below.

C. Recommendations for Senate consideration (if any)

None

University of Windsor
Senate

*5.2.2: **Student Academic Misconduct Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Eighteenth Annual Student Academic Misconduct Report (2021-2022)

INTRODUCTION

The report is to inform the University community about Bylaw 31 student academic misconduct cases in the 2021/22 academic year, to compare the results with the data from the previous two years and to help identify trends or new developments.

This report is part of University of Windsor's efforts to reinforce its commitment to learning and discovery and a place that encourages, values and expects from its members high ethical standards and academic integrity.

EXECUTIVE SUMMARY

The University saw a decrease in academic integrity complaints in 2021-22 down 32 from the previous year.

2021-22: 230 academic integrity complaints

2020-21: 262 academic integrity complaints

Complaints dismissed by Associate Deans:

2021-22: 0 complaints filed that were dismissed by Associate Deans

2020-21: 5 complaints filed that were dismissed by Associate Deans

With respect to the academic misconduct complaints processed in 2021/2022:

- 100% found responsible for the misconduct
- 81.7% – Plagiarism was the most prevalent integrity violation.
- 27.8% – Cheating and/or violating exam/test rules (including possession of an unauthorized aid) was the second highest violation.
- Mark reduction (ranging from a % amount reduction on the evaluation, to a zero on the assignment or exam; to a zero in the course) was imposed in 212 of the integrity violations. There were 51 admonitions, 77 letters of apology/reflection, 11 educational sessions, 6 censures (for durations ranging from 6 months to graduation), 8 repeat work assignment/examination and 1 suspension. *Decisions often combine two or more sanctions.*
- 36.5% (84/230) of offences by domestic students; 63.5% (146/230) offenses by international students. The offenses most frequently engaged in by domestic students are plagiarism (53/84), and cheating and or violating exam/test rules (51/84). The offenses most frequently engaged in by international students are plagiarism (135/146) and unauthorized collaboration (10/146).
- 0 cases were appealed.

Definitions

1. Academic Misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting his/her academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct.
2. Multiple: Two or more complaints of academic misconduct against one student.

Notes

1. This report includes all Faculties, except the Faculty of Law. Cases in the Faculty of Law are dealt with internally within that Faculty, with the exception of appeals to the Discipline Appeal Committee.
2. For comparison purposes, in each of the tables in the Summary of Data section that follows (with the exception of the table immediately below), totals for at least the previous two academic years are provided. The balance of the tables in the other sections that provide more detailed data includes only a comparison with the previous academic year.

SUMMARY OF DATA

1. Total Academic Integrity Complaints

2021/2022	2020/21	2019/20	2018/19	2017/18
230	262	73	72	93

2. Results of all Investigations

	2021/22 (230 cases)	2020/21 (262 cases)	2019/20 (73 cases)
Student responsible	230	257	69
Dismissed/Insufficient evidence	-	5	4

3. Type of Offence

- Plagiarism comprised most findings of academic misconduct: 83.4% (188 cases). This is an increase from last year in which plagiarism comprised 37.4% (96/257 cases) of complaints.

In 2021/22, plagiarism was followed by:

- Cheating and/or violating exam/test rules 25.6%
- Unauthorized Collaboration 7.4%

Note: some complaints included multiple academic misconduct allegations.

4. Decision Appeal Committee

	2021/2022	2020/2021	2019/2020
Complaints heard by University-level Committee	0.0% (0 case)	0.0% (0 case)	1.4% (1 case)
Percentage of cases before University-level Committee settling before a hearing, including mediated settlements	0.0% (0 case)	0.0% (0 case)	0.0% (0 case)
Percentage of cases before University-level Committee requiring a hearing	0.0% (0 case)	0.0% (0 case)	1.4% (1 case)

Sanctions

	2021/22	2020/21	2019/20
Mark Reduction	212 cases	236 cases	64 cases
Admonition	51 cases	132 cases	22 cases
Letter of apology/reflection	77 cases	148 cases	21 cases
Censure	6 cases	2 cases	2 cases
Teachable Moment	0 cases	0 cases	4.3% (3 cases)
Suspension	1 cases	2 cases	-
Repeat Work	8 cases	3 cases	-
Dismissed Cases	-	1.9% (5/262 files)	5.5% (5/73 files)

6. Repeat Offender

Of the 230 cases where there was a finding of academic misconduct, 5 were repeat offenders; an increase of 2 cases compared to the previous year.

7. Domestic/International

Note: For comparison, 2020/21 data is in parentheses. Data is presented by the semester due to variations in enrolment. Complaints that were dismissed are included in the numbers.

No. of complaints received against students that were resolved by semester

Fall 2021			Winter 2022			I/S 2022		
Domestic	Int'l	Total	Domestic	Int'l	Total	Domestic	Int'l	Total
59 (56)	86 (4)	145 (60)	20 (85)	50 (40)	70 (125)	5 (37)	10 (40)	15 (77)

DETAILED REPORT

1. Summary by Offence and Sanction Imposed

In the cases reported in the next table more than one sanction was sometimes applied. Under Bylaw 31 professors assign an “Incomplete” in the cases of alleged academic misconduct and in certain cases the grade is later adjusted in accordance with the sanction (if any) once the complaint is processed. Thus, where a student is found responsible for academic misconduct, a grade penalty is often imposed on the academic evaluation in question, in addition to an admonition, letter of apology/reflection, censure, suspension. Other combinations also occur. The possible varieties of outcomes make presenting this data in an easy-to-digest table format somewhat challenging.

Type of Offence	Admonition	Mark Reduction	Repeat Work for Assessment	Censure	Suspension	Letter of Apology/Reflection	Educational Assignment	Denial of Registration	Dismissed	Totals (2021/2022)	Totals (2020/21)
Plagiarism	33	172	8	1	1	43	9	-	-	267	171
Unauthorized Collaboration	9	17	-	-	-	15	-	-	-	41	245
Academic forgery or fraud	-	-	-	-	-	-	-	-	-	-	-
Cheating and/or Violating exam /test rules (including possession of an unauthorized aid)	14	47	-	5	1	19	10	-	-	96	193
Ethics and Mishandling of Thesis Date	-	-	-	-	-	-	-	-	-	-	-
Violating Scholarship Rules	-	-	-	-	-	-	-	-	-	-	2
Exam Irregularity	-	-	-	-	-	-	-	-	-	-	3
Totals (2021/22)	56	236	8	6	2	77	19	-	-	404	-
Totals (2020/21)	150	281	3	2	2	170	-	-	6	-	614

2. Appeals of Associate Dean Decisions to the Discipline Appeal Committee

Type of Offence	Hearing	Settlement Agreement	Withdrawn by Appellant	Total Sanctions (2021/22)	Total Sanctions (2020/21)
Plagiarism	-	-	-	192	96
Unauthorized Collaboration	-	-	-	11	84
Academic forgery or fraud	-	-	-	-	-
Cheating and/or Violating exam /test rules (including possession of an unauthorized aid)	-	-	-	64	171
Ethics and Mishandling of Thesis Date	-	-	-	-	-
Violating Scholarship Rules	-	-	-	-	2
Exam Irregularity	-	-	-	-	3
Totals (2021/22)	-	-	-	267	
Totals (2020/21)	-	-	-	-	356

3. Summary by Repeat Offender

Type of Offence	First Offender	Repeat Offender	Totals (2021/22)	Totals (2020/21)
Plagiarism	184	4	188	96
Unauthorized Collaboration	17	-	17	84
Academic forgery or fraud	-	-	-	-
Cheating and/or Violating exam /test rules (including possession of an unauthorized aid)	62	2	64	171
Ethics and Mishandling of Thesis Date	-	-	-	-
Violating Scholarship Rules	-	-	-	2
Exam Irregularity	-	-	-	3
Totals (2021/22)	263	6	269	-
Totals (2020/21)	353	3	-	356

[Report compiled by the University Secretariat]

**University of Windsor
Senate**

5.2.3: Report of the Task Force on Student Evaluations of Teaching (SET): Proposed Policy and Bylaw 23 Revisions

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION 1: That the proposed revisions to the policy on student evaluations of teaching be approved.
(p.6)

MOTION 2: That the proposed revisions to bylaw 23 be approved.
(p.11)

Rationale:

- The overall goal of the initiative was to establish a reliable mechanism for obtaining student feedback on teaching and courses, which is valuable for instructors in potentially identifying areas for improvement.
- The guiding principle of the Task Force was to make informed recommendations based on data and scholarly literature.
- Feedback and data was obtained through a variety of mechanisms, including: surveys to faculty and staff, focus groups, feedback from instructors, talk-alouds, pilots of draft SPT forms, two meetings of the Senate Student Caucus, Senate Information Session, May 13, 2022 Senate meeting, Senate Meeting of May 12, 2023.
- In considering bylaw revisions, the Task Force noted that Senate bylaw 23 currently states that SETs cannot be the sole basis on which an instructor's teaching is assessed. Additional revisions are being proposed to further strengthen and clarify this. It was also noted that the language in bylaw 23 on the assessment of teaching is open and permissive, leaving it to AAUs (and colleagues) to determine whether to specify SETs in their criteria provided that they are not the sole measurement of teaching.
- The policy revisions remove all correspondence keys/guidelines between the former UCAPT assessment form and the former SET survey because they are no longer applicable. A new, significantly revised UCAPT Form has been developed which mirrors the new, predominantly rubric oriented RTP/RPP guidelines being developed by AAUs . While it allows for SPT data to be used as a source of information, the direct transfer from the student feedback survey results to the UCAPT form has been eliminated, replaced with the requirement for a more robust, holistic assessment. The scale used in the new SPT Form also requires a closer and more comprehensive assessment of the results. The new UCAPT form also explicitly states that SPT survey results cannot be used as the sole source of information regarding teaching.

The SET Task Force Report includes:

1. Summary From May 13, 2022 SET Task Force Report to Senate (p. 2)
2. SET Task Force Summary from May 5, 2023 Senate Information Session (p.4)
3. Proposed Revisions to the Policy on Student Evaluations of Teaching (p.6)
4. Proposed Bylaw 23 Revisions (p. 11)

Appended to this report:

1. Presentation slides from May 13, 2022 Senate (S230526-5.2.3a)
2. Presentation slides from May 5, 2023 Senate Information Session (S230526-5.2.3b)
3. New UCAPT Form (S230526-5.2.3c)

Summary From May 13, 2022 SET Task Force Report to Senate

The presentation, given at the May 13, 2022 regular Senate Meeting, included background on the task force, including the mandate, current members, and a recap of activities undertaken thus far.

Current Task Force Members

Dennis Jackson (Chair)
Erika Kustra
Pierre Boulos
Jessica Raffoul
Jill Grant
Nick Baker
Marium Tolson-Murthy
Beverly Jacobs
Renee Wintermute
Lorraine Chandler
Edwin Tam (administrative lead)
Cindy Wills (administrative support)
Dave Andrews (review capacity)
Laura Chittle (review capacity)
Sirinart Ananoranich (review capacity)

The Task Force's Original Mandate (The task force shall...)

- Review the existing Student Evaluation of Teaching questionnaire and its implementation with a goal of identifying areas for improvement based on research into best practices.
- Propose changes where they require institutional approvals;
- Develop, test, and implement changes where viable under current bylaw and policy;
- Consider possible changes to policy;
- Provide advisory support for a well-documented and systematically evaluated pilot project; and
- Implement a flexible, extensible online system comparable to those in use at an increasing number of institutions across the country, based on practices most likely to foster high student participation rates.

The re-designed system will:

- enhance the transparency, validity, usability, and efficiency of our approach to gathering feedback on student experience;
- establish implementation and reporting procedures that foster student and faculty faith in, engagement with, and use of the data in keeping with the goals set out in Senate policy;
- improve the cost-effectiveness and environmental sustainability of student feedback collection; and
- reflect high-quality research on student feedback collection practice and the values and goals of the University of Windsor community with regard to effective teaching and learning.

The background of the chair was highlighted for senators: Dennis Jackson's degree is in Psychology (Human Factors) with specializations in multivariate statistics, measurement/ psychometrics, and has research experience in SETs (published one article and wrote dissertation on SET topic). The chair also worked as a Human Resources researcher for seven years at a Fortune 100 organization in the U.S. where he worked on survey design issues including performance measurement and management. Finally, the chair is former head of psychology, thus has used SET reports for performance reviews. In addition, many of the Task Force members have backgrounds or expertise related to diversity, Indigeneity, pedagogy, and assessment techniques – all aspects relevant to issues examined by the Task Force. The chair outlined his thoughts on SETs including the following points:

1. Concerns the current SET and feedback reports.
2. The potential for bias of SETs and the need to investigate concerns.
3. Every SET is different and generalizations made in the scholarly literature on SETs should be viewed judiciously.

4. Data from the current SET are reliable.
5. While there are debates about the validity of SETs, we should note that:
 - a. Validity is a complicated concept with many facets and most validation studies focus on a very narrow aspect of validity and often make questionable choices.
 - b. Further validation evidence about a new SET should be sought responsibly.

While the progress of the Task Force was slowed dramatically during the pandemic, three main accomplishments were presented.

1. Survey of teaching personnel (Fall 2020) and analysis of responses.
2. Survey of students (Winter 2022) and preliminary analysis of responses.
3. Draft of discussion paper on issues of bias and validity with SETs (Winter 2021).

General findings from the two (student and teaching personnel) surveys were presented, including a breakdown of students by year, teaching personnel by position, and both by faculty. General attitudes around SETs were presented including points of agreement and departure. In brief, faculty see the reports as mostly unhelpful and tend to see SET ratings as biased, unreliable, and not valid. Students see their responses as earnest, effortful, and unbiased. Students indicated they see their role primarily as evaluating instructors' performance, providing constructive feedback, but not necessarily influencing personnel decisions. The main reason students do not complete SETs is that they do not feel anything changes because of their efforts. In general, students hold more positive views of SET feedback than teaching personnel.

The presentation of survey findings concluded with a list of possible categories related to teaching that students and teaching personnel rated most highly in terms of what they would like to see in a new SET survey.

The presentation concluded with an outline of next steps, which included ongoing consultation with stakeholders, and further work on the project (see Appendix for presentation).

SET Task Force Summary from May 5, 2023 Senate Information Session

The presentation by the task force began with summarizing prior information about the task force including membership and the original mandate, then outlined the outcomes and draft recommendations.

Current Task Force Members

Dennis Jackson (Chair)
Erika Kustra
Pierre Boulos
Jessica Raffoul
Laura Chittle
Jill Grant
Nick Baker
Marium Tolson-Murthy
Beverly Jacobs
Renee Wintermute
Lorraine Chandler
Edwin Tam (administrative lead)
Cindy Wills (administrative support)
Florencia Cristoffanini (research/analysis support)
Maddy Blazer (research/analysis support)
Dave Andrews (review capacity)
Sirinart Ananoranich (review capacity)

An overview of main activities was provided and included the development of a revised UCAPT form reflecting new RPT/RPP criteria being developed by AAUs and indicates SPT (Student Perceptions of Teaching, replacing SET) as one potential input into teaching quality assessment. New policy adjustments are being proposed as well as a new SPT survey. Finally, the task force's original mandate was recommunicated.

The revised UCAPT form was presented and represents a significant overhaul of the previous UCAPT form, which was very tightly aligned with the current SET. The new UCAPT form allows for SPT data to be used as a source of information. However, the prior transfer from the former SET survey results to the former UCAPT form has been eliminated. In addition, the revised UCAPT form explicitly states that SPT cannot be used as the sole source of information about teaching quality.

Proposed changes to Bylaw 23 were outlined which clarified that SPT outcomes may be used as one source of information if specified by the relevant RTP criteria, but cannot be the sole source of information regarding teaching.

Previous data gathering and consultation efforts were reviewed, including meetings where early drafts of the SPT were shared. Two previous pilots of early drafts of the SPT were conducted and findings associated with these efforts were shared, along with the question count for each version.

The proposed SPT: A general outline of the content of the SPT and thoughts behind the development of the new SPT was shared. The areas included in the new SPT were shown to overlap with top picks by both teaching personnel and students. The general categories of questions on the new SPT were discussed and are as follows:

1. Instructor Delivery
2. Grading Expectations/Feedback
3. Positive Learning Environment
4. Facilitation of Learning
5. Workload & Difficulty
6. Student Motivation
7. Global Questions
8. Student Learning Questions

Finally, recommendations were shared and included:

- Steering Group to monitor SPT use and review issues on an ongoing basis.
 - Review potential for bias in new SPT.
 - Establish process for removing SPTs that are inappropriate.
 - Review and suggest best practices for SPTs, including developing guidelines.
 - Develop guidelines for interpreting SPTs results, including how to provide feedback on broad categories as well as individual items.
 - Examine process for instructors who would like to include additional questions.
 - Review and recommend best practices for timelier implementation of SPT and quicker turnaround of SPT results.
 - Review and recommend best practices for encouraging greater student participation in survey, such as use of QR codes for easier access, and potential incentives for students to participate.
- Establish continuous improvement approach – survey and related processes should be reviewed intermittently and modify as necessary to serve evolving student and faculty feedback needs.

The full presentation from the Senate Information Session can be found in the appendix.

The associated bylaw and policy revisions, including the new SPT form, are attached.

Proposed Revisions to the Policy on Student Evaluations of Teaching
[revisions are in BOLD]

Policy on Student **Perceptions** of Teaching (SPT) and Mandatory Administration of the SPT

The Student **Perceptions** of Teaching Form will be used for collecting information on students' views of instructors and courses.

Students' Perceptions of Teaching (SPT) Form

Background: This form is designed to provide a summary of students' perceptions of instruction and course characteristics to instructors, which can provide valuable feedback to instructors on their teaching effectiveness and the overall value of the course.

Who will see your responses: Your responses will be confidential and only summaries of the entire class will be provided to the instructor and the feedback to the instructor will not be released until after grades have been submitted. The instructor will not see individual responses, and comments that you provide will not be connected to your ratings for each question.

Note: If fewer than 6 students complete the SPT, no breakdown will be reported by student characteristic/demographic data at all. If any subcategory of student characteristic categories contains only one response, no data will be reported in that subcategory.

Why we do SPTs:

- To provide feedback to the instructor for the purpose of improving course delivery.
- Results may be considered in tenure and promotion decisions and used for professional/career development.

Completing the form: Student ratings of instructors can be influenced by unconscious or unintentional biases.

- Some research suggests that race and gender of the instructor can influence ratings.
- As you answer the following questions, please keep this in mind and try to resist stereotypes of instructors.
- Try to the best of your ability to focus your answers on the content of the course and your opinion about the quality of instruction.
- The Research/Demographic questions at the end are being asked to help us understand whether there is any bias or adverse impact associated with the questions. The instructor will not see information tied in any way to personal demographic questions (such as race/ethnicity or sexual orientation). You may leave questions blank that you do not wish to answer.
- Try to keep your feedback as constructive as possible to help us improve the overall teaching and course quality at the University of Windsor.

Thank you: We appreciate the time you take to offer thoughtful feedback!

Question		Response Scale								
1	For each class, the instructor was...	<i>Poorly prepared</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Well prepared</i>
2	Material was presented in a well-organized manner.	<i>Almost never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Almost always</i>
3	Instructional time was used...	<i>Not efficiently</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very efficiently</i>
4	The instructor was able to communicate complex ideas clearly.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
5	The instructor elaborated on concepts in ways that were helpful for understanding.	<i>Not at all true</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very true</i>
6	The instructor's knowledge about the content of this course was...	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Exceptional</i>

7	Instructions for assignments were...	<i>Confusing or unclear</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very clear</i>
8	Assignments were marked fairly.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
9	Rationale for marking was...	<i>Unclear or never disclosed</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very clear</i>
10	Assignments were <i>consistently</i> graded with...	<i>Unclear criteria</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Clear criteria</i>
11	Expectations for acceptable performance were	<i>Not at all clear</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Clearly defined</i>
12	Feedback on assignments was returned in time to be useful for future assignments.	<i>Never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Always</i>
13	With regard to asking questions, students in this class felt...	<i>Very uncomfortable</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very comfortable</i>
14	The instructor was sensitive to students' difficulties.	<i>Definitely not true</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Definitely true</i>
15	The instructor treated students...	<i>Disrespectfully</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Respectfully</i>
16	The instructor was enthusiastic about the course content.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
17	With regard to student participation, the classroom environment was...	<i>Not respectful</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Respectful</i>
18	The instructor was eager to help students.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
19	The course assignments helped me understand course material.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very Much</i>
20	The instructor displayed interest in students' learning.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very much</i>
21	Feedback on assignments was valuable for future assignments.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
22	The instructor appeared to care about student success.	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very much</i>
23	The material covered in this course was...	<i>Very easy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very difficult</i>
24	The volume of work for this course was...	<i>Minimal</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Extensive</i>
25	Compared to other courses at this level, the pace of the course was	<i>Very slow</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very fast</i>
26	When I enrolled in this course I was...	<i>Not interested in the content</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very interested in the content</i>
27	Now that I am near completing this course, I am...	<i>Not interested in the content</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very interested in the content</i>
28	Overall, how much effort would you say you put into this course?	<i>Very little</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>A great deal</i>
29	How often did you attend this course?	<i>Never</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Always</i>
30	The overall quality of <u>instruction</u> in this course was	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Excellent</i>
31	The overall quality of this <u>course</u> was	<i>Poor</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Excellent</i>
32	I would recommend this course to other students.	<i>Definitely not</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Definitely would</i>
33	My understanding of this subject compared to the beginning of the course is...	<i>Not much different</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Greatly enhanced</i>
34	I learned something in this course that is valuable.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>
35	The instructor helped me see how the knowledge and skills I was gaining in this course relate to my program.	<i>Strongly Disagree</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Strongly Agree</i>

36	To what extent do you believe that skills you acquired in this course will transfer to future courses or activities?	<i>Not at all</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very great extent</i>
37	How confident are you that you can communicate what you learned in this class to others?	<i>Not very confident</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<i>Very confident</i>

Overall Comments: Please use the space below to offer comments about the instructor and the course. Your comments will be anonymous – your name will not be attached to any comments. However, if you are concerned about the instructor finding out what you said, consider not mentioning specific incidents that might reveal your identity. Furthermore, your comments should be constructive and professional. Please think about what you can convey to the instructor that would be helpful to them when teaching this course in the future.

[Questions from the Instructor may be added with feedback sent to the instructor only]

[New questions or revisions to questions may be piloted for review by the SPT Steering Committee (or equivalent), as part of the continuous improvement approach and possible inclusion in future versions of the SPT survey. However, the results from any pilot would be used by the SPT Steering Committee only, for future survey improvement purposes.]

Demographic/Research Questions

Note: *The following questions will not be reported to instructors nor will responses to previous questions be categorized by your answers to the following questions. If you are still uncomfortable answering any of these questions, please leave them blank.*

38. Your gender?

- a. Man/Male
- b. Woman/Female
- c. Non-binary, genderqueer, agender, or a similar identity
- d. Two-spirited
- e. Gender not listed, please specify: [open comment box]
- f. Prefer not to specify

39. Your ethnicity (or race)?

- a. Indigenous (First Nations, Metis, or Inuit)
If First Nations, specify First Nations (e.g., Cree, Anishinaabe, Mohawk) _____
- b. White
- c. Black/African/Carribbean
- d. East Asian (e.g., Chinese, Japanese, Korean, etc.)
- e. Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
- f. West Asian (e.g., Iranian, Afghan, etc.)
- g. South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- h. Arab (e.g., Lebanese, Palestinian, Egyptian, Iraqi, etc.)
- i. Latinx
- j. Filipino
- k. Prefer not to specify

40. Your faculty?
- Arts, humanities, and social sciences?
 - Science
 - Business
 - Education
 - Engineering
 - Human Kinetics
 - Law
 - Nursing
 - Undeclared
 - Other: [open comment box]
41. Year of study?
- 1st year
 - 2nd year
 - 3rd year
 - 4th year
 - 5th year and beyond
 - B.Ed. Student (Fac. Of Educ.)
 - Graduate Student (Master's or Ph.D)
 - Law
 - Other
42. What is your expected grade in this course?
 90 to 100 80 to 89 70 to 79 60 to 69 50 to 59 Below 50.
43. Enrollment Status?
- Full-time
 - Part-time
44. Do you identify as a person with a disability?
 Yes
 No
45. Do you have an accommodation from Student Accessibility Services?
 Yes
 No
46. If you answered yes to the question above, did you receive the accommodations?
 Yes
 No
47. Approximately how many hours per week did you spend studying for this course?
 < 2; 2 to 5; 6 to 10; 11 to 15; More than 15.

SPT Administration Procedures

For Instructors:

- The student **perceptions** of teaching (SPT) are to be administered during the last two weeks of class prior to the beginning of the final exam period. **This information must be included in the course outline, in accordance with Senate bylaws.**

2. The SPT are to be administered **in-class. Time should be provided (up to 15 minutes)** at the beginning of the class period, not the end, **to students to complete the SPT on their laptop or other electronic device (via link, QR code, etc.). Students who do not have an electronic device with them are encouraged to complete the SPT later, once they have access to such a device.**
3. The instructor should NOT remain in the classroom **while the students are completing the feedback form.**
4. Open-ended questions are **incorporated into the SPT.** Instructors **or their delegates should** encourage students **to use the space provided** to offer **constructive** feedback. **Written comments will be provided only to the instructor, not the Department Head or Dean.**
5. If there are three or more students enrolled in the course, the SPTs are to be administered. SPTs should not be administered in courses in which only 2 or fewer students are enrolled, or in courses that are used to register students in individual projects, including (graduate) thesis, (graduate) major paper, directed reading, directed writing, directed studies, individual studio, (undergraduate) thesis, individual practica, etc.

General:

6. If fewer than 6 students complete the SPT, no breakdown will be reported by student characteristic/demographic data at all.
7. If any subcategory of student characteristic categories contains only one response, no data will be reported in that subcategory.

Proposed Revisions to Bylaw 23
[revisions are in bold and strikethrough]

3.1 Teaching

- 3.1.1 A candidate for renewal of contract must have competent teaching ability as demonstrated by such instruments as student ~~evaluations~~ **perceptions of teaching**, sample course outlines, a UCAPT teaching dossier, **Indigenous ways of knowing**, and other evidence as provided by the candidate. The required statement by the AAU Head must contain a detailed assessment of the candidate's commitment to and ability in teaching.
- 3.1.2 While the ~~measure~~ **evaluation** of teaching performance may be ~~based primarily~~ **informed partially by the results provided from** ~~upon~~ Senate-approved student ~~evaluations~~ **perceptions of teaching**, it must be supplemented by an evaluation by the AAU Renewal, Tenure and Promotion Committee and a report from the AAU Head **that do not rely solely on student perceptions of teaching.** [...]

Report of SET Task Force

SENATE MEETING, MAY 13, 2022.

Current Task Force Members

- ▶ Dennis Jackson (chair)
- ▶ Erika Kustra
- ▶ Pierre Boulos
- ▶ Jessica Raffoul
- ▶ Jill Grant
- ▶ Nick Baker
- ▶ Marium Tolson-Murthy
- ▶ Beverly Jacobs
- ▶ Renee Wintermute
- ▶ Lorraine Chandler
- ▶ Edwin Tam (administrative lead)
- ▶ Cindy Wills (administrative support)
- ▶ Dave Andrews*
- ▶ Laura Chittle*
- ▶ Sirinart Ananoranich*

* Review capacity.

What is the Task Force Doing?

- ▶ Proposing a new SET measure, as well as report(s), and process
- ▶ This will include addressing such questions as...
 - What is SET?
 - What should be done with it? (e.g., formative feedback, role in RTP)
 - How should it be implemented?
- Current plan is to have a proposed pilot survey ready for Fall 2022.
- Guiding principle of Task Force is to make informed recommendations based on data and scholarly literature.

Task Force Website, including original Mandate: <https://www.uwindsor.ca/provost/SET>

Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET

It should be understood that student questionnaires form an important part of evaluating teaching effectiveness or a course's value, but cannot be taken alone as a complete assessment of an instructor or course. Concerns have been expressed that the current University of Windsor evaluation questionnaire may not be an accurate measure of a teacher's ability or of a course's value and that factors other than an instructor's teaching ability or a course's value may influence ratings.

Note: this is consistent with expert testimony from Freishtat (2016) regarding the Ryerson decision (see, e.g., points 1 & 3 on page 11).

Chair Background

- ▶ Degree is in Psychology (Human Factors)
- ▶ Background and areas of specialization
 - ▶ Statistics, especially multivariate statistics
 - ▶ Measurement/Psychometrics
 - ▶ My Mentor ran SETs for my alma mater
- ▶ Dissertation was on Implicit Theories of teaching inferred from SETs
- ▶ Published on SETs (Factor Structure/Cross-validation of SPTE)
- ▶ Worked as an HR Researcher for seven years at a Fortune 100 Organization
 - ▶ Worked on measurement and survey design/issues, performance management, including ratings of others.
- ▶ Former Department Head of Psychology

Thoughts about SETs

1. I have a lot of complaints about our SET !
 - ▶ And especially about the reports!
2. I have concerns about potential bias and believe that those concerns should be thoroughly investigated and corrected when possible or communicated clearly when corrections aren't possible.
3. Every SET is different: sweeping statements about SETs or trying to apply external research to UW's SET may not be appropriate.
4. Data from UW SET are reliable.
5. While there is considerable evidence supporting the validity of SETs and against the validity of SETs...
 - ▶ Validity is a complicated concept with many facets and most validation studies focus on a narrow aspect (and make questionable choices).
 - ▶ Further, validation evidence should be sought, responsibly though.

Three main accomplishments during pandemic

- ▶ Survey of teaching personnel
 - ▶ Fall 2020
- ▶ Survey of students
 - ▶ Winter 2022
- ▶ Discussion paper on issues of bias and validity with SETs
 - ▶ Winter 2021
 - ▶ Needs to be updated with new literature

Who responded to the Surveys?

Teaching Personnel Role		
	Frequency	Percent
Sessional Instructor	19	12.8
Sessional Lecturer	6	4.0
AAS Permanence Track	5	3.4
AAS Permanent	4	2.7
Tenure Track Professor	23	15.4
Tenured Professor	75	50.3
Limited Term Appointment	4	2.7
Department Head/Associate or Assistant Dean/Dean	13	8.7
Total	149	100.0

Student Year of Study		
	Frequency	Percent
First	55	13.5
Second	89	21.9
Third	76	18.7
Fourth	87	21.4
Fifth or more	18	4.4
Graduate Student	82	20.1
Total	407	100.0

Respondents by Faculty

Teaching Personnel Respondents			Student Respondents	
	Frequency	Percent	Frequency	Percent
Arts	33	18.2	38	10.6%
Social Sciences	45	24.9	65	18.1%
Science	16	8.8	101	28.1%
Business	6	3.3	38	10.6%
Education	16	8.8	15	4.2%
Engineering	10	5.5	40	11.1%
Human Kinetics	10	5.5	16	4.4%
Law	5	2.8	16	4.4%
Nursing	7	3.9	31	8.6%
Total	148	81.8	360	100.0%

Some top-line findings

10

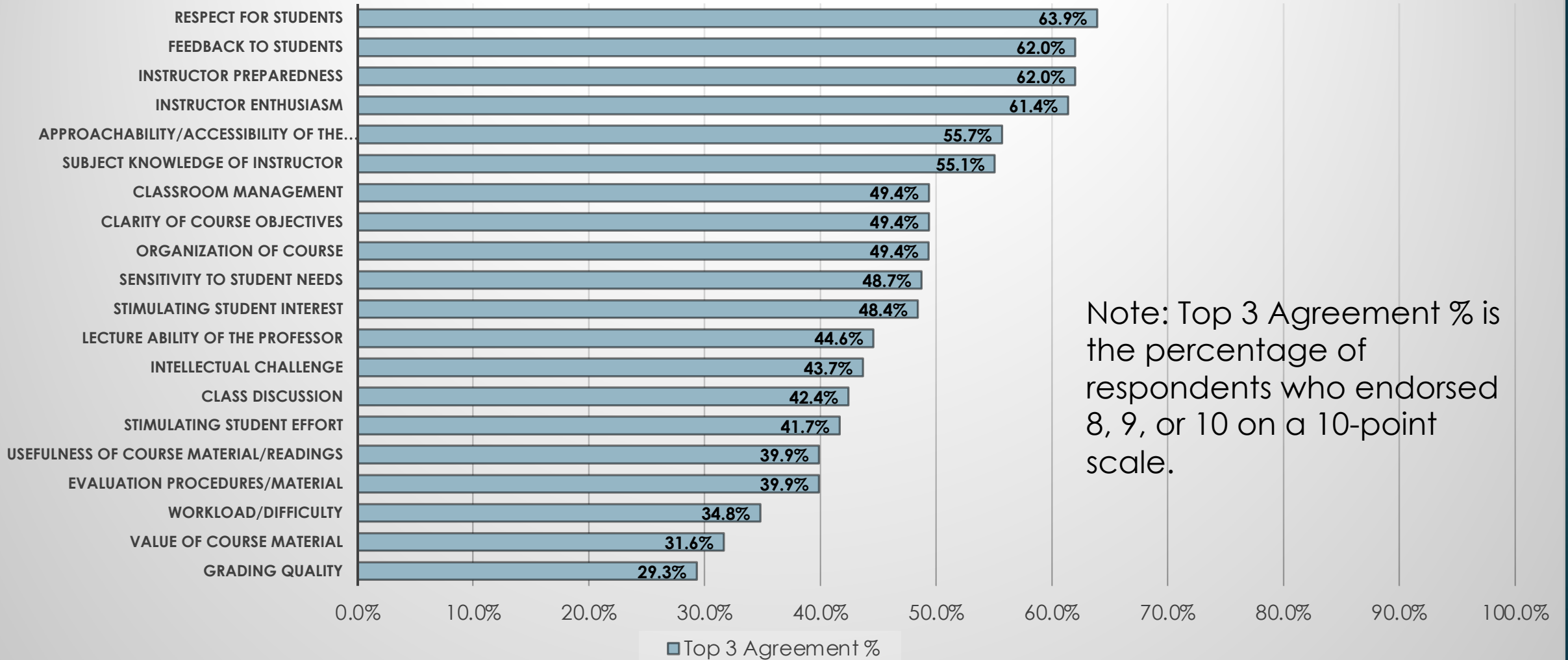
Faculty

- ▶ Plurality would like to rename SET to reflect “perceptions.”
- ▶ Find current SET & report fall short of needs. See it as...
 - ▶ Only way to obtain feedback from students to comprehend perceptions and improve teaching.
 - ▶ Like to use data to see progress over time.
 - ▶ Find the report mostly unhelpful.
- ▶ See SET as biased, unreliable, and not valid.

Students

- ▶ See their role when completing SETs as:
 - ▶ Evaluating instructor performance/
 - ▶ Giving constructive feedback on course and instructor.
 - ▶ They don't as much see themselves as influencing personnel decisions or providing feedback on learning.
- ▶ Main reason for not completing SETs is it results in no positive change for students.
- ▶ Tend to see their responses as earnest, effortful, and not based on anticipated grade.

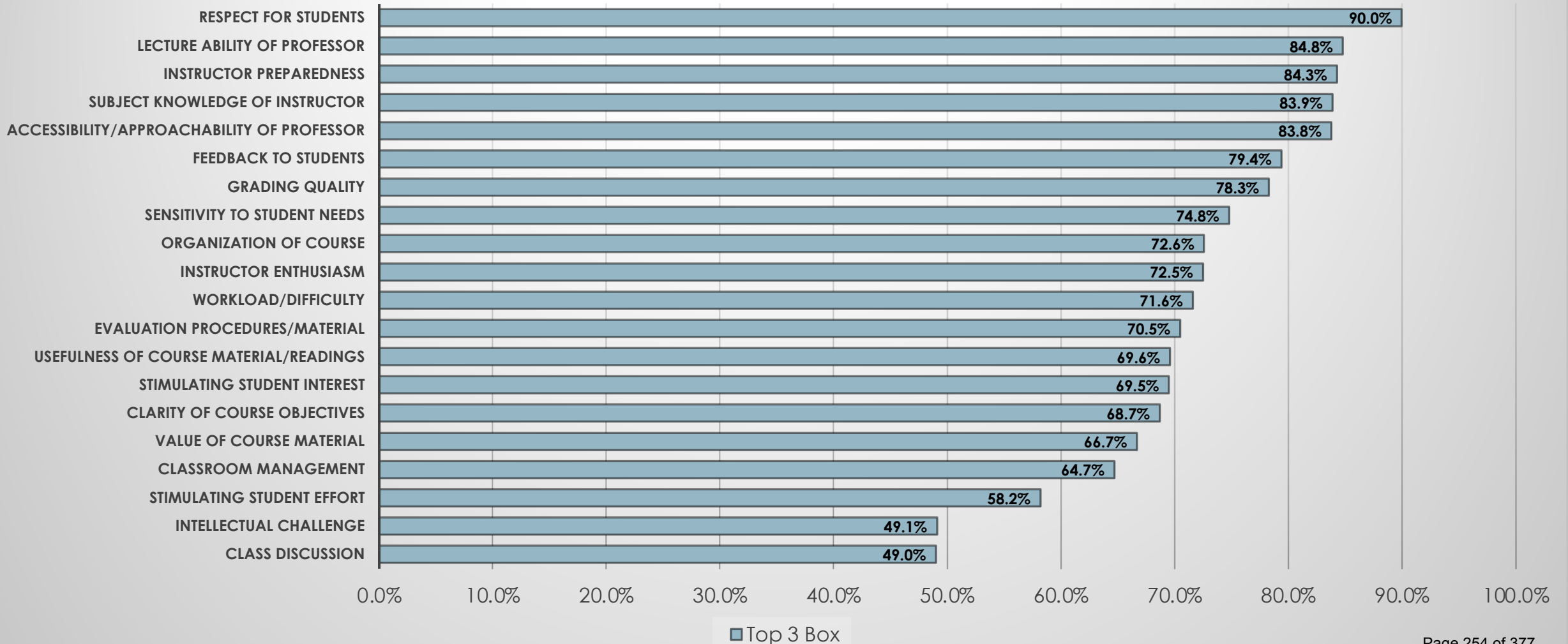
Top 3 Agreement % (Scoring 8-10 on 10 point Scale)



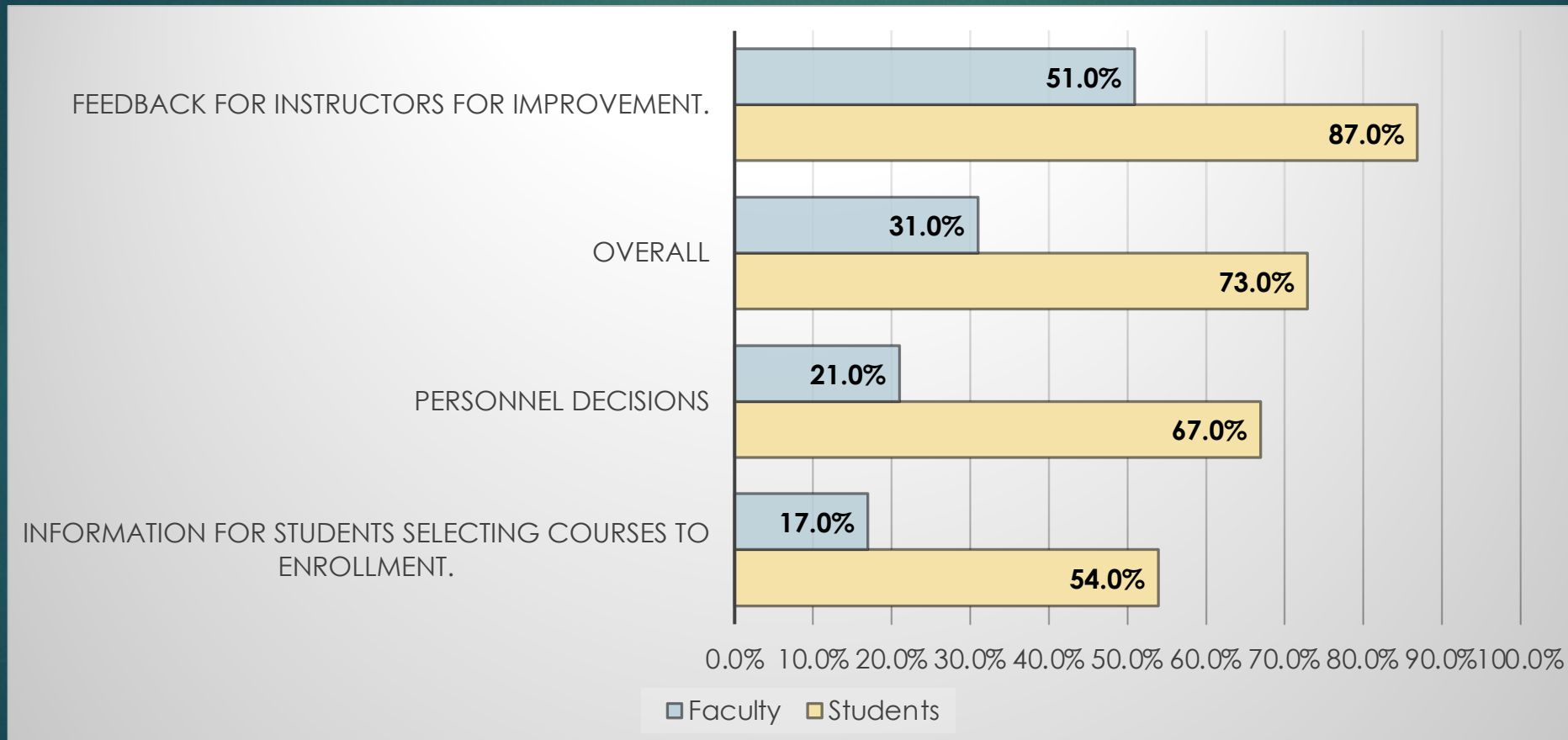
Students: What should be measured by SETs?

12

Top 3 Agreement %



Support for SETs Faculty v Student



What *should* be on SETs?

Faculty

1. Respect for students
2. Feedback to students
3. Instructor preparedness
4. Instructor enthusiasm
5. Approachableness/
Accessibility
6. Subject knowledge of
instructor

Students

1. Respect for students
2. Lecture ability
3. Instructor preparedness
4. Subject knowledge of
instructor
5. Approachableness/
Accessibility
6. Feedback to students

What *should not* be on SETs?

Faculty

- ▶ Grading quality*
- ▶ Value of course material
- ▶ Workload/difficulty

* Ranked 7th by students

Students

- ▶ Classroom discussion
- ▶ Intellectual challenge
- ▶ Stimulating student interest

Next Steps (Tasks)

- ▶ Ongoing consultation with focus groups or representatives.
- ▶ Revise SET Discussion Paper
- ▶ Recommend new “SPT” for piloting and obtain feedback.
- ▶ More analyses on surveys, especially the student survey.
- ▶ Recommend...
 - ▶ alternatives for implementing support.
 - ▶ a substantially better process.
 - ▶ training for those engaging in process.
 - ▶ education for students providing their perceptions.
 - ▶ improved reports for better ability to use to improve teaching.
 - ▶ how to support SET on an ongoing basis.

Report of SET Task Force

SENATE INFORMATION SESSION - SET TASK FORCE. MAY 5, 2023.

Task Force Members

- ▶ Dennis Jackson (chair)
 - ▶ Erika Kustra
 - ▶ Pierre Boulos
 - ▶ Jessica Raffoul
 - ▶ Laura Chittle
 - ▶ Jill Grant
 - ▶ Nick Baker
 - ▶ Marium Tolson-Murttty
 - ▶ Beverly Jacobs
 - ▶ Renee Wintermute
 - ▶ Lorraine Chandler
 - ▶ Edwin Tam (administrative lead)
 - ▶ Cindy Wills (administrative support)
 - ▶ Florencia Cristoffanini (research/analysis support)
 - ▶ Maddy Blazer (research/analysis support)
 - ▶ Dave Andrews*
 - ▶ Sirinart Ananoranich*
- * Review capacity.

Overview of Main Activities

- ▶ Development of Revised UCAPT Form
 - ▶ Primarily reflects new RTP/RPP criteria being developed by AAUs for tenure track and AAS personnel
 - ▶ Relates to survey - one potential input instrument
- ▶ Policy adjustments for greater clarity and to reflect proposed new instrument
- ▶ New Student Perceptions of Teaching (SPTs) survey development
- ▶ Recommendations for ongoing activities

The Task Force Original Mandate

4

Summary Points:

- Review the existing Student Evaluation of Teaching questionnaire
- Identify areas for improvement based on research into best practices.
- Propose changes where they require institutional approvals;
- Develop, test, and implement changes where viable under current bylaw and policy;
- Consider possible changes to policy;
- Provide advisory support for a well-documented and systematically evaluated pilot project; and
- Implement a flexible, extensible online system comparable to those in use at an increasing number of institutions.
- **Obtain feedback from students, and to give students a voice.**

Revised UCAPT Form

- ▶ Current UCAPT evaluation form.
- ▶ Uses 7-point scale – mirrors current SET survey.
- ▶ Evaluation categories are prescriptive.
- ▶ Inconsistent format between sections
- ▶ Cannot be used effectively with new AAU RTP/RPP criteria that are significantly more comprehensive.

UNIVERSITY OF WINDSOR
UCAPT RATING AND EVALUATION FORM

I. EVALUATION OF TEACHING ABILITY AND PERFORMANCE

List the RTP Committee's principal sources and bases of information for the evaluation below:

[For example, for sources: personal observation, videos, AAU or other seminars, SET reports and other feedback, alumni surveys, clinical/field reports, and for information: teaching dossier, number and average size of courses evaluated, the number of different courses taught, the levels of instruction provided, the period of time in years covered by this evaluation, and a summary of the professor's teaching evaluation scores in relation to a profile of comparable evaluations from the Program. If the Optional UCAPT Teaching Dossier is provided, please refer to relevant contents specifically. Also, see Article 5:08 (c)(i)-(xiii) of the Collective Agreement.]

I. **A)** The RTP Committee evaluates the candidate's teaching as follows:

Use numeral symbols: (7) Outstanding (6) Very Good (5) Good (4) Adequate
 (3) Poor (2) Very Poor (1) Extremely Poor N/A (Not Applicable)

Overall Assessment:

- (a) Course Outlines _____
- (b) Organization of class _____
- (c) Preparation for classes _____
- (d) Clarity of communication _____
- (e) Ability to stimulate students' interest _____
- (f) Responsiveness to students' questions and suggestions _____
- (g) Quality of evaluation procedures _____
- (h) Quality of instructional materials _____

Revised UCAPT Form

- ▶ Proposed revised UCAPT evaluation form.
- ▶ 7-point scale is eliminated.
- ▶ Evaluation categories will come from AAU RTP/RPP criteria categories.
- ▶ Consistent format.
- ▶ Provides greater opportunity for insightful commentary.



I. EVALUATION OF TEACHING ABILITY AND PERFORMANCE

A. Committee's Sources of Evidence

List the RTP/RPP Committee's principal sources and bases of information for the evaluation.

*Sources of evidence could include but are not limited to teaching philosophy statements, EDI statements, teaching dossiers, colleague and student perceptions of and/or feedback on teaching, external reviewers' comments, contributions to teaching, educational material development, and educational leadership. **Student perceptions of teaching (SPT) results cannot be used as the sole source of information.***

If a Teaching Dossier is provided, please refer to relevant contents specifically. See also WUFA Collective Agreement.

B. Committee's Evaluation based on Teaching Criteria

Position's Weighting for the Teaching Criteria (X%)

Traditional weighting 40%, variations clarified in RTP Criteria or in position descriptions/letters.

Please insert the key Criterion/Indicators from your AAU.

INSERT your AAU RTP/RPP Teaching Criteria here:

<i>Criterion/Indicator</i>	<i>Summary of Evidence Used in Evaluation</i>	<i>Committee Evaluation: Eg Unsatisfactory / Satisfactory / Good / Excellent</i>

*If the unit criteria do not explicitly recognize and/or take into account EDI and Indigenization, or the unique and individualized contributions made by Black, Indigenous, and racialized faculty please see the WUFA Collective Agreement for guidance. *If applicable*, please explain how these aspects have been considered.*

Revised UCAPT Form

- ▶ Proposed revised UCAPT evaluation form.
- ▶ Rubric provided for guidance – can be modified to reflect AAU.
- ▶ Emphasis is to comprehensively review teaching, research, service.
- ▶ Provides greater opportunity for insightful commentary.

C. Committee's Overall Evaluation of Teaching Ability and Performance

Modify rubric to be appropriate for AAU

Evaluation Level	Description. These descriptions are only guidelines to understand the broad differences between evaluation levels. These descriptions are for illustration only, and not all may apply. AAU RTP/RPP committees may redefine this rubric as appropriate.
Unsatisfactory	The candidate has performed well below normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed may be inappropriate or inadequate for the intended learning outcomes. The relationship the candidate has established with students is poor and is detracting from effectively teaching the expected content. The candidate has demonstrated little or no initiative to improve teaching through additional training and/or mentorship opportunities, nor have they acted on meaningful feedback.
Satisfactory	The candidate has performed within the bounds of normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed generally fulfill the intended learning outcomes. The candidate has a productive but not remarkable rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by greater performance in another aspect related to teaching (e.g., student supervision). The candidate is aware of opportunities to improve teaching (e.g., workshops, etc.) but may have only participated in limited opportunities.
Good	The candidate has performed above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfill the intended learning outcomes, and has stimulated the interest or enthusiasm of students and others. The candidate has a productive rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by significantly greater performance in another aspect related to teaching (e.g., student supervision).
Excellent	The candidate has performed significantly above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfill the intended learning outcomes, and has stimulated high levels of interest or enthusiasm by students and others. The candidate has a strong, productive rapport with students. The candidate may provide superior mentorship or assistance to students within the context of teaching.

Clearly state and comment on how the applicant has performed with respect to specific AAU RTP/RPP criteria.

Changes to Policy and Bylaw

- ▶ Policy references to SET, 7-point rating system, and other legacy references removed.
- ▶ Remove correspondence key/guide for matching Student Evaluation of Teaching (SET) and UCAPT Categories.

Policy on Student Evaluations-Perceptions of Teaching (SPET) and Mandatory Administration of SPETs

(Senate-approved: March 17, 2004)

(Senate-amended: May 12, 2004, April 11, 2005, June 5, 2008, May 5, 2009, November 13, 2015, May 13, 2022)

The attached Student Perceptions Evaluation of Teaching Form will be used for collecting information on students' views of instructors and courses.

Student Perceptions of Teaching (SPT) Form

The Student Evaluation of Teaching (SET) Form (This form will be printed back-to-back on one sheet)

Student-Evaluation-of-Teaching-Form

Course: _____ Section: ____ Instructor: _____

Instructions: Please note that the results of this evaluation will be available to the instructor only AFTER final course grades have been submitted.

The results may be used by:

STUDENTS for aid in course selection;

INSTRUCTORS for feedback on teaching;

ADMINISTRATORS for decisions on career advancement for instructors and for program planning.

Please complete the evaluation form honestly and seriously!

Please respond to the statements below for your instructor and then for the course, bearing in mind that there are wide variations in class size and subject matter at the University of Windsor. (If the statement is not applicable in this course, please mark the "NA" column.)

<u>A. The instructor...</u>	<u>extremely poor</u>	<u>very poor</u>	<u>poor</u>	<u>adequate</u>	<u>good</u>	<u>very good</u>	<u>outstanding</u>	<u>NA</u>
<u>1. presented material in an organized, well-planned manner</u>	1	2	3	4	5	6	7	0
<u>2. used instructional time well</u>	1	2	3	4	5	6	7	0
<u>3. explained content clearly with appropriate use of examples</u>	1	2	3	4	5	6	7	0
<u>4. was a clear and effective speaker</u>	1	2	3	4	5	6	7	0
<u>5. communicated enthusiasm and interest in the course material</u>	1	2	3	4	5	6	7	0

Changes to Policy and Bylaw

- ▶ Improved clarity.
- ▶ More comprehensive.

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Bylaw 23:

3.1.1 A candidate for renewal of contract must have competent teaching ability as demonstrated by such instruments as student evaluations, sample course outlines, a UCAPT teaching dossier, and other evidence as provided by the candidate, **including Indigenous ways of knowing**. The required statement by the AAU Head must contain a detailed assessment of the candidate's commitment to and ability in teaching.

3.1.2 While the ~~measure~~ **evaluation of** teaching performance may be based ~~primarily~~ **partially on the information provided** from Senate-approved student ~~evaluations~~ **perceptions of teaching**, it must be supplemented by an evaluation by the AAU Renewal, Tenure and Promotion Committee and a report from the AAU Head that do not rely solely on student ~~evaluations~~ **perceptions of teaching**. The AAU Head's report will be derived from the candidate's performance review and will comment explicitly on the following points: [...]

Research and Data Gathering

10

- ▶ Survey of teaching personnel
 - ▶ Fall 2020
- ▶ Survey of students
 - ▶ Winter 2022
- ▶ Summary Research Report on issues of bias and validity with SETs
 - ▶ Winter 2021
 - ▶ Updated 2023

Development of Revised Survey

11

- ▶ Chair hosted a focus group of select faculty members from Senate, representing all faculties, including sessional members
 - ▶ Fall 2022
- ▶ Met twice with Senate Student Caucus
 - ▶ Fall 2022 and Winter 2023
- ▶ Two pilots using revised instrument
 - ▶ Student Think-Aloud review of questions Nov 2022
 - ▶ Initial, limited pilot December 2022
 - ▶ Larger pilot April 2023
- ▶ Continued analysis of feedback from faculty and students

Two Surveys of Teaching Personnel and Students

- ▶ Overall students are more positive toward SETs
- ▶ A plurality of faculty wanted the name to change away from SET
- ▶ Faculty felt SETs should only be used for feedback/improvement purposes
 - ▶ Students echoed this, but also did not want critical feedback to be ignored.
- ▶ Both groups were asked what they wished to rate or be rated on with surprising agreement.
- ▶ Students noted *some* anomalies in the administration of SETs
 - ▶ Instructor remaining in the room and/or handling SETs themselves.

Pilot Surveys

- ▶ Fall 2022: **66** questions plus demographics
 - ▶ 46 Instructor/Course questions
 - ▶ 14 Learning questions
 - ▶ 3 Global questions
 - ▶ 3 *a priori* motivation questions
- ▶ Winter 2023: **48** questions plus demographics
 - ▶ 32 Instructor/Course questions
 - ▶ 5 Motivation questions
 - ▶ 3 Global questions
 - ▶ 8 Learning questions

Median completion time for pilot 2 was 7 minutes, 75% took less than 10 minutes and 86% took less than 15 minutes.

Developing a Revised Student Perception of Teaching (SPT)

- ▶ **Respect for students***
 - ▶ *The instructor treated students...(Disrespectfully/Respectfully)*
- ▶ **Lecture ability of instructor**
 - ▶ *The instructor was able to communicate complex ideas clearly*
- ▶ **Accessibility/approachability of instructor***
 - ▶ *The instructor displayed interest in students' learning*
- ▶ **Instructor preparedness***
 - ▶ *For each class, the instructor was...(poorly/well prepared)*
- ▶ **Organization of course***
 - ▶ *The course assignments helped me understand course material*
- ▶ **Instructor enthusiasm***
 - ▶ *The instructor was enthusiastic about the course content*

Categories represent an overlap between what students indicated they would like to provide feedback on and what they indicated they felt confident they could provide feedback on. Asterisks (*) denote categories faculty said they would most like feedback on.

Other Questions Asked on Revised SPT

▶ **Motivation Questions**

- ▶ *When I enrolled in this course I was... (not/very interested in content)*

▶ **Global Questions**

- ▶ *The overall quality of instruction in this course was (poor/excellent)*

▶ **Learning Questions**

- ▶ *My understanding of this subject compared to the beginning of the course is... (not changed/greatly enhanced)*

Overall Comments on Revised SPT

16

- ▶ Most questions are on a semantic differential scale to encourage more careful reading of items, as well as other survey advantages.
 - ▶ *Instructions for assignments were...Confusing or unclear/Very clear*
- ▶ Aiming to have 20 or fewer course/instructor questions
- ▶ Retain global, learning, and motivation questions
- ▶ Retain more extensive demographics until proper bias analyses can be performed
- ▶ Current proposed SPT based on:
 - ▶ Feedback from faculty and students (including think aloud exercise)
 - ▶ Analysis of limited but helpful data
 - ▶ Examination of item wording

Draft SPT Survey

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Instructor Delivery – 6 Questions



Grading Expectations & Feedback – 6 Questions



Positive Learning Environment – 6 Questions



Facilitation of Learning – 4 Questions



Workload & Difficulty – 3 Questions



Student Motivation – 4 Questions



Global Questions – 3 Questions



Student Learning Questions – 5 Questions

Instructor Delivery

18

1	For each class, the instructor was...	Poorly prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Well prepared
2	Material was presented in a well-organized manner.	Almost never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Almost always
3	Instructional time was used...	Not efficiently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very efficiently
4	The instructor was able to communicate complex ideas clearly.	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
5	The instructor elaborated on concepts in ways that were helpful for understanding.	Not at all true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very true
6	The instructor's knowledge about the content of this course was...	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exceptional

Grading Expectations/Feedback

19

7	Instructions for assignments were...	Confusing or unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very clear
8	Assignments were marked fairly.	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
9	Rationale for marking was...	Unclear or never disclosed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very clear
10	Assignments were consistently graded with...	Unclear criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clear criteria
11	Expectations for acceptable performance were	Not at all clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Clearly defined
12	Feedback on assignments was returned in time to be useful for future assignments.	Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Positive Learning Environment

20

13	With regard to asking questions, students in this class felt...	Very uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very comfortable
14	The instructor was sensitive to students' difficulties.	Definitely not true	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Definitely true
15	The instructor treated students...	Disrespectfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectfully
16	The instructor was enthusiastic about the course content.	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
17	With regard to student participation, the classroom environment was...	Not respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Respectful
18	The instructor was eager to help students.	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Facilitation of Learning

19	The course assignments helped me understand course material.	Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much
20	The instructor displayed interest in students' learning.	Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much
21	Feedback on assignments was valuable for future assignments.	Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree
22	The instructor appeared to care about student success.	Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

Workload & Difficulty

23	The material covered in this course was...	Very easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very difficult
24	The volume of work for this course was...	Minimal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extensive
25	Compared to other courses at this level, the pace of the course was	Very slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very fast

Student Motivation

22

26	When I enrolled in this course, I was...	Not interested in the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very interested in the content
27	Now that I am near completing this course, I am...	Not interested in the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very interested in the content
28	Overall, how much effort would you say you put into this course?	Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A great deal
29	How often did you attend this course?	Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Global Questions

30	The overall quality of <u>instruction</u> in this course was	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
31	The overall quality of this <u>course</u> was	Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent
32	I would recommend this course to other students.	Definitely not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Definitely would

Student Learning Questions

23

33	My understanding of this subject compared to the beginning of the course is...	Not much different	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Greatly enhanced
34	I learned something in this course that is valuable.	Strongly Disagree	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Strongly Agree
35	The instructor helped me see how the knowledge and skills I was gaining in this course relate to my program.	Strongly Disagree	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Strongly Agree
36	To what extent do you believe that skills you acquired in this course will transfer to future courses or activities?	Not at all	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Very great extent
37	How confident are you that you can communicate what you learned in this class to others?	Not very confident	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Very confident

Recommendations

- ▶ Following approval, establish a **Steering Group** to monitor SPT use and review issues as they develop.
 - ▶ Review potential for bias as SPTs are rolled out.
 - ▶ Establish process for removing SPTs that are inappropriate.
 - ▶ Review and suggest best practices for SPTs, including developing guidelines.
 - ▶ Develop guidelines for interpreting SPT results, including how to provide feedback based on broad categories (e.g., Course Organization) as well as individual items
 - ▶ Examine process for instructors who would like to include additional questions
- ▶ Improve **implementation**.
 - ▶ Timelier turnaround of SPT results.
 - ▶ Best practices for encouraging student participation in survey, including tools such as using QR codes to improve access.
- ▶ Establish **continuous improvement approach** – survey should be reviewed intermittently and modified if necessary to serve student and faculty feedback needs.

Name of Applicant:

University of Windsor UCAPT Evaluation Form

I. EVALUATION OF TEACHING ABILITY AND PERFORMANCE

A. Committee’s Sources of Evidence

List the RTP/RPP Committee's principal sources and bases of information for the evaluation.

*Sources of evidence could include but are not limited to teaching philosophy statements, EDI statements, teaching dossiers, colleague and student perceptions of and/or feedback on teaching, external reviewers’ comments, contributions to teaching, educational material development, and educational leadership. **Student perceptions of teaching (SPT) results cannot be used as the sole source of information.***

If a Teaching Dossier is provided, please refer to relevant contents specifically. See also WUFA Collective Agreement.

B. Committee’s Evaluation based on Teaching Criteria

Position’s Weighting for the Teaching Criteria (X%)

Traditional weighting 40%, variations clarified in RTP Criteria or in position descriptions/letters.

Please insert the key Criterion/Indicators from your AAU.

INSERT your AAU RTP/RPP Teaching Criteria here:

Criterion/Indicator	Summary of Evidence Used in Evaluation	Committee Evaluation: Eg Unsatisfactory / Satisfactory / Good / Excellent

If the unit criteria do not explicitly recognize and/or take into account EDI and Indigenization, or the unique and individualized contributions made by Black, Indigenous, and racialized faculty please see the WUFA Collective Agreement for guidance. *If applicable*, please explain how these aspects have been considered.

Name of Applicant:

Name of Applicant:

C. Committee’s Overall Evaluation of Teaching Ability and Performance

Modify rubric to be appropriate for AAU

Evaluation Level	Description. These descriptions are only guidelines to understand the broad differences between evaluation levels. These descriptions are for illustration only, and not all may apply. AAU RTP/RPP committees may redefine this rubric as appropriate. <i>(Note: normally Satisfactory is the threshold, but variations may be identified in the RTP Criteria)</i>
Unsatisfactory	The candidate has performed well below normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed may be inappropriate or inadequate for the intend learning outcomes. The relationship the candidate has established with students is poor and is detracting from effectively teaching the expected content. The candidate has demonstrated little or no initiative to improve teaching through additional training and/or mentorship opportunities, nor have they acted on meaningful feedback.
Satisfactory	The candidate has performed within the bounds of normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed generally fulfil the intended learning outcomes. The candidate has a productive but not remarkable rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by greater performance in another aspect related to teaching (e.g., student supervision). The candidate is aware of opportunities to improve teaching (e.g., workshops, etc.) but may have only participated in limited opportunities.
Good	The candidate has performed above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfil the intended learning outcomes, and has stimulated the interest or enthusiasm of students and others. The candidate has a productive rapport with students. Lesser performance in one aspect (e.g., in class instruction) may be balanced by significantly greater performance in another aspect related to teaching (e.g., student supervision).
Excellent	The candidate has performed significantly above normal expectations as outlined in the teaching criteria. The teaching methods and approaches employed fulfil the intended learning outcomes, and has stimulated high levels of interest or enthusiasm by students and others. The candidate has a strong, productive rapport with students. The candidate may provide superior mentorship or assistance to students within the context of teaching.

Clearly state and comment on how the applicant has performed with respect to specific AAU RTP/RPP criteria.

(The committee should designate a committee member other than the AAU head to complete the committee's agreed upon assessment of this section of the form, or draft a statement together as a committee during the rating meeting)

Name of Applicant:

II. EVALUATION OF RESEARCH SCHOLARLY and CREATIVE ACTIVITY

These pages would only apply if the WUFA member has research, scholarly and/or creative activity as part of their job description. If these conditions do not apply, then the committee should indicate N/A (not applicable).

A. Committee's Sources of Evidence:

List the RTP/RPP Committee's principal sources and bases of information for the evaluation:

Sources of evidence could include research statements, EDI Statements, CV, colleague evaluations of and/or feedback on research, external reviewers' comments, contributions to research, research leadership, sample writing. See also WUFA Collective Agreement.

B. Committee's Evaluation based on Research and Scholarly and Creative Activity Criteria

Weighting for the Research/Scholarly/Creative Activity Criteria (X%)

Traditional weighting 40%, variations clarified in RTP Criteria or in position descriptions/letters.

Please insert the key Criterion/Indicators from your AAU.

INSERT your AAU RTP/RPP Teaching Criteria here:

Criterion/Indicator	Summary of Evidence Used in Evaluation	Committee Evaluation: E.g. Unsatisfactory / Satisfactory / Good / Excellent

If the unit criteria do not explicitly recognize and/or take into account EDI and Indigenization, or the unique and individualized contributions made by Black, Indigenous, and racialized faculty please see the WUFA Collective Agreement for guidance. *If applicable*, please explain how these aspects have been considered.

Name of Applicant:

C. Committee's Overall Evaluation of Research, Scholarly, and Creative Activity (RSCA)

Modify rubric to be appropriate for AAU

Evaluation Level	Description. These descriptions are only guidelines to understand the broad differences between evaluation levels. These descriptions are for illustration only, and not all may apply. AAU RTP/RPP committees should redefine this rubric as appropriate. <i>(Note: normally Satisfactory is the threshold, but variations may be identified in the RTP Criteria)</i>
Unsatisfactory	The candidate has performed well below normal expectations as outlined in the RSCA criteria. The output from the candidate is substantively low, or of unacceptable or poor quality. The candidate has not demonstrated the ability to attract significant funding or external commitment to their RSCA field of expertise or practice. The candidate has not been able to capably supervise or cultivate scholarship or creativity in students (as applicable). The candidate has demonstrated little or no initiative to improve their RSCA through additional training and/or mentorship opportunities, nor have they acted on meaningful feedback.
Satisfactory	The candidate has performed within the normal expectations as outlined in the RSCA criteria. The output from the candidate is reasonable, and of nominal quality. The candidate has been able to attract funding or external commitment to their RSCA field of expertise or practice. The candidate has been able to supervise or cultivate scholarship or creativity in students (as applicable). Lesser performance in one aspect (e.g., funding) may be balanced by greater performance in another aspect related to RSCA (e.g., invited presentations). The candidate has attempted to improve their RSCA through additional training and/or mentorship opportunities, and they have acted on meaningful feedback.
Good	The candidate has performed above the normal expectations as outlined in the RSCA criteria. The output from the candidate is of high quality. The candidate has been able to attract a high level of funding or external commitment to their RSCA field of expertise or practice. The candidate has supervised or cultivated scholarship or creativity in students, and they have in turn achieved notable successes (as applicable). Lesser performance in one aspect (e.g., number of supervised students) may be balanced by significantly greater performance in another aspect related to RSCA (e.g., critically praised performances). The candidate has improved their RSCA through additional training and/or mentorship opportunities, and they have acted on meaningful feedback. The candidate may be a recognized expert in their field at a regional or discipline specific level.
Excellent	The candidate has performed significantly above the normal expectations as outlined in the RSCA criteria. The output from the candidate is of consistently high quality. The candidate has been able to attract noteworthy levels of funding or external commitment to their RSCA field of expertise or practice. The candidate has supervised or cultivated scholarship or creativity in students, and they have in turn achieved significant successes (as applicable). The candidate may be recognized as an expert or pioneer nationally or internationally within their discipline, and may also be asked to critically adjudicate others within their discipline. The candidate may have established a noteworthy RSCA group/program/institute of emerging prominence.

Clearly state and comment on how the applicant has performed with respect to specific AAU RTP/RPP criteria.

(The committee should designate a committee member other than the AAU head to complete the committee's agreed upon assessment of this section of the form, or draft a statement together as a committee during the rating meeting)

Name of Applicant:

III. CONTRIBUTIONS TO THE UNIVERSITY AND TO THE ACADEMIC PROFESSION IN AREAS EXCLUSIVE OF TEACHING AND RESEARCH

A. Committee's Sources of Evidence:

List the RTP/RPP Committee's principal sources and bases of information for the evaluation

Sources of evidence could include: EDI statements, CV, teaching dossiers, colleague feedback, student feedback, staff feedback on service, external reviewer comments, contributions to the unit, institution, field/discipline, and service leadership. See also WUFA Collective Agreement.

B. Committee's Evaluation based on Service Criteria

Weighting for the Service Criteria (X%)

Traditional weighting 20%, variations clarified in RTP Criteria or in position descriptions/letters.

INSERT your AAU RTP/RPP Teaching Criteria here:

Criterion/Indicator	Summary of Evidence used in Evaluation	Committee Evaluation: Eg Unsatisfactory / Satisfactory / Good / Excellent

If the unit criteria do not explicitly recognize and/or take into account EDI and Indigenization, or the unique and individualized contributions made by Black, Indigenous, and racialized faculty please see the WUFA Collective Agreement for guidance. *If applicable*, please explain how these aspects have been considered.

Name of Applicant:

C. Committee's Overall Evaluation of Service

Modify rubric to be appropriate for AAU

Evaluation Level	Description. These descriptions are only guidelines to understand the broad differences between evaluation levels. These descriptions are for illustration only, and not all may apply. AAU RTP/RPP committees should redefine this rubric as appropriate. <i>(Note: normally Satisfactory is the threshold, but variations may be identified in the RTP Criteria)</i>
Unsatisfactory	The candidate has performed well below normal expectations as outlined in the service criteria. The contributions from the candidate are minimal compared to what could be reasonably expected. Alternatively, they may have performed poorly to the point of being ineffective even with dedicated guidance or mentorship. The candidate has not engaged significantly in program, departmental, faculty, or university activities (as appropriate to their level): for example, the candidate has not served on AAU committees necessary to the running of the program. The candidate has not engaged meaningfully with the outside community or relevant societies to enhance the community or the profession.
Satisfactory	The candidate has performed within the normal expectations as outlined in the service criteria. The participation of the candidate is reasonable and effective. For example, the candidate serves on committees that contribute to the necessary operations of the program, departmental, faculty, or university activities (as appropriate to their level). Lesser performance in one aspect (e.g., revising program options) may be balanced by greater performance in another aspect related to service (e.g., serving as liaison with other programs or initiatives). The candidate has engaged with the outside community or relevant societies, and helps to further their discipline (e.g., serving as an outside reviewer).
Good	The candidate has performed above the normal expectations as outlined in the service criteria. The participation of the candidate is effective and their contributions are usually deemed significant. For example, the candidate may chair select committees that contribute to the operations of the program, departmental, faculty, or university activities (as appropriate to their level). The candidate undertakes notable activities that benefit their program, department, faculty, or university (e.g., promoting their program or discipline to the public or school students considering university). Lesser performance in one aspect (e.g., recruiting students) may be balanced by significantly greater performance in another aspect related to service (e.g., leading accreditation efforts). The candidate has engaged with the outside community or relevant societies, and helps to further their discipline (e.g., serving as an outside reviewer).
Excellent	The candidate has performed significantly above the normal expectations as outlined in the service criteria. For example, the candidate may chair multiple committees that contribute to the critical operations of the program, departmental, faculty, or university activities (as appropriate to their level). The candidate undertakes significant activities that benefit their program, department, faculty, or university (e.g., organizing a conference; chairing university wide initiatives or committees). The candidate has engaged significantly with the outside community to benefit their cause, and relevant societies in a manner that demonstrably advances their discipline (e.g., leading their professional society; contributing to how the discipline develops).

Clearly state how the applicant meets specific AAU RTP/RPP criteria:

(The committee should designate a committee member other than the AAU head to complete the committee's agreed upon assessment of this section of the form, or draft a statement together as a committee during the rating meeting)

Name of Applicant:

OVERALL SUMMARY

1. Final overall assessment of the candidate by the AAU RTP/RPP Committee.

(The committee should designate a committee member other than the AAU head to complete the committee's agreed upon assessment of this section of the form, or the draft a statement together as a committee during the rating meeting)

The committee recommends/does not recommend: *renewal/tenure/permanence/promotion*

2. IF in a departmentalized Faculty, overall assessment by the AAU Head. Clearly state if the applicant meets the AAU RTP/RPP criteria.

The Head recommends/does not recommend: *renewal/tenure/permanence/promotion*

3. Overall assessment by the Dean. Clearly state if the applicant meets the AAU RTP/RPP criteria.

The Dean recommends/does not recommend: *renewal/tenure/permanence/promotion*

**University of Windsor
Senate Governance Committee**

*5.3.1: **Research Ethics Board Report**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That the proposed revisions to the Guidelines for Research Involving Humans (Appendix C) be approved.**

Rationale:

- The Guidelines for Research Involving Humans was last updated since 2019, which aligned the document to the REB Guidelines with the *Tri-Council Policy Statement 2 (2014)*. The proposed revisions to the guidelines are mandated by the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2022)
- The proposed revisions have been approved by the REB Board and the Senate Governance Committee.
- The annual report is provided for information.

See attached.



University
of Windsor

Office of Research Ethics

REPORT TO SENATE

January 1, 2022 – December 31, 2022



University
of Windsor

Office of Research Ethics

UNIVERSITY OF WINDSOR
RESEARCH ETHICS BOARD
Report to Senate
January 1, 2022 – December 31, 2022

INTRODUCTION

The University of Windsor Research Ethics Board (REB) operates in accordance with the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)*. The Board is responsible for reviewing the ethical acceptability of all research involving humans conducted within the jurisdiction of the University of Windsor or under its auspices. This includes research conducted by faculty, staff, students, and other affiliates regardless of where the research takes place (TCPS2, 6.1). Research requiring REB review includes projects involving human participants or human biological materials derived from living or deceased individuals (TCPS2, 2.1).

Relationship to the University

Per the requirements of the TCPS2, the REB operates independently and at arms-length from the University (TCPS2, 6.2). REB communication with researchers and records are confidential and accessible only to REB members on a need-to-know basis. The REB meets regularly with the Vice President, Research and Innovation and reports to the Senate on its operations.

The Office of Research Ethics

The Office of Research Ethics is directed by the Manager, Office of Research Ethics and the Chair of the Research Ethics Board and staffed by the Manager, Office of Research Ethics, and the Administrative Assistant with the support of the Chair. The Office is responsible for overseeing all activities of the REB including: developing policies and procedures for operational and committee functions; managing the protocol review process from pre-submission through to file closure; scheduling Full Board and Delegated Review Committee meetings; communicating with researchers on REB decisions; documentation and record-keeping; and protocol monitoring. The Office is also responsible for providing education to the University of Windsor community on research ethics, providing consultations, conducting workshops and presentations, providing resources on research ethics, and staying current on local, national, and international issues on research ethics.

Research Ethics Board and Delegated Review Committees

Protocol reviews are conducted under the TCPS2 guidance of proportionate review (TCPS2, 1C, 2.9, 6.12). The Chair of the REB determines the level of review and assigns protocols to REB Committees. Protocols considered *more than minimal risk* are reviewed by one of two Full Research Ethics Boards, Socio-Behavioural or Biomedical, which meet monthly. Protocols determined to be *minimal risk* are reviewed by the main Delegated Review Committee which is comprised of four Full Board members who are specifically assigned as delegated reviewers or a specialty Delegated Review Committee. The main Delegated Review Committee meets once per week during the academic year and bi-weekly over the summer, unless the number of protocol submissions requires additional meetings, and the specialty Delegated Review Committees meet as related applications arise. The additional Delegated Review Committees, and a special advisory committee, were created in 2017-2019—and include the Scholarship of Teaching and Learning (SoTL-E), Administrative Research Committee, and Equity Diversity and Inclusion advisory committee—and are described below.

Protocols involving secondary use of data, administrative research, protocols cleared by another REB, and other minimal-risk applications are executively reviewed by the Chair, or the Chair and a second REB member. Please see *Appendix A* for a detailed flow chart of how applications are processed and *Appendix B* for an overview of the REB structure and committees.

REB MEMBERSHIP

The REB depends upon service commitments from faculty, students, and community members to conduct its work. The TCPS2 requires that the REB be comprised of faculty members with expertise in relevant research disciplines, fields, and methodologies representative of the types of research reviewed by the REB (TCPS2, 6.4). Additional members required by the TCPS2 are: one member knowledgeable in ethics; one member knowledgeable in law; student representatives; and members from the community who are not associated with the University (TCPS2, 6.4 a-d). Full Board members serve three-year terms which are renewable. Full Board REB members do not receive any compensation and provide approximately 10-12 hours per month in service. The Delegated Review Committee is comprised of the Chair plus four Full Board members who serve one-year terms, which are renewable. Delegated review members receive compensation in the form of workload relief or research grants and provide 8-15 hours per week in service throughout the year, including the summer. Members of the two additional Delegated Review Committees do not receive compensation and only meet when a relevant protocol is assigned to them for review. The REB Chair facilitates review meetings of the REB including the Full Board, Biomedical Board and regular Delegated Review Committee, and the Manager, Office of Research Ethics fills in as an alternate when needed and chairs the SoTL-E Committee and the Equity, Diversity and Inclusion advisory committee. The latter takes direction from the Full Boards and provides information to them as requested.

REB Members (Socio-Behavioural and Biomedical) and Committees

Dr. Scott Martyn, Chair

Full Board Socio-Behavioural, Biomedical and Delegated Review Committee; Administrative Committee; Kinesiology, Faculty Member

Ms. Harmony Peach, Manager, Office Research Ethics

Full Board Socio-Behavioural, Biomedical, Alternate Delegated Review Committee; Chair SoTL-E; Chair Equity, Diversity, and Inclusion Advisory Committee (non-voting)

Dr. Marc Frey

Full Board Socio-Behavioural, Biomedical; Community Representative

Ms. Elise Bosson, M.S.W., R.S.W.

Full Board Socio-Behavioural; Community Representative (on maternity leave)

Dr. Laura Chittle

Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

Dr. Rosanne Menna

Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

Ms. Ashlyne O'Neil

Full Board Socio-Behavioural, SoTL-E; Office of Open Learning

Mr. Frank Ely

Full Board Socio-Behavioural; Kinesiology, Student Representative

Dr. Calvin Langton

Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

Dr. Saverpierre Maggio

Full Board Socio-Behavioural, Biomedical; Windsor Regional Hospital/Legal Representative

Ms. Sherri Lynne Menard

Full Board Biomedical; Health and Safety Representative

Dr. Siyaram Pandey

Full Board Socio-Behavioural; Chemistry & Biochemistry, Faculty Member

Mr. Russell Nahdee

Full Board Socio-behavioural; Office of Open Learning; Indigenous Research Representative

Dr. Kathy Pfaff

Full Board Socio-Behavioural; Nursing, Faculty Member (on leave)

Dr. Maureen Sterling

Full Board Socio-behavioural; Business, Faculty Member

Dr. Allyson Skene, CTL

SoTL-E; Centre for Teaching and Learning

Dr. Clayton Smith

SoTL-E; Education, Faculty Member (on leave)

Ms. Loretta Sbrocca

SoTL-E; Science, Research Associate

Dr. Christopher Greig

SoTL-E; Education, Faculty Member

Dr. Katherine Rudzinski

Full Board Socio-Behavioural, Delegated Review Committee; Sociology, Post Doctoral Fellow

Dr. Adrian Guta

Full Board Socio-Behavioural, Biomedical and Delegated Review Committee; Sociology, Faculty Member (non-voting)

Dr. Matthew Krause

Full Board Biomedical; Chair Research Safety Committee; Kinesiology, Faculty Member

Karen Metcalfe

Full Board Biomedical; Vice President Research Innovation, Assistant Director

Dr. Philip Karpowicz

Full Board Biomedical; Biology, Faculty Member (on leave)

Mr. Andrew Ward

Full Board Biomedical; Nursing, Graduate Student

Dr. Glynis George

Full Board Socio-Behavioural; Sociology, Anthropology, and Criminology, Faculty Member

Ms. Nadia Roopnarine

Full Board Socio-behavioural, Biomedical; Nursing; Student Representative

Dr. Phillip Karpowicz

Full Board Biomedical; Biomedical Sciences, Faculty Member (on leave)

Ms. Krista Naccarato

Full Board Biomedical; WRH

Dr. Jennifer Voth

Full Board Biomedical; HDGH; Research Associate

Dr. Wally Liang

Full Board Biomedical; WRH

Mr. Andrew Ward

Full Board Biomedical; Student Representative

Mr. Abraham Abduelmula

Full Board Biomedical; Schulich; Student Representative

Dr. Stephen Bartol

Full Board Biomedical; Medicine Professional Corporation

Office of Research Ethics Staff**Manager, Office of Research Ethics**

Ms. Harmony Peach

Ethics Administrative Assistant

Ms. Mary Jane Nohra

Ethics Training and Review Coordinator

Position is currently de-funded

The Manager, Office of Research Ethics (ORE) provides leadership, direction, and support within ORE to ensure ongoing effective and efficient operation and administration; manages the hiring, training, supervision, mentoring, performance management, and ongoing professional development of ORE staff, conducts consultations providing information to support application development, policy development etc.; develops, and implements policies, procedures, and processes to ensure effective administration of ORE, successful operation of the REB; collaborates with the REB Chair to provide guidance to ORE staff on federal, provincial, and local policies, guidelines, and regulations, manages communication of review decisions, clearance letters, protocol revision requests, progress, and final reports to researchers; manages the ORE budget and related financial administration activities; collaborates with the REB Chair in conducting preliminary reviews and assessments of applications, writing reports, creating forms, identifying content for proportionate review and applications needing additional information to support Board review; serves as Chair of the

Scholarship of Teaching and Learning Committee and Chair of the Equity, Diversity and Inclusion Committee to provide consultation to the Board, and Chair and/or contribute to other committees as deemed necessary; serves as a Delegated Reviewer as requested by the REB Chair; serves as a Member of the two main Research Ethics Boards (Socio-behavioural and Biomedical); formulates review minutes, and edits all Board and Delegated review minutes to prepare for Chair review; serves as a resource to the campus research community and off campus community partners such as Research Data Management Steering Committee and Standing Committee, ITS, Leddy Library, the Centre for Teaching and Learning, the Office of Open Learning, and the Office of Research and Innovation Services, the Research Safety Committee, Windsor Regional Hospital, Hotel Dieu Grace Healthcare, external researchers; oversees new REB member training in consultation with the Chair; prepares and delivers reports.

The Ethics Administrative Assistant provides administrative assistance to the Office of Research Ethics and the REB and is the initial contact for researchers who call, drop-in, or e-mail the REB; conducts preliminary inspection of in-coming ethics applications making assessments for completeness and readiness; prepares REB files for the REB Chair, board and committee reviews and coordinates the review process for Full Board and Committee meetings including scheduling and taking minutes at meetings; sends communications to researchers and committee members; maintains protocol files on the institutional database and on-line records, and maintains the REB website; prepares monthly, quarterly and annual reporting for the Manager, Office of Research Ethics and the Chair; works with ORIS to coordinate testing of updates to the database (eRSO) for research ethics and review of administrative processes.

The Ethics Training and Review Coordinator position is under further negotiation to become an education and compliance position as these are complimentary roles. Limitations have been identified due to resourcing with respect to providing additional education and streamlining education to the research community as well as addressing compliance. A position specific to serving these needs would be appropriate and we will approach the new Vice President Research and Innovation to further discuss funding the position.

SPECIAL ADVISORS TO THE REB

Beginning in 2017, the REB has invited individuals with specific expertise to act as expert advisors to the REB. These expert advisors assist the REB in assessing research ethics issues in specialized topic areas, provide guidance on REB policy and consult with individual researchers referred through the REB.

Clinical Research

Dr. Kathy Pfaff, School of Nursing

Research Involving the First Nations, Inuit and Métis Peoples of Canada

Dr. Harvey McCue, Treasurer and Secretary, Ontario Heritage Trust

Dr. Brent Angell, Professor Emeritus, School of Social Work

Education and Local School Boards

Dr. Geri Salinitri, Faculty of Education

Mr. Russell Nahdee, Aboriginal Education Centre

Human Biological Materials

Dr. John Hudson, Biology

Dr. Phil Karpowicz, Biology

Research Using Deception

Dr. Josée Jarry, Psychology

Medical Devices

Dr. Roman Maev, Diagnostic Imaging Centre

Online Research Using social media

Dr. Sarah Woodruff, Kinesiology

REB PROTOCOL REVIEW ACTIVITY January 1, 2022—December 31, 2022

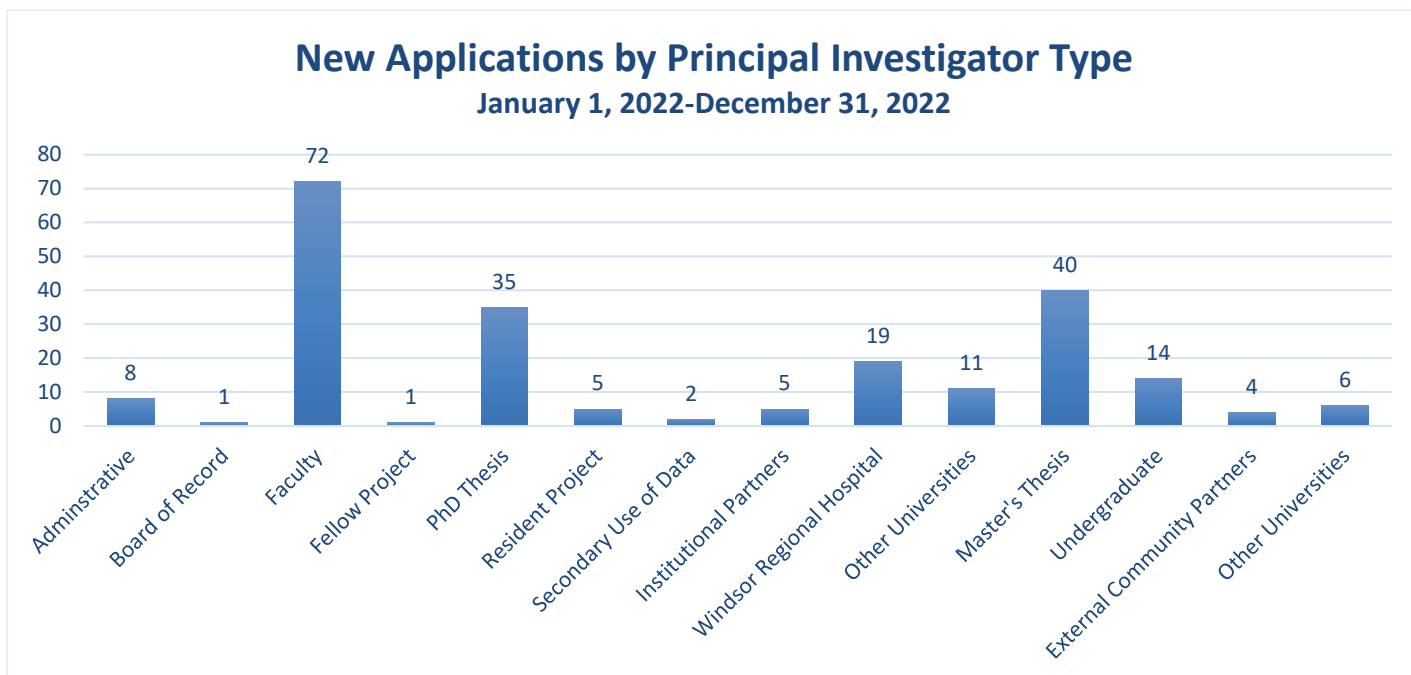
Protocol reviews and monitoring are the activities of the REB which require the most amount of REB labour. Each new file submitted to the REB requires approximately 10-20 hours from point of submission to clearance. This includes: initial processing for file completeness and assessment of readiness for review; assignment to review committee; committee members' individual time to review the protocol; time in committee review; sending comments and communicating with researchers; reviewing researchers' response to comments and protocol modifications; data entry and file processing. Pre-submission consultations with researchers can vary from several minutes to several hours and over multiple time periods depending upon the complexity of the protocol. Please see *Appendix A* for a detailed flow chart of REB and ORE work and *Appendix B* to see the review structure.

Table 1: New Applications by Level of Review

January 1, 2022-December 31, 2022	
Full Board	5
Delegated	135
Executive	49
Biomedical	8
SoTL-E	14
Withdrawn/Exempt	12
Total	223

Table 2: New Applications by Principal Investigator Type

January 1, 2022-December 31, 2022	
Administrative	8
Board of Record	1
Faculty	72
Fellow Project	1
PhD Thesis	35
Resident Project	5
Secondary Use of Data	2
Institutional Partners	5
Windsor Regional Hospital	19
Other Universities	11
Master's Thesis	40
Undergraduate	14
External Community Partners	4
Other	6
Total	223



Tables 1, 2 and 3, and the graph, identify the activity of the REB by level of review, principal investigator type, and by faculty unit. In keeping with the TCPS2 principle of proportionate review, Table 1 shows that most protocols are reviewed at the delegated level. Executive reviews are conducted by the Chair alone or together with another REB member. Table 2 and the corresponding graph, illustrate that the majority of protocols over the academic year are faculty-based research projects, followed by student applications, primarily master’s and doctoral level thesis projects. Community applications are from organizations in which the REB is contracted for ethical review services, including Hôtel-Dieu Grace and the Windsor-Essex County Health Unit. ‘Other’ applications refer to external researchers who are seeking to conduct research at the University of Windsor and are typically cleared at another REB and executively reviewed by the REB Chair. Table 3 shows that the most applications come from FAHSS affiliated researchers, with HK researchers having the second highest applications followed closely by the Faculty of Science.

Table 3: New Applications by Faculty Unit

January 1, 2022-December 31, 2022	
Faculty of Education	26
FAHSS	71
Faculty of Engineering	10
Faculty of Human Kinetics	31
Faculty of Law	2
Faculty of Nursing	12
Faculty of Science	30
Human Resources	1
Human Rights, Equity and Accessibility	1
Leddy Library	2
Odette School of Business	6
Office of Enrolment Management	2
Office of the Provost & Vice President Academic	6
Office of Research and Innovation Services	2

Other (Includes Open Learning)	9
External (Non-UWindsor)	26
Total	223

Post Clearance Review Activity

After protocols are cleared, four additional areas of protocol activity are monitored by the REB. These include: requests to revise an existing protocol; unanticipated or adverse events; annual progress reports, and final reports. Post clearance request to revise reviews can require one to several hours each of the REB's time depending upon the number and complexity of the requests. Unanticipated and adverse events are rare, but when they do occur, they often require several hours for the REB and researcher communication and meetings, REB communication with participants, and file documentation and clearance. Progress reports and final reports require less time as these tend to be straightforward descriptions of project process or conclusion.

Table 4: Protocols requiring modifications, adverse events, and other monitoring

January 1, 2022-December 31, 2022	
Files closed	139
Final Reports	119
Progress Reports	97
Requests to revise*	108
Unanticipated/Adverse Events	3
Cleared	184

* Number of protocol files in which revisions were requested. The total number of revisions reviewed and cleared is much higher as researchers can submit multiple revisions.

REB INITIATIVES AND ACCOMPLISHMENTS

In addition to protocol reviews, the Office of Research Ethics engages in other activities related to the ethical conduct of research.

Transitioned Chairs

In January 2022 the Research Ethics Board welcomed Dr. Scott Martyn to the position of Chair of the Research Ethics Board for an initial one-and-a-half-year term to bridge the gap created by the departure of Dr. Suzanne McMurphy. Having successfully served as a member of the Delegated Review Committee since 2002, he assumed the position of Vice Chair of the Research Ethics Board in 2014 before his appointment to the position of Chair last year. In addition to keeping the Vice-President, Research and Innovation updated on matters related to the operations of the REB while providing advice as required, the Chair is tasked with ensuring fulfillment of the primary function of the REB in the protection of human participants and their biological materials. The Board would be remiss if it did not thank Dr. McMurphy for her for many contributions as both Vice Chair and Chair of the Research Ethics Board.

Created Position Manager, Office of Research Ethics (ORE)

In 2021, the person holding the position of Training and Review Coordinator, Harmony Peach, was transitioned into the role of Manager, Office of Research Ethics beginning in 2022 to preserve institutional knowledge and to capitalize on her ethics expertise. Due to limitations in Human Resources, the position has not been posted to full time as yet and remains a contract role until the Joint Job Evaluation Committee can meet on the position. It is expected that the position will become full time in 2023. The current incumbent has exceeded all expectations and continues to be an excellent resource for the campus and broader research community and is invaluable to the REB and the ORE.

eRSO Database Cleanup Dating Back to 2012

The ORE hired two Co-op students and was later awarded Ignite funding to rehire the same students to assist the office in performing data cleanup and data migration from paper files to the institutional database (eRSO). In total more than 2500 REB files were reviewed from the years dating from 2022 back to 2012. In addition, files were updated with known metrics tracking information in an effort to establish better reporting data. A date for accurate metrics management was established on June 13, 2022, forward. This means that once the initiative cited in File Management and Quality Assurance under The Looking Forward 2023-2024 section below is implemented, the ORE should be able to offer more granular reporting in future.

Forms Created and Updated

A number of forms have been created and/or updated to help to streamline REB review and services as well as to help guide researchers through the process. The Main Application form has undergone several updates including items that put it in compliance with the TCPS2 2022. The form now also provides education about the review process directly in its preamble contents and has sections specific to human tissue and biologicals which facilitates review by the Biomedical Board without interfering with facilitating review by the Socio-behavioural Board. The ORE has also created a Human Somatic Cell Line Exemption form to help researchers who utilize immortalized cell lines to navigate the Research Safety Committee process more quickly where there is overlap between it and the REB. The form has also been updated to include new regulations for exemption in the TCPS2 2022. The ORE has also created a Letter of No Objection in order to better foster review relationships where our REB will serve as the Board of Record for another institution. This form helps researchers expedite their requests and standardizes our processes to better track these scenarios. The ORE has undertaken a review and update of the Institutional Quality Assurance Process (IQAP) form in order to clarify the document and provide consistency across campus. The form is currently under review by IQAP.

Research Data Management Strategy

The REB continues to support and inform the development of the Institutional Strategy for research data management and the upcoming Tri-Council Policy for Tri-Council funded researchers to create Data Management Plans which include data depositing and preservation as these relate to research ethics. The REB continues to contribute to the development of the University policy on research data management and other university efforts as they relate to research ethics.

Ongoing Collaborations with Windsor Regional Hospital (WRH)/Community Partners

In support of the growing research collaboration between WRH and the University of Windsor, the University of Windsor REB accepts applications on WRH protocol application forms and assists university researchers in preparing their files to submit to WRH REB. To foster this ongoing collaboration, Dr. Saverpierre Maggio represents WRH as a member of the University of Windsor Full Board REB. The REB is currently exploring a Memorandum of Understanding with WRH and Western University to renew the extended agreement and establish a streamlined review process for secondary use of data and human tissue research protocols. Further discussions are also ongoing with the Windsor-Essex County Health Unit, Windsor Essex County District School Board (WECD SB), Windsor-Essex County Health Unit, and Hôtel-Dieu Grace Healthcare (HDGH) to enhance collaboration and streamline the review process.

Research Ethics Education

The Manager, ORE and the Chair of the REB have held a number of consultations with researchers, the campus community and the broader research community. They have held workshops, in-class presentations, and one-on-one education sessions both on request and pre-emptively.

The REB has continued its membership in Network to Networks (N2), a national alliance which supports collaboration across provinces in clinical research. As noted in the previous Senate Report, The Canadian Collaborative Institutional Training Initiative (CITI) courses are available for free to the University of Windsor research community and collaborators. The courses include information on all research guidelines in Canada and the US including Health Canada guidelines, International Conference on Harmonization (ICH) Guidelines for Good Clinical Practice, and modifications to

US 45 CFR 46 Federal Policy for the Protection of Human Subjects (the Common Rule). The REB began promoting these courses more broadly in 2019.

Standard Operating Procedures for Office of Research Ethics and REB Review

As part of the ongoing improvement of the Office of Research Ethics the Manager, Office of Research Ethics and the Chair of the Research Ethics Board have undertaken a review of the previously established standard operating procedures (SOP)—listed below—which reflect the organizational processes of the REB. As a reminder, the SOPs were written using standard templates approved by the Canadian Association of Research Ethics Boards and Clinical Trials Ontario and modified to align with the University of Windsor Guidelines and practice. Each draft SOP must be presented to the Board by the REB Chair, discussed, and approved by the REB Full Board. The updated SOPs were approved by the Board on March 16, 2023. The approved SOPs have been posted to the REB website.

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- 102 Research Requiring REB Review
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- 105A Conflict of Interest—REB Members and REB Office Personnel
- 105B Conflicts of Interest—Researcher
- 105C Conflicts of Interest—Organization
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- 107 Use and Disclosure of Personal Information
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- 109 Addendum for US Regulated Research

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- 202 Management of REB Membership
- 203 Duties of REB Members
- 204 REB Office of Research Ethics Personnel Serving as REB Members

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- 302 REB Meeting Administration
- 303 Document Management

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- 401 Delegated Review
- 402 REB Review Decisions
- 403 Initial Review-Criteria for REB Clearance
- 404 Ongoing REB Review Activities
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- 406 Research Completion
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- 408 Course Based Review

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- 501 REB Review During Publicly Declared University Closure or Emergency

REB Communication and Notification

602 Communication—Researcher Participants and Public

Informed Consent

701 Free and Informed Consent

Responsibilities of Investigators

801 Researcher Qualifications and Responsibilities

Quality Management

901 Quality Assurance Activities

902 Non-Compliance

Updated US IRB Registration and Federal Wide Assurance Certification

The REB has once again updated its registration as a recognized Institutional Review Board (IRB) with the US Office of Human Research Protection. This allows the University of Windsor REB to act as an IRB for research conducted in the US, or for projects conducted in collaboration with US researchers. The Federal Wide Assurance Certification is necessary for any federally funded project in the US to be conducted in collaboration with researchers at the University of Windsor. These numbers are available to University of Windsor researchers through the REB.

Environmental Scan of Canadian University REBs as Part of Needs Assessment for the ORE

Despite the increased number of applications and responsibilities, the Office of Research Ethics/Research Ethics Board with its 2.5 staff remains one of the smallest REBs in the country. A scan of Canadian university REBs highlights the need for additional support as other comprehensive institutions, such as Brock University, University of Guelph, and Concordia University have 4 staff, while larger institutions such as Western University and the University of British Columbia have 14 and 19 staff respectively. Based on available data, the known staffing levels of the Canadian University REBs are as follows:

- Windsor: 2.5 Staff
- Brock, Guelph, Concordia: 4 Staff
- Manitoba, Victoria: 5 Staff
- McGill, Alberta: 6 Staff
- McMaster, York: 7 Staff
- Toronto, New Brunswick, Dalhousie: 8 Staff
- Waterloo: 9 Staff
- Calgary, Regina: 10 Staff
- Ottawa: 11 Staff
- Western: 14 Staff
- UBC: 19 Staff

LOOKING FORWARD 2023-2024

In addition to conducting protocol reviews and monitoring, the REB and Office of Research Ethics will focus on these four areas of activity.

University of Windsor Guidelines for Research Involving Humans

This global policy document which establishes the authority of the University of Windsor REB, and its guidelines was last updated in 2017-2018 to align with the then newly published TCPS2 (2018). The policy document has been updated again to align REB Guidelines with the newly released TCPS2 (2022) and was approved by the Full Board on May 1, 2023. Once approved by Senate, the updated document will replace the 2017-2018 version.

Complete Clinical Trials Certification through Clinical Trials Ontario

A pre-audit was completed in 2019 with Clinical Trials Ontario. It was determined at that time that the ORE and REB need additional resources (human) to be able to meet the standards for becoming a Clinical Trials Review Board. At this time, the REB does not have sufficient resources to be certified. When the new Vice President Research and Innovation is situated in their role, they will be approached about additional resourcing.

Review of the Research Ethics Committees (RECs)

The pandemic reduced the ability of the REB to conduct necessary auditing of RECs on campus. The REB Chair has begun communications with the REC Chairs on campus to discuss the development of common forms, shared operating procedures, and standard reporting practices to the University REB. The REB will also look to implement annual training for all REC members on campus as suggested in the last Senate report. The REB will also explore mechanisms for communicating with the RECs on changes in ethics guidelines, updates in review practices as well as other support as needed.

File Management and Quality Assurance

The on-line database used by the ORE/REB, ORIS, RSC (and ACC) for research file management continues to underserve the Office of Research Ethics. The Manager, Office of Research Ethics has worked in collaboration with the Research Systems and Metrics Coordinator to address the limitations for systems reporting, and they have been working toward a solution that will offer more nuanced metrics in the Office of Research Ethics which will better assist in benchmarking going forward. There had been some improvements made since the last Senate report that allow for global data to be reported by accessing the reports through the database. However, these global data offer little to evaluate efficiencies and bottle necks. As the database does not allow for this granular level reporting, but does allow for data entry that may be manipulated outside of eRSO to create reports, the two above identified staff members, along with the ORE Administrative Assistant and the REB Chair have collaborated to create data entry tables that should permit better reporting once the data are exported from the database to spreadsheets, and programs such as Excel are used to sort the data. The Research Systems and Metrics Coordinator will have formulas together for fiscal reporting, and the Manager, Office of Research Ethics assisted by the Administrative Assistant will prepare a report using the formulas to achieve a more granular level report.

The combination of insufficient training supplied by the vendor and a database not designed for Research Ethics Administration continues to present challenges. As noted in the previous Senate report, the database was not structured correctly at its inception and so the data being entered were not captured appropriately. Currently, online protocol (application) submissions are not feasible using the existing software as there are limitations to the logic which does not permit nesting; a firewall necessary for confidentiality cannot remain in place if researchers are to submit additional forms (e.g., request for revisions) on previously cleared files; there is no streamlined way that reviews can be undertaken using the system without creating additional burden to reviewers and ORE staff; and the ORE would be put under additional burden to track and maintain file integrity as researchers would have access to either change and/or delete previously submitted items for which the ORE must maintain a record.

Recently, the Research Systems and Metrics Coordinator presented to the REB and indicated that the software vendor is expected to come out with a new module that considers the needs of REBs at some undetermined point in future. The REB has unanimously voted to await the new module before switching to an online submission portal. Researchers continue to submit their applications electronically and they are managed from there by the ORE.

Standard Operating Procedures

As noted in the last Senate report, several additional SOPs will need to be written and approved by the Full Board. SOPs that have been identified as necessary include the Research Ethics Committees, administrative research, research exempt from REB review, course-based research, and multi-jurisdictional research. There are updates in the in the TCPS2 2022 that will be considered as well with respect to research data management and institutional data.

Continue to Explore Areas for Streamlining REB Review

The REB will continue to provide ethics review for research being conducted at Hôtel-Dieu Grace Healthcare and will continue to explore areas of reciprocity with Windsor Regional Hospital. The REB has also initiated an exploration of the review mechanisms for researchers through the Schulich School of Medicine & Dentistry - Windsor Campus, currently under the jurisdiction of Western University's REB. Discussions are also ongoing with both the Greater Essex County District School Board (GECDSB) and the Windsor-Essex Catholic District School Board (WECDSB) to streamline the REB review process for our researcher community.

Expand Educational Resources in Research Ethics Including Exploring Funding Potential

Finally, the Manager, ORE has outlined an education plan going forward which includes creating online resources that address various aspects of the REB application process including “how to” guides on filling out applications, considerations related to the ethical principles outlined in the TCPS2 and ongoing workshops offered in each term that would be recorded and posted as well as attended in real-time. Streamlining and updating/creating forms is also included in the education plan. Also, the Secretariat on Responsible Conduct of Research (SRCR), in conjunction with the Panel on Research Ethics (PRE) and the Panel on Responsible Conduct of Research (PRCR), administer a grant program to support events that complement their mandate to promote research ethics and the responsible conduct of research. The ORE appears to be eligible to seek out funding for at least one educational conference which it will fully explore and apply for. In addition, the ORE hopes to secure an education and compliance position.

On behalf of the University of Windsor Research Ethics Board, this report is respectfully submitted.

APPENDICES

Appendix A: Detailed Flow Chart

Appendix B: REB Overview of Committees

Appendix C: Guidelines for Research Involving Humans

Office of Research Ethics (ORE) Detailed Application Review Flowchart for Delegated Committees, Socio-Behavioural and Biomedical Boards

Appendix A

Researcher(s) May Seek Pre-Submission Consultation

Application for Ethical Review Submitted to the ORE

Research Ethics Administrative Assistant Performs Pre-Screening Review ("Triage") for Component Completeness Readiness Assessment

Consultation with Researchers if Necessary; Await/Receive Documentation from Researcher(s)

Component Completed Application sent to Pre-review with REB Chair and/or ORE Manager for Ethical Completeness, Readiness for Full Review, Risk Level Determination and Appropriate Board Selection for Full Review

Chair Determines Exempt from Review per TCPS2; Exemption Notification Sent to Researcher(s)

Executive Review e.g., Secondary Use of Data, Chair Determines if Clearance can be Given; Clears; Clearance Letter Generated and Sent

Consultation with Researchers if Necessary; Await Documentation and/or Revisions/Resubmission from Researcher(s)

Completed Application is Determined Minimal Risk

Completed Application is Determined Above Minimal Risk and/or Involves Research with Vulnerable Populations or is Minimal or Above Minimal Risk and Biomedically Related

Application Scheduled with Appropriate Delegated Committee and/or Consultant for Full Review

Application Scheduled with Socio-Behavioural (SB) or Biomedical Board for Full Review

Committee Members Assess/Review Application; Minutes Taken/Compiled by Administrative Assistant; Submitted to Manager, ORE and/or Chair for Final Edits; Chair Finalizes Minutes

Within Committee's or Chair's Purview to Send to Full SB Board

Appropriate Full Board Assess/Review Application; Minutes Taken/Compiled by Administrative Assistant; Submitted to Manager, ORE and/or Chair for Final Edits: Chair Finalizes Minutes

Administrative Assistant Sends Finalized Comments to Researcher(s)

Within Board's Purview to Seek Consultation with Researcher(s); Scheduled for Next Full Board Meeting then, Review Process Continues.

Administrative Assistant Sends Finalized Comments to Researcher(s)

Researcher(s) May Seek Consultation with Chair and/or Manager, ORE

Researcher(s) May Seek Consultation with Chair and/or Manager, ORE

Comments/Revisions Returned by Researcher(s) and Decisions are Made by Chair

Full Board Review Needed

Clearance Given Chair Finalizes Review; Clearance Letter Generated through eRSO

Comments/Revisions Returned by Researcher(s) and Decisions are Made by Boards and/or Chair if Delegated

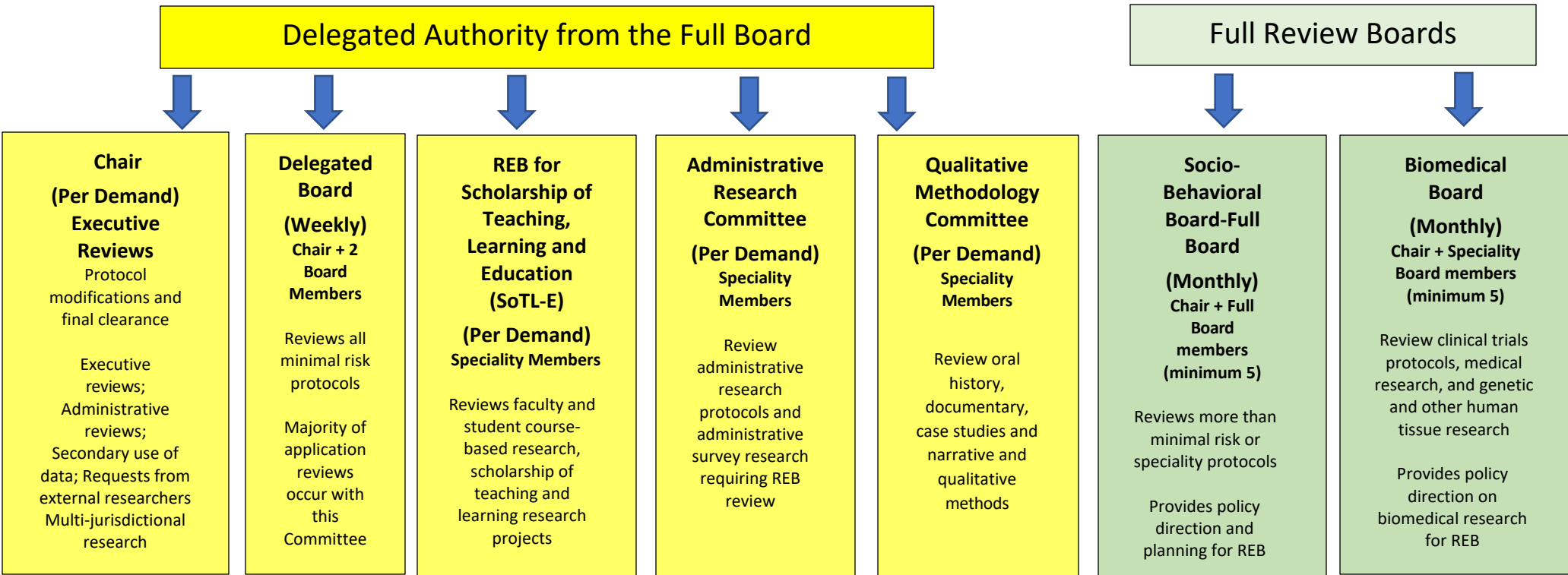
Clarification Required

Resubmission Required

Return to Full Board for Review

Further Decisions are Made by Chair and/or Board(s) Pending Clarifications, Resubmissions, Full Board Review; Additional Consultations Booked with Researchers if Needed; Final Researcher Corrections Reviewed/Approved by Board(s) and/or Chair; Clearance Letter Generated through eRSO.

Appendix B



*Note: The Full Board can ask for specialty expert consultations and form ad hoc advisory committees as required.

Appendix C



University of Windsor

Guidelines for Research Involving Humans

Revised April 2023

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RESEARCH AT THE UNIVERSITY OF WINDSOR

Research is an essential component of the mission of the University of Windsor, and the University is justifiably proud of the contributions to society and to the advancement of knowledge that have resulted from the research of its academic community.

When research involves human participants, their data and/or human biological materials (TCPS 2.1), the University shares with researchers the responsibility that the research is conducted in accordance with the highest ethical standards. In Canada, a common policy of ethical conduct for research has been developed by the Social Sciences and Humanities Research Council of Canada (SSHRC), the Natural Sciences and Engineering Research Council of Canada (NSERC) and what was then the Medical Research Council (MRC). As of 1998, the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)* sets out the interdependent duties to research participants, that are shared by researchers, institutions and Research Ethics Boards (REBs). This policy has been revised **four times**, and the version at the time of preparation of these revised guidelines is the TCPS2 (2022). “TCPS” refers to this version throughout these guidelines, unless otherwise indicated.

As well as a condition of funding, the *TCPS* sets out, as a minimum, what is expected of researchers and their institutions as ethical standards. It is intended to harmonize the ethics review process involving researchers from different disciplines or institutions. *The University of Windsor Guidelines for Research Involving Humans (2023)* are consistent with and reflect the adoption by the University of the *TCPS*, *TCPS2*, and the current *TCPS2 (2022)* by the University. Some statements of the University of Windsor *Guidelines* are verbatim adoptions of the *TCPS2 (2022)*.

CORE PRINCIPLES

Respect for human dignity has been an underlying value of the *TCPS* since its inception. Respect for human dignity requires that research involving humans be conducted in a manner that is sensitive to the inherent worth of all human beings and the respect and consideration that they are due. In this Policy, respect for human dignity is expressed through three core principles – Respect for Persons, Concern for Welfare, and Justice. These core principles transcend disciplinary boundaries and, therefore, are relevant to the full range of research covered by this Policy (*TCPS2*, 2022, Chap. 1B).

The guidelines set out in the *TCPS* and in the *University of Windsor Policy on Research Involving Humans* are based on the following three core principles:

Respect for Persons

The principle 'Respect for Persons' recognizes the intrinsic value of human beings and the respect and consideration that they are due. From this principle flows respect for autonomy; and the need to seek free, informed and ongoing consent.

Concern for Welfare

The principle 'Concern for Welfare' refers to the quality of that person's experience of life in all its aspects. From this principle flows the need to protect the welfare of participants, and in some cases to promote welfare. The welfare of groups of individuals may also be affected by research and must be considered. Generally, risks must be outweighed by benefits in the ethical analysis.

Justice

The principle of 'Justice' is the obligation to treat people fairly and equitably. From this principle flows the need to consider equity in recruitment and inclusion practices; and to manage imbalance of power between members of research teams and research participants.

RESEARCH ETHICS AND LAW

Researchers are responsible for ascertaining and complying with all applicable legal and regulatory requirements with respect to consent and the protection of the privacy of participants. Legal and regulatory requirements may vary depending on the jurisdiction in Canada in which the research is being conducted, and who is funding and/or conducting the research, and they may comprise constitutional, statutory, regulatory, common law, and/or international or legal requirements of jurisdictions outside of Canada. Where research is considered to be a governmental activity, for example, standards for protecting privacy flowing from the *Canadian Charter of Rights and Freedoms*, federal privacy legislation and regulatory requirements would apply (TCPS2, 2022, Chap 1C).

The law affects and regulates the standards and conduct of research involving humans in a variety of areas, including, but not limited to privacy, confidentiality, intellectual property and the decision-making capacity of participants. In addition, human rights legislation and most documents on research ethics prohibit discrimination on a variety of grounds and recognize equal treatment as fundamental. REBs and researchers should also respect the spirit of the *Canadian Charter of Rights and Freedoms*, particularly the sections addressing life, liberty and security of the person, as well as those involving equality and

discrimination (*TCPS2*, 2022, Chap 1C).

UNIVERSITY OF WINDSOR RESEARCH ETHICS BOARD

The authority of the University of Windsor REB is established by Senate of the University of Windsor. The REB reports to the Senate annually.

This authority of the REB includes the mandate to SOLELY determine when review is required for any activity that potentially meets the definition of research, and to provide clearance for, reject, propose modifications to, or terminate any proposed or ongoing research involving research participants which is conducted within, or by members of, the institution, using considerations set forth in the most current *TCPS* as a minimum standard.

Mandate

The mandate of the REB is:

- a. To keep current on ethical issues related to research involving human participants; to educate the University community on these issues and to formulate policies on these matters;
- b. To act as an intermediary, advocate, and provide resources for research participants;
- c. To determine the scope of activities that require REB oversight. The REB is the sole body that can determine whether an activity constitutes research, and whether review and oversight is required;
- d. To review, approve, reject, propose modifications to, or terminate any proposed or ongoing research involving human participants conducted at University of Windsor or by members of University of Windsor, including anyone affiliated with the University conducting such research at or under the auspices of University of Windsor;
- e. To assess and limit the risks to participants in research involving humans; and where there is more than minimal risk identified, the REB shall engage in the deliberations necessary to be satisfied that the design of a research project is capable of addressing the questions being asked in the research;
- f. To conduct the continuing review of research projects and to determine guidelines for the review and clearance of ongoing research projects and guidelines for reviewing requests for changes in previously approved research;
- g. To develop policies and procedures for assessing and approving undergraduate student research;
- h. To develop policies and procedures for determining scope of review, assessing and providing clearance for teaching activities that involve the collection of data from or about human participants;

- i. To act as the Appeal Board for appeals of decisions rendered regarding undergraduate student research;
- j. To proactively educate, communicate, advise and serve as a resource to the research community, on guidelines, procedures and other matters relating to the conduct of research with humans;
- k. To meet regularly to discharge the responsibilities of the REB and to keep and maintain minutes of such meetings; with the documentation being accessible to researchers, as it pertains to their application;
- l. To inform the institution regarding structure and procedures followed by the REB and to engage in activities to review the processes and procedures of the REB;
- m. To maintain strict confidentiality of applications and deliberations about actions, so as to protect the intellectual rights of researchers; excepting when permission is provided by a researcher to breach confidentiality, or to manage academic misconduct or adverse events;
- n. To implement and monitor the final decision of the Appeal Board on behalf of the Research Ethics Appeal Board;
- o. To establish informal or formal agreements with REBs (or other designated ethical review bodies) at other institutions and organizations regarding shared responsibility for research ethics oversight.

RESPONSIBILITIES FOR PROTECTING RESEARCH PARTICIPANTS

Members of the research team

The Principal Investigator

As the individual responsible for the scientific and ethical oversight of the research and the implementation of the research project, the Principal investigator (PI) bears direct responsibility for ensuring the protection of every research participant. The responsibility starts with project design, which must minimize risks to participants while maximizing research benefits. The Principal Investigator must ensure that all members of the research team comply with the requirements of the *University of Windsor Guidelines* and the *TCPS*. The Principal Investigator will be required to present a certificate of successful completion of the *TCPS On-Line Tutorial*.

University of Windsor Students as Principal Investigators

The University of Windsor REB recognizes undergraduate and graduate students as Principal Investigators, but all student protocols must have a faculty supervisor who serves as the de facto PI with responsibility for the conduct of the research. Final responsibility for the ethical conduct of the research lies with the supervisor.

Co-investigators, Collaborators, Consultants, Research Team

Other individuals affiliated with a research project are responsible for working with the PI to implement the research in accordance with the protocol as cleared by the REB. Such individuals will seek to understand the plan for the ethical conduct of research as appropriate to the role that they hold with the project.

All members of the research team share in the responsibility for the ethical conduct of the research and are expected to communicate any ethical concerns about the research to the PI in a timely manner. Further, all members of the research team who will interact with participants or have access to their data must complete appropriate training regarding the requirements of conducting and overseeing research (TCPS2 CORE-2022 Course on Research Ethics or an equivalent) and should have sufficient expertise in the discipline and methods of the proposed research.

The University Administration

The TCPS2 (2022) states that the highest body within an institution shall: establish the REB or REBs, define an appropriate reporting relationship with the REBs, and ensure the REBs are provided with necessary and sufficient ongoing financial and administrative resources to fulfil their duties (TCPS2, 2022, 6.2).

The President of the University of Windsor is responsible for establishing and resourcing the REB. This includes the allocation of resources to support the mandates of the REB listed above, REB coordination, support in policy development and interpretation, record keeping, communication and education functions as well as the provision of research ethics training opportunities to REB members, researchers and students. Research ethics administration staff should also have the necessary qualifications, as well as initial and continuing training, to appropriately perform their roles and responsibilities (TCSP2, 2022, 6.2).

The President may delegate their responsibilities to a designate from the senior administrative level who has authority and oversight regarding academic or research matters. At the time of the revision of this policy, the responsibilities are designated to the Vice President Research and Innovation, which satisfies this provision. There shall be no further delegation of responsibility.

THE REB IS independent in its decision making. The Administration recognizes that the REB operates at arms-length to the University of Windsor (TCPS2, 2022, 6.2).

The institution recognizes the mandate of the REB to review the ethical acceptability of research on behalf of the institution, including approving, rejecting, proposing modifications to, or terminating any proposed or ongoing research involving humans. This mandate shall apply to research conducted under the auspices or within the jurisdiction of the institution (TCPS2, 2022, 6.3).

The University will establish and maintain policies and procedures related to the responsible conduct of research, for example including: conflict of interest, obtaining and using funds, collaboration with other researchers and other institutions. The University shall include the REB in discussions of activities that involve the collection of information from human participants and any area of activity that fall under the jurisdiction of the REB or which may impact the effective functioning of the REB (TCPS2, 2022, 6.2).

Academic administrators, such as Deans, Directors and Department Chairs or Heads, have a responsibility for the ethical conduct of research carried out within their jurisdiction. Additionally, they have a duty to create a climate for ethical practice of such research by promoting awareness of this policy and the requirement for ethics review to researchers. Where students are engaged in research, this responsibility should extend to ensuring that students are adequately instructed in the principles and implementation of research ethics, and that the appropriate review mechanisms are in place at the local level.

The qualifications and expertise that the REB needs shall be considered when appointing and renewing REB chairs and members. The University of Windsor shall provide REB members with support to obtain the necessary training to effectively review the ethical issues raised by research proposals that fall within the mandate of the REB (TCPS2, 2022, 6.7).

The University of Windsor Research Ethics Board (REB)

The University of Windsor REB is formally constituted to review and monitor all research involving research participants conducted under the auspices of the University. The Board is an autonomous entity whose primary responsibility is ensuring the safety and well-being of all research participants involved in research programs carried out by the University of Windsor researchers.

The REB is responsible for the overall administration and documentation of the ethics review process.

Membership and Terms

The University of Windsor REB shall consist of at least 5 members, including both men and women, appointed by the President, or designate, and in consultation with the current REB Chair. The members of the REB are appointed for three-year terms; terms should be staggered among the REB members. The appointments are renewable. The REB Chair shall be appointed

by the President and shall serve, normally, a term of three years, which is renewable (TCPS2, 2022, 6.6).

REB Composition

The REB will seek to maintain broad representation across the disciplines, faculties, and diverse modes of inquiry.

The membership of the REB shall consist of at minimum (TCPS2, 2022, 6.4):

- a. At least two members have expertise in relevant research disciplines, fields and methodologies covered by the REB;
- b. At least one member is knowledgeable in ethics;
- c. At least one member is knowledgeable in the relevant law (but that member should not be the institution's legal counsel or risk manager). This is mandatory for biomedical research and is advisable, but not mandatory, for other areas of research; and
- d. At least one community member who has no affiliation with the institution.
- e. The REB shall endeavor to ensure that each member be appointed to formally fulfil the requirements of only one of the above categories.
- f. To ensure the independence of REB decision making, senior administrators, including but not limited to Board of Governors, Deans, Associate Deans, or any other individuals with a conflict of interest regarding the independence of the REB, shall not serve on the REB.

The REB will seek the consultation of ad hoc advisors in the event that it requires additional expertise or knowledge to review the ethical acceptability of a research proposal competently. The Chair may seek additional members to advise on the particular project, or consult externally, in confidence (TCPS2, 2022, 6.5).

Recordkeeping

The REB maintains comprehensive records, including all documentation related to the projects submitted to the REB for review, attendance at all REB meetings, and minutes reflecting REB decisions. Where the REB denies ethics approval for a research proposal, the minutes shall include the reasons for this decision (TCPS2, 2022, 6.13).

Communications with the REB are treated as confidential. The contents of REB files are closed. Only members of the REB and its administrative staff have access to records, and only on a need to know basis. The REB shall maintain a privacy policy to ensure protection of REB records.

The REB Chair has the discretion to breach confidentiality in cases of potential academic misconduct, noncompliance, and for reasons of participant protection. The REB Chair will restrict the information that is released to the scope of the issue that is under consideration.

TYPES OF RESEARCH THAT REQUIRE REVIEW

The following requires ethics review and clearance by the REB before the research commences (*TCPS2, 2022, 2.1*):

- research involving living human participants;
- research involving human biological materials, as well as human embryos, fetuses, fetal tissue, reproductive materials and stem cells. This applies to materials derived from living and deceased individuals.

Research is defined by the *TCPS* as an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation (*TCPS2, 2022, 2.1*).

Human research participant is defined by the *TCPS* as those individuals whose data, or responses to interventions, stimuli or questions by the researcher, are relevant to answering the research question (*TCPS2, 2022, 2.1*).

Research involving human remains, cadavers, tissues, biological fluids, embryos or fetuses is subject to review by the REB (*TCPS2, 2022, 2.1*).

Research requiring review includes any research that:

- is conducted by University of Windsor faculty, staff or students;
- is performed on the premises of the University of Windsor;
- is performed with or involves the use of resources, facilities or equipment belonging to the University;
- involves University students, staff or faculty;
- satisfies a requirement imposed by the University for a degree program or for completion of a course of study;
- is conducted by or under the direction of any employee or agent of the University of Windsor in connection with his or her institutional responsibilities.

When in doubt about the applicability of this Policy to a particular project, the researcher shall seek the opinion of the REB. The REB makes the final decision on exemption from research ethics review as well as the level of proportionate review.

Relationship between Research Ethics Review and Scholarly Review

To be ethical, research must have potential value (also referred to as scientific merit). Per the guidance in the *TCPS*, REBs will evaluate the scholarly merit of research (*TCPS2, 2022, 2.7*). The REB will begin this process by considering the argument for merit provided in the application. The REB will seek to understand

the potential value of research within disciplinary scholarly standards. Should the REB determine that additional review beyond the information provided by an applicant is required, the REB will determine when it shall seek ad-hoc independent guidance.

In conducting reviews, the REB must remain impartial and should not reject proposals because they are controversial, challenge mainstream thought, or offend powerful or vocal interest groups.

EXEMPTIONS TO THE REVIEW PROCESS

The following areas are identified by the *TCPS (2022)* as normally being exempt from review and approval by a REB. To obtain an exemption, researchers must consult with the REB, which will issue an exemption letter under the appropriate category. Researchers engaging in activities falling under the descriptions below must consult with the REB to determine if they are exempt from review. If the criteria are met, the REB will issue an exemption letter under the relevant category.

Even though review by the REB is not required, the board encourages researchers to treat those who participate in research projects in a manner consistent with the guidelines set out in the Tri-Council Policy Statement, Second Edition. This includes, for example, seeking consent from individuals to gather information, making clear to individuals how their information will be used, providing confidentiality where appropriate, and using the information gathered in a manner that is respectful to those who contributed.

Publicly available information

Research that relies exclusively on publicly available information does not require REB review when:

- a. The information is legally accessible to the public and appropriately protected by law; or
- b. The information is publicly accessible and there is no reasonable expectation of privacy.

Exemption from REB review is based on the information being accessible in the public domain, and that the individuals to whom the information refers have no reasonable expectation of privacy. Information contained in publicly accessible material may, however, be subject to copyright and/or intellectual property rights protections or dissemination restrictions imposed by the legal entity controlling the information (*TCPS2, 2022, 2.2*).

Observation in public places

REB review is not required for research involving the observation of people in public places where:

- a. It does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups.
- b. Individuals or groups targeted for observation have no reasonable expectation of privacy; and
- c. Any dissemination of research results does not allow identification of specific individuals (*TPS2, 2022, 2.3*).

Secondary use of anonymous information

REB review is not required for research that relies exclusively on secondary use of anonymous information, or anonymous human biological materials, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information (*TCPS2, 2022, 2.4*).

ACTIVITIES NOT REQUIRING REB REVIEW

Researchers engaging in activities falling under the description must consult with the REB to determine if they are exempt from review. If the criteria are met, the REB will issue an exemption letter under the relevant category.

Quality assurance and quality improvement studies, program evaluation activities, and performance reviews, or testing within normal educational requirements when used exclusively for assessment, management or improvement purposes, do not constitute research for the purposes of this Policy, and do not fall within the scope of REB review. These activities refer to assessments of the performance of an organization or its employees or students, within the mandate of the organization, or according to the terms and conditions of employment or training. Those activities are normally administered in the ordinary course of the operation of an organization where participation is required, for example, as a condition of employment in the case of staff performance reviews, or an evaluation in the course of academic or professional training (*TCPS2, 2022, 2.5*).

Researchers engaging in activities falling under the above description must consult with the REB to determine if they are exempt from review. If the criteria are met, the REB will issue an exemption letter under the relevant category.

Creative Practices

Creative practice activities, in and of themselves, do not require REB review. However, research that employs creative practice to obtain information from

participants to answer a research question is subject to REB review (TCPS2, 2022, 2.6).

CRITERIA USED BY THE BOARD FOR REVIEW

The following criteria will be considered by the REB when reviewing an application to involve human participants in research:

- **Risk and risk management**
 - the overall level of risk to research participants;
 - whether the risks to participants are minimized by using procedures or methods that are consistent with sound research design, but which do not expose participants to unnecessary harm;
 - whether the risks are reasonable (balanced) in relation to the anticipated benefits to the participants;
 - appropriate provisions are made for the on-going monitoring or continuing review of the participant's welfare;
 - whether any potential bystander risks to those who have not been consented to participate in the research have been mitigated;
 - whether the potential benefits outweigh the potential risks;
- **Consent**
 - whether the protocol has a consent process which provides for free and informed consent, including providing for withdrawal from the research;
 - whether the purpose of the study is fully outlined;
 - if deception is part of the study that it is necessary and justified;
 - whether those recruited for the research are competent to provide consent, or if alternative consent will be used;
 - whether rights to withdrawal are provided and are reasonable;
- **Privacy and confidentiality**
 - whether there is adequate protection of the privacy of the participants and the confidentiality of the information/data being obtained (prior to, during, and following the completion of the research) and in the data management plan throughout the data life cycle.
- **Fair inclusion**
 - whether the selection and recruitment of the participants is inclusive and appropriate in relation to the research participants and to the research;
- **Conflict of interest, multiple roles, and undue influence**
 - whether there is any conflict of interest which should be considered, and if so, whether appropriate mechanisms for handling the conflict have been put into place;
 - whether there are any multiple roles between researchers and

- participants, or between individuals involved in the research, and if so if multiple roles are sufficiently acknowledged and managed;
- whether there is a potential for undue influence between any individuals during the conduct of the research.

The REB may consider additional criteria where it is appropriate and in keeping with their mandate.

LEVELS OF REVIEW

The Principle of Proportionate Review

The REB shall adopt a proportionate approach to research ethics review based upon the general principle that the more invasive and risky the research, the greater should be the care in assessing the research (*TCPS2, 2022, Chap. 1C*). As a preliminary step, the level of review is determined by the level of risk presented by the research: the lower the level of risk, the lower the level of scrutiny (Delegated Review); the higher the level of risk, the higher the level of scrutiny (Full Board review). A proportionate approach to assessing the ethical acceptability of the research, at either level of review, involves consideration of the foreseeable risks, the potential benefits and the ethical implications of the research (*TCPS2, 2022, 2.9*).

Given that the REB is tasked with assessing risk for a wide range of research activities and must maintain sufficient expertise, specialized review sub-boards may be tasked with reviewing specific classes of research. The REB may designate aspects of a research project to multiple review committees or may seek expert input from a specialized review board at another site for all or a part of a project.

Based upon the principle of proportionate review, the REB reviews applications for research involving research participants at the following four different levels:

- Full REB Review;
- Delegated Review;
- Delegated External Review by a specialized committee formally designated by the REB;
- Executive Review.

Full Board Review

Review by the fully convened University of Windsor REB (Full Board) is the default requirement for all research involving human participants, unless the proposed research meets the criteria for delegated expedited review or review by a formally delegated review committee. Research that requires Full REB review includes:

- All research which involves greater than minimal risk to individuals or a specific community will be reviewed by the Full Board at a regularly constituted meeting;
- Research involving new or unfamiliar methodologies that have greater than minimal risk will be reviewed by the Full Board;
- Issues specific to biomedical research are discussed below.

The Principal of Minimal Risk

The standard of minimal risk is defined as follows:

“Minimal risk” research is defined as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research (TCPS2, 2022, Chap. 2).

More-than minimal risk in research projects is assessed through the following methods:

- a. The Chair of the University of Windsor REB or the Chair’s designate reviews the projects and assesses whether participants will incur greater-than-minimal risk;
- b. A Delegated internal review board, in the process of reviewing an application, determines that the level of review should be increased in consultation with the Chair of the REB;
- c. A Delegated external board reviews a project or course and the committee identifies factors within the research project which indicate the potential of greater than minimal risk (Delegated boards are expected to consult regularly with the REB regarding this threshold); or
- d. If a researcher requests a Full Board review based on their assessment that the project could incur greater-than-minimal risk.

Delegated Expedited Review

The term “expedited” refers to specific categories of research that may be approved outside a meeting of the Full REB and does not indicate the timing or promptness with which the project is considered and approved.

Research projects meet the criteria for delegated expedited review where:

- The project involves no more than minimal risk;
- The project is a replication of a previously approved protocol with significant revisions, provided it meets the criterion of minimal risk.

Projects which are conducted by expedited review are assessed by the following method: Where the project involves no more than minimal risk or involves significant revisions it will be sent to two REB members and the REB Chair for review and the reviewers will provide a written assessment of the level of risk

and any other ethical issues arising from their review.

Designated external review committees have been established at the University of Windsor. The authority of the external review committee is delegated by the Full REB. The external committee reviews research related to the specific mandate for which the committee is established. All external review committees will operate within written guidelines that have been reviewed and cleared by the Full Board.

Course-Based Research and Research Activities within Courses

Undergraduate and graduate courses which include class projects and activities designed to develop research skills involving research participants require review by the REB. Course activities that involve the collection of information from or about other people require review. A Delegated external specialized committee may include reviewing course-based research skills in their guidelines.

Executive Review

Research projects meet the criteria for executive review, by the Chair of the REB or designate, where:

- a. The project has previously been approved by another Research Ethics Board or other formally constituted ethical review committee;
- b. The project is an application for approval “in principle” to allow for activities not involving human participants, in accordance with the Tri-Council *Memorandum of Understanding*;
- c. The project is a replication or extension of a previously approved protocol without significant changes to the risks associated with the project;
- d. The project only involves secondary use of existing data;
- e. If the original protocol had notable associated risks, the REB Chair or designate will determine if executive review of the subsequent protocol changes is sufficient.

Decision Making by the REB

Projects for review of research involving research participants may be:

- a. Approved without questions or request for modification;
- b. Approved subject to clarification and/or modifications;
- c. Deferred, pending receipt of additional information or major revisions;
- d. Disapproved

Please note, the reference to “approval” outlines a number of appropriate meanings according to the TCPS 2 and other guiding resources. This language

remains in these Guidelines for compliance. In relationship to the term “clearance”, the University of Windsor Research Ethics Board (REB) defines “ethical clearance” as the process set by an institution and presided over by the REB to holistically regulate research projects to ensure their design and execution plan are ethically sound and will render anticipated result with the outcome being approval.

The REB shall function impartially, provide a fair hearing to the researchers involved, and provide reasoned and appropriately documented opinions and decisions. The REB will seek to make decisions on the ethical acceptability of research in an efficient and timely manner, and shall communicate all approvals and refusals in formal correspondence to researchers.

The University of Windsor REB will strive to reach consensus of all members in respect to its decisions concerning applications for review. In the event that consensus cannot be reached, a vote may be taken. The decision of the majority of the REB shall prevail.

The REB shall accommodate reasonable requests from researchers to participate in discussions about their proposals. The REB may also invite researchers to attend an REB meeting to provide further information about their proposal. In either case, the researchers shall not be present when the REB is making its decision.

When the REB is considering a negative decision, it shall provide the researcher with all the reasons for doing so and give the researcher an opportunity to reply before making a final decision.

Appeals of REB Decisions

Researchers have the right to request, and REBs have an obligation to provide, prompt reconsideration of decisions affecting a research project (TCPS2, 2022, 6.18). Such requests can only be launched for procedural or substantive reasons. The onus is on the researchers to justify the grounds on which they request an appeal and to indicate any breaches to the research ethics review process or any elements of the REB decision that are not supported by the TCPS2 (TCPS2, 2022, 6.20).

The President or designate will, in consultation with the Chair of the REB, designate an Appeal Board Chair and four Appeal Board members. The Appeal Board Chair is a voting member of the Appeal Board. The Chair of REB may not serve on an Appeal Board reviewing an REB decision.

The Appeal Board shall have the authority to review negative decisions made by an REB. In so doing, it may approve, reject or request modifications to the research proposal. Its decision on behalf of the institution shall be final. The Appeal Board will conduct a review of the application and associated documentation, which may include the original ethics application, the original REB decision, all

subsequent written communications, documents and records, including REB minutes pertaining to the submission, a copy of a research project for funding of the proposed research, if applicable, relevant references or copies of pertinent guidelines, internal and external policies and legislation.

The Appeal Board will render a final and binding decision by majority vote, which may either

- a. Uphold the original decision;
- b. Modify the original decision; or
- c. Impose specific conditions for approval of the project.

In the event a majority vote is not rendered, the Chair of the Appeal Board shall cast the deciding vote. The Appeal Board will communicate its decision in writing, with reasons, to the researcher, the Chair of the REB and to all members of the Appeal Board. The Appeal Board will provide advice to the REB in the event of the modification of the original decision of the Board, or in the event of the imposition of specific conditions for approval of the project.

Appeals from a decision of a delegated external review committee shall be made to the University of Windsor REB, and the decision of the University of Windsor REB when rendered, shall be final.

MULTI-CENTERED AND INTER-INSTITUTIONAL REVIEW

Research in other jurisdictions or external to the University of Windsor or the University premises

All research conducted by or involving University of Windsor faculty, students or employees or agents, conducted in other jurisdictions or away from the University premises, must comply with the research ethics policy at the University of Windsor, and at the ethics board or through the equivalent board, committee or process at the additional location or institution, provided that there is such a process reasonably available.

Approval by other research boards

Research projects which have been reviewed and approved by research ethics boards other than the University of Windsor REB, will be subject to review, by the Chair of the REB. The REB Chair may seek review by the internal delegated review committee or the Full REB.

Initiating ethical review for multi-jurisdictional research

The ethical review process typically commences with the REB at the institution at which the primary PI is located. In cases where the PI is at another institution, the University of Windsor REB agrees to receive the initial

submission on the other institution's application forms. The REB may request additional information, or ask for the application to be submitted on its form. If the primary PI is from the University of Windsor, the ethics review process should be initiated at the University of Windsor, unless otherwise determined with the Chair of the REB. The University of Windsor REB is the REB of record for its faculty, staff, students, employees or agents.

Multi-Institutional Research

The REB shall be advised as to whether the same project has been reviewed by another REB, including reviews conducted outside of Canada. University of Windsor retains accountability for the research within its institution and by its faculty, staff, students, employees or agents.

Multi-centre research may include:

- A research project conducted at more than one institution or organization either by the same or different researchers;
- A research project conducted jointly by researchers affiliated with different institutions.

Institutional agreements between REBs

The REB may establish formal or informal agreements with other REBs regarding the handling of REB applications between the institutions. Such agreements may be made for individual research projects, or for all research that is jointly conducted between the institutions. Formal agreements must be agreed to by the signatories of both institutions.

CONTINUING REVIEW

The REB shall make the final determination as to the nature and frequency of continuing research ethics review in accordance with a proportionate approach to research ethics review. The proportionate approach means the higher risk, the greater the scrutiny of the continuing review process (*TCPS2*, 2022, 6.14).

Following initial REB review and approval, research ethics review shall continue throughout the life of the project. This includes risks that may remain to participants following the completion of data collection, in the subsequent retention and sharing of data (*TCPS2*, 2022, 2.8).

A **progress** report will be required at minimum on an annual basis for each project.

Projects that are classified as minimal risk will require an annual status report and a final report upon completion, unless otherwise determined by the REB.

All approved projects may be subject to further review and monitoring by the

REB.

UNANTICIPATED ISSUES AND ADVERSE EVENTS

Researchers, including faculty supervisors and co-investigators, shall report to the REB any unanticipated issue or event that may increase the level of risk to participants, or has other ethical implications that may affect participants' welfare (*TCPS2*, 2022, 6.15). Reports should be directed to the Chair of the REB and submitted according to guidelines on the REB website. Unanticipated issues and adverse events should be reported to the REB no later than 3 days of their occurrence. Serious adverse events should be reported within 24 hours.

Reports of unanticipated issues, adverse and serious adverse events will be investigated by the REB Chair, or their designate, and the results will be communicated to the researcher. Upon report of an unanticipated issue, adverse or serious adverse event; The Chair of the REB may take one or more the following actions until the event is resolved:

- a. Call for a suspension of recruitment for a component or some or all of the research project;
- b. Call for a suspension of activities for some components or all of the research project;
- c. Request additional documentation, REB review or other reports from the research team;
- d. Other action as relevant to addressing the event.

REQUESTS FOR CHANGES TO APPROVED RESEARCH

Researchers shall submit to their REBs in a timely manner requests for substantive changes to their originally approved research. REBs shall decide on the ethical acceptability of those changes to the research in accordance with a proportionate approach to research ethics review.

Researchers are advised to consult with the REB if uncertain whether a change is sufficiently minor to not require reporting.

In general, it is not the scope of the change that dictates the ethics review process, but rather the ethical implications and risk associated with the proposed change.

Changes that substantially alter the nature of the approved research may be assessed as a new research project and require a new REB review (*TCPS2*, 2022, 6.16).

NON-COMPLIANCE

All research involving human research participants must be submitted for

review and receive clearance from the REB before being initiated. The Office of Research Ethics (ethics@uwindsor.ca) and the website www.uwindsor.ca/reb/ make these *Guidelines* and the *TCPS* available to researchers.

Researchers should be aware that failure to comply with these *Guidelines* constitute misconduct in research. Allegations of non-compliance can have disciplinary implications. Please refer to the Collective Agreement (Article 60 - Ethical Conduct of Research) *Investigation of Allegation(s) of Fraud and/or Misconduct in Academic Research* and the *Policy on Research Integrity and the Responsible Conduct of Research* (2013) found on the Office of Research Services website.

THE PRINCIPLES OF REVIEW

Risks and Benefits

The REB will determine whether the risks of the research are reasonable in relation to the anticipated benefits (if any) to the research participants and the importance of the knowledge that may reasonably be expected to result. Foreseeable harms should not outweigh anticipated benefits (TCPS2, 2022, Section C).

Risks

Research participants must not be subject to unnecessary risks of harm, and their participation in research must be essential to achieving scientific and societal important aims.

The REB is concerned about risks of:

- Physical harm;
- Psychological and social harm;
- Injury to reputation or privacy; and
- Breach of any relevant law.

The REB is concerned about risks to:

- The participants involved;
- Bystanders to the research;
- Clearly identifiable third parties;
- The researcher personally and any staff involved; and
- Broader cultural, ethnic and national interests.

Benefits

In all research involving research participants, there is a duty not only to benefit others, but to maximize the net benefits of the research. Potential benefits include:

- Specific advantages to participants or to third parties or to society;
- Any general increase in human knowledge;
- Increased knowledge of the researcher, especially for student researchers.

Risk Assessment

The REB must determine that risks to participants in all research are minimized by the use of procedures that are consistent with sound research design and which will not expose the participants to unnecessary risks. In keeping with this principle, the REB will examine the research plan, including the research design, debriefing where appropriate, methodology and the data management plan. Research that is poorly designed or is lacking in statistical power such that meaningful results cannot be obtained is ethically problematic because it may erode the public trust in the research process by subjecting research participants to unnecessary risk or by wasting their time.

The REB will also consider the professional qualifications and resources of the research team in its assessment of risk.

Participant Recruitment

Research benefits and burdens should be distributed fairly. Researchers must justify any exclusions based on sex or gender, race, or ethnicity, and exceptions should be made only when there is adequate scientific justification for exclusion.

Recruitment of students, employees, colleagues and subordinates

Researchers should avoid using their own students or employees, colleagues or subordinates as research participants, as both explicit and subtle undue influence or coercion can occur in these cases.

If there is good scientific reason for including students, researchers should provide a rationale addressing the following issues:

- a. Ensure that students are confident that their participation will not influence class standing, grades, or other benefits under the control of the researcher;
- b. Limit the use of extra credit points as a reward for participating;
- c. Keep financial rewards commensurate with the risks of participation;
- d. Inform students who might participate about the review process, the rationale for the study, the process of data collection and the researcher's interest;
- e. Seek to recruit from a broad base of students.

Fairness and Equity in Research Participation

Appropriate Inclusion. Taking into account the scope and objectives of their research, researchers should be inclusive in selecting participants. Researchers shall not exclude individuals from the opportunity to participate in research on the

basis of attributes such as culture, language, religion, race, disability, sexual orientation, ethnicity, linguistic proficiency, gender or age, unless there is a valid reason for the exclusion (TCPS2, 2022, 4.1).

Inappropriate Exclusion

Research Involving Women

Women shall not be inappropriately excluded from research solely on the basis of gender or sex. Women shall not be inappropriately excluded from research solely on the basis of their reproductive capacity, or because they are pregnant or breastfeeding (TCPS2, 2022, 4.2, 4.3).

Research Involving Children

Children shall not be inappropriately excluded from research solely on the basis of their age or developmental stage (TCPS2, 2022, 4.4).

Research Involving the Elderly

Elderly people shall not be inappropriately excluded from research solely on the basis of their age (TCPS2, 2022, 4.5).

Research Involving First Nations, Métis, Inuit

Chapter 9 of the TCPS2 (2022) provides detailed guidance regarding working with individuals and communities.

Research Involving Participants Lacking Decision-Making Capacity

Subject to applicable legal requirements, individuals who lack capacity to decide whether or not to participate in research shall not be inappropriately excluded from research (TCPS2, 2022, 4.6). Where a researcher seeks to involve individuals in research who do not have decision-making capacity, the researcher shall, in addition to fulfilling the conditions in Articles 3.9 and 3.10, satisfy the REB that:

- a. The research question can be addressed only with participants within the identified group;
- b. The research does not expose the participants to more than minimal risk without the prospect of direct benefits for them; or
- c. Where the research entails only minimal risk, it should at least have the prospect of providing benefits to participants or to a group that is the focus of the research and to which the participants belong.

Participants' Vulnerability and Research

Individuals or groups whose circumstances may make them vulnerable in the context of research should not be inappropriately included or automatically excluded from participation in research on the basis of their circumstances (TCPS2, 2022, 4.7).

Research with Specific Populations

Research involving Children and Young People

Research involving children and young people should only be conducted where:

- a. The research question posed is important to the health and well-being of the children;
- b. The participation of children is indispensable to the purpose of the research;
- c. The study method is appropriate for children and young people;
- d. The circumstances in which the research is conducted provide for the physical, emotional and psychological safety of the child or young person; and
- e. An authorized legal representative cannot consent to research that is not in the best interests of the person they represent.

Age of Consent

There are no clear legal requirements about children's abilities to consent to, or to refuse participation in a research project. A young person's consent or a child's consent can be given whenever that person or child has sufficient competence to make a decision about participating in the research. Similarly, a young person or child can withdraw consent or refuse to participate.

Researchers must consider the competence of children relative to the tasks that they will be asked to undertake. In cases that children are thought to be not competent to consent, children will be asked for their assent. Guidelines AND OR POLICIES regarding consent and assent of children may vary depending on the location where the research will take place (e.g., recruiting or administering research within a school board or health care setting).

Research involving Persons who are mentally incompetent

Researchers should consider that those who are not competent to consent for themselves should not be automatically excluded from research which could potentially benefit them as individuals or the group that they represent.

An incompetent participant's withdrawal of consent must be respected, whether or not the participant was competent at the time of the withdrawal.

Research involving First Nations, Métis, Inuit Peoples

The REB will review all research with these groups using the guidance provided in Chapter 9 of the TCPS2 (2022) and subsequent versions of the guidance.

Informed Consent

Overview of the elements of Informed Consent

Informed consent is a process whereby a choice is made:

- by a competent person;
- on the basis of adequate information concerning the nature of the research to be conducted and foreseeable consequences;
- without undue influence or coercion (TCPS2, 2022, 3.1).

The informed consent process is different from getting a research participant to sign the consent form. Researchers should strive to convey information to participants, not merely disclose it to them. In the case of translations, the researcher must satisfy the REB that the translation is accurate and appropriate.

Consent Shall Be Given Voluntarily

- Consent shall be given voluntarily.
- Consent can be withdrawn at any time.
- If a participant withdraws consent, the participant can also request the withdrawal of their data or human biological materials.

Consent Shall Be Informed

Researchers shall provide to prospective participants, or authorized third parties, full disclosure of all information necessary for making an informed decision to participate in a research project (TCPS2, 2022, 3.2).

The information generally required for free and informed consent includes:

- Contact information and identification of the researchers;
- Information that the individual is being invited to participate in a research project;
- A statement of the research purpose in plain language, the identity of the researcher, the identity of the funder or sponsor, the expected duration and nature of participation, a description of research procedures, and an explanation of the responsibilities of the participant;
- A plain language and accessible description of all reasonably foreseeable benefits;
- A plain language and accessible description of foreseeable risks both to the participants and in general, that may arise from research participation;
- An assurance that prospective participants:
 - are under no obligation to participate; are free to withdraw at any time without prejudice to pre-existing entitlements;
 - will be given, in a timely manner throughout the course of the research project, information that is relevant to their decision to continue or withdraw from participation; and

- will be given information on the participant's right to request the withdrawal of data or human biological materials, including any limitations on the feasibility of that withdrawal;
- Information concerning the possibility of commercialization of research findings, and the presence of any real, potential or perceived conflicts of interest on the part of the researchers, their institutions or the research sponsors;
- The measures to be undertaken for dissemination of research results and whether participants will be identified directly or indirectly;
- The identity and contact information of a qualified designated representative who can explain scientific or scholarly aspects of the research to participants;
- The identity and contact information of the appropriate individual(s) outside the research team whom participants may contact regarding possible ethical issues in the research;
- An indication of what information will be collected about participants and for what purposes;
- An indication of who will have access to information collected about the identity of participants, a description of how confidentiality will be protected (see [Article 5.2](#));
- A description of the anticipated uses of data; and information indicating who may have a duty to disclose information collected, and to whom such disclosures could be made;
- Information about any payments, including incentives for participants, reimbursement for participation-related expenses and compensation for injury;
- A statement to the effect that, by consenting, participants have not waived any rights to legal recourse in the event of research-related harm; and
- A statement informing participants of their rights as research participants and the contact information for the Research Ethics Board Office;
- In clinical trials, information on stopping rules and when researchers may remove participants from trial.

Consent Shall Be an Ongoing Process

Consent shall be maintained throughout the research project. Researchers have an ongoing duty to provide participants with all information relevant to their ongoing consent to participate in the research. Consent encompasses a process that begins with the initial contact (e.g., recruitment) and carries through to the end of participants' involvement in the project (TCPS2, 2022, 3.3).

Change in participant capacity is an important element of ongoing consent. Rather than an age-based approach to consent, this Policy advocates an approach based on decision-making capacity as long as it does not conflict with any laws governing research participation. This includes those whose decision-making capacity is in the process of development, those whose decision-making capacity is diminishing or fluctuating, and those whose decision-making capacity

remains only partially developed (Application of [Article 3.10](#)) (TCPS2, 2022, 3.3).

Incidental Findings

Researchers have an obligation to disclose to the participant any material incidental findings discovered in the course of research (TCPS2, 2022, 3.4).

Consent Shall Precede Collection of, or Access to, Research Data

Research shall begin only after the participants, or their authorized third parties, have provided their consent (TCPS2, 2022, 3.5).

Consent and Critical Inquiry

Research in the form of critical inquiry, that is, the analysis of social structures or activities, public policies, or other social phenomena, requires an adjustment in the assessment of consent. In critical inquiry, permission is not required from an institution, organization or other group in order to conduct research on them. If a researcher engages the participation of members of any such group without the group's permission, the researcher shall inform participants of any foreseeable risk that may be posed by their participation. Specific requirements pertain to aboriginal and indigenous organizations.

Departures from General Principles of Consent

The REB may approve research that involves an alteration to the requirements for consent set out above if the REB is satisfied, and documents, that all of the following apply (TCPS2, 2022, 3.7A/B):

- a. The research involves no more than minimal risk to the participants;
- b. The alteration to consent requirements is unlikely to adversely affect the welfare of participants;
- c. It is impossible or impracticable to carry out the research and to address the research question properly, given the research design, if the prior consent of participants is required;
- d. In the case of a proposed alteration, the precise nature and extent of any proposed alteration is defined; and
- e. The plan to provide a debriefing (if any) which may also offer participants the possibility of refusing consent and/or withdrawing data and/or human biological materials.

Debriefing must be a part of all research involving an alteration to consent requirements whenever it is possible, practicable and appropriate.

Participants in such research must have the opportunity to refuse consent and request the withdrawal of their data and/or human biological materials whenever possible, practicable and appropriate.

There may be circumstances in which debriefing is impossible, impracticable or inappropriate in research involving alterations to consent requirements. Note that “impracticable” refers to undue hardship or onerousness that jeopardizes the conduct of the research. It does not refer to mere inconvenience. The onus is on researchers to satisfy the REB that their research involves circumstances that make it impossible, impracticable or inappropriate to offer a debriefing.

All research involving intentional deception will be evaluated by the REB Chair using guidelines established by the Full Board to determine the level of review required. The nature, extent, associated risks, and degree to which the deception can be corrected must be considered. The default for research involving deception absent such review is review by the Full Board.

Consent for Research in Individual Medical Emergencies

Subject to all applicable legal and regulatory requirements, research involving medical emergencies shall be conducted only if it addresses the emergency needs of the individuals involved, and then only in accordance with criteria established in advance of such research by the REB. The REB may allow research that involves medical emergencies to be carried out without the consent of participants, or of their authorized third party, if all of the following apply:

- a. A serious threat to the prospective participant requires immediate intervention;
- b. Either no standard efficacious care exists or the research offers a realistic possibility of direct benefit to the participant in comparison with standard care;
- c. Either the risk is not greater than that involved in standard efficacious care, or it is clearly justified by the prospect for direct benefits to the participant;
- d. The prospective participant is unconscious or lacks capacity to understand the risks, methods and purposes of the research project;
- e. Third party authorization cannot be secured in sufficient time, despite diligent and documented efforts to do so; and
- f. No relevant prior directive by the participant is known to exist.

When a previously incapacitated participant regains decision-making capacity, or when an authorized third party is found, consent shall be sought promptly for continuation in the project, and for subsequent examinations or tests related to the research project.

It is the responsibility of researchers to justify to the REB the need for this exception.

Consent and Decision-Making Capacity

Competence means that a person is capable of making a morally and legally

valid choice to participate in research. In the context of research, it means the capacity to understand the nature and consequences of one's acts. Competence is determined by both the situation and the person's understanding of it. A prospective research participant may be incompetent in certain situations but competent in others (*TCPS2*, 2022, Chap. 3C).

To be considered competent to make a valid choice, prospective research participants should be able to understand and appreciate:

- the nature and purpose of the research in question;
- why they, as opposed to others, are being selected and asked to participate;
- the fact that the suggested intervention is for research purposes;
- the relevant elements of uncertainty about the project;
- what participation in the particular research protocol means for the participant;
- whether or not the intervention may provide any direct personal benefit to them;
- how the consequences of a decision to participate or not to participate will affect their own current and future circumstances;
- that they will be free to withdraw from participation at any time during the course of the protocol;
- that a decision not to participate or to withdraw from participation will not adversely affect their care;
- any conflict of interest on the part of the person recruiting the participants or conducting the study;
- the confidentiality of any records that identify the participant;
- research that involves physical contact or physical activity and, whether compensation or social and psychological support will be available if the participant is harmed and where to get further information about this;
- who can answer questions about the research, including the principal investigator and a neutral third party who can explain the rights of research participants.

Decision-making capacity refers to the ability of prospective or actual participants to understand relevant information presented about a research project, and to appreciate the potential consequences of their decision to participate or not participate.

Assessing decision-making capacity is a question of determining, at a particular point in time, whether a participant (or prospective participant) sufficiently understands the nature of a particular research project, and the risks, consequences and potential benefits associated with it.

One may therefore have diminished capacity in some respects but still be able to decide whether to participate in certain types of research. Researchers should be aware of all applicable legal and regulatory requirements with respect to

decision-making capacity and/or consent. These may vary among jurisdictions. Authorized third parties who are asked to make a consent decision on behalf of a prospective participant should also be aware of their legal responsibilities.

Those who lack the capacity to decide on their own behalf must neither be unfairly excluded from the potential benefits of research participation, nor may their lack of decision-making capacity be used to inappropriately include them in research.

For research involving individuals who lack the capacity, either permanently or temporarily, to decide for themselves whether to participate, the REB shall ensure that, as a minimum, the following conditions are met: (TCPS2, 2022, 3.9).

- a. The researcher involves participants who lack the capacity to decide on their own behalf to the greatest extent possible in the decision-making process;
- b. The researcher seeks and maintains consent from authorized third parties in accordance with the best interests of the persons concerned;
- c. The authorized third party is not the researcher or any other member of the research team;
- d. The researcher demonstrates that the research is being carried out for the participant's direct benefit, or for the benefit of other persons in the same category. If the research does not have the potential for direct benefit to the participant but only for the benefit of the other persons in the same category, the researcher shall demonstrate that the research will expose the participant to only a minimal risk and minimal burden, and demonstrate how the participant's welfare will be protected throughout the participation in research; and
- e. When authorization for participation was granted by an authorized third party, and a participant acquires or regains decision-making capacity during the course of the research, the researcher shall promptly seek the participant's consent as a condition of continuing participation.

Broad Consent for the Storage of Data and Human Biological Materials for Future Unspecified Research

Broad consent is defined as consent for future unspecified research (subject to applicable law). Unlike blanket consent, which is typically unrestricted, broad consent always includes specific restrictions (e.g., consent may be restricted to a particular field of study, to a specific disease, or may prevent use by private industry). Broad consent applies to the storage and secondary use of participants' data and human biological materials collected for research purposes. The use of broad consent is in the context of future research using data and human biological materials with no direct contact or intervention with participants at that time. While blanket consent is not permitted under the TCPS, broad consent is permitted (TCPS2, 2022, 3.13).

When seeking consent for a specific research project at the same time as seeking

consent for storage of data and human biological materials for future unspecified research, prospective participants must be provided with an option to consent to each separately.

To seek broad consent for the storage and future unspecified use of data and human biological materials, researchers shall provide prospective participants, or authorized third parties, with applicable information as set out in [Articles 3.2](#) and [12.2](#) in the TCPS as well as the following details, as appropriate to the particular research project:

- a. the type, identifiability, and amount of data and human biological materials being collected and stored for re-use, and for what potential purpose;
- b. the voluntariness of the participant's consent, including any limitations on the feasibility of withdrawal;
- c. a general description of the nature and types of future research that may be conducted, including whether the research might be conducted outside of Canada (if known);
- d. the risks and potential benefits of storage of data and human biological materials, and of their use in future unspecified research, including areas of uncertainty where risks cannot be estimated;
- e. access to a general description of the repository and its governance;
- f. a statement regarding participants' preference to being re-contacted for additional future research;
- g. whether the data or human biological materials could be shared with researchers who are not subject to the TCPS;
- h. whether the research will (if known) or might include whole genome sequencing or similar technologies that may pose a substantial risk of re-identification of the participant or identification of material incidental findings (when appropriate);
- i. whether linkage of data gathered in the research or derived from human biological materials with other data about participants – either contained in public or personal records – is anticipated ([Article 5.3](#)); and
- j. separate options for consenting to participate in a specific research project and for consenting to the storage of data and human biological materials for future unspecified research.

Principle of Assent

Where an authorized third party has consented on behalf of an individual who lacks legal capacity, but that person has some ability to understand the significance of the research, the researcher shall ascertain the wishes of that individual with respect to participation. Prospective participants' dissent will preclude their participation (*TCPS2*, 2014, 3.10).

Many individuals who lack legal capacity to make decisions may still be able to express their wishes in a meaningful way, even if such expression may not fulfil

all of the requirements for consent. Prospective participants may be capable of verbally or physically assenting to, or dissenting from, participation in research.

Those who may be capable of assent or dissent include:

- those whose decision-making capacity is in the process of development, such as children whose capacity for judgment and self-direction is maturing;
- those who once were capable of making an autonomous decision regarding consent but whose decision-making capacity is diminishing or fluctuating; and
- those whose decision-making capacity remains only partially developed, such as those living with permanent cognitive impairment.

While the assent of individuals who lack legal capacity to make decisions would not be sufficient to permit them to participate in the absence of consent by an authorized third party, their expression of dissent or signs suggesting they do not wish to participate must be respected.

Research directives

Where individuals have signed a research directive indicating their preferences about future participation in research in the event that they lose capacity or upon death, researchers and authorized third parties should be guided by these directives during the consent process (TCPS2, 2014, 3.11).

Consent shall be documented

Evidence of consent shall be contained either in a signed consent form or by the researcher utilizing another appropriate means of consent, which shall be documented (TCPS2, 2014, 3.12). The researcher shall bear the onus to comply with the REB guidelines and standards for free and informed consent and must satisfy the REB that all elements of consent have been addressed.

Written consent in a signed statement from the participant is a common means of demonstrating consent, and in some instances, is mandatory. However, written documentation of consent is not required. Where consent is not documented in a signed consent form, researchers may use a range of consent procedures, including oral consent, field notes and other strategies, for documenting the consent process. Consent may also be demonstrated solely by the actions of the participant (e.g., through the return of a completed questionnaire).

Where individual written consent is inappropriate, either because of the nature of the research or the characteristics or culture of the proposed research participants, an alternative process for consent should be developed by the researcher and details of the alternative process should be submitted to the REB for review and approval.

Whether or not a consent form is signed, it may be advisable to leave a written

statement of the information conveyed in the consent process with the participant. For participants, it is evidence that they have agreed to participate in a particular research project. It may serve as a reminder to participants of the terms of the research project. It may also facilitate the ability of participants to consider and reconsider their involvement as the research proceeds. However, researchers should not leave any documentation with participants if it may compromise their safety or confidentiality. Additionally, in some cases it may not be appropriate to leave a written statement, such as in cultural settings where such written documentation is contrary to prevailing norms.

Consent and Disclosure of Information

Informed consent means a choice based upon all relevant information concerning the proposed research. The researcher must provide information concerning the purpose and nature of the research, the potential harms and benefits, and the process of research participation as outlined above in *Consent Shall Be Informed*.

Information must be provided to the participant in a way that meets the following requirements:

- in the prospective research participant's preferred language;
- in lay terms that avoid the overuse of technical terms;
- preferably in the first or second person (e.g., "you" or "your child");
- at an appropriate level for the person's age and educational level; and
- with descriptive accounts of relevant information.

Voluntariness of consent

For consent to be voluntary, free and genuine, an individual must have the opportunity to choose between consent and refusal, without undue interference, fear, constraint, compulsion or undue inducement. Undue influence includes physical duress; fraudulent misrepresentation, or promises of companionship, or affection; economic incentives; emphasis on benefits over risks or burdens; or appeals to emotional weaknesses, loyalty to professional care givers, or family solidarity.

Particular care must be taken in cases where the prospective research participants are students, or employees, or are dependent upon family or other care-givers, or where the prospective participants are in long-term care facilities and other institutional settings.

Payments or incentives to participate must be reasonable and must not place undue pressure on research participants either to join or remain within a research project.

Potential research participants should not feel rushed or coerced and they should have the time to consult with others.

Exceptions and alterations to normal consent requirements

The REB may approve a consent procedure which does not include, or which alters some or all of the elements of the normal requirements for informed consent, or waive the requirement to obtain informed consent, provided that the REB can be offered a rationale that:

- a. The research involves no more than minimal risk to the participants;
- b. The waiver or alteration is unlikely to adversely affect the rights and welfare of the participants;
- c. The research could not be practicably carried out without the waiver alteration;
- d. Whenever possible and appropriate, the participants will be provided with additional pertinent information after participation; and
- e. The waiver or altered consent does not involve a therapeutic intervention.

When in doubt about an issue involving free and informed consent, researchers should consult the REB.

Deception

Prospective participants normally must be fully informed about the purpose of the study before being asked to agree to participate. There may be legitimate reasons, however, for needing to withhold specific details about a study. In this situation, it is the researcher's responsibility to provide sufficient detail on the application form about the nature of the deception as well as a rationale for why it is necessary.

Research participants involving deception must be involved in a debriefing session at the end of their participation. This debriefing session serves as an opportunity to provide participants with an explanation for why deception was required to answer any questions in regard to the use of deception. In cases where the research may have impacted upon the psychological health or well-being of the participant, it may be appropriate to provide additional follow-up or to offer counseling or other types of assistance.

The REB requests that researchers seek written consent from participants to use the data obtained in the research that employed the deception. Once the deception is revealed, participants should be given a contact on the REB if they have any concerns about the conduct of the research.

Privacy and Confidentiality

Privacy. Privacy refers to an individual's right to be free from intrusion or

interference by others. It is a fundamental right in a free and democratic society. Individuals have privacy interests in relation to their bodies, personal information, expressed thoughts and opinions, personal communications with others, and spaces they occupy. An important aspect of privacy is the right to control information about oneself (*TCPS2*, 2022, Chap. 5A).

The concept of consent is related to the right to privacy. Privacy is respected if an individual has an opportunity to exercise control over personal information by consenting to, or withholding consent for, the collection, use and/or disclosure of information.

Confidentiality. The ethical duty of confidentiality refers to the obligation of an individual or organization to safeguard entrusted information. The ethical duty of confidentiality includes obligations to protect information from unauthorized access, use, disclosure, modification, loss or theft (*TCPS2*, 2022, Chap. 5A).

Security. Security refers to measures used to protect information. It includes physical, administrative and technical safeguards.

Identifiable Information. Where researchers seek to collect, use, share and access different types of information or data about participants, they are expected to determine whether the information or data proposed in research may reasonably be expected to identify an individual. Information is identifiable if it may reasonably be expected to identify an individual, when used alone or combined with other available information. Information is non-identifiable if it does not identify an individual, for all practical purposes, when used alone or combined with other available information. The assessment of whether information is identifiable is made in the context of a specific research project. Researchers and REBs shall consider whether information proposed for use in research is identifiable. The following categories provide guidance for assessing the extent to which information could be used to identify an individual:

- Directly identifying information – the information identifies a specific individual through direct identifiers (e.g., name, social insurance number, personal health number).
- Indirectly identifying information – the information can reasonably be expected to identify an individual through a combination of indirect identifiers (e.g., date of birth, place of residence or unique personal characteristic).
- Coded information – direct identifiers are removed from the information and replaced with a code. Depending on access to the code, it may be possible to re-identify specific participants (e.g., the principal investigator retains a list that links the participants' code names with their actual name so data can be re-linked if necessary).
- Anonymized information – the information is irrevocably stripped of direct identifiers, a code is not kept to allow future re-linkage, and risk of re-

identification of individuals from remaining indirect identifiers is low or very low.

- Anonymous information – the information never had identifiers associated with it (e.g., anonymous surveys) and risk of identification of individuals is low or very low.

Ethical duty of confidentiality

Researchers shall safeguard information entrusted to them and not misuse or wrongfully disclose it. Institutions shall support their researchers in maintaining promises of confidentiality (*TCPS2*, 2022, 5.1).

Researchers shall describe measures for meeting confidentiality obligations and explain any reasonably foreseeable disclosure requirements in application materials they submit to the REB; and during the consent process with prospective participants (*TCPS2*, 2022, 5.2).

Researchers shall provide details to the REB regarding their proposed measures and data management plan throughout the data life cycle for safeguarding information, for the full life cycle of information: its collection, use, dissemination, retention and/or disposal (*TCPS2*, 2022, 5.3).

Institutions or organizations where research data are held have a responsibility to establish appropriate institutional security safeguards.

Research participants have a right to privacy and researchers have a corresponding duty to treat private information in a respectful and confidential manner. When reviewing applications for approval, the REB must balance the need for research against infringements of privacy; invasions of privacy must be minimized as much as possible. The value of privacy of research participants is not absolute, some public interests such as protection of health, life and safety may require infringement of the right to privacy, as may the type of research being conducted; without access to personal information, it would be difficult if not impossible to conduct important societal research in such fields as epidemiology, history, genetics and politics.

Different cultures will value privacy in different ways and these values must be respected. The issue of privacy must be looked at from the cultural perspective of the participant, not the researcher. As a general guide, the best protection of the confidentiality of personal information and records will be achieved through anonymity. Researchers are responsible for ensuring the confidentiality of data on research participants by maintaining such data in secure storage and by limiting access to data to authorized individuals.

The REB is required to review research projects in adherence to both provincial and federal privacy laws.

Group Research Events and the Limits of Confidentiality

When information is gathered in a group setting (including focus groups) for research, the following statement or a statement of a similar nature needs to be included in the confidentiality section of the Letter of Information and the Consent Form:

"The focus group is a group event. This means that while confidentiality of all the information given by the participants will be protected by the researchers themselves, this information will be heard by all the participants and therefore will not be strictly confidential."

Researchers must discuss how they plan to manage the inherent risks to confidentiality that are present in group research events.

Disclosure of Results

In all cases, where data have been obtained, research participants have the right to request and receive the results and interpretation of grouped data within a reasonable period of time. The investigator has the responsibility to present individual data, accurately, sensitively, and in a language comprehensible by the participant. Researchers may also articulate an intention to select information that will be reviewed and then communicated to participants under certain circumstances as part of the research plan.

Immediate full disclosure of results may not be feasible in all cases, for example where data has been collected over an extended period of time. Disclosure of results may have to be deferred until the end of the project. In some cases, it may be more appropriate to disclose the results to the parents, guardians or authorized third parties, or the entire family or community.

Equitable Distribution of Research Benefits

Researchers should consider ways to ensure the equitable distribution of any benefits of participation in research.

Researchers should also be sensitive to the expectations and opinions of participants regarding potential benefits of the research. Prior to the commencement of the research, researchers should formally or informally discuss these expectations with individuals and/or groups, and outline the scope and nature of potential benefits that may accrue to participants during and after the research. REBs should be vigilant to ensure that the proposed distribution of benefits is fair, without imposing undue burdens on the researcher that would make it too difficult or costly to complete research (TCPS2, 2022, Chap. 4).

Researchers should normally provide copies of publications, or other research reports or products, arising from the research to the institution or organization – normally the host institution – that is best suited to act as a repository and disseminator of the results within the participating communities. In general, researchers should ensure that participating individuals, groups and communities are informed of how to access the results of the research. Results of the research should be made available to them in a culturally appropriate and meaningful format, such as reports in plain language in addition to technical reports.

Conflict of Interest

Researchers and REB members must disclose actual, perceived or potential conflicts of interest.

Conflicts of interest involving researchers

Conflicts of interest most often arise out of the structural features of relationships or practices. In many situations it is impossible to eliminate conflicts of interest, however, they must be identified so that steps can be taken to disclose them openly and to control their impact. Conflicts of interest may or may not involve financial or monetary interests. The central issue is that individuals may be drawn in two directions at once in such a manner that their judgment may be affected, or their motives may be open to question (TCPS2, 2022, 7.4).

To identify and address conflicts properly, researchers must advise the REB on budgets, commercial interests, consultative relationships and any other relevant information, if requested. When a significant real or apparent conflict of interest is apparent, the REB may require the researcher to disclose this conflict to the prospective participants during the informed consent process.

The REB should seek to ensure that financial considerations do not serve to diminish respect for the principles of this Policy or the scientific validity and transparency of research procedures (TCPS2, 2022, Chap. 7).

To assess the likelihood of a real or an apparent conflict of interest which must be disclosed, researchers should consider:

- Whether an outside observer would question the ability of the individual to make a proper decision despite possible considerations of private or personal interests;
- Whether the public would believe that the trust relationship between the relevant parties are a conflict of interest.

Management of multiple roles

Multiple roles of researchers and their associated obligations (e.g., acting as both a researcher and a therapist, health care provider, caregiver, teacher, advisor, consultant, supervisor, student or employer) may create conflicts, undue

influences, power imbalances or coercion that could affect relationships with others and affect decision-making procedures (e.g., consent of participants). To preserve and not abuse the trust on which many professional relationships rest, researchers should be fully cognizant of conflicts of interest that may arise from their dual or multiple roles, their rights and responsibilities, and how they can manage the conflict. When acting in dual or multiple roles, the researcher shall disclose the nature of the conflict to the participant in the consent process (TCPS2, 2022, Chap. 7).

Conflicts of interest by REB members

If the REB is reviewing research in which a member of the Board has a personal interest (e.g. as a researcher or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing or making its decision.

No member of an REB should review research in which he or she has any conflict of interest, including any personal involvement or participation in the research, financial interest in the outcome, involvement in competing research, or an interest as a supervisor of a student researcher, for the purpose of carrying out the research project.

Institutional conflict of interest

The REB maintains an arms-length relationship with the University and is an autonomous board with a mandate to ensure that all research involving human participants are in compliance with the current version of the *TCPS*, including avoiding and managing real and apparent conflicts of interest between the institution and human research participants (*TCPS2*, 2022, 7.1).

Conflicts of interest will be managed per the guidance in the *TCPS2* (2022), subsequent guidance, and the University of Windsor Conflict of Interest Policy.

SPECIFIC RESEARCH METHODOLOGIES AND DOMAINS

Qualitative research

Issues regarding the ethical conduct of research using qualitative methods are discussed in detail in Chapter 10 of the *TCPS2* (2022).

Qualitative research may pose special ethical issues around gaining access, building rapport, using data and publishing results. Researchers and REBs should consider issues of consent, confidentiality and privacy, and relationships between researchers and participants in the design, review and conduct of the research. Some of these may be identified in the design phase. Others will arise during the research itself, which will require the exercise of discretion, sound judgment and

flexibility commensurate with the level of risk and potential benefit arising from the research, and considering the welfare of the participants, individually or collectively.

Clinical trials

Detailed information about ethical considerations when conducting clinical trials is provided in Chapter 11 of the TCPS2 (2022).

Human biological materials and genetic research

Detailed information about ethical considerations when conducting research with human biological materials and genetic research is provided in Chapters 12 and 13 of the TCPS2 (2022).

Naturalistic observation

Ethics review is normally required for research involving naturalistic observation. Naturalistic observation which does not allow for the identification of the participants and that is not staged should normally be regarded as of minimal risk and eligible for expedited review.

REB review is not required for research involving the observation of people in public places where (*TCPS2*, 2022, 2.3):

- a. It does not involve any intervention staged by the researcher, or direct interaction with the individuals or groups;
- b. Individuals or groups targeted for observation have no reasonable expectation of privacy; and
- c. Any dissemination of research results does not allow identification of specific individuals.

Projects involving the use of naturalistic observation where it is clear that the participants are seeking public visibility (for example at political rallies, demonstrations or public meetings) and where participant confidentiality and anonymity are ensured do not require ethics review.

Secondary use of data

Secondary use refers to the use in research of information originally collected for a purpose other than the current research purpose.

Secondary use of data is the use in research of data contained in records collected for a purpose other than the research itself, such as patient or school records, or records from previously conducted research.

Reasons to conduct secondary analyses of data include: avoidance of duplication in primary collection and the associated reduction of burdens on

participants; corroboration or criticism of the conclusions of the original project; comparison of change in a research sample over time; application of new tests of hypotheses that were not available at the time of original data collection; and confirmation that the data are authentic.

REB review is not required for research that relies exclusively on secondary use of anonymous information, or anonymous human biological materials, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information (*TCPS2, 2022, 2.4*).

If the participants were anonymous or the information collected was completely anonymized under a prior REB clearance, then REB review is not required for subsequent use.

Privacy concerns and questions about the need to seek consent arise when information provided for secondary use in research can be linked to individuals, and when the possibility exists that individuals can be identified in published reports, or through data linkage. Privacy legislation recognizes these concerns and permits secondary use of identifiable information under certain circumstances (*TCPS2, 2022, Chap. 5D*).

Researchers who have not obtained consent from participants for secondary use of identifiable information shall only use such information for these purposes if they have satisfied the REB that (*TCPS2, 2022, 5.5A*):

- a) identifiable information is essential to the research;
- b) the use of identifiable information without the participants' consent is unlikely to adversely affect the welfare of individuals to whom the information relates;
- c) the researchers will take appropriate measures to protect the privacy of individuals, and to safeguard the identifiable information;
- d) the researchers will comply with any known preferences previously expressed by individuals about any use of their information;
- e) it is impossible or impracticable to seek consent from individuals to whom the information relates; and
- f) the researchers have obtained any other necessary permission for secondary use of information for research purposes.

In the case of secondary use of identifiable information, researchers must obtain consent unless the researcher satisfies requirements a through f listed above.

“Impracticable” refers to undue hardship or onerousness that jeopardizes the conduct of the research; it does not mean mere inconvenience.

Right to provide permission for secondary use

At the time of initial collection, individuals may have had an opportunity to express preferences about future uses of information, including research uses. Data stewards have an obligation to respect the individual's expressed preferences. For example, where an individual does not want information used for future research, data stewards shall remove this information from any datasets used or made available for research.

Researchers shall seek REB review, but are not required to seek participant consent, for research that relies exclusively on the secondary use of non-identifiable information, where the data have been anonymized and it is not possible to identify any specific participant or their data.

When secondary use of identifiable information without the requirement to seek consent has been approved, researchers who propose to contact individuals for additional information shall, prior to contact, seek REB approval of the plan for making contact (TCPS2, 2022, 5.6).

Data linkage

Researchers who propose to engage in data linkage shall obtain REB approval prior to carrying out the data linkage, unless the research relies exclusively on publicly available information. The application for approval shall describe the data that will be linked and the likelihood that identifiable information will be created through the data linkage (TCPS2, 2022, 5.7).

Where data linkage involves or is likely to produce identifiable information, researchers shall satisfy the REB that: the data linkage is essential to the research; and appropriate security measures will be implemented to safeguard information.

SUBMITTING RESEARCH FOR REVIEW: APPLICATION PROCESS

What to submit

All forms that researchers must file with the REB are available on the [REB website](https://www.uwindsor.ca/research-ethics-board/) (<https://www.uwindsor.ca/research-ethics-board/>).

The Office of Research Ethics can assist researchers with the completion of the application and with any questions relating to the ethics review process (519-253-3000 x3948; ethics@uwindsor.ca).

Other items to include in applications

One **digital** copy of the application form **and** all accompanying material must be

submitted including an original, signed signature page to the Office of Research Ethics.

Applications should be accompanied by: (where applicable)

- a copy of all questionnaires or test instruments;
- a copy of any recruitment notices, e-mails, advertisements or any other material to be used to solicit participation;
- a description of any verbal explanation to be given to participants before they are asked to consent to participate in the study;
- a transcript of any script(s) to be used;
- a copy of any consent form(s) to be completed;
- a copy of any debriefing script/research summary sheet or materials to be provided to the participants;
- copies of all contracts relevant to the conduct of the research
- copies of all letters of permission required to gain access to sites, participants, information, secondary data, etc.;
- any other material relevant to the REB decision.

REQUIREMENTS FOR ADDITIONAL CERTIFICATIONS AND APPROVALS

Researchers are responsible for obtaining any additional certifications or approvals that are required prior to conducting the research, and submitting copies of approvals to the REB. Such certifications may be internal to the University of Windsor, or from an external agency or authority.

REB clearance does not provide certification in any of the following areas, each of which requires review by another committee at the University, including but not limited to:

- Biosafety
- Radiation
- Chemical Control
- Animal Care

In addition, research involving human pluripotent or human totipotent stem cells that have been derived from an embryonic source, and/or that will be grafted or transferred in any other form into humans or non-human animals requires review and approval by the Stem Cell Oversight Committee (SCOC) as well as the REB. The researcher shall provide evidence of SCOC approval to the REB. SCOC reviews research involving human pluripotent and human totipotent stem cells that:

- have been derived from an embryonic source; and/or
- will be transferred into humans or non-human animals.

SCOC does not review research involving human pluripotent stem cells that come

from somatic (non-embryonic) tissue and that are not going to be transferred into humans or non-human animals (TCPS2, 2022, 12.10).

**University of Windsor
Senate**

5.3.2: **Report on Renewal, Tenure, and Promotion**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Background:

At the June 2022 meeting, Senate passed the following motion.

MOTION: That the University Committee on Academic Promotion and Tenure (UCAPT) report to Senate in the Fall and Spring, through the Senate Governance Committee (SGC), an aggregated update on the Renewal, Tenure, and Promotion (RTP) process for the current academic year. Respecting the required confidentiality, the report shall include, as appropriate:

1. Information concerning: revisions to UCAPT and AAU (Academic Administrative Unit) RTP content (e.g., to reflect Equity, Diversity, Inclusion, and Decolonizing [EDID] initiatives); dates on mandatory training sessions for Deans, Heads and Directors including list of attendees, relevant supports (e.g., faculty RTP ombudsperson), a performance assessment of personnel critical to the RTP process (e.g. heads, directors, and deans); and any issues identified, together with a plan for redress;
2. UCAPT identified Equity, Diversity, Inclusion, and Decolonizing (EDID) data to control for equity and parity;
3. Gross number of faculty submitting applications at each stage in the RTP process, with final outcomes as currently available;
4. Processing times between identified critical action points at each stage of the RTP process;
5. Results from an anonymous "Faculty Evaluation of Process" (FEP) survey to be offered to all faculty that have undergone a UCAPT process during the academic year;
6. Any other such relevant items as prioritized by the President, UCAPT, Vice-President EDI, or the SGC.
7. Recommendations for Senate Bylaw revision identified as necessary.

See attached.

SPRING 2023 REPORT to SENATE – UCAPT/RTP Process

This report summarizes UCAPT related information for the academic year 2022-2023 pertaining the motion of UCAPT reporting to Senate on aggregated RTP details for this academic year.

General Information

The University Committee on Academic Promotion and Tenure (UCAPT) normally meets regularly between November and June during the academic year (July 1 to June 30) to review and recommend applications for contract renewals; applications for tenure and promotion to associate professor; applications for permanence and promotion for AAS; applications for promotion to full professor or Level IV for AAS. UCAPT also reviews ongoing significant updates and changes to renewal-tenure-promotion (RTP) or renewal-permanence-promotion (RPP) criteria. UCAPT also provides commentary on general issues that may arise in the RTP/RPP process.

A parallel process governs advancement for University librarians and law librarians via the University Committee on Renewal, Permanence, and Promotion for Library Members (UCRPPLM). Where appropriate, data on advancement for UCRPPLM members is also reported.

As overall observations for 2022 to 2023, UCAPT notes that:

- AAUs are increasingly revising and submitting updated RTP/RPP criteria for their unit members. These criteria are moving towards a rubric based format for assessment.
- AAUs are increasingly addressing how equity, diversity, and inclusion, and Indigenization and Decolonization are being considered within their criteria.
- AAUs are now developing criteria appropriate for the new teaching intensive positions.
- AAUs are facing increasing challenges in securing the required 3 external reviews, particularly if the position is unique to Windsor (e.g., certain AAS positions).

Training and Information Sessions

A variety of information and outreach sessions were held during the Fall of 2022 to provide information about the RTP process in general.

1. The RTP general information session is open to RTP committee members, UCAPT members, AAU Heads, candidates, and other members interested in more information about the RTP process. This was held on Thursday, September 29th with 34 individuals attending.
2. At the biweekly Deans Council meeting on Wednesday, October 19, an information session focussing on the new RTP “checkpoint” process being implemented by this motion was presented to all Deans or their representatives.
3. Using the AAU Heads Group network, an information session focussing on the new RTP “checkpoint” process being implemented by this motion for all AAU Heads was held on Tuesday, October 25th with 20 individuals attending.
4. On Tuesday, November 1st a session was held for all administrative assistants with 19 individuals attending.
5. Spring 2023 – revision to the UCAPT evaluation form and the new Student Perceptions of Teaching form (former SET survey form). Separate sessions were scheduled for the following to discuss the revision of these new forms:
 - Deans Council – March 1, 2023, with 14 individuals attending including guests.
 - Associate Deans Council – March 9, 2023, with 19 individuals attending.
 - AAU heads – March 9, 2023, with 27 individuals attending.
 - Student Senate Caucus – March 22, 2023.
 - Provost’s Council – April 1, 2023, with 14 individuals attending.
 - UCAPT – April 18, 2023, with 10 individuals attending.

At the general RTP information session, the main topics for discussion focused on:

- The specifics of applying the various rules and procedures for candidates applying to the RTP process.
- A discussion for preparing a teaching portfolio.
- Feedback from Dean Ken Montgomery from Education about the RTP process.
- Discussion surrounding the upcoming RTP reporting checkpoint process introduced by this motion.

A conceptual workflow and reporting/tracking structure of key RTP related activities (including decisions) was developed and presented to the Deans; the AAU Heads Networking group; and the departmental administrative assistants for their feedback and commentary at the events noted above. Given the amount of work the RTP process entails, one key objective is to minimize the additional amount of time and effort necessary for reporting on the RTP process in any AAU and corresponding Faculty. As of this writing and based on the feedback received, the reporting process was envisioned as a combination spreadsheet / shared drive access as a preliminary tracking mechanism for key RTP activities. The initial attempt to create such a tool has proven to be technically challenging, and more assistance is being sought to develop this tool. There has also been some discussion into a future web-based approach for handling the RTP process for improved efficiency: this is commonplace among other institutions.

UCAPT identified Equity, Diversity, Inclusion, and Decolonizing (EDID) data

UCAPT does not receive applicant data that would identify if a member belongs to a designated group. Because of the confidential and sensitive nature of such data, there are strict measures on accessing such information. The Office of Human Rights, Equity, and Accessibility has been contacted to determine how such information can be compiled. As of the time of this writing, a solution is being actively explored with OHREA to provide the requested EDID data in aggregate.

Candidate Related Data and RTP/RPP Process

For the 2022-2023 academic year, we received the following applications from all Faculties:

- 17 contract renewals (15 faculty; 1 AAS; 1 Sessional Lecturer – all completed)
- 27 tenure and promotion to associate professor (18 completed; 9 pending)
- 3 permanence and promotion to AAS III (2 completed; 1 pending)
- 9 promotions to full professor (5 completed; 4 pending)
- 4 promotions to Sessional Lecturer III (all completed)

For the 2022-2023 academic year, we received the following from the libraries:

- 1 contract renewal (completed)
- 1 permanence and promotion to Librarian III (completed)
- 1 permanence only consideration (completed)
- 2 promotions to Librarian IV (1 complete; 1 pending)

The feedback from both the Deans and AAU heads indicates that the current due dates for applications to be submitted to UCAPT are unrealistic; for example, most RTP committees cannot be formed until late September when faculty and student representatives are available. Current bylaw deadlines would require a much earlier start, which is impractical given the circumstances. Based on the various discussions with the Deans, Associate Deans, AAU Heads and the current membership of UCAPT, the dates for submission to UCAPT should be changed to improve the efficiency and effectiveness of the process. The suggested, revised dates are:

- Contract renewals – December 15
- Tenure/permanence and promotion – January 31
- Promotion – Full professor, Librarian IV, AAS IV – March 15

For 2022-2023, multiple AAUs have noted significant challenges in securing and receiving sufficient external referee letters. Of the pending applications still expected, the vast majority are awaiting a third and final reference letter to

allow the AAU to complete their assessment. After the RTP/RPP applications for 2022-2023 are completed, the Office of the AVPA will review the issues that arose and consider best practices for addressing this challenge.

Additional Items

In addition to the possible Bylaw changes for submission dates outlined previously, a revised UCAPT assessment form has been developed that closely aligns with the general format adopted by most updated AAU RTP/RPP criteria, and streamlines the documentation requirements. This new form has been demonstrated to multiple groups, and especially AAU heads who are the primary users of the form. The feedback about this new form has been very positive. The intent is to implement the revised form for the 2023-2024 academic year.

UCAPT has considered and discussed the items contained in the motion. UCAPT supports the intention for improved communications and reporting. However, it has raised concerns about multiple elements of the motion. In addition to the prior concerns about confidential or sensitive information, it is not clear what the scope of actions are being requested in some instances, nor what would be the measurable or demonstrated benefits in others. UCAPT is concerned that acting on elements within the motion may create unintended impacts; establish a process that is outside of Senate approved processes; or duplicate provisions already allowed for under the current, approved Senate bylaws and processes. As a result, UCAPT would like to refer this motion to Senate Governance for review.

**University of Windsor
Senate**

*5.3.3: **Senate Meetings Scorecard – Results from Winter/Spring 2023 Meetings**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Summary of Feedback:

36 of 86 Senators completed the Winter/Spring 2023 Senate Meetings Scorecard. Scoring was consistent with the Fall 2022 results, which was increased from last year's scorecards. Senate Information Sessions (SIS) were once again identified as a positive initiative in enhancing transparency. However, there was some concern that follow-up presentations at Senate were too lengthy and contained the same information as the Senate Information Session, negating one of the original reasons behind their introduction, which was to help ensure more succinct discussions at Senate.

Although respondents did note an improvement in tone and in keeping members on track and on the business of Senate as the academic governing body, the majority once again raised concerns around the focus on operational rather than academic governance matters, and the content and length of discussion by a few Senators. The importance of focused discussion and a wide range of member participation was stressed. Respondents also once again stressed the importance of succinct statements focussed on academic governance oversight (rather than operational matters), limiting speakers to new comments or questions, and imposing speaking rules per Robert's Rules of Order, as appropriate.

SGC Recommendations for improvements:

1. Continue to begin each meeting requesting that members be respectful in tone and reminding members that Senate has oversight of academic matters.
2. Continue to begin each meeting requesting that members be respectful of each other's time. The Chair should continue to limit the number of times members can speak to twice per item. When speaking to an item, members should be succinct and to the point, and are to limit themselves to new comments (not already made).
3. Remind SIS presenters that they are to provide a brief summary of the topic and discussion arising from their Senate Information Session.

**University of Windsor
Senate**

*5.3.4: **Senate Membership (2023-2024)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

SENATE MEMBERSHIP 2023-2024

Updated: May 18, 2023

Ex officio members

1. R. Gordon- President (Chair)
2. R. Aguirre – Provost and Vice-President, Academic
3. S. Jones – Associate Vice-Provost, Student Experience
4. Ray Darling – Registrar
5. S. Johnson – Vice-President Research and Innovation
6. TBA – Vice-President Equity, Diversity and Inclusion
7. C. Collier – Dean, Faculty of FAHSS
8. TBA – Dean, Faculty of Science
9. TBA – Dean, Odette School of Business
10. K. Montgomery – Dean, Faculty of Education
11. B. Van Heyst – Dean, Faculty of Engineering
12. L. Rohr – Dean, Faculty of Human Kinetics
13. R. Bahdi – Dean, Faculty of Law
14. D. Sheppard – LeMoine – Dean, Faculty of Nursing
15. D. Kane – Dean, Faculty of Graduate Studies
16. S. Berg – University Librarian
17. J. Cappucci – President of Assumption University
18. G. Drake – Principal of Canterbury College
19. N. King – Principal of Iona College
20. G. Hashem – President, University of Windsor Students Alliance (UWSA)
21. C. Baillargeon – President, Organization of PartTime University Students (OPUS)
22. A. Ward – President, Graduate Students Society (GSS)
23. TBA – Associate Vice-President, Academic (Acting)
24. P. Dutton – Academic Colleague to COU

Elected representatives of Faculties

Faculty of Arts, Humanities and Social Sciences

1. N. Atkin [to Sept 2024]
2. R. Sharma-Persaud [to Sept 2024]
3. B. Daly [to Sept 2024]
4. TBA [to Sept 2024]
5. M. Muldoon [to Sept 2025]
6. G. Salvato [to Sept 2025]
7. L. Walsh [to Sept 2025]

8. J. Luft [to Sept 2025]
9. TBA [to Sept 2025]
10. TBA [to Sept 2025]
11. TBA [to Sept 2025]
12. TBA [to Sept 2025]

Odette School of Business

1. F. Schlosser [to Sept 2024]
2. E. Elsaid [to Sept 2024]
3. F. Baki [to Sept 2025]
4. J. Pathak [to Sept 2025]

Faculty of Education

1. Z. Zhang [to Sept 2024]
2. M. MacDonald [to Sept 2025]

Faculty of Engineering

1. E. Abdel – Raheem [to Sept 2024]
2. O. Jianu [to Sept 2024]
3. B. Minaker [to Sept 2024]
4. A. Abdulhussein [to Sept 2025]
5. N. Van Engelen [to Sept 2025]

Faculty of Human Kinetics

1. F. Biondi [to Sept 2024]
2. TBA [to Sept 2025]

Faculty of Law

1. W. Aoun [to Sept 2024]
2. R. Kuras [to Sept 2024]

Faculty of Nursing

1. L. Freeman [to Sept 2024]
2. E. Tanlaka [to Sept 2024]

Faculty of Science

1. A. Swan [to Sept 2024]
2. D. Marquardt [to Sept 2024]
3. X. Yuan [to Sept 2024]
4. I. Barrette - Ng [to Sept 2024]
5. C. Ragan [to Sept 2024]
6. N. Turdaliev [to Sept 2025]
7. K. Drouillard [to Sept 2025]
8. K. Granville [to Sept 2025]

Library Representatives

1. J. Soutter [to Sept 2024]
2. R. Reka [to Sept 2025]

Elected representatives-at-large (1 year terms)

1. N. Baker [to Sept 2024]
2. J. Bornais [to Sept 2024]
3. D. Danelon [to Sept 2024]

4. N. Fujita [to Sept 2024]
5. E. Kustra [to Sept 2024]
6. L. Rueda [to Sept 2024]

Academic Support

Academic Professional [1 year term]

1. K. Morris [to Sept 2024]

Elected representative of the Faculty Association

1. TBA [to Sept 2024]

Elected representative of the Aboriginal Education Council

1. TBA [to Sept 2024]

Board of Governors Representatives

1. M. Evans [until Nov 2024]
2. S. Williams [until Aug 2024]

Appointed by the Alumni Association

1. TBA [to Sept 2025]

Student Representatives (1 year term)

1. A. Jain (UWSA) [to April 2024]
2. V. Iannetta (UWSA) [to April 2024]
3. S. Khan (UWSA) [to April 2024]
4. L. Pupulin (UWSA) [to April 2024]
5. W. Rischke (UWSA) [to April 2024]
6. S. Randhawa (UWSA) [to April 2024]
7. B. Singh (GSS) [to April 2024]
8. H. Sindhu (GSS) [to April 2024]
9. TBA (OPUS) [to April 2024]
10. TBA (OPUS) [to April 2024]
11. TBA (OPUS) [to April 2024]

**University of Windsor
Senate Governance Committee**

*5.3.4: **Senate Standing Committees – Membership (2023-2024)**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the Senate Standing Committees membership for 2023-2024 be approved.

**See attached.*

Program Development Committee		
Member	Term	Notations
Provost and Vice President, Academic (or designate) – Robert Aguirre	Ex-officio	
Dean of Graduate Studies (or designate) – Debbie Kane	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) – Erika Kustra (designate)	Ex-officio	
Odette School of Business		
Fazle Baki (S.2024)	2023-2025	
Faculty of Education		
Zuochen Zhang (S. 2024)	2023-2025	
Faculty of Engineering		
Darryl Danelon (S. 2024)	2023-2025	
Faculty of Human Kinetics		
Sarah Woodruff Atkinson	2022-2024	
Faculty of Law		
Gemma Smyth	2022-2024	
Faculty of Nursing		
Eric Tanlaka (S.2024)	2022-2024	
Faculty of Science		
Kenneth Ng	2023-2025	
Nurlan Turdaliev (S. 2024)	2023-2025	
Faculty of Arts Humanities & Social Sciences (at least one from Social Science & one from Arts)		
Arts/Humanities –Jeremy Worth	2023- 2025	
Arts/Humanities – Lionel Walsh (Chair) (S.2024)	2022-2024	
Social Sciences – John Deukmedjian	2023-2025	
Librarian Representative		
Dave Johnston	2023-2025	
Student Representation (1 year terms) Five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates TBA (UWSA), TBA (UWSA), (GSS), TBA (OPUS), TBA Additional		

*At least three members must be members of Senate (SATISFIED)

Academic Policy Committee		
Member	Term	Notations
Associate Vice President Academic (or designate) Dr. Robert Aguirre	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Erika Kustra (designate)	Ex-officio	
Odette School of Business		
Francine Schlosser (S. 2024)	2023-2025	
Faculty of Education		
Priscilla Correa	2022-2024	
Faculty of Graduate Studies		
Chitra Rangan	2023-2025	
Faculty of Engineering		
Niel Van Engelen (S. 2024)	2022-2024	
Faculty of Law		
Anneke Smit	2023-2025	
Faculty of Human Kinetics		
Sara Scharoun Benson	2023-2025	
Faculty of Nursing		
Debbie Rickeard	2022-2024	
Faculty of Science		
Isabell Barrette-NG (Chair) (S. 2024)	2022-2024	
Faculty of Arts, Humanities & Social Sciences (One from Social Science & one from Arts/Humanities)		
Arts/Humanities –Maureen Muldoon (S. 2024)	2023-2025	
Social Sciences – Lydia Miljan	2022-2024	
Librarian Representative		
Adam Mulcaster	2023-2025	
Student Representation (1 year terms) Four students (including one graduate, one part-time undergraduate, two full-time undergraduates). TBA (UWSA), TBA (UWSA), TBA (GSS), TBA (OPUS)		

*At least three members must be members of Senate. (SATISFIED)

Senate Student Caucus		
Member	Term	Notations
Associate Vice-President, Student Experience – Shetina Jones	Ex-officio	
Director, Campus Services (Acting) Shae Harasym	Ex-officio	
Odette School of Business		
Ehab Elsaid (S. 2024)	2022-2024	
Faculty of Education		
Michael Macdonald	2023-2025	
Faculty of Engineering		
Jennifer Johrendt	2022-2024	
Faculty of Law		
Ruth Kuras (S. 2024)	2023-2025	
Faculty of Human Kinetics		
TBA	2023-2025	
Faculty of Nursing		
Sherry Morrell	2023-2025	
Faculty of Science		
Dora Cavallo – Medved	2022-2024	
Faculty of Arts, Humanities & Social Sciences		
Natalie Atkin (Chair) (S.2024)	2023-2025	
Librarian Representative		
Sarah Glassford	2022-2024	
<p>Student Representation (1 Year Terms) Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) TBA (GSS), TBA (GSS), TBA (OPUS), TBA (OPUS), TBA (UWSA), TBA (UWSA), TBA (UWSA), TBA (UWSA), TBA (International), TBA (Residence), TBA (Student At-Large)</p>		

*At least three members must be members of Senate (SATISFIED)

Senate Governance Committee		
Member	Term	Notations
President (Chair) – Rob Gordon	Ex-officio	
Provost and Vice President, Academic (or designate) – Dr. Robert Aguirre	Ex-officio	
Vice-President Equity, Diversity and Inclusion – TBA	Ex-officio	
Odette School of Business		
Dave Bussiere	2023-2025	
Faculty of Education		
Darren Stanley	2022-2024	
Faculty of Engineering		
Ofelia Jianu (S.2024)	2022-2024	
Faculty of Law		
Reem Bahdi (S. 2024)	2022-2024	
Faculty of Human Kinetics		
Jess Dixon	2023-2025	
Faculty of Nursing		
Laurie Freeman (S.2024)	2022- 2024	
Faculty of Science		
Luis Rueda (S.2024)	2022-2024	
Faculty of Graduate Studies		
Debbie Kane (S.2024)	2022-2024	
Faculty of Arts, Humanities & Social Sciences		
Beth Daly (S. 2024)	2022-2024	
Cheryl Collier (ex- officio)	2022-2024	
Representative – at- Large		
Nick Baker (S. 2024)	2022-2024	
Librarian Representative		
Selinda Berg (ex- officio)	2023-2025	
Student Representation (all vacant 1year terms) Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates). TBA (UWSA), TBA (UWSA), TBA (GSS), TBA (OPUS).		

*At least half must be members of Senate. (SATISFIED)

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. Black Scholars Hiring – A total of 14 positions

Faculty of Arts, Humanities and Social Sciences – 4 positions

- School of Creative Arts
- Department of Sociology and Criminology
- Department of Sociology and Criminology
- Department of Interdisciplinary and Critical Studies

Faculty of Education – 3 positions

Faculty of Engineering – 2 positions

- Department of Civil and Environmental Engineering
- T.B.D. Sustainable Development (Department to be confirmed)

Faculty of Nursing – 1 position

Faculty of Science – 2 positions

- School of the Environment
- Department of Biomedical Sciences

Odette School of Business – 1 position

Leddy Library – 1 position

2. Go Global STEPs

The Global Skills Opportunity program actively promotes the engagement of low-income students, students with disabilities, and Indigenous students in study and work abroad initiatives. This program receives funding from the Government of Canada's Outbound Student Mobility Pilot Program, enabling these diverse student groups to participate and benefit from international experiences.

The University has two GSO funded projects: Go Global STEPs, focused on faculty-led mobility, and iWIL Go Global, which supports international experiential learning opportunities, such as community service learning abroad. Sincere thanks to Chris Houser, Judy Bornais, Chris Busch, and Mike Houston (Go Global Advisory Committee members) for their exceptional stewardship in ensuring a triumphant full year following the challenges posed by the pandemic.

Table 1. Institutional mobility under the University’s Go Global Programs (W23/IS23/S23)

Go Global - STEPS

Country	Faculty	# Participants
Brazil	Schlosser	9
Costa Rica	Vallee	14
Costa Rica	Houser	15
Dominican Republic	Houser	18
France	Mennill	14
Iceland	Cioppa	10
Scotland	Albanese	16
Total		96

iWIL Go Global

Country	Faculty	# Participants
Tanzania	Beckford	10
Total		10

Student Participants		
Indigenous	6	
Students with disabilities	8	
Low-Income	40	
Eligible	51	
Non-eligible	1	
Total		106

3. Indigenous Curriculum process

Dr. Rebecca Major is continuing to support this work in 2023-2024. Currently an REB has been submitted for an administrative level survey that will help inform knowledge gaps in Indigenizing curriculum as well as desired resources for a more intentional toolkit. This work continues to be done in partnership with CTL.

4. Outstanding Scholars’ Luncheon

Outstanding Scholars Luncheon Reception was today May 26, 2023, and celebrated the students who have completed six OS placements and are now set to graduate. There are 44 graduates for 2023.

University of Windsor
Senate

5.9.1: **Report of Vice-President, Equity, Diversity, and Inclusion – 2022 Employee Engagement Survey:
Turning Survey Results Into Action**

Item for: **Information**

Forwarded by: **Clinton Beckford**

See attached.



2022 Employee Engagement Survey

Turning survey
results into action.



Background Information

- In March 2022 the University of Windsor conducted its first Employee Engagement Survey. This was an opportunity for faculty and staff to share their experiences about working at the University of Windsor.
- The survey was conducted by TalentMap and consisted of 19 sections. Employees shared their perspectives using a 5-point agreement Likert scale. Open ended questions provided opportunities to share suggestions.
- The survey results highlighted 7 opportunities to improve the workplace culture and the employee experience:
 - Professional Growth
 - Innovation
 - Executive Leadership Team
 - Equity, Diversity, and Inclusion
 - Mental Health
 - Teamwork, Collaboration and Cooperation
 - University of Windsor Vision
- The Employee Engagement Survey Action Group was established in the fall 2022 to review both the qualitative and quantitative data associated with the 7 opportunities for improvement to identify recommended actions to enhance the workplace culture and employee experiences. These were presented to the Executive Leadership Team in March 2023.
- For the purposes of action planning, the key actions emerging from the data analysis have been clustered into 4 overarching drivers of engagement (Growth & Learning, Meaning & Impact, Connection and Workplace Culture). For each of these overarching drivers of engagement, this document includes an information sheet which highlights the expected change, key actions, and the priority opportunities for improvement (from the survey) addressed.
- Next step includes the development of an implementation roadmap which will outline accountability, responsibility, resource implications and timelines.



2022 Employee Engagement Survey – Turning the Survey Results into Action



ENGAGEMENT DRIVER Growth & Learning

Expected Change

- Employees have access to a wide array of professional development opportunities to support career growth and innovation.
- Leaders have access to a wide range of leadership development opportunities and have enhanced capacity to foster employee engagement and a positive workplace culture.

Key Actions

- Increase the professional development opportunities available to staff to support their growth and to build internal talent to advance institutional goals.
- Establish a succession-planning program to support strategic workforce planning.
- Introduce career-pathway supports and programs to help employees achieve career goals.
- Introduce opportunities for faculty and staff to come together to share ideas and spark creativity and idea generation.
- Establish mentoring and coaching opportunities to support faculty and staff throughout their careers.
- Introduce a comprehensive leadership development framework and programs grounded on the key competencies required to foster employee engagement and a positive workplace culture.

Priority Opportunities for Improvement Addressed

Professional Growth	Innovation	Executive Leadership Team	Equity, Diversity & Inclusion	Mental Health	Teamwork, Collaboration & Cooperation	University of Windsor Vision
X	X				X	

Next Step

Develop an implementation roadmap.



2022 Employee Engagement Survey - Turning the Survey Results into Action



ENGAGEMENT DRIVER Meaning & Impact

Expected Change

Faculty and staff are inspired by the University’s vision and have a clear understanding of how they contribute to the University’s success.

Key Actions

- Encourage faculties and units to align their planning efforts to the University’s Aspire Strategic Plan and cascading plans.
- Explore establishing a process to align new funding requests to the University’s strategic priorities.
- Enhance the capacity of managers/supervisors to inspire, engage, and support staff to contribute to the University’s success.
- Make the Aspire website the “go to” place for strategic planning related information.
- Work with campus stakeholder groups to help promote the Aspire Strategic Plan and disseminate key messages.

Priority Opportunities for Improvement Addressed

Professional Growth	Innovation	Executive Leadership Team	Equity, Diversity & Inclusion	Mental Health	Teamwork, Collaboration & Cooperation	University of Windsor Vision
						X

Next Step

Develop an implementation roadmap.



2022 Employee Engagement Survey - Turning the Survey Results into Action



ENGAGEMENT DRIVER Connection

Expected Change

Employees have a greater sense of connection to the Executive Leadership Team and enhanced understanding of matters of institutional importance.

Key Actions

- Implement a regular communication mechanism for the Executive Leadership Team to keep employees updated on matters of institutional importance and the effectiveness of such mechanisms.
- Identify opportunities for the Executive Leadership Team to informally and formally connect with employees and enhance visibility and approachability.
- Identify opportunities for the Executive Leadership Team to increase visibility at the downtown campus.

Priority Opportunities for Improvement Addressed

Professional Growth	Innovation	Executive Leadership Team	Equity, Diversity & Inclusion	Mental Health	Teamwork, Collaboration & Cooperation	University of Windsor Vision
		X				

Next Step

Develop an implementation roadmap.



2022 Employee Engagement Survey - Turning the Survey Results into Action



ENGAGEMENT DRIVER Workplace Culture

Expected Change

- Employees experience an enhanced sense of belonging, fulfilling work relationships/connections and a more collaborative work environment.
- Employees experience a more respectful and supportive work environment.

Key Actions

- Create opportunities for faculty and staff to connect across the University in social and professional ways to foster engagement, enhance collaboration, break down silos, enhance understanding and spark creativity and idea generation.
- Explore and introduce new opportunities to recognize and reward faculty and staff for innovative and creative practices.
- Reduce barriers for faculty and staff to rethink and redesign processes, systems, student services, and academic courses/programs.
- Establish clear guidelines and programs to support civility and respect in the workplace and effective approaches to address inter-personal conflicts.
- Develop and implement a comprehensive strategy to promote employee mental health and psychological safety.
- Implement recommendations emerging from the Equity, Diversity, Inclusion and Indigeneity, Decolonization external review.
- Introduce leadership accountability mechanisms for employee engagement and for creating a safe, respectful, and inclusive work environment.

Priority Opportunities for Improvement Addressed

Professional Growth	Innovation	Executive Leadership Team	Equity, Diversity & Inclusion	Mental Health	Teamwork, Collaboration & Cooperation	University of Windsor Vision
	X		X	X	X	

Next Step

Develop an implementation roadmap.

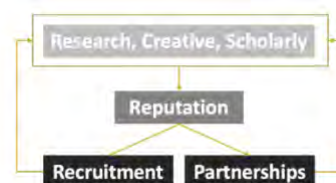
University of Windsor
Senate

5.10: Report of the Vice-President, Research and Innovation

Item for: Information

Forwarded by: Chris Houser

Research, scholarship, and creative activity are critical to the reputation of the University of Windsor and have a significant influence on our ability to recruit and retain undergraduate and graduate students.



AgUWin Greenhouse Summit

On May 11th, Tom Schneckenger, hosted a summit for faculty to strategize on next steps for the AgUWin initiative, leverage on the new research greenhouse, and look across pillars/programming to discover most impactful research opportunities. More than 35 faculty from across campus attended the forum that included a tour of the greenhouse followed by a workshop and discussion at Pelee Island Winery.



Windsor-Essex is home to >4,500 acres of greenhouses, which is the second largest concentration of greenhouses in the world. The greenhouse and agriculture industries are worth ~\$3 billion annually to the local economy- second only to the advanced manufacturing/automotive industry. The AgUWin initiative is designed to support research and academic programming related to the greenhouse industry, to engage stakeholders from the industry and to operationalize the research greenhouse with our partner, Horteca. AgUWin is an opportunity for all Faculties and includes a focus on growing (green), production (grey) and business and impact (blue). Additional summits and industry events are planned for next fall-watch your email for more details.



2023 Indigenous Research and Scholarship Forum

On May 9, 2023, the Office of the Senior Advisor to the President on Indigenous Relations and Outreach and the Vice-President, Research and Innovation co-hosted the first University of Windsor Indigenous Research and Scholarship Forum. This full-day, hybrid conference was designed to educate our campus community on Indigenous research, scholarship, and methodologies. The event was well attended with more than 100 in-person attendees and 70 attendees online, including attendees from other institutions across Canada. A recording of the forum is available [online](#), and the link will be distributed via a campus-wide email.



Interim Year in Review

Since September 2022, the OVPRI has undertaken the following initiatives that will be implemented or completed next academic year and will be in the report of the permanent VPRI:

- **Canada Research Chairs:** Campus-wide call for input on the most strategic areas for currently open and expiring Canada Research Chairs. Based on this review, the following 3 CRCs were deemed to be a strategic opportunity for the University of Windsor:
 - **Health Disparities and Public Health-** Faculty of Arts, Humanities and Social Sciences
 - **Health Biostatistics-** Faculty of Human Kinetics
 - **Environmental/One Health Genomics-** Faculty of Science

The remaining 4 Canada Research Chair decisions will be announced this summer or early fall.

- **Lean Audit of Research:** review of research services (from grant announcement to closure of an account) to improve support for research, creative and scholarly activity. Report provided at May 2023 senate with recommendations to be implemented next year.
- **Research data Management Strategy:** First step of the process to ensure sound research data management and stewardship at the University of Windsor. The strategy outlines the current state of data management on campus, as well as the underlying principles of what will be required moving forward. This strategy will be followed by a concentrated effort, resource investment, and shared responsibility.
- **CFI Proposals:** Campus-wide solicitation of high-level proposals for the future CFI envelope (~\$6.1 million) to be announced once the CFI envelope to the University of Windsor is announced.
- **Queen's Park Visit:** Delegation visit to Queens Park to highlight research related to FuturEcar, Ag@UWin, CANS (Compact Accelerator Neutron Source), and Health research (WE-SPARK and Nursing), with UW representation by Dr. Narayan Kar, Dr. Bill Van Heyst, Dr. Rupp Carriveau, Dr. Drew Marquardt, Dr. Lisa Porter, and Dr. Debbie Shepard-Lemoine.
- **EpiCentre Review:** Formal review of the EpiCentre on its 10th anniversary. The review is ongoing and involves interviews with campus and community stakeholders.
- **Institute Review:** Senate required (and overdue) reviews of the Cross-Border Institute (CBI) and the Institute for Diagnostic Imaging and Research (IDIR) were initiated.

- **AgUWin:** As described above, the AgUWin initiative was launched along with announcements of a partnership with Horteca (2-acre research greenhouse) and the Telus 5G Greenhouse partnership.
- **Reports:** Annual reports on publications, research submissions and funding, and ORIS activity. These should continue with the new VPRI.

The above is in addition to the day-to-day support provided by the Office of Research and Innovation Services (ORIS) to elevate the research, creative and scholarly activity of our faculty, staff, and students.