



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, October 6, 2023, at 2:30pm

Location: Room 1101 Neal Education Building

AGENDA

Land Acknowledgement

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of May 26, 2023** Approval
S230526M
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
 - 4.1 **Candidates for Degrees, Diplomas and Certificates** Robert Gordon-Approval
S231006-4.1
- 5 **Reports/New Business**
 - 5.1 **Program Development Committee**
 - 5.1.1 **Indigenous Question on PDC Forms – Orientation/Review** Jaimie Kechego-Information
 - 5.1.2 **Certificate in Critical Reasoning, Ethics and Law (From A)** Lionel Walsh-Approval
S231006-5.1.2
 - *5.1.3 **Program/Course Changes** Lionel Walsh-Approval
S231006-5.1.3a-k
 - (a) **Business and Mathematics – Minor Program Changes (Form C)**
 - (b) **Business and Political Science – Minor Program Changes (Form C)**
 - (c) **Business – International Specialization – Minor Program Changes (Form C)**
 - (d) **Business – Minor Program Changes (Form C)**
 - (e) **Computer Science (Graduate) – Minor Program Changes (Form C)**
 - (f) **Concurrent BA Psychology/Bachelor of Education/ECE – Minor Program Changes (Form C)**
 - (g) **Human Kinetics (Movement Science) – Minor Program Changes (Form C)**
 - (h) **Human Kinetics (Honours Sport Management and Leadership) – Minor Program Changes (Form C)**
 - (i) **Political Science with French Specialization – Minor Program Changes (Form C)**
 - (j) **Human Kinetics – New Course Proposals (Form D)**
 - (k) **Electrical and Computer Engineering – New Course Proposal (Form D)**
 - *5.1.4 **Visual Arts – Course Learning Outcomes** Lionel Walsh-Information
S231006-5.1.4

- 5.2 **Academic Policy Committee**
 - 5.2.1 **Student Awards and Financial Aid Annual Report (2022-2023)** **Isabelle Barrette-Ng-Information**
S230526-5.2.1
 - *5.2.2 **Business Administration and Economics – Revision** **Isabelle Barrette-Ng-Information**
S230526-5.2.2
 - *5.2.3 **Policy on Grading and Calculation of Averages – Revision** **Isabelle Barrette-Ng-Information**
S230526-5.2.3
 - *5.2.4 **Reading Week Policy Exemption – Revision** **Isabelle Barrette-Ng-Information**
S230526-5.2.4
 - 5.3 **Senate Governance Committee**
 - 5.3.1 **Proposed Bylaw Revisions** **Jess Dixon-Approval**
[Bylaws 2, 3] S221006-5.3.1
 - 5.3.2 **Senate and Senate Standing Committees Diversity Report** **Rob Gordon-Information**
S231006-5.3.2
 - *5.3.3 **Senate Standing Committee – APC Membership** **Rob Gordon-Approval**
S231006-5.3.3
 - 5.4 **Senate Student Caucus** **Natalie Atkin-Information**
 - 5.5 **Report from the Student Presidents** **UWSA/GSS/OPUS-Information**
 - 5.6 **Report of the Academic Colleague** **Philip Dutton-Information**
S231006-5.6
 - 5.7 **Report of the President** **Robert Gordon-Information**
 - 5.8 **Report of the Provost** **Robert Aguirre-Information**
S231006-5.8
 - 5.8.1 **Enrolment Management Update** **Chris Busch-Information**
S231006-5.8.1
 - 5.9 **Report of Vice-President, People, Equity, and Inclusion** **Clinton Beckford-Information**
S231006-5.9
 - 5.10 **Report of Vice-President, Research, and Innovation** **Shanthi Johnson-Information**
S231006-5.10
- 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 – Fall 2023**

Item for: **Approval**

Forwarded by: **Registrar**

- MOTION #1:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Arts, Humanities, and Social Sciences be approved. (Pages 7-11)
- MOTION #2:** That the slate of candidates for the Fall 2023 Convocation in the Odette School of Business be approved. (Pages 12-15)
- MOTION #3:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Education be approved. (Pages 16-17)
- MOTION #4:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Human Kinetics be approved. (Page 18-19)
- MOTION #5:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Law be approved. (Page 20)
- MOTION #6:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Nursing be approved. (Pages 21)
- MOTION #7:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Science be approved. (Pages 22-25)
- MOTION #8:** That the slate of candidates for the Fall 2023 Convocation in the Faculty of Engineering be approved. (Page 26-35)
- MOTION #9:** That Senate approve the candidates receiving Board of Governors medals and the candidates receiving the Governor General's Gold Medal. (Page 5).
- MOTION #10:** That the Dean of the Faculty concerned in consultation with the Registrar be empowered to approve the names of any award recipients and the names of any candidates whose notification of completion of the requirements for their degrees arrived too late for the Senate meeting.

See attached for Fall 2023 Convocation Program, which includes the slate of candidates for graduation and award recipients.



The 120th University of Windsor

Convocation

Fall 2023



University
of Windsor

Celebrating new grads in 2023!

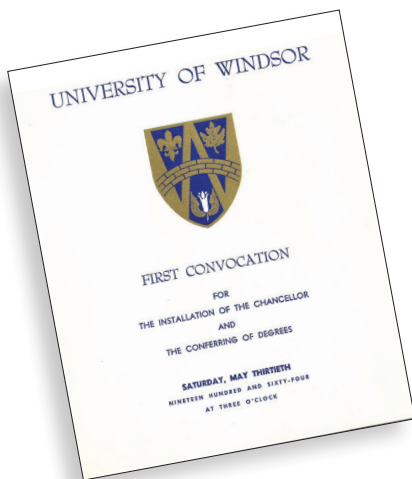




The Tradition of Convocation

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 a symbol of authority carried by a distinguished member of the assembly.

The mace represents continuity and stability. 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 Distinguished University Professors



Dr. Jonathan Wu

Department of Electrical and Computer Engineering (ECE)



Dr. Ahmet Alpas

Department of Mechanical, Automotive, and Materials Engineering

2023 Student Awards

Governor General's Gold Medal

The governor general's gold medal is awarded to a graduate level student who achieves the highest academic standard. The Awards Committee takes into consideration not only the academic average of the graduate, but also other academic indicators such as scholarships, publications, research, etc.



Dr. Mitchell DiPasquale



Ehsan Ur Rahman Mohammed

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 Engineering

CIVIL AND ENVIRONMENTAL ENGINEERING – Stefano Paolo Kerr**

ELECTRICAL AND COMPUTER ENGINEERING – Gian Mario Favero**

MECHANICAL, AUTOMOTIVE AND MATERIALS ENGINEERING – Spencer Matthew Todd**

** Graduating with great distinction

The 120th University of Windsor

Convocation

Fall 2023

Presiding

The Chancellor
Dr. Mary Jo Haddad, CM
BScN, MHSc, LL.D

and

President and Vice-Chancellor
Dr. Robert Gordon
BSc, MSc, PhD

Indigenous Welcome

Myrna Kicknosway
Resident Elder, Faculty of Law

Territorial Acknowledgment and Reflection

Ray Darling
University Registrar



University
of Windsor

FIRST SESSION

October 12, 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

Alicia Nicole Bartlett

The Self-Reference Effect on Memory Among 4- To 6-Year-Olds: The Role of Active Encoding and Cognitive Abilities

Julia Borsatto

The Aphasia Friendly Business Campaign

Jessica Hurtubise

Investigating Visual Vigilance following Chronic Behavioural Immune System Activation

Jenna Thompson

Romantic Relationships in Young Adults: The Influence of Parents and Friends

Amy W. Tran

Associations Between Parent Stress, Parent Mobile Technology Use, and Parenting Behaviours on Children's Psychological Functioning

Kathleen Wilson

The Creation and Validation of the Coercive Control Screening Scale

Social Work

Keren Merari Escobar

Exploring Paradoxical Advantages of Latin Americans in Canada: Secondary Analytic Expositions of Contextualized Resiliencies and Vulnerabilities

Candace Joan Hind

The role of the social worker in long-term care in Ontario: An exploratory qualitative study examining perspectives of social workers about their roles

Naomi Ruth Levitz Shobola

Exploration of the Relationship between Social Support and Healthcare Utilization Among Adult Immigrants to Canada

MASTER OF ARTS

Communication and Social Justice

Hongwei Ma

Criminology

Hin Man Chio
Lauren Mary Edwards
Mohammadreza Fallahshahroudi
Grace Mckinlay Hyatt
Patrick Alan Masse
Muhammad Farooq Wajid

English Literature and Creative Writing

Doxa Jesumevo Zannou

English Literature and Language

Iovan Stefanov

History

Dayne William Lesperance

Philosophy

Alisha Alexandra Lee Jacobs
Nicholas Kinnish
Alexander Murad Petk

Political Science

Inanna Adam
Judy Nader El Saadi
James Lee
Raiyana Rafia
Tyler Joseph Rohleder
Tartil Shaheen

Psychology

Rebecca Cipollone Antonacci
Tabarak Baher
Astrid Coleman
Florencia Andrea Cristoffanini
Denise DeBlock
Chloe Elizabeth Eidlitz
Mallory Rose Forward
Alana M Gyemi
Taylor McEachnie
Noah Marcel Philipp-Muller
Marissa Marie Rakus

Sociology

Andrew Chapados
Kuukua Cora-Marie Hanson
Trinity Raylan Myers
Merry Wass

MASTER OF FINE ARTS

Visual Arts

Nathalie Dubois Calero
Steve William Rose

BACHELOR OF ARTS

Honours Communication, Media, and Film

Lara Fadi Al Kabbani
Kieran Skitch Oliver McFarlane
Kyle Kyson Danilo Metcalfe
Isaac Olgan
Kaitlynn Cyndy Robinson*

Honours Communication, Media, and Film and Psychology

Mauricio David Vazquez Estrada

Honours Criminology

Malaka Asfari
Sahra A. Bulle
Devin Neil DeVoght
Ahmad Hawilo
Miranda Joanna Holden
Marisa Breana Lykoff
Cagatay Emre Mencik
Spencer Vincent Paradis
Robert Thanhlong Tu
Aidan Thomas Whittle

Honours Criminology and Psychology

Joshua David Grant

Honours Developmental Psychology

Olivia Riley Caschera
Madison Rose Debakker*
Bakang Caroline Mogomela

Honours Disability Studies and Psychology

Philip Marek Witalec

Honours Dramatic Art

Nadia Marie Gill*
Matthew Stacey Neretlis

Honours Dramatic Art and Psychology

Kennedy Raelynn Murray*

Honours English Language and Literature

Julia Gianna Marie Sanders*

Honours French Studies

Kyla Destiny Hansen
Anmol Tiwari

Honours History

Hunter Mario Hutchins
Hannah Kimberly Mustard

Honours Liberal Arts and Professional Studies Organizational Management

Othniel Grindley

Honours Liberal Arts and Professional Studies Work and Employment Issues

Shane Isiah Elliott

Honours Liberal and Professional Studies, Aeronautics Leadership Stream - Flight Option

Michael Mastrogiacomo
Sean Francis Spencer
Dennis Chang

Honours Music

Noah Thomas Renaud

Honours Political Science

Duncan McLean*

Honours Psychology

Anjolaoluwa Atilola Akinleye
Jonathan David Rioux
Mahinour Aly*
Chloe Rose Chartrand
Shayan Ghazban*
Samuel Kane Horton*
Kathryn Jago
Megan Grace Kelly*
Kate Latella
Braeden Mayhew
Victory Morka
George Nana Kwadwo Ofosuhene
Alexandra Eva Ramotar
Julia Jadwiga Serek*
Dilawar Sohail
Joseph Zelko*

Honours Psychology and Criminology

Natalie Anna-Lynne Meloche

Honours Psychology with Thesis

Rose Margaret Edwards

Honours Sociology and Criminology

Julia Marie Fabiano*
Brianna Carolyn Merlene Myshok
Alexandra Mariah Saba*

BACHELOR OF ARTS

Four Year Communication, Media, and Film

Hassan Abdalla
Genesis Deerr

Four Year Criminology

Tyler Raymond Kapteyn
Sanskaar Khurana
Michelle Moussallem
Joshua Peter Solly

Four Year Developmental Psychology

Yesmar Guadalupe Diaz Solis

Four Year Disability Studies and Psychology

Vanessa Bessette

Four Year English Language and Literature

Christina Clementina-Vita Liburdi
Steve Nantais
Sarah Anne Simard
Neil Christian Michael Vorshuk

Four Year International Relations and Development Studies

Farouq Anuoluwa Imam

Four Year Liberal and Professional Studies, Aeronautics Leadership Stream - Flight Option

Zain Mahmood

Four Year Political Science

Ala'a Al-Taee

* Graduating with distinction

Four Year Psychology

Ayah Elkafarneh
Tanay Freckleton

Four Year Sociology and Criminology

Moridiyat Olamide Bakre
Deonte Latavia Besentie

Four Year Women's and Gender Studies

Karen Jacqueline Smallwood

BACHELOR OF ARTS

General Child Psychology

Haley A. Bartlett
Dana Rachelle Angela Cash**
Ayah Hamadani

General Child Psychology Women's and Gender Studies

Carly Julianna Patalas

General Communication, Media, and Film

Kathryn Helen Billing
Megan Rose Harris
Ian King

General Dramatic Art

Justus Tamara Elliott
Deacon Wyatt Tole

General English Language and Literature

Aaron Andary
Ivana Iliev
Braden Robert Colin St Pierre

General Family and Social Relations

Sarah N. Wuerch

General French Studies

Stefanie Ann Barcic
Hailee Renee Gill*
Reem Kodmany*
Mackenzie Frances Lecours*

General History

Calvin Quinn Barrett

General Liberal Arts and Professional Studies

Ahsan Sher Shahid
Dominika Joanna Wojtal*

General Political Science

Amal Elsayed Alamelhuda
Jenna Louise Martin

General Psychology

Mahmud Badhon
Rachel Helen Fitzgerald
Aj Christopher Balingan
Mia Chelsea Ky'anna George
Melody Kathleen Jackson
Yanzheng Jiang
Lauren Alexandra Koop
Jeanne Marie Lucier*
Nora Merhi
Mackenzie Nicole Orawski
Laurel Anne Rawlings
Autumn Mackenzie Sloan*
Eric Allen Sternberg
Natalie Taylor Taylor
Rhonda Vacheresse*
Sydney Vaskor
Rasha Zaid

General Sociology

Karim Jawhar
Karlee Marie Janine Lawson
Gian Kennet Suarez

Sarah Youssouf

General Visual Arts

Angela D. Desjardins

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

Bachelor of Arts / General History

Alyssa MacMillan
Jacob Andrew Spurdza*

Bachelor of Arts / General Psychology

Natasha Claire Kitka
Kaitlyn Ann Kohoutek
Logan Philip Ondricko
Megan Ruthann Pepper

Bachelor of Fine Arts / Honours Acting

Sandra Jabbour*

Bachelor of Fine Arts / General Visual Arts

Tyler Geoffrey Hearn**
Alexandria Iacobelli*
Spencer Jovanovski*

Bachelor of Interdisciplinary Arts and Science / Honours Interdisciplinary Arts and Science Psychology

Imisioluwa Biodun-Adefarasin

Bachelor of Music / Honours Music (Comprehensive)

Annessa Deblasis*
Carly Rae Kelly
Yunwei Lu*

**CONCURRENT BACHELOR
OF MUSIC/BACHELOR OF
EDUCATION**

**Bachelor of Music / Honours
Music Education**

Lisha Veronica Racquelle Ottley*

**Bachelor of Social Work /
Honours Social Work**

Sarkis Nerses
Christine Elizabeth Radke

**Bachelor of Social Work /
Honours Social Work and
Women's and Gender Studies**

Jalayah Jack

* Graduating with distinction

Business

Acting Dean of the Odette School of Business:

Dr. Ashish Mahajan

Acting Dean, Faculty of Graduate Studies:

Dr. Deborah Kane

Conferring of Degrees in Course

MASTER OF BUSINESS ADMINISTRATION

Muhammad Anwar
Sean Bridgeman
Aron Joseph Burton
Lauren Carolyn Callister
Christopher Canzoneri
Gregory Donald Chamberlain
Katelyn Ashley Dryden
Kamal El-Dib
Mina Y. Girges
Christian Philip Gualtieri
Kate Jefford
Andrew Henry Klinard
Daria Milenkovic
Valentina Blazenka Pavicic
Ingrid Qemo
Brittany Natasha Rife
Shubhajit Sarkar
Amrinder Singh
Shashank Kumar Singh
Devin Charles Sturdy
Jocelyn M. Winter

Professional Accounting Specialization

Houssein Mahmoud Ajrouche
Chidinma Stephanie Anonyai
Deba Bassim
Griffin Gregory Dusik Fenton
Courtney Anne Hall
Madeline Mabel Henderson
Ali Hussein

Kiera Alexis Jackson
Jessica Grace Kimball
Mariah Lefler
Sophia Irene Mardegan
Toni Martic
Veronica M. Mijatovic
Tabitha Kelsey Orgis
Amanda Lynn Rainsforth
Michael Stephen Sapardanis
Tea Todorovic
Maddison Anne Tulett
Victoria Nicole Vitella
Krystopher Henry Vollans

MASTER OF MANAGEMENT

Business Data Analytics

Nafisa Attarwala
Mohammad Reza Babalouei
Armin Barahimi
Ashutosh Bhatia
Raj Kumar Chellappan
William Khamisi Chengo
Phuong Thao Dinh
Avi Gupta
Chao Huang
Rashmi Hullathi Gangadhar
Viral Kamleshkumar Jani
Akshara Kathribail
Meha Kaushal
Akshay Kumar
Jashkumar Anilbhai Makadiya
Mehrdrad Mansourdehghan
Pavan Kumar Nagula

Omotoyosi Ayobami Ogundipe
Devika Harilal Panchasara
Manish Pandey
Digvijaysinh Arjunsinh Parmar
Rima Shailesh Patel
Shubaham Purri
Ajith Raju
Rudra Shakti Rao
Argho Michael Rozario
Vanshdeep Sahni
Paridhi Sahu
Manusmitha Sanil
Yasal Shariq Siddiqui
Divjot Singh
Sachin Singla
Mohammad Soltani
Meenakshi Vaithianathan
Sai Chandramouli Yellapragada
Mohammad Mustafiz Zian

Human Resources Management

Albina Umaiya Ahmed
Lingxia An
Afreen Jehan Ashraf
Sindhu Bommana
Sandra Laju Edah
Ndidiamaka Blessing Ezeh-Ameh
Mohammadreza Haghghi
Kiana Hemmati
Kazi Hosna Ara
Yifei Huang
Silviya Jena
Yushuo Liu

Thanh Nhi Luong
 Mahtarin Haq Meem
 Morvarid Mirfakhraei
 Awele Thelma Okolie
 Oluwabunmi O. Onanaye
 Madhumita Ranganathan
 Aylin Shahsavarpour Azari
 Roya Shirin
 Chenxi Sun
 Moulshree Tripathi
 Evelyn Fabian Umoh
 . Vrinda

International Accounting and Finance

Adedamola Samuel Adejugba
 Kabirat Olusayo Adewuyi
 Qurat Ul Ain
 Muhammad Usama Ajmal
 Crizel Alvares
 Muhammad Umair Amjad
 Aduragbemi Oreoluwa Ayeni
 Ali Barati
 Fidelis Hariyo Baskoro
 Yi Cai
 Thu Trang Dang
 Aderinsola Emmanuella Ugochi Dina
 Sanaz Eivazkhani
 Sepehr Nafissi
 Sinmiloluwa Obabiorunkosi Olatifede
 Jeffrey Labador Oribello
 Shubhada Ravi Palande
 Abdullahi Olanrewaju Raji
 Sanaz Sajedinia
 Bruno Taira
 Nathan Edbert Manzon Velasquez
 Afia Yeasmin
 Yinuo Zhai

Logistics and Supply Chain Management

Rohit Jacob Binay .
 Sheikh Ejaz Ahmad
 Romina Alimohammadi
 Krishnam Raju Alluri
 Farzaan Ameen
 Sidhant Rajneesh Arora
 Mohammaderfan Bakhtiari

Monika Choudhary
 Soroush Deyhim
 Naga Sai Nischith Dinvahi
 Daedal Thomas Dsouza
 Ailar Ebrahimi Hesari
 Divine Chidiebere Eke
 Raneisha Sharan Higgs-Brice
 Syed Muqet Razi Hussain
 Anitha Pauline Israel Jeyakumar
 Sai Prithvi Kandregula
 Avneet Kaur
 Esireyewun John Kayode
 Wajih Ullah Khan
 Ritika Khanna
 Linhui Li
 Tianmeng Li
 Arun Joseph Raj Medaballimi
 Ambrose
 Hilary Chukwudi Muomah
 Fahim Ahmmed Naim
 Saeid Najafian
 Khadijat Oluwadamilola Oladega
 Elo Vera Onowakpokpo
 Sarvam Dharmendrakumar Patel
 Maryam Rahbar
 Balachandhiran Ramesh
 Sayeda Sayma Sarwer
 Shivaa Sivakirubakaran
 Mary Safreena Stanley Laine
 Rokesh Bheemaiah Thothiyana
 Meenakshi Venkatachalam
 Joseph Alanza Walker li
 Malek Hani Yamout
 Shijie Zhang
 Jingwen Zhu

BACHELOR OF COMMERCE

Honours Business Administration

Frederick Amoah
 Emmanuel Belgrave
 Jaydon Donald Robert Belleau
 Adison Lexi Brown**
 Raymond Zher Rei Chen
 Kenny Hang Kin Chiang*
 Aliya Dauhoo*
 Joseph Mauricio Deluca

Nico Massimo Gualtieri
 Gabriella Milana Haifa
 Brayden David Meleg
 Nicolas Joseph Pavia

Honours Business Administration Co-operative Education

Ryan Matthew Beneteau**
 Louis Borrelli
 Jack Robert Halford*
 Matthew Edwin Hooker
 Nicklaus Mateo Marcelloni*
 Mitchell Alexander Mullin
 Juhil Rakeshbhai Patel
 Selina Pescara**
 Michael James Pullano
 Peter Vinh Thai*

Honours Business Administration and Computer Science

Hisham Ellaw
 Allison Nguyen

Honours Business Administration and Economics

Yanfei Zhang

Honours Business Administration and Psychology

David J. Branton*

Honours Business Administration with Accounting Specialization

Kassem Ali-Ahmad
 Nabeel Arshad
 Devin James Baker*
 Madeleine Avery Brown
 Yen Hoang
 Peter Huang*
 Rawan Hussein

* Graduating with distinction

** Graduating with great distinction

Ava Cristina Politi*
Thador Tesifa Tekhli*
John Michael Willis

**Honours Business
Administration with
Accounting Specialization
Co-operative Education**

Lauren Louise Marie Brisebois*
Ioan-Alexandru Busuioc
Doro D'Andrea**
Allison Margaret Gosselin
Nathan Daniel Jacobs*
Alex Daniel Mitchell*
Daniel Gordon Moir*
Andrew Alexander Ogley*
Ryan Daniel Pettypiece
Morgan Marie Queen*
Cole Robert Scott
Salina Secen
Brenden Mitchell Tong*

**Honours Business
Administration with Finance
Specialization**

Jessica Irene Conrod
Pietro Felice D'Agostini*

**Honours Business
Administration with Finance
Specialization Co-operative
Education**

Jeremy Robert Fletcher
Tyler Gates
Adrian Santo Iannetta*

**Honours Business
Administration with Human
Resources Specialization**

Ethan Gardner Lutz
Kimberly Anne Patenaude*

**Honours Business
Administration with Human
Resources Specialization Co-
operative Education**

Sierra Therese Clinansmith*
Luca Matyas Dalla Bona*
Samantha Leigh Regnier*

**Honours Business
Administration with
International Business
Specialization**

Julia Lacaz Ruiz

**Honours Business
Administration with
International Business
Specialization Co-operative
Education**

Ava Chisholm*

**Honours Business
Administration with
Marketing Specialization**

Jarret Millard*
Connor James Todd

**Honours Business
Administration with
Marketing Specialization Co-
operative Education**

Adam Maxwell Collins*
Tamreen Kaur Dhillon
Benjamin Netherton
Moneeza Sami*
Sarah Zaeem Siddiqui*
Holly Suzanne Wawrow
Brianna Rebecca Zakaria

**Honours Business
Administration with Strategy
and Entrepreneurship
Specialization**

Kathleen Elizabeth Mayo

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

Tomas Sebastian Mena-Size*
Dharmik Srivastav Paramkusham

**Honours Business
Administration with Supply
Chain and Data Analytics
Specialization**

Jon Minga
Ryan Thomas Patterson

**Honours Business
Administration with Supply
Chain and Data Analytics
Specialization Co-operative
Education**

Salman Mahmud Khan

BACHELOR OF COMMERCE

**Four Year Business
Administration**

Deric Bastien
Jessica Harley Becker
Levi Allan Hardy
Esther Norma Kamga Gahanou
Enzo Thomas Quaggiotto
Ebrahim Mohammed Abdo Rageh
Julianne Claire Tiessen
Paulina Vasiliadis

**Four Year Business
Administration Co-operative
Education**

Dalyn Tyler Hebert
Abhinav Brar

**Four Year Business
Administration with
Marketing Specialization**

Angelo George Georgeio
Ediria Mulumba Tshiangala

**POST GRADUATE
CERTIFICATE IN
ACCOUNTING**

Rayan Hicham El-Hage
Marisa Minicilli*
Kiran Ikram Siddique*
Samantha Elizabeth Urquhart
Marie Zhao

**CERTIFICATE IN
ORGANIZATIONAL
MANAGEMENT**

Yaya Abba
Dominika Joanna Wojtal*

* Graduating with distinction

SECOND SESSION

October 12, 2023 at 2:30 p.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

Psychology

Alicia Nicole Bartlett

The Self-Reference Effect on Memory Among 4- To 6-Year-Olds: The Role of Active Encoding and Cognitive Abilities

Educational Studies

Eduardo Armando Guadalupe

Cultural Intelligence in a Tourism Industry: Differences in Cultural Perceptions in a Brazilian Host Community

Lin Li

On a New Taxonomy of Concepts and Conceptual Change: A Probabilistic Frame of Reference and Its Experimental Manifestations

Anita Toronyi

Learning to Belong: An Autoethnography on Acculturation and Identity Negotiations

MASTER OF EDUCATION

Andrew Anderi
Laura Anna Battisti
Brianna Faye Grace Bennett
Siyu Chen
Nguyen Phuong Anh Le
Bohui Liu
Jacqueline Michelle Munoz
Montgomery
Daniela Kristina Papac
Selena Randhawa
Alyssa Tieu
Shengyu Zhong

CONCURRENT BACHELOR OF ARTS/BACHELOR OF EDUCATION

Alyssa MacMillan
Jacob Andrew Spurdza*
Natasha Claire Kitka
Kaitlyn Ann Kohoutek
Logan Philip Ondricko
Megan Ruthann Pepper

BACHELOR OF EDUCATION

Michael William Hugall

Technological Studies

Jessica Vera Amlin
Jeffrey Keith Baer
David Christopher Bose
Jordan Coop-Menard
Andrew Matthew Ferrara
Dillon Micheal Finkbeiner
Dwayne Patrick Foshay
Michael Gordon
Farida Yashin Innis
James Gilbert Klingbile
Bradley Lloyd Laking
Jacob McLean
Jesse James Mulveney
Peter James Najem
Roberto Raffaele Natale
Demetrios Papanayotou
Antonio Jose Pereira
Juan Pablo Pinto Mendoza
Gail Veronica Ramnarain
Andy Rivera
Bradley William Rudak
Diploma in Technological
Studies Jaafar Cheit

* Graduating with distinction

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

DOCTOR OF PHILOSOPHY

Kinesiology

Paige Coyne

Living in the Digital World: Investigating Smartphone and Social Media Use Among Young Adults and Their Influence on Smartphone Addiction, Social Media Addiction, and Health and Wellness Outcomes

Frank Oliver Ely

Bridging the Gap Between Research and Practice: Description, Implementation, and Evaluation of Online Psychological Skills Training for Para-Athletes

Zachary Charles Taylor Evans

Multidimensional Attitudes Toward Sponsorship Scale

MASTER OF HUMAN KINETICS

Applied Human Performance Specialization

Samantha Rose Butterworth
Samantha D'Agostino
Myles Mackenzie Jeffrey Doan
Samuel Jacob Girard
Vito Anthony Pipitone
Marisa Policella
Zachary Curtis Staffell
Brittany Nicole Van Hooft

Sport Management and Leadership Specialization

Christopher Cheng
Cameron Cira
Stephanie Wright

BACHELOR OF HUMAN KINETICS

Honours Kinesiology with Movement Science

Christian Daniel Gauvin
Emery Anne Goodchild
Meghan Louise Grouix*
Carly Alexis Hodgins
Breton Paul Macdougall
Julianna Maria Masney
Paul Mccrary
Kassie Lynn Milanis*
Janessa Treasure Muise
Vanessa Raeanne Pidutti*
Maxim Pinke
Faryal Pirzada
Zainab Karim Sarhan
Emma Aileen Stadler*
Reegan Taylor Thatcher
Chloe Madeleine Vidamour
Masa Dawn Zhou
Carter Zinger

Honours Kinesiology with Movement Science Co-operative Education

Caitlyn Ashley Russell

Honours Kinesiology with Sport Management

Brayden Oric Donald Bell
Ujala Iqbal Janjua*
Clayton Alexander Shreve
Lavelle Miller Wyonch

* Graduating with distinction

Law

Dean of the Faculty of Law:

Professor Reem Bahdi

Acting Dean, Faculty of Graduate Studies:

Dr. Deborah Kane

Conferring of Degrees in Course

JURIS DOCTOR

Canadian and American Program

Morvarid Bakhtiari Shahin

Damail Esho

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

Jane Simanovski Peakovic

Investigating the Physical, Psychological, and Situational Factors Affecting Subjective Sleep Quality After Lung Transplantation

MASTER OF NURSING

Al-Sajad Aziz
Christopher Mark Adrian Campeau
Alyssa Kim Desjardins
Kian Johnson
Maria Wall Quiring
Jasleen Kaur Sanghera

Primary Health Care Nurse Practitioner

Ikran Artan
Emily Jane Bohdal
Amanda Charlebois
Trisha Chauvin
Charanjeet Kaur Dhillon
Mathew Kashila
Nicole Amanda-Jean MacPherson
Priya Madaan
Kathryn Marentette
Lindsay Alana Mcmillan
Sabreena Mirza
Natalie C. Rodzinka
Jasleen Kaur Sanghera

Melissa Jean Stein
Hannah Sweilem

MASTER OF SCIENCE IN NURSING

Becky Louise Goens
Brandi L. Livingstone
Felicia Mary Varacalli

GRADUATE DIPLOMA IN PRIMARY HEALTH CARE NURSE PRACTITIONER

Yasmeen Alkhouri
Justin A. Bacchus
Katie Maureen Lalonde
Johanna Sonserae Lemay
Jeevan Kaur Marway
Natasha Singh Parmar
Heather E. Wright

BACHELOR OF SCIENCE IN NURSING

Honours Nursing - Collaborative Program

Micaela Malena Everett
Simran Kataria
Anne-Marie Quenneville

Science

Dean of the Faculty of Science:

Dr. Dora Cavallo-Medved

Acting Dean, Faculty of Graduate Studies:

Dr. Deborah Kane

Conferring of Degrees in Course

DOCTOR OF PHILOSOPHY

Chemistry and Biochemistry

Karlynne Rose Dominato

Novel geochemical approaches to manage greenhouse gas emissions from thermal oil operations

Jun Yang Liu

Mechanistic Studies of Inert Bond Functionalization by Mono and Polynuclear Ni Complexes

Daniel Meister

Cancers, Cannabinoids, COVID and Autoimmune Disorders: Investigating Biological Activity by Computational Chemistry

Audithya N Nyayachavadi

Supramolecular and Covalent Crosslinking of Organic Semiconductors

MASTER OF APPLIED COMPUTING

Anmol .
 Mohammed Zubair Ahmed
 Nirali Amrutiya
 Darun Arumugham
 Nikhitha Beecharaju
 Kush Hansraj Bhardwaj
 Sumanth Bhat
 Ramandeep Singh Bhathal
 Jaydutt Hiteshbhai Bhatt
 Riya Manishbhai Bhavsar
 Hil Shambhubhai Chaudhari
 Maharshi Mulajibhai Chaudhary
 Yash Ashwinbhai Chavda
 Anshul Chhabra
 Deepanshu Deepanshu
 Yeswanth Digavinti
 Tessy Dominic
 Alaknanda Rameshbhai Faldu
 Ashutosh Vipulbhai Fichadia
 Dheeraj Gavini
 Tanvir Singh Gill
 Saikiran Gogineni
 Paridhi Dilipbhai Gondalia
 Adnan Ali Gulegulzar
 Deepali Gupta
 Rohit Gupta
 Kshitij Pandurang Halankar
 Dhvani Dipakkumar Hansoti
 Abhee Baboo Hudani
 Michael Ayomide Ipaye
 Devam Kalpesh Jani
 Dhruv Sureshbhai Jasani
 Jaiman Bhavin Joshi
 Jinalben Nikunjibhai Ka Patel
 Harshavardhan Kandagaddala
 Neetu Kapoor
 Anureet Kaur
 Tanpreet Kaur
 Harsh Pareshkumar Keshruwala
 Abdul Ahad Khan
 Hetvi Manish Khirsaria
 Anusha Konathala
 Ankit Kunwar
 Tanvi Madaan
 Diksha Magotra
 Kenil Arvindbhai Maniya
 Anirudh Mayuram

Asad Mehmood
 Swaroop Somashekhar Mensinkai
 Ayush Kaushik Mistry
 Jay Bharatkumar Modi
 Vyom Dipenkumar Modi
 Abdus Samee Mohammed
 Priyanka Munjal
 Dhruv Vinod Nair
 Arun Reddy Nalla
 Manthanbhai Vallabhbhai Nayani
 Steeve Nazareth
 Harsh Bharath Nimmakuri
 Sattvik Palta
 Nishant Chandubhai Pansuriya
 Aaditya Pradipbhai Parekh
 Dhruvil Sanjaykumar Parikh
 Krunal Chandrakant Parikh
 Rithvik Rao Parvathaneni
 Aayushi Maneshbhai Patel
 Aayushi Navinchandra Patel
 Apurv Patel
 Dhruv Kumar Arvind Patel
 Hanikumari Prafulchandra Patel
 Henishkumar Kiritkumar Patel
 Jay Patel
 Jay Girishkumar Patel
 Jenil Patel
 Manan Daxeshbhai Patel
 Megh Vijaybhai Patel
 Nancyben Brijenkumar Patel
 Nidhi Ketankumar Patel
 Nishaben Vishnubhai Patel
 Parth Ashokbhai Patel
 Parth Rameshbhai Patel
 Smitkumar Bhagyeshkumar Patel
 Varshesh Jitendrakumar Patel
 Zeel Chamanbhai Patel
 Siddhartha Pitchika
 Kalyan Venkatesh Poludasu
 Pranjali Mukeshkumar Prajapati
 Janki Purohit
 Arij Rahman
 Gopikrishnan Rajeev
 Sandhya Bharatbhai Ramoliya
 Alekhya Ryali
 Namrata Vijaykumar Sanger
 Varshitha Seralathan
 Darshil Sanjay Shah
 Devanshi Ketul Shah
 Dhruvi Jayeshkumar Shah

Hetansh Sharad Shah
 Jay Hemalkumar Shah
 Shipra Prashantkumar Shah
 Madhumita Shankar
 Shreyash Shantam
 Mudita Sharma
 Nisarg Pravinbhai Shihora
 Dhaval Manojkumar Shirvi
 Amritpal Singh
 Anmol Singh
 Harmanjot Singh
 Karanjot Singh
 Parvendra Singh
 Tejbir Singh
 Yash Somaiya
 Shubham Taluja
 Riddhi Himanshu Thakkar
 Sherin Jacob Tharakan
 Prasham Ravi Thawani
 Ishita Tiwari
 Parth Kashyapkumar Vakil
 Shail Manojkumar Vania
 Veera Venkata Bharat Kumar Vayitla
 Lizaben Manajibhai Viradiya
 Sakshi Wadhwa
 Mrinal Singh Walia
 Harika Yeddula

MASTER OF MEDICAL BIOTECHNOLOGY

Marjan Eidi
 Sayyedeh Hoda Hamooni
 Mohammad Imtiaz

MASTER OF MATERIALS CHEMISTRY ENGINEERING

Folakemi Bukola Folami
 Surekaa Samivel
 Zahra Shokrollah Shahbazi

MASTER OF SCIENCE

Biological Sciences

Mary Ibrahim
 Olivia Elizabeth Sauve
 Kristina Skurvidayte

Biological Sciences- Neuroscience and Behaviour

Khushali Shrenik Parikh

Chemistry and Biochemistry

Griffin Patrick Lotze
Adrian Anthony Luiso
Irem Simsek
Daniella Skaf

Computer Science

Pooja Chandrasekharan
Naga Jyothirmayee Dodda
Sonaila Hussain
Gnana Shilpa Nuthalapati
Jaykumar Chandrakant Patel
Roisul Islam Rumi

Computer Science Co- operative Education

Farbod Behnaminia
Mohammed Maaz Mohammed
Shoieb Khan
Rayhaan Pirani
Ashwitha Vichuly Jawahar

Earth Sciences

Alyssa Andersen

Environmental Science

Ryan Mackenzie Graham
Savannah Knorr
Chelsea Jordanne Salter
Julia Ann Willsie

Mathematics and Statistics

Naveed Arafat
Noah Patrick Fuerth
Xiaoxuan Wang
Jiaming Yin
Xianming Zeng
Xianming Zeng

Physics

Marziehossadat Moezzi

BACHELOR OF ARTS

Honours Forensics and Criminology

Paloma Bijlani Gomes

Honours Forensics and Criminology (Applied Forensic Science Stream)

Kydia Lussoke

BACHELOR OF ARTS

General Economics

Ankit Comar
Roberto Antonio Meloche

BACHELOR OF COMPUTER SCIENCE

Honours Applied Computing

Yisheng Cui
Anthony Angelo Mancini*
Anuhya Chowdary Paturi
Areeb Zaidi
Jeremie Joseph Bornais**
Sameeksha Abhijit Nair*
Sajen Vasuthevan

Honours Computer Science Co-operative Education

Prince Girishkumar Savaliya

BACHELOR OF COMPUTER SCIENCE

General Computer Science

Karan Mayank Adhaduk
Reuben Alexander Balfour
Shieanne Mikayla Taumi Bennett

Alex Daniel Biru
Dimitri Boutros
Jacob Reilley Cazabon
Loveleen Singh Chahal
Aman Singh Gill*
Muhammad Ahsan Khan
Joshua Joseph Lariviere
Payton McCormick
Rushi Dharmesh Patel
Steven Shao*
Nur Alden Nagib Taha
Hei Yuen Tang**
Okechi Prest Ukandu
Jaydip Mahipatsingh Vaghela
Haohan Zhang*
Xiaorui Zhang*

BACHELOR OF ENVIRONMENTAL STUDIES

Honours Environmental Studies

Alannah Day*
Cora Lynn Marie Filipetti
Denica-Ann Pauline Moore*

BACHELOR OF FORENSIC SCIENCE

Honours Forensic Science with Chemistry Specialization

Erin Nada Beckstette

Honours Forensic Science with Life Sciences Specialization

Joanne Mensah Asante
Aliah Blair-Ryrie
Paige Braeann Cunningham*
Madeline Grace Hamilton*
Nicole Joan Sussens*

BACHELOR OF MATHEMATICS

Honours Mathematics and Chemistry

Michaela Anne Morris

Honours Mathematics and Finance

Eric Jiang

BACHELOR OF SCIENCE

Honours Biochemistry

Jayden Eve Parsons

Honours Biochemistry and Biomedical Science (Health Stream)

Megan Zoe Rivait

Honours Biological Sciences

Rabia Ali*

Benjamin David Garcia Horvath
Zehra Yasarlar

Honours Computer Science with Software Engineering Option

Ali Al-Timimy*
Ryan Prairie

Honours Computer Science with Software Engineering Option Co-operative Education

Usman Farooqi*
Ghanem Adnan Ghanem*
Edxio Kraudy Mora*

Honours Economics

Trevor David Joseph Brown
Sijun Fan

Matthew Lopez
Honours Environmental Science
Hailey Nicole Gonsalves
Lauren Taylor

Honours Physics (Medical Physics)

Madison Marie Hearn

BACHELOR OF SCIENCE

Four Year Biochemistry

Aleksandar Jezdic
Four Year Environmental Science
Jingxuan Zhang

BACHELOR OF SCIENCE

General Science

Lian Duong*
Ryan Joyce Kouanang Nono
Milica Paunic**
Nicole Terrelonge
Renee Nicole Wulterkens**

CERTIFICATE IN APPLIED INFORMATION TECHNOLOGY

Kimberly Anne Patenaude
Ahsan Sher Shahid
Sameena Sultana

* Graduating with distinction

** Graduating with great distinction

THIRD SESSION

October 13, 2023 at 9:30 a.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

Civil Engineering

Babak Hajimohammadi

Experimental and Numerical Studies of Various Z Modular Connections

Amir Younespour

Analytical study on the in-plane dynamic behavior of cable networks consisting flexible low-sag cables

Electrical Engineering

Bashier Elkarami

Machine Learning Approaches for Healthcare Analysis

Hossein Hassani

Multicriteria Consensus Models to Support Intelligent Group Decision-Making

Chen Zhang

Area-Efficient Finite Field Multiplication Using Hybrid SET-MOS Technology

MASTER OF APPLIED SCIENCE

Civil Engineering

Shivanshi Gupta
Aarish Khan
Qazi Shabihul Mateen
Daniele Antonio Mognon
Shelair Sinjari

Environmental Engineering

Laleh Ghasemi
Abir Asgari Sabzwari
Dylan Walter Szostopal

Electrical Engineering

Aiming Deng
Farzad Mozafari
Obiajuru Onwunamoghor Ninduwezuor
Fahimeh Pakzadalinodehi
Khagendra Thapa
Yuchao Wu
Seyede Narjes Zamani

MASTER OF ENGINEERING MANAGEMENT

Engineering Management

Joseph Chibueze Agomuo

BACHELOR OF APPLIED SCIENCE

Honours Civil Engineering

Hamad Ashraf Al-Ghzawi
Hussam Al-Katan
Samuel Thomas Bachtold
Antonio Bousaba
Tyler Fernandez Delos Santos
Dean Marcello Deluca
Aimee-Larissa Dushime*
Andrew Robert Ellis
Joseph Charles Iatonna*
Mirai Jrooj*
Ali Mansour

Harsh Kirtibhai Patel
Noor Adel Qarma
Taylor Ashley Rose Quenneville
Saif Salman
Harveer Singh Sandhu
Mohamed Shaat
Amar Ahmad Soud
Ahmad Srour
Dennis Wong
Jacob Alexander Wunder*
Paul Gerald Wunder
Teba Esam Yaseen
Barthina Ayman Youssef

Honours Civil Engineering Co-operative Education

Ahmad Yousef Ahmad Alkobari*
Joseph Alnasri
Andrew Richard Bastable*
Brittney June Bensette-Pflanzner*
Matteo Massimo Carlesimo*
Chase Leonard Cosgrove**
Nicolantonio De Vito*
Celia Lidia Dycha*
Massimo Clemente Farella
Frank Alessandro Guarasci
Eve Margaret Kane*
Stefano Paolo Kerr**
Omar Kowita
Demetrios Panagiotis Lambrinos
Nicholas Lepore*
Joshua Long
Yasamin Safi*
Dehin Jayasangka Samaraweera
Mohammed Shahzad*

Honours Electrical Engineering

Esam Ahmed
Fedel Al Gourani
Ismail Sheikhdon Ali
Abdelrahman Eyad Alnajjar
Abdhameed Mohanad Al Salihi
Jakir Ansari**
Andrew Abdallah Aphram
Prateek Arora
Saad M. Arshad
Shaan Batra

Andrew James Botham*
Patrick Byra
Sidney George Christofi
Karim El Haje
Yousef Elganzouri
Youssef Elsafadi*
Michael Anthony Girardi
Justin Haddad*
Muhammad Meraj Haq
Christopher Hernandez
Musaab Nafez Hussein
Abdul Ali Khan Jandran
Kamaal A. Kusow
Jihad Loubani
Amna Azam Masoodi
Luke Fortunato Mccallum
Iliana Eblahad Meco
Hamza Muhammad
Daoud Odawa
Marvellous Ebube Onyema
Noor Oush
Matteo Pizzuto**
Lauren Judith Provost*
Jna Mohamed Farid Ramadan
Matina Rahbar Ranji*
Mebrooka Afia Rayyana
Media Salih
Mario Khamis Shabow*
Mohammad Hussain Shahzad*
Khaled Shaikhibrahim
Sudarshan Somani
Florence Womah Squire
Harminderjit Singh Toor*
Kelvin Dang-Toan Tu
Salikh Tursunov
Luka Velimirovic*
Mohamed Yazbek
Youssif Youssif*

Honours Electrical Engineering Co-operative Education

Connor John Ajersch**
Peter Akram*
Sarmad Rafid Albana
Ghenwa Abdulkader Altabbaa*
Nigel Aaron Paul Barker*
Usamah Kashif Bhutta
Kyle Brandon Bondy

* Graduating with distinction

** Graduating with great distinction

Alexander Kendrick Borden*
Steven Gerace Caro**
Aleksandar Dejanovic*
Mathew David Dunne**
Danielle Joan Eid
Shacker Jiries Eid*
Sabreen Mousa Elastal*
Gian Mario Favero**
Emma Kathleen Flanagan*
Bryan Marcus Frascchetti**
Mohamad Ghosn
Eric Johan Jonathan
Lukas Jones*
Marko Jovanovic
Asra Kala*
Adam Kawsara
Matthew Jonathon Klassen*
Nicholas Shawn Klassen*
Zaid Rami Kridli*
Vithushan Krishnamohan*
Ryan Thomas James Lacoursiere
Christopher Paul Lanno*
Jennifer Lee*
Celia Angela Liburdi**
Luca Guerino Mannarino
Nicholas VU Nguyen**
Shivkumar Dilipkumar Patel
Simrat Kaur Poonia**
Nawal Rehman
Devin Tyler Robison-Sareh*
Andrea Ruiz-Hernandez**
Matthew Charbel Saad*
Chretien Emileson Sampang*
Joshua Sean Smart*
Robyn-Jean Susko**
Justin Sylvester Tar
Uygur Kiyaset Tepe**
Luka Tojcic*

Honours Environmental Engineering

Jacqueline Emily Jia Malik*

Honours Environmental Engineering Co-operative Education

Mariah Nina Carder*
Grace Margaret Santin

MASTER OF ENGINEERING

Civil Engineering

Abul Lais Amaan
Muhammad Adeel
Arun Siji Alukkal
Pradip Aryal
Gurman Singh Bains
Mitesh Rajeshbhai Baria
Hirdejit Singh Bharot
Jigneshkumar Laljibhai Bhatiya
Mandakini Parag Bhatt
Yamunesh Manjit Bhatt
Jenishkumar Nileshbhai Bhimani
Abdullah Qadir Bhinder
Rajha Mukilan Bungalowpudur
Selvaraj
Het Jignesh Desai
Senthilvel Dhandapani
Angel Elsa Alex
Mohammad Faisal
Soham Dineshbhai Findoriya
Temiloluwa Elijah Folorunso
Mayank Gaba
Chethan Raju Gangaraju
Manthan Dhansukhbhai Gelani
Hari Adharsh Gnanasekaran
Pratikkumar Ghanshyambhai Godhani
Akshay Rameshbhai Goti
Varsha Gunda
Hardik Gupta
Parthkumar Mukeshbhai Jivani
Ebin Jose
Jingle Joy
Milind Upeshkumar Kabrawala
Pratikbhai Jayantibhai Kachhadiya
Meet Jayeshkumar Kania
Jenisha Hasmukhbhai Kapadiya
Shaunak Kapoor
Mohammad Javad Khalilian
Sohel Jamal Khatik
Chirag Kherra
Mohammed Salif Kucho
Akhila Kunamneni
Dhruv Bhimjibhai Kunjadiya
Evlín Kurian
Yasir Latif
Yasaman Lotfi
Yash Nandlal Lukhi

Sanjeev Mahat
Kelvin Maraviya
Malav Jatin Mehta
Manan Kiranbhai Mehta
Ali Meratishirazi
Sharjeel Mirza
Imtiyazuddin Mohammed
Akhil Mohan
Ghulam Mohiuddin
Gayathri Devi Nagaraju
Akash Nasit
Anirudh Pabba
Sumit Narendrabhai Panchal
Kaivan Mukeshkumar Patel
Maheshvariben Patel
Meet Jayantibhai Patel
Nainil Nilesh Patel
Nareshkumar Baldevbhai Patel
Tirth Mauleshkumar Patel
Umangkumar Kirtanbhai Patel
Ronakkumar Kanubhai Prajapati
Bhargav Bhaveshbhai Purohit
Mudit Raj
Dharmik Ganpatbhai Rajput
Nishaben Ghanshyambhai
Rakholiya
Ashwin Ramesh
Rahul Raviprakash
Edwin Mauricio Rodriguez Sabogal
Arman Roshan
Ravi Saini
Paraskumar Ghanshyambhai Satvara
Nimal Shabu
Kaushal Dixit Shah
Piyush Ashokbhai Shah
Tirth Ketankumar Shah
Shikha Singh
Kashyap Nathabhai Solanki
Sujan Solanki
Chaudhry Haider Sultan
Ashish Vinodkumar Surve
Sonaliben Vinodbhai Suthar
Jassem Farhan Salem Syed
Shoeb Vazir Syed
Hemanjali Ubbana
Muhammad Umer
Priya Venugopal
Wenxin Wu

Civil Engineering Co-operative Education

Sony Mukhil Sukumaran

Environmental Engineering

Evelyn Antony
Akshay Chadda
Vasu Dixit
Samanth Gosala Krishnan
Odunayo Emmanuel Ilori
Priyadharshini Jayakumar
Shahroz Khaliq
Meysam Mardi
Seyed Alireza Masoumi
Abin Mathew Thariyan
Abdullah Aijaz Memon
Pardis Nazemizadeh Ardakani
Himesh Jayan Panakkal
Dhruv Ashwinbhai Parmar
Aksharkumar Bipinkumar Patel
Harsh Navinbhai Patel
Parth Dilipkumar Patel
Pujan Jatinkumar Patel
Anitta Elesabath Paul
Sandipsinh Rameshji Rajput
Sanket Sureshbhai Savani
Bhuvaneshwar Segar
Vedansh Bharatkumar Solanki
Tran Van Ha
Aswin Shanmugam Valliappan
Vivek Nitinbhai Viradiya
Baeyou George Zachariah

Electrical and Computer Engineering

Amani Addenki
Sri Sai Ashitha Alekhya Aitham
Ali Akhound
Sufian Bin Alim
Deepak Naagaraj Balakumar
Jaydeepkumar Ghanshyambhai
Baldha
Bala Venkata Satya Siva Sundar
Kumar Balijepalli
Parva Hetalkumar Barbhaya
Sanchi Bhalla
Barath Srinivas Bhashyam
Yagney Ashish Bhatt

Ravin Jayantibhai Bhimani
Gnandev Rathod Bhukya
Morvin Dineshbhai Bhungaliya
Prasanthi Chava
Shubham Sunil Chavan
Arnesh Chidambaram
Vikrant Choudhary
Lokesh Chouki
Ketulkumar Rajeshbhai Dave
Neena Elsa Davis
Mehri Dehghannayeri
Miken Ketankumar Desai
Swapnil Dewani
Smit Gaurang Kumar Dixit
Ifeanyi Peter Ekeuzo
Rahil Pravinbhai Gabani
Geya Gade
Jaydeep Harshadbhai Gajjar
Akshay Dilip Gayakwad
Sachin Mansukhbhai Gediya
Harnish Gemlawala
Lynn Elizabeth George
Shawn Philip George
Mahdi Gheisouri
Surajudeen Kofo Giwa
Priyam Gour
Tarunkumar Trilokchandra Gupta
Mehrddad Haghbin
Zeeshan Haider
Harsimran Kaur
Md Kamrul Hassan
Khalid Hussain
Md Nazmul Hussain
Giridharan Jaganathan
Hamza Javaid
Sowbagya Jeevarathnam Kamaraj
Romel Jesrani
Dhavalakumar Kishorbhai Jodhani
Arpit Bharatbhai Kaila
Prince Kakadiya
Kamaleeshwaran Karthikeyan
Taarun Dev Karthikeyan
Manroop Kaur
Dasvanth Reddy Keerakatta
Sarim Majid Khan
Hirad Khazaei
Mehdi Khazaei
Ahsan Adeel Khokhar
Sai Sudha Kura
Vishesh Landa

Harshit Kiranbhai Maisuria
Swetang Premjibhai Maniya
Mankirat Singh
Mohammedaakil Mansuri
Kularajah Mayuraj
Deepkumar Deepakkumar Mehta
Kartik Mendiratta
Irfan Mohammad
Meet Jitesh Momaya
Sudharsan Murali
Abhinay Musthyala
Swetha Nellutla
Godson Chimmere Obuzor
Fredrick Obinna Onwuachu
Bhartendu Nileshkumar Pandya
Pujan Kuntal Pandya
Shivam Pandya
Abhishek Nareshbhai Parekh
Jhanvikumari Mukeshsinh Parmar
Fatemeh Partovi
Arshia Pashaie
Chandaniben Ratilal Patel
Harsh Janakkumar Patel
Jaykumar Vasudevabhai Patel
Jayshil Pravinbhai Patel
Ketul Kumar Patel
Krushan Kirankumar Patel
Meet Yogeshbhai Patel
Mrugeshkumar Shaileshbhai Patel
Sagarkumar Jayantibhai Patel
Sahilkumar Kamalbhai Patel
Shubham Sureshbhai Patel
Smit Jagdishbhai Patel
Sumeet Pravinkumar Patel
Vraj Darshikbhai Patel
Vrundkumar Manishkumar Patel
Juhi Vyombhai Pathak
Jayanth Philip
Suraj Pinagani
Supriya Reddy Pingili
Jay Nileshbhai Prajapati
Urvish Sanjaybhai Prajapati
Aravind Pulugula
Jayesh Laxmanbhai Rajai
Shivali Rana
Amirthavarshini Ravicoumar
Arif Raza
Gayathri Devi Reddi
Sanyukta Reddy
Gopal Raju Rudraraju

Singh Sahib
Gautam Rasikbhai Saliya
Puneet Sandhu
Johnpaul Akoji Sani
Sowbarnika Saravanan
Anju Sebastian
Mathess Raja Senthil Kumar
Rahil Bhavin Shah
Elham Shahrokhi
Neha Sharma
Rishabh Rajendra Sharma
Raj Vijay Shethna
Priyanshu Singh
Sameer Parvez Singh
Simranjit Singh
Taran Pal Singh
Bhaumik Chiragkumar Soni
Ajay Pratap Singh Tanwar
Bipasha Thapa
Deep Tomar
Pranshav Digish Trivedi
Ho Yu Tse
Thyagarajan Vanganoor Krishnan
Nutanben Vishalbhai Vasoya
Varsh Rajesh Ved
Shyam Arvindbhai Vekariya
Isha Verma
Jiangjie Wei

**Electrical and Computer
Engineering Co-operative
Education**

Aashka Vora

FOURTH SESSION

October 13, 2023 at 2:30 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

Engineering Materials

Razieh Kiani Harchegani

Strategies to Improve the Electrochemical Performance of Aluminum Anodes in Primary Alkaline Aluminum-Air Batteries

Industrial and Manufacturing Systems Engineering

Haider Ali Mohammad Al-Fedhly

A Multidisciplinary Design Methodology for Cyber-Physical Systems

Justin William Britt

Mathematical Programming and Heuristic Design for Planning of Operating Rooms

Abdulnasser El-Gaddar

Batch-Sizing and Machinability Data Systems for Milling Operations: An Optimal Sustainable Cost of Quality Approach

Mechanical Engineering

Hasnet E. Ahmed

Development of Thermally Stable and Environmentally Robust Microelectromechanical Systems (MEMS) Based Accelerometers

Julia G. Jovanovic

Prediction and management of aircraft noise annoyance around Canadian airports

Arash Khabazipur

Improving Carbon Nanoparticle Formation Modeling by Incorporating Physical Phenomena through Advanced Simulation Approaches

Seyedeh Elnaz Mirazimzadeh

Thermo-mechanical analysis of complex geometries manufactured by directed energy deposition processes using machine learning approaches

Bitu Mohajernia

Residual stress in metal additive manufacturing of thin-walled components: investigation and development of prediction models with respect to path planning

MASTER OF APPLIED SCIENCE

Automotive Engineering (International)

Natalia Di Vittorio
Matthew Alexander Fujs
Kieran James Johnson-Bujold
Nicholas John Arthur Vinten
Giovanni Ricciardi

Engineering Materials

Brandon Michael Finateri
Wutian Shen
Rifat Bin Hasan
Shirin Shahsavary
Oluwabenga Victor Ogunsoto
Md Sadman Sakib

Mechanical Engineering

Jiahai Fan
Yanyu Li
Mohammad Mirmohammadi
Naveen Raghava Krishnan
Sriperumbudhur Bhoopal
Ryan Keith Wardell
Zhifan Yu
Junxian Zhao

BACHELOR OF APPLIED SCIENCE

Honours Industrial Engineering

Ryan Jihad Dib

Honours Industrial Engineering with Minor in Business Administration

Oluwabunmi Akinyede
Gaurav Angrish

Honours Mechanical Engineering

Anmol Singh Atwal
Teertha Bhowmick
Ethan Connor Chong
Thanuka Yasara Sri Meththa
Badulla Paranehewa Katuge
Roman Senna De Angelis
Timothy David Dirks
Jacob Jason Doucette
Yu Du
Ronghao Fu
Yugendran Jayachandran
Blaine Lavigne
Firas Loubani
Yousif Mahmud*
Hussein Mehanna
Sadeq Nuweer
Dhruv Manoj Patel
Usman Ahmad Qureshi

Hayley Elizabeth Rouillard
Pavneet Kaur Sarao
Vineet Seth
Nolan Chris Soulliere
Michael Stalmach
Andrew David Thibault
Kyle Kenneth Tiede*
Gareth Varen Tobias
Priyanshu Dhaval Trivedi
Mia Dea Ana Vitti*
Tianyi Wang*
Yuexiao Wang

Honours Mechanical Engineering Co-operative Education

Adil Ahmed*
Anthony James Atkinson
Thomas Douglas Byrne*
Matthew Alexander Dantas
Matthew Michael Ferro
Leah Elizabeth Flynn*
Logan Donald Gall*
Justin Derrick Grignon
Maria Chethana Gudisey*
Erica Jennings Weir Rossi**
Patrick Raymond Joseph Lauzon*
Bradley Ray Lescanec
Satvik Manepalli
Michael Basil Mariotti*
Matthew Antonio Marrocco
Meagan Elizabeth Mcgeen*
Marlon Francis Matthew McKinnon*
Joseph Declan Mulhall
Camden Tsu Yee Naylor

Aaron Malcolm Pardy
 Zachary Pepper
 Dheivendar Periyasamy*
 Madelyn Marie Poulin*
 Logan David Provost*
 Yazan Mohamed Qalyoubi
 Thasin Noor Rashid*
 Gabriel Lawrence Rizk*
 Gurkirat Singh Saini
 Hitarth Soni
 Alma Osama Tamim*
 Mohamed Raghieb Tawakol
 Matthew Philip Thamarappallil
 John Christopher Thibert
 Spencer Matthew Todd**
 Braydon Douglas Wharram*
 Brandon Wong*

Honours Mechanical Engineering with Aerospace Option

Matthew Aguilar
 Borhan Ali Al-Diraie
 Milind Handa*
 Jiezhong Huang
 David Jack Kusior*
 Colomba Mahapatrabendiralalage
 Shermin Mishen Perera
 Happykumar Yogeshkumar Saija
 Victor Ajiroghene Ukiri

Honours Mechanical Engineering with Aerospace Option Co-operative Education

Edward Beshiri
 Massimo Matteo Chiodo*
 Chrishubhan Christy Victor
 Ghida Khodor Hamoud*
 Akshad Pramod Kunder
 Alexander Walid Mikho*
 Matthew Robert Molnar*
 Kristian Allen Scott Orosz
 Hardik Rajeshkumar Patel*
 Suhani Kalpeshbhai Prajapati
 Roberto Ramirez
 Taman Deep Singh
 Aman Thomson**

Riwash Tuladhar

Honours Mechanical Engineering with Automotive Option

Mohamed Al-Safadi
 Owen Mark Fernandez
 Lana Al Masalkhi
 Muhammad Ahsan Javed
 Parsa Khashayar
 Sun Lee*
 Yangle Liao
 Yinchen Liu
 Ahmad Abdelhakim Mahmoud
 Mohammad
 Peter Andrew Quinlan
 Noah James Ruttle
 Hasen Ali Sleiman
 Nathaniel Riley Stowe
 Peilin Ying

Honours Mechanical Engineering with Automotive Option Co-operative Education

Taimoor Ahmed*
 Sarmad Ahmedani
 Hayley Ann Costello*
 Michael Cusenza*
 Nicolas De Luca*
 Evan Grant Degagne
 Sumeet Singh Dhatt*
 Jake Michael Hearn*
 Hayden Fan Tai Hung
 Ibrahim Ishaq*
 Colin William Krekewich
 David Frank Kroondijk
 Jace John Silver Leach*
 Steven Jonathan Li
 Ethan Ray Lukan**
 Keiran Scott Minaker**
 Sandra Elizabeth Mooney
 Abdullah Nasir
 John Pham
 Alexander Jimmy Popovski
 James Alexander Profiti
 Massimo Pietro Romanzin*
 Theodore Roger Sancartier

Rocco Benedetto Soave*
 Daniyaal Sohaib
 Evan David Taylor*
 Kevin Joseph Tebbens
 Andrei Stephan Teodorof
 Charandeep Singh Virk*
 Evan Williams*
 Arthur Zajac

Honours Mechanical Engineering with Materials Option

Clinton Hamilton
 Peter Alexander Retsinas

BACHELOR OF ENGINEERING TECHNOLOGY

Biomedical Stream

Ahmed Raed Sami Abo Sultan*
 Ethan Alec Crawford
 Indica Willow Keech
 Ryan Christopher LaRocque
 Tuan Viet Nguyen

General Stream

Mazen A R Alshurafa**
 Keelan Beckstead

Mechatronics Stream

Sampson Gabriel Driedger
 Christopher Robert Edwards**
 Atef Elsharkawy*
 Benjamin James Dias Hardy*
 Zahid Hasan*
 Kashmyne Khan*
 Huiguang Liang*
 Marie Emmanuelle Graziella
 Negre-Collas**
 Cameron Mitchell Trudell*
 Jeffrey Daniel Veliz Morales*
 Marcin Wypychowicz*
 nathan Louis elachkar

* Graduating with distinction

** Graduating with great distinction

Honours Certificate in Industrial and Management Engineering

Shashi Kachhap

MASTER OF ENGINEERING

Engineering Materials

Hongbin Cui
Masoud Kanani
Fareed Arshad Nazir

Industrial Engineering

Dhruv Ajaykumar Agrawal
Saumya Agrawal
Ignatius Alfred
Malav Jayendrakumar Bhungaliya
Manpinder Singh Major Singh Birdi
Rutvik Hiteshkumar Chauhan
Eldhose Cherian Babu
Yadhu Dathan
Shiv Desai
Jitender Dhakshina Murthy
Dhevendra Doppa
Mehrnoosh Ebrahim Zadeh
Mathew Elakuttoor Raaju
Fereshteh Eslamipirsalami
Bushra Javed Farooq
Logesh Raja Gadhi Ravichandran
Raj Pinalkumar Gandhi
Apuv Suresh Gaykhe
Kaushikbhai Ghanshyambhai Gothi
Raagini Guduru
Jingshuai Guo
Satvik Gupta
Sri Ram Issireddy
Imran Syed Izhar
Swaraj Janaki Raman
Jayadeep Jayasing Deepa
Krishna Rajendra Jayswal
Richu Johnson
Jerin Joy
Mayur Bharatbhai Kachhiya
Mihir Kakati
Jaykumar Premjibhai Kamani
Sorour Kavosi
Ahmed Ur Rehman Khan

Muffaddal Shabbir Kharodawala
Rashmikant Manish Khatri
Karan Khullar
Sam Koshy
Anjana Krishnakripa
Rohit Krishnan
Jay Sanjaykumar Maheta
Bharath Mallela
Govindan Manu Sreelatha
Behnam Mardanian
Junaidullah Khan Mohammed
Rehan Uddin Mohammed
Habban Murtaza
Janmesh Bharatbhai Panchal
Alex Panichakuzhy Varghese
Ayush Jayeshkumar Patel
Meetkumar Rakeshkumar Patel
Parag Amrutbhai Patel
Pathik Jagdishkumar Patel
Ritik Vinodchandra Patel
Chesta Manishkumar Patel
Mihir Kalpeshkumar Patel
Sai Aditya Pavan Pemmaraju
Harshal Sumeshkumar Prajapati
Hemalkumar Harshadkumar Prajapati
Akshit Arvindbhai Radadiya
Hanieh Rasouli
Justin Tamilvasan Robinson
Harish Gowtham Saravanan
Venkataswamy
Aashish Deepak Sharma
Justin Siby
Jaspreet Singh
Vaibhav Sunil Singh
Arjun Singh Sisodia
Lokesh Somasundaram
Nivedh Suresh
Ruban Stanley Suresh Bernard
Adarsh Suresh Kumar
Joel Thomas Tharakan
Hardik Bankim Upadhyay
Bhautik Bharatbhai Vaghani
Tejpal Singh Raghuvirsinh Vaghela
Kevin Ajaykumar Vaishnav
Vasudevareddy Vulavala

Industrial Engineering Co-operative Education

Karan Bains

Tran Dang Khoa Van

Mechanical Engineering

Nandhu
Vaibhav
Bhuvana Chandra Aavuti
Mukunda Adhikari
Kalpit Akshay Akolkar
Ghazanfar Ali
Santosh Dhirjlal Baraiya
Amin Barati
Smit Prakash Bardoli
Romil Jayendrabhai Bhakta
Sukhbir Singh Bhambra
Vishal Pareshkumar Bhatia
Hridaya Anup Bhatt
Rajashekhar Reddy Bheemreddy
Neel Rasikbhai Bhimani
Jayal Nainesh Choksi
Naitik Bipinbhai Chothani
Apuv Singh Shaileshkumar Dabhi
Muhammad Daniyal
Smit Narayanbhai Dekavadiya
Harsh Mukeshkumar Desai
Akshay Vasantbhai Donga
Lugard Newton Ewaleifoh
Dhruvit Kailashbhai Gadhiya
Karankumar Rajeshkumar Gandhi
Mihir Navnitbhai Gandhi
Gangadhar Reddy Gankidi
Reuben George Koshy
Vatsal Dhirajbhai Ghoniya
Virajsinh Kanaksinh Gohil
Aldrick Thomas Gonsalves
Hirdeypal Singh Grewal
Kavya Rajeev Kumar Gupta
Manoj Kumar Himachalam
Param Manish Hingoo
Kevin Rakeshbhai Hingrajiya
Qinkun Hong
Shweta Hubballimath
Ali Ahmed Hussain
Aditya Sivaramakrishnan Iyer
Aastha Nimesh Jani
Shubham Baldevbhai Kabira
Vivekreddy Kasarla
Rohith Kumar Kommineni
Jigar Dhirajbhai Kothiya
Viraj Jitendra Kulkarni

Prashant Kunwar
 Xuan Liu
 Sreehari Manaparambil Bhashiam
 Kunal Manchanda
 Vignesh Manoharan
 Sanket Shantibhai Marakana
 Malay Satishbhai Mehta
 Seyedeh Pari Naz Mir Fallah
 Mihir Pranaykumar Modi
 Rashad Mohammad
 Hooman Mohammadi Asiabadi
 Abdul Basit Mohammed
 Sameer Hussain Mohammed
 Numan Mohammed
 Soujanya Mukhopadhyay
 Vengatesh Prasad Murugan
 Urveshbhai Rameshbhai Nai
 Jimitkumar Harishkumar Naik
 Suresh Neelam
 Alex Dariel Pallares
 Devansh Ashishkumar Panchal
 Meetkumar Rameshbhai Panchal
 Shrikant Mukesh Panchal
 Devam Tikendrakumar Parikh
 Dhairya Kinnareshbhai Parikh
 Rudraksh Sureshbhai Parmar
 Dhruvin Ashokbhai Patel
 Akhilkumar Amulbhai Patel
 Arthesh Patel
 Bhavik Rakeshbhai Patel
 Dharmik Ashvinbhai Patel
 Dhavalkumar Pareshbhai Patel
 Dhvani Krunal Patel
 Dipen Hareshbhai Patel
 Helly Pankajbhai Patel
 Himanshukumar Nileshkumar Patel
 Jyot Girish Patel
 Krutik Nimeshkumar Patel
 Maharshi Rameshbhai Patel
 Naman Sanjaykumar Patel
 Nayankumar Anilkumar Patel
 Neelkumar Dipakbhai Patel
 Palkumar Kalpeshkumar Patel
 Parin Bhupendrabhai Patel
 Pradyuman Jayeshkumar Patel
 Pujan Kiritkumar Patel
 Rahil Rakeshbhai Patel
 Raj Jayeshbhai Patel
 Sahil Hemantkumar Patel
 Shreel Narendrakumar Patel

Shubham Anilkumar Patel
 Umang Amrutbhai Patel
 Vatsal Prameshkumar Patel
 Yash Rakeshbhai Patel
 Yashkumar Prabodhchandra Patel
 Harshkumar Suryakant Patel
 Parthkumar Brijnarayan Patel
 Savan Hiteshbhai Patel
 Vipul Anilbhai Patel
 Athithyan Periyasamy
 Divyesh Dhirajlal Prajapati
 Rahul Manojkumar Prajapati
 Ahemadjamal Iqbal Husain Qureshi
 Dilaykumar Naveenbhai Rabari
 Shivam Radadiya
 Neeraj Radhakrishnan
 Rahul Rai
 Subashkumar Ramesh
 Hardik Harshadkumar Rami
 Vinit Simon Rodrigues
 Abhishek Ravichandran
 Amal Roshan Ahamed
 Parduman Sachdeva
 Krunal Savaliya
 Parth Rakeshkumar Shah
 Smit Harsheshkumar Shah
 Neel Rakeshkumar Shah
 Tilak Kumar Shivappa
 Gyatabya Singh
 Harpreet Singh
 Iknor Singh
 Prabhjot Singh
 Ranjodh Singh
 Brijesh Rashminbhai Somaiya
 Vasanth Sudhakar
 Devesh Syam
 Syed Mudassir Hussain
 Dhruvkumar Ghanshyambhai Thakkar
 Alen Tom
 Megh Prafulbhai Trapasia
 Harsh Ravindrakumar Vaishnav
 Dhananjay Vala
 Harshil Nareshbhai Vekariya
 Vishal
 Lei Wu
 Anudeep Yeluri
 Kamran Zafar

Mechanical Engineering Co-operative Education

Shriram Nagaraj
 Ali Raza Fazal Abbas Sayed
 Shubham Sharma

Mechanical Engineering-Automotive Field

Kisan Kamalkumar Amin
 Priyank Rameshbhai Trapasiya
 Jaydeep Ramani

MASTER OF ENGINEERING MANAGEMENT

Suraj Akolkar
 Rawan Almusned
 George Amin
 Jason Matthew Bain
 Navinchandra Bhatt
 Graham Charles Cartwright
 Hana Dabboussi
 Timmy Archneil Daley
 Agostino Gregorio Di Pietro
 Alaa Harb
 Rocky B. Khasow
 Muhammad Usman Nawaz Malik
 Kelechi Chiaka Ojo
 Jaykumar Patel
 Jyothi Lekshmi Shibu
 Olufolajimi Olusanu Shogo
 Luqmaan Siddiquee
 Athul Smitha Chandran
 Rajan Soni
 Asma Tauseef
 Priya Mary Thamarappallil
 Emeka Ray Uche
 Jose De Jesus Villalpando Rosas
 Syeda Urooj Fatima Zaidi
 Ahmed Yousaf Zaka

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. Jonathan Wu / Department of Electrical and Computer Engineering (ECE) (2023)

Dr. Ahmet Alpas / Department of Mechanical, Automotive, and Materials Engineering (2023)

Dr. Ram Balachandar / Civil and Environmental Engineering (2022)

Dr. Lisa Porter / Biomedical Sciences (2022)

Dr. Christopher Tindale / Philosophy (2022)

Dr. Siyaram Pandey / Chemistry & Biochemistry (2022)

Dr. Daniel Heath / Integrative Biology (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.



University
of Windsor

**University of Windsor
Senate**

5.1.2 **Certificate in Critical Reasoning, Ethics and Law - (Form A)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Certificate in Critical Reasoning, Ethics and Law be changed approved.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Department of Philosophy, the Faculty of Arts, Humanities, and Social Sciences Council, the Provost, and the Program Development Committee.
- The requirement to have no grade below C- (60%) was put in place to signal the integrity of the Certificate (as a 'credential' with some prestige) and to help ensure that students who qualify for the certificate have satisfied the learning outcomes for the courses in question at a reasonably respectable level.
- The target demographic is students who are not doing an Honours Degree in Philosophy, but who might see the Certificate as offering a credential that may be useful for them in their future endeavours, e.g., in the application to Law School, in their Professional degree, and so on. Most of the courses listed have a prerequisite of Semester 3 or above standing and some have no listed prerequisites at all. Some of the upper-level courses have slightly stricter prerequisites, but most of those can be satisfied by taking other 2000-level courses listed in the Certificate. The only course with stricter prerequisites is PHIL 4260 Philosophy of Law, but even that one can be taken "with permission of the Instructor." Further, there are also two other 3000-level courses listed under the Law section that students can take instead of PHIL 4260 (if they have trouble getting permission to take that course) for those who want to focus on that area in the Certificate. The prerequisites would not limit the demographic to Philosophy students only.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

=New Program Steering Committee/Provost Approval to Develop New Program Proposal

Prior to completing this form, proposers MUST complete a "New Program Notice of Intent Form" and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	10/05/21
--	----------

A. Basic Program Information

Faculty(ies)	FAHSS
Department(s)/School(s)	Philosophy
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Certificate in Critical Reasoning, Ethics and Law
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Winter 2024
Mode of Delivery:	In-person, hybrid, online
Planned steady-state Student Enrolment (per section B.4.2)	3-5
Normal Duration for Completion:	4 years
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

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

Please provide a brief statement about the direction, relevance and importance of the new program. Describe the overall aim and intended impact of the proposed new program.

Describe the consistency of the proposed new 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 *Certificate in Critical Reasoning, Ethics and Law* is intended to serve as a credential in critical reasoning with a special emphasis on issues that arise in the areas of ethical, moral, social, political, and legal life. The Certificate is not a stand-alone program that students can obtain independently, but an 'in-Program' Certificate that students can obtain in the normal course of completing a Degree Program (in the same spirit as a Minor, but with greater standing). Students will be required to take *eight* courses covering *three* general areas of philosophical study: 1) 'Reason' (which covers reasoning, logic, and argumentation), 2) 'Ethics' (which covers ethics and morality), and 3) 'Law' (which covers the various approaches to normativity associated with social, political, and legal life). At least two courses must be taken from the section entitled 'Reason', two from the section entitled 'Ethics', and two from the section entitled 'Law'. The idea is to bring the critical lessons learned about 'Reason' (e.g., how to distinguish good from bad reasoning, how to evaluate arguments, and so on) to bear on issues that arise in ethical, moral, social, political, and legal life. The aim is not to indoctrinate students in any particular ethical, moral, social, political, or legal theories, but to educate them in how to best approach issues in these areas of life in a critical, reasoned manner. The relevance and potential importance of this should be fairly apparent. Not only will it provide students with a credential in critical reasoning, but it will also promote the proliferation and exercise of critical reasoning within society in general (though the scope of this proliferation will depend on the number of students who take the program, the extent to which they pass on the lessons they learn to others, and a host of other factors).

The aim and intended impact of the Certificate is sixfold: 1) To provide students with a credential in critical reasoning with a special emphasis on philosophical issues that arise in the areas of ethical, moral, social, political, and legal life,

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

2) To promote the growth and proliferation of critical reasoning in society in general, 3) To provide students with an opening into existing but sometimes under-utilized resources, courses, and program options in Philosophy, 4) To provide another 'Certificate' option for students in the Liberal Arts and Professional Studies Program, 5) To help introduce and potentially attract students to Philosophy as a special field of study (since most students' first exposure to Philosophy occurs at the university level), and 6) To serve as a test case for the viability of a possible stand-alone *Certificate in Critical Reasoning, Ethics and Law* that might be of interest to professionals, mature students, part-time students, and so on, that we might consider developing in the future.

As a credential in critical reasoning with a special emphasis on philosophical issues in ethics, morality, social life, politics, and law, the Certificate will touch on vital ethical, moral, political, and legal issues across a broad range of fields and areas of concern, including healthcare, the impacts of technologies, Indigenous philosophies, relations to non-human animals, relations to the environment, and so on. It follows that the *Certificate in Critical Reasoning, Ethics and Law* is consistent with the aims of both the Philosophy Department and the University of Windsor, and it also relates directly or indirectly to all the Program Areas of Strength in the SMA: i.e., Business, Communication, Media and Film, Electrical Engineering, Health Sciences, Law, Psychology, and so on.

B.2 Program Content (QAF Section 2.1.2.2)

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

The curriculum used in the Certificate merely draws upon the existing curriculum of the Department of Philosophy, and hence can be presumed to be consistent with the state of the discipline in general.

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 this proposal from existing programs elsewhere, as appropriate.

The curriculum for the *Certificate in Critical Reasoning, Ethics and Law* is indeed unique. It will be the first Certificate offered through the Philosophy Department at the University of Windsor and the only Certificate available in the Calendar that is comprised entirely of courses in Philosophy. It is also the only Certificate at the University of Windsor whose curriculum places special emphasis on critical reasoning in its philosophical sense, i.e., where the term 'critical' includes the difficult work of critically examining one's own ethical, political, and other beliefs or theories (as well as those of others) as a vital aspect of the critical reasoning process in general. Finally, it is the only Certificate at the University of Windsor whose curriculum covers the vital areas of ethics, morality, politics, and law, areas of concern that are central to our human form of life.

From what we can tell (our sampling was not exhaustive), the Certificate in Critical Reasoning, Ethics and Law seems to be one of the few available in Canada at the undergraduate, university level. St. Paul University in Ottawa offers a Certificate, and it too has a requirement of eight courses. But the four areas of study there are: 1) Reasoning, 2) Ancient Philosophy, 3) Medieval Philosophy, and 4) Modern and Contemporary Philosophy. This is obviously of a very different character and emphasis than our Certificate. Dominican University College also offers a thirty credit Certificate in Philosophy (a one-year program) as well as thirty credit Certificate in Philosophy and Applied Ethics (fifteen credits in Philosophy, fifteen credits in Applied Ethics). The latter would be the one of the three that is most similar to ours, but its program has a very strong theological (religious) orientation that would make it markedly different from what we are offering here. Given this, we believe that our curriculum is unique indeed (and very topical as well).

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

*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 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) or in the course syllabus where appropriate?*

Included among the disjunctive requirements for the *Certificate in Critical Reasoning, Ethics and Law* are two courses that are explicitly focused on Indigenous topics: 1) PHIL 1350 Culture, Health, and Social Justice on Turtle Island (which is listed among the 'Ethics' disjunctives), and 2) PHIL 2300 Indigenous Philosophies of the Americas (which is listed among the 'Law' disjunctives). Importantly, one of the Philosophy Department's faculty members who has been actively involved in developing the Certificate is Dr. Andrea Sullivan Clarke, one of the scholars hired under the President's Indigenous Peoples Scholars Program at the University of Windsor. Dr. Sullivan-Clarke has not only played a vital role in selecting courses for the Certificate (and the area under which they should be listed), but she will also be directly involved in teaching some of the courses listed among the Program Requirements.

- *What **process** has your department/Faculty used to consider Indigenization?*

We have incorporated two courses in our Certificate requirements that are explicitly focused on Indigenous topics: 1) PHIL 1350 Culture, Health, and Social Justice on Turtle Island (which is listed among the 'Ethics' disjunctives), and 2) PHIL 2300 Indigenous Philosophies of the Americas (which is listed among the 'Law' disjunctives). In addition, we have encouraged all faculty to try to incorporate Indigenous content in their courses/syllabi.

- ***How** have you considered the importance or relevance to the course/program?*

We have tried to ensure the broadest coverage of Indigenous issues by including PHIL 1350 Culture, Health, and Social Justice on Turtle Island among the Certificate's 'Ethics' requirements, and PHIL 2300 Indigenous Philosophies of the Americas among the Certificate's 'Law' requirements. In addition, many Faculty who teach the courses listed in the Certificate (including the section on 'Reason') are also strongly committed to including Indigenous philosophies, perspectives, and so on, among the material covered in their courses.

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

- ***How has your department or faculty approached raising awareness for Indigenous knowledges in your area?***

Among the reasons for adding PHIL 2300 Indigenous Philosophies of the Americas to the Philosophy Department's curriculum were: 1) to help introduce students to Indigenous philosophies and Indigenous ways of knowing, and 2) to help create a welcoming environment for Indigenous students who may have an interest in studying philosophy. We remain committed to those goals.

- ***What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?***

By including Indigenous courses in the Certificate requirements we hope to signal: 1) our commitment to providing opportunities for Indigenous students, 2) that we recognize the importance of the indigenization of our curriculum, 3) that we offer a welcoming and respectful learning environment for Indigenous students (and all other students as well), 4) provide an opportunity for dialogue between Indigenous and non-Indigenous students, and 5) that we recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.

- ***What have other similar courses/programs done that might be relevant to your course/program?***

Since our Certificate is unique, we have not compared our approach to that taken in other programs, at least not at this time.

- ***In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?***

As already noted, two of the courses listed among the Certificate requirements already include content relating to Indigenous approaches or knowledges. Most, if not all, of the other courses listed among the Certificate requirements also have enough flexibility to potentially 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?***

Our awareness of the history and background of approaches we are considering varies among our faculty members. Some faculty already have considerable expertise in some of the approaches being considered, while others may still be in the earlier stages of learning about these approaches.

- ***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)***

The literatures and sources consulted in two of our Indigenous courses may vary from year to year, depending on the approaches taken and the issues covered by the Instructor teaching those courses.

- ***Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?***

Critical analysis and critical reflection are *central* to philosophy—it is a large part what we do. Hence, the critical examination of philosophical issues and questions relating to colonialism and decolonization (e.g., upon what philosophical principles, if any, does colonialism rest; how might the principles underlying colonialism differ from the principles that have been operative in other social and cultural traditions, and so on) would be among the many issues with which we engage in a critical manner. This kind of critical work is an essential feature of philosophical inquiry, and so it will always be an integral part of our ongoing work.

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

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

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

The name was chosen to place special emphasis on critical reasoning as it relates to two easily recognized yet vital areas of social life, i.e., ethics and law. We chose to highlight 'Ethics and Law' instead of 'Morality,' 'Social Life,' and 'Politics' for a number of reasons: 1) The shorter title would be easier to recognize and remember, 2) Ethics and law are areas of normative concern whose significance is easily recognized, and 3) We wanted to highlight those aspects of the Certificate that might be particularly attractive to students interested in applying to Law School, and other programs that might have a strong 'ethical' aspect, e.g., healthcare.

When we originally proposed the Certificate, we used the shorter title, *Certificate in Reason, Ethics, and Law*. While this shorter title may have seemed 'punchier,' subsequent reflection prompted us to revise the title slightly. The justification for changing to the new, yet longer title, is that the reference to 'reason' alone was viewed as too vague and uninformative. Adding the adjective 'critical' helped make the focus of the Certificate clearer and less ambiguous.

As to the moral, social, and political aspects of the Certificate which are not referenced in the title, we note the following: First, while philosophers often distinguish ethics from morality, the two areas of study are so closely associated in most people's minds that we thought it safe to use one term to cover both (and we chose 'Ethics' for its broader scope and syllabic brevity). As for the social and political aspects of the curriculum, it was agreed that adding these to the title would make it so complicated and cumbersome that it might actually deter interest rather than promote it. We chose 'Law' in place of 'Social' or 'Political' for a number of reasons. First, the term 'law' as it is used in a philosophical sense has its origins in the Greek term *nomos*, which refers to the normative conventions that are, or *ought to be*, operative within the conditions of social, political, and legal life. The strong historical association that has come to exist between *nomos*, in its original broad sense, and the term 'law' made *Law* the better term to represent the subject area in question. In addition, it was not lost on us that the term Law might also serve as a signal to students with a potential interest in applying to Law School. To be frank, it was hoped that the reference to Law might be attractive to some students for that reason, at least attractive enough to prompt further investigation into the details and nature of the Certificate. Feedback from Christopher Fredette and Reem Bahdi of the Law School was very helpful in clearing up some potential misconceptions that might result from that association. Fredette noted that the Certificate "sounds interesting and exciting," highlighting that the "explicit inclusion of Indigenous and non-Eurocentric perspectives, in addition to the Feminist and identity-focused courses are very much appreciated." However, both Fredette and Bahdi raised concerns about suggesting that there might be any curriculum connections between our Certificate and the Law School programs. They acknowledged that students who earned a Certificate like this would likely benefit from an education program "steeped in reasoning" (with such students likely having a better chance of performing well in the Law Program, once admitted); nevertheless, they both agreed that we should not make any formal connection between our Certificate and the Law School programs. Therefore, to help alleviate any potential confusion in this regard we plan to make it very clear, e.g., on the Department's website, that the Certificate does not qualify as a 'pre-law' program, and that the reference to law in the title is to the older, more comprehensive sense associated with *nomos*, and the conditions of normative life in its broader senses. We have no desire to mislead students regarding the nature and intention of our Certificate, and so we will take whatever measures are needed to make clear that there are no curriculum connections between our Certificate and the Law School.

The choice of degree designation, i.e., 'certificate', was to help emphasize the distinctness of the credential being offered, i.e., a credential in Critical Reasoning (in Ethics and Law). It is hoped that this will set it apart from both the major and minor in Philosophy, attracting people who may be interested in obtaining that designation for its potential value (as a formal credential), as well as students who may have a strong interest in Philosophy but are already committed to another degree program (giving them a more substantial option beyond the six-course requirement for a minor).

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

B.4 DEMAND FOR THE NEW 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, where appropriate. Provide quantitative evidence of student and market demand for the proposed 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 new 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 proposed program within their organization and field of endeavour.

We have not conducted any formal studies regarding the market demand for the Certificate. The main reason for this is the fact that this is not being proposed as a 'stand-alone' Certificate, but as one that a student would obtain in the normal course of completing a degree program (i.e., like a minor). If the Certificate does turn out to be as attractive as we hope, then we may consider converting it to a stand-alone Certificate sometime in the future (with the success of the in-program Certificate being included as evidence of the marketability of a future stand-alone Certificate). Such a stand-alone certificate, if developed, would be promoted as a credential in critical reasoning in the same sense described here, but it would be aimed primarily at people working in such areas as public administration, public education, health care, law, law enforcement, and other areas of professional or working life.

Since this is intended to be a credential in critical reasoning with special emphasis on issues relating to ethics, morality, social life, politics, and law, then it is possible that this could be attractive to international students. While most international students seem to be drawn more towards professional programs, e.g., Engineering, than the study of Philosophy, we do see a Certificate of this sort, as a credential in critical reasoning, being potentially appealing to some international students. However, we can only speculate at best. Hence, we estimate the proportion of domestic to international students to be somewhere between 95/5 - 80/15.

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

Provide details on projected enrolment levels for the first five years of operation 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 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>	1-2		2-4		2-4		3-5		3-5	
<i>In the co-op/ experiential learning stream (if applicable)</i>										

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

B.4.3 Duplication (Ministry section 3)

Indicate whether the 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/>.

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

The Certificate is not in a new area of study since it draws upon Calendar courses that already exist within the Philosophy Department. What is new is the way in which already existing courses are grouped as specified requirements for the Certificate.

A quick survey of other Ontario Universities disclosed only two other Universities offering a Certificate in Philosophy. St. Paul University in Ottawa offers a Certificate, and it too has a requirement of eight courses. But they break down their requirements into courses from four areas of study: 1) Reasoning, 2) Ancient Philosophy, 3) Medieval Philosophy, and 4) Modern and Contemporary Philosophy. This is obviously of a very different character and emphasis than our Certificate. Dominican University College also offers a thirty-credit Certificate in Philosophy (a one-year program) as well as a thirty-credit Certificate in Philosophy and Applied Ethics (fifteen credits in Philosophy, fifteen credits in Applied Ethics). The latter would be the one of the three that is most similar to ours, but its program has a very strong theological (religious) orientation that would make it markedly different from what we are offering here. So, as far as we can tell, our Certificate is unique and there is no duplication.

B.5 RESOURCES

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

The Certificate requires no special faculty, staffing, or other resources. The courses offered for the Certificate are part of the normal cycle of courses offered within the regular operations of the Philosophy Department.

B.5.1 Resources Available

B.5.1.1 Resources In Support of the 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 proposed 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 proposed program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the proposed 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

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

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

Assess faculty expertise available and actively committed to the new 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 proposed program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed 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 program, promote innovation, and foster an appropriate intellectual climate*
 - *any other evidence that the program and faculty will ensure the intellectual quality of the student experience*
- Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.*

Since the Certificate draws upon Calendar courses that already exist within the Philosophy Department, courses which we already offer on a regular, cyclical basis, then the expertise needed to support the Certificate is the same as the expertise that is already present in the Department (i.e., the Faculty members who already teach those courses). No new expertise is required.

B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New 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 proposed program and the associate plans to ensure the sustainability of the program and quality of the student experience.

N/A

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.

N/A

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

N/A

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 proposed program.*

No new or additional resources will be required to run this program.

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 preparing this proposal. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

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 proposed program. If not applicable, write n/a.*

Faculty:	No additional resources required.
Staff:	No additional resources required.
GA/TAs:	No additional resources required.

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 proposed 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:	No additional resources required.
Teaching and Learning Support:	No additional resources required.
Student Support Services:	No additional resources required.
Space and Facilities:	No additional resources required.
Equipment (and Maintenance):	No additional resources required.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe

- *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.*

The Certificate is not a stand-alone program that students can obtain independently, but an 'in-Program' Certificate that students can obtain in the normal course of completing a Degree Program.

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

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

The admission requirements for the Certificate are the same as those required for completion of an Honours B.A. or a Combined Honours B.A. in Philosophy. This is sufficient to ensure that students admitted to the Certificate Program are capable of successfully attaining the Learning Outcomes listed.

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

NB: For graduate programs, provide evidence that each graduate student in the 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 titles.

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

Certificate in Critical Reasoning, Ethics and Law

Total courses: Eight

Degree requirements:

- a. A total of 8 courses from the following three areas: 1) Reason (critical thinking, logic, argumentation); 2) Ethics (and morality); 3) Law (social, political, and legal philosophy).
- b. At least two courses from the section called 'Reason', at least two courses from the section called 'Ethics', and at least two courses from the section called 'Law'.
- c. At least two courses at the 3000-4000 level (can be from any areas and can also satisfy the requirements listed in 'b' above).
- d. Minimum GPA: B- (70%) with no individual grades below C- (60%).

Certificate Courses by Area (with prerequisites and cross-listing within brackets):

1. Reason

- PHIL 1600: Reasoning Skills (Anti-requisite: PHIL-1620.) (1.5 lecture, 1.5 lab hour per week)
- PHIL 2550: Knowledge, Science and Society (Prerequisite: semester 3 or above standing.)
- PHIL 2610: Argumentation (Prerequisite: PHIL-2600 or PHIL-1600 or PHIL-1620 and semester 3 or above standing; or consent of the instructor.)
- PHIL 2620: Symbolic Logic (Prerequisite: Semester 3 or above standing, or permission of the instructor. Anti-requisite for non-Philosophy majors: COMP-2310, MATH-1020.)
- PHIL 2660: Reasoning About Weird Things (Prerequisite: Semester 3 or above standing; or consent of instructor.)
- PHIL 3590: Women, Knowledge, and Reality (Prerequisites: Two courses at the 2000-level or above from Women's and Gender Studies and/or Philosophy an at least semester 5 standing.) (Also offered as Women's and Gender Studies WGST-3590.)
- PHIL 3600: Theory of Argumentation (Prerequisite: PHIL-2600 or PHIL-2610, or consent of the instructor.)

2. Ethics

- PHIL 1350: Culture, Health, and Social Justice on Turtle Island
- PHIL 2210: Introduction to Ethics
- PHIL 2250: Ethics of Life, Death, and Healthcare
- PHIL 2270: Environmental Ethics
- PHIL 2280: Technology, Human Values, and the Environment
- PHIL 3290: Animals and Ethics (Prerequisites: Semester 3 standing and at least one prior Philosophy course, or permission of the instructor.)

3. Law

- PHIL 2220: Introduction to Social and Political Philosophy (Also offered as POLS-2220.) (Prerequisite: Semester 3 or above standing; or consent of the instructor)
- PHIL 2260: Law, Punishment and Morality (Prerequisite: semester 3 or above standing, or consent of the instructor.)
- PHIL 2300: Indigenous Philosophies of the Americas (Prerequisite: Semester 3 standing.)
- PHIL 2360: Feminist Philosophies (Prerequisite: Semester 3 or above standing; or consent of the instructor. Can be taken as an Arts credit) (Also offered as Women's and Gender Studies WGST-2360)
- PHIL 2380: Social Diversity, Identity, and Race (Prerequisite: semester 3 or above standing.)
- PHIL 3190: Social Pathologies (Prerequisite: PHIL-2210 or permission of the instructor.) (Also offered as POLS-3190.)
- PHIL 3230: Human Rights and Global Justice (Prerequisite: Semester 3 or above standing, or permission of the instructor.) (Also offered as POLS-3620.)
- PHIL 4260 Legal Philosophy (Pre-requisite: Final Year of Honour's B.A. or by instructor permission) (Cross-listed with PHIL-8260.)

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

Courses used to calculate the major average are:

All of the eight courses taken to satisfy the Certificate requirements.

Description of thesis option (if applicable):

N/A

C.2.1 Co-op/Experiential Learning Component (if applicable) (QAF section 2.1.2.6)

*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)*

N/A

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

N/A

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).

Students can take the eight courses in whatever order they wish as long as they satisfy the individual pre-requisites for registration in the more advanced courses.

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

Describe how the program's structure and requirements 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 requirement to take at least two courses from each of the sections, Reason, Ethics, and Law, is sufficient to prepare students for successful attainment of the learning outcomes.

C.3.1.1 Normal Duration for Completion

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

The program length is the same as that required for the completion of a 4 year degree because eligible students will be expected to complete the Certificate requirements while they are completing their degree requirements.

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 degree.

N/A

C.3.1.3 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]*

N/A

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

C.3.2 For All Program Proposals

C.3.2.1 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 standing required for continuation in the experiential learning option or co-op option of the program, where applicable.

Minimum 70% average over all courses taken to satisfy the Program requirements, with no grade in those courses being under 60%.

C.3.2.2 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 standing required for graduation in the experiential learning option or co-op option of the program, where applicable.

Minimum 70% average over all courses taken to satisfy the Program requirements, with no grade in those courses being under 60%.

C.4 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.*

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>	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. identify, explain, evaluate, and discuss philosophically issues relating to good and bad reasoning, as well as issues that arise in ethics, morality, social life, political life, and legal life.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

		5. Awareness of Limits of Knowledge
B. access, retrieve, and evaluate sources relevant to philosophical reflection and inquiry; read and interpret philosophical arguments and texts critically; read and interpret non-academic texts and other sources of information critically.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. identify, interpret, evaluate, formulate, and articulate arguments in different forms; recognize and critically assess the limits of different sources of information in carrying out the preceding tasks.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. write critically in both expository and argumentative modes.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. reflect critically on some of the different proposed sources of obligation and their limits.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. argue rationally and respectfully towards a common position.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. independently formulate, advance, and evaluate positions on issues that arise in ethics, morality, social life, politics, and legal life.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. apply different ways of thinking philosophically about ethical, moral, social, political, and legal issues to the various challenges of life.	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 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.

Most of our courses are taught face-to-face (with the odd exception being taught online depending on who happens to be teaching the course). The only exceptions are PHIL 1600, which is taught as a hybrid course, PHIL 1350, which is currently being taught online (but whose mode of delivery, as a newly introduced course, is still being worked out),

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

and any courses assigned to a faculty member who may have been granted special permission to teach Online (e.g., for medical reasons). The modes of delivery for each of the courses listed among the disjunctive requirements are appropriate to satisfy the learning outcomes.

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 intended learning outcomes and degree level expectations.

The methods of evaluation for a given course may vary somewhat depending on who happens to be teaching that course in a given year, e.g., some instructors may require more take-home assignments, others more tests and exams, etc. But the methods of evaluation employed are always appropriate to the 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:

- *the overall quality of the program;*
- *whether the 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.*

Student performance level in the Certificate is measured by the success of student performance in each of the courses they must take to satisfy the Certificate requirements. The Philosophy Department deems this to be sufficient.

**University of Windsor
Senate**

*5.1.3a: **Business and Mathematics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Business Administration and Mathematics (with/without Thesis) 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 Odette School of Business 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 September 13, 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.

**University of Windsor
Senate**

*5.1.3b: **Business and Political Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Business Administration and Political Science (with/without thesis) (with/without specialization) 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 Odette School of Business 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 September 13, 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.

**University of Windsor
Senate**

*5.1.3c: **Business – International Specialization – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op) 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 Odette School of Business 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 September 13, 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.

**University of Windsor
Senate**

*5.1.3d **Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Business Administration with Specialization in Finance (with/without Co-op and with/without Thesis), Honours Business Administration and Computer Science with Specialization in Finance (with/without Co-op and with/without Thesis), Honours Business Administration and Economics with Specialization in Finance (with/without Thesis), Honours Business Administration and Mathematics with Specialization in Finance (with/without Thesis), and Fast-Track Honours Business Administration Program for 3-year CAAT (or equivalent) Diploma Holders in Finance, 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 Odette School of Business 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 September 13, 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 5.7.

**University of Windsor
Senate**

*5.1.3e: **Computer Science (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Master of Science in Computer Science and Master of Science in Computer Science (with Co-op) 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 School of Computer Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of 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 September 13, 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 5.8.

**University of Windsor
Program Development Committee**

*5.1.3f: **Concurrent BA (Psychology)/Bachelor of Education/Diploma in ECE – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Concurrent BA in Psychology/Bachelor of Education/Diploma in Early Childhood Education program 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 Education Council, the Department of Psychology Council, the Faculty of Arts, Humanities, and Social Sciences 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 September 13, 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 5.9.

**University of Windsor
Senate**

*5.1.3g: **Kinesiology (Movement Science) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) 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 Faculty of Human Kinetics 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 September 13, 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 5.10.

**University of Windsor
Senate**

*5.1.3h: **Human Kinetics (Honours Sport Management and Leadership) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Bachelor of Human Kinetics (Honours Sport Management and Leadership) be renamed *Honours Bachelor of Sport Management and Leadership* in accordance with the program/course change forms.[^]**

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

Rationale/Approvals:

- The changes have been approved by Faculty of Human Kinetics 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 September 13, 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 5.11.

**University of Windsor
Senate**

*5.1.3i: **Political Science with French Specialization – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Honours Political Science with French Specialization 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 Political Science Council, the Faculty of Arts, Humanities, and Social Sciences 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 September 13, 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**

*5.1.3j: **Human Kinetics – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
KINE-3520. Sales Management
KINE-3530. Sport Facility Management
KINE-4420. Sport Sponsorship
KINE-4430. Social Responsibility in Sport
KINE-4440. Consumer Behaviour

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposed new courses have been approved by the Department of Human Kinetics 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 September 13, 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
Senate**

*5.1.3k: **Electrical and Computer Engineering – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^
ELEC-3000. Engineering Design**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The new course has been approved by the Department of Electrical and Computer 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 September 13, 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 5.21.

University of Windsor
Senate

*5.1.3: **Visual Arts – Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:

MACS-1500. Contemporary Visual Culture

VSAR-1050. Studio Practice and Ideas/Space

VSAR-1060. Studio Practice and Ideas/Image

VSAR-1070. Studio Practice and Ideas/Drawing

VSAR-1080. Studio Practice Ideas/Image

PROGRAM TITLE: Visual Arts
 DEPARTMENT/FACULTY: School of Creative Arts
 COURSE #AND TITLE: MACS-1500. Contemporary Visual Culture

LEARNING OUTCOMES TABLE

<p>MACS-1500. Contemporary Visual Culture Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Analyze visual media, for example visual art, advertising, and social media, using various methods including social and historical perspectives, formalist principles, and semiotics.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Access visual and academic research resources. Evaluate the quality of information from an academic perspective.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Explore a research question related to visual culture.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write reflection and research papers.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Identify the negative impacts of stereotypes.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Engage in constructive dialogue with peers.</p>	<p>F. interpersonal and communications skills</p>
<p>G. N/A</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Apply research to creative practice. Describe and discuss artworks by professional artists, including artists from diverse backgrounds and Indigenous artists.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. N/A</p>	<p>I. the ability and desire for continuous learning</p>

COURSE AND TITLE: VSAR-1050 – Studio Practice and Ideas/Space

<p>VSAR-1050 – Studio Practice and Ideas/Space Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Apply introductory level sculpture skills and techniques in a range of media, which may include wood, metal, mixed media assemblage, and 3D digital modeling using current industry standard software.</p> <p>Utilize vocabulary associated with sculpture, including the names of tools, materials, and techniques.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Critique 3D artworks and make concrete suggestions of how they can be improved based on knowledge of sculpture techniques and the elements of art and the principles of design.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Use sketchbooks to explore ideas and plan 3D art projects.</p> <p>Select the appropriate materials and techniques to realize projects.</p> <p>Identify ways that 3D digital modeling can be utilized to realize projects.</p> <p>Calculate the amounts of materials required to execute projects.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write short descriptions and analyses of 3D works of art.</p> <p>Write short artist statements describing the intent of 3D artworks they have created.</p>	<p>D. literacy and numeracy skills</p>
<p>E. N/A</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Articulate personal observations and opinions in group discussions.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Contribute to group critiques of artworks.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Plan and execute 3D artworks that express personal ideas and imagery.</p> <p>Describe and discuss 3D artworks by professional artists, including artists from diverse backgrounds and Indigenous artists.</p> <p>Analyze how artists’ material and formal decisions construct meaning in 3D artworks.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. N/A</p>	<p>I. the ability and desire for continuous learning</p>

COURSE #AND TITLE: VSAR-1060 – Studio Practice and Ideas/Image

<p>VSAR-1060 – Studio Practice and Ideas/Image Course Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Apply composition and colour skills in a range of media, which may include painting, photography, digital media, photography, and other visual art practices.</p> <p>Utilize vocabulary associated with composition including the elements of art and principles of design.</p> <p>Utilize vocabulary associated with colour, including value, hue, saturation, and related terminology.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Evaluate works of art and make concrete suggestions of how they can be improved based on knowledge of the elements of art and the principles of design.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Apply knowledge of colour theory to accurately mix pigment colours.</p> <p>Use a sketchbook to explore ideas and plan projects.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write short analyses of artworks, focusing on artists’ compositional decisions and their use of colour.</p> <p>Write short artist statements describing the intent of artworks they have made.</p>	<p>D. literacy and numeracy skills</p>
<p>E. N/A</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Articulate personal observations and opinions in group discussions.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Contribute to group critiques of artworks.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Apply colour theory and the elements of art and principles of design when planning and developing personal works of art.</p> <p>Describe and discuss the use of colour and composition in works by professional artists, including artists from diverse backgrounds and Indigenous artists.</p> <p>Analyze how artists’ decisions about colour and composition shape meaning in their works.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

COURSE #AND TITLE: VSAR-1070 – Studio Practice and Ideas/Drawing

<p>VSAR-1070 – Studio Practice and Ideas/Drawing Course Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Draw using observational, analytical, conceptual, and experimental approaches using a range of wet and dry media.</p> <p>Utilize vocabulary associated with drawing, including the elements of art and principles of design, names of materials, and names of techniques.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Evaluate drawings and make concrete suggestions of how they can be improved.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Use drawing techniques to describe form, space, and movement.</p> <p>Render proportions accurately.</p> <p>Choose drawing media and drawing styles to shape meaning in works of art and create desired effects.</p> <p>Use sketchbooks to explore ideas and plan drawing projects.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write short descriptions and analyses of drawings.</p> <p>Write short artist statements describing the intent of drawings they have made.</p>	<p>D. literacy and numeracy skills</p>
<p>E. N/A</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Articulate personal observations and opinions in group discussions.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Contribute to group critiques of artworks.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Create drawings that express personal ideas and imagery.</p> <p>Discuss drawings by professional artists, including artists from diverse backgrounds and Indigenous artists.</p> <p>Describe how artists’ compositional, stylistic, and material decisions construct meaning in drawings.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. N/A</p>	<p>I. the ability and desire for continuous learning</p>

COURSE #AND TITLE: VSAR-1080. Studio Practice Ideas/Image

<p>VSAR-1080. Studio Practice Ideas/Image Course Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A. Control focus, exposure, composition, and camera angle when recording video.</p> <p>Record audio with an efficient signal-to-noise ratio.</p> <p>Apply a range of editing and processing techniques to audio and video.</p> <p>Utilize vocabulary associated with time-based media.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Analyze works of time-based art and make concrete suggestions of how they can be improved based on knowledge of audio and video recording, editing, and processing.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Use sketchbooks, or other tools and methods, to explore ideas and plan time-based projects.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Write short descriptions and analyses of time-based artworks.</p> <p>Write short artist statements describing the intent of a time-based artworks.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Follow ethical practices related to copyright when utilizing sound and imagery created by others.</p> <p>Contextualize creative work within an ethical and sustainable artistic practice.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Articulate personal observations and opinions in group discussions.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Contribute to group critiques of artworks.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Utilize a range of aesthetic approaches to create time-based artworks.</p> <p>Identify and describe techniques of time-based artworks.</p> <p>Describe and discuss time-based artworks by professional artists, including artists from diverse backgrounds and Indigenous artists.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.N/A</p>	<p>I. the ability and desire for continuous learning</p>

University of Windsor
Senate

5.2.1: **Student Awards and Financial Aid Annual Report (2022-2023)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

For a more comprehensive report, please follow this [link](#).

2022-23 Annual Report to the Academic Policy Committee Student Awards & Financial Aid

Introduction

The mandate of Student Awards & Financial Aid (SAFA) is to support the recruitment and retention of undergraduate students at the University of Windsor through the administration of merit and need-based scholarships and bursaries established by private donors, the University of Windsor, federal and provincial government student aid programs as well as private student assistance programs. SAFA also supports general need-based assistance for graduate students who qualify for government student assistance, i.e., Ontario Student Assistance Program (OSAP). The following are the programs that are currently administered:

- Ontario Student Assistance Program (OSAP)
 - OSAP Full-time
 - OSAP Part-time
 - OSAP Micro-Credentials
- Ontario Learn & Stay Grant (New for 2023-24)
- Bursary for Students with Disabilities Program
- Out of Province Student Assistance Programs
- Undergraduate Scholarships (endowments, annual awards, and external awards)
- Undergraduate Convocation Awards
- Need-based bursaries (Graduate and Undergraduate)
- Student Access Guarantee (SAG) program
- US Federal Student Aid (Title IV Direct Loans)
- Private US student loan programs i.e., Sallie Mae

SAFA collaborates with campus and external stakeholders on the administration of undergraduate scholarships and bursaries and educates prospective and current students on the financial aid opportunities that exist at the University of Windsor (UWindsor). Administration includes the following activities that occur throughout the academic year:

- Meeting with students to discuss their financial aid needs.
- Webinars and presentations to educate students on financial aid opportunities available.
- Enrolment reporting and monitoring to maintain interest-free status on prior loans and to authorize the disbursement of new funds.
- Academic progression monitoring.
- Financial hardship reviews for students experiencing financial difficulties.
- Trust account monitoring.
- New award set-up and monitoring of annual allocations.
- Periodic program, policy, and procedural reviews in response to government and/or institutional directives as well as to accommodate the changing needs of students.

Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

I. Addressing Foundational Commitments:

1. Establishing and Implementing an Institutional Data Strategy

- Investigate opportunities to collect direct and missed student contact statistics (phone, email, in-person, etc.) to determine if we have the proper resource levels in place to support students during peak periods within the academic year.
- Investigate the option of making aggregate scholarship data available to Faculties and Departments via the Power BI platform.

2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

- Collaborate with campus partners on goals and initiatives that support the financial well-being of

students:

- Alumni and Donor Communications/University Campaign
 - Reviewing processes to enhance and streamline the establishment of new awards and monitoring of existing awards.
- Faculties
 - Annual review of scholarships and bursaries available to their students with targeted communications to ensure that students are aware of the financial aid opportunities available to them.
- Student Recruitment
 - Early assessment of institutional support available to enhance student recruitment efforts.

3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces

- Students have a comfortable waiting area and can queue in for an in-person meeting from anywhere on campus via our QLess queuing system. Our main service area, while somewhat confined to a small space, affords students the privacy to discuss their financial situation in a safe and quiet environment, away from the main waiting area.

4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement

- Staff are encouraged to take advantage of professional development opportunities offered by UWindsor and by affiliated associations. This allows staff to engage with colleagues in other jurisdictions on matters that impact financial aid eligibility for students at UWindsor.
- Staff regularly utilize the financial aid forums that exist to collaborate and share ideas with colleagues across the province and across the country. These opportunities allow the staff to be more engaged in the work that they are doing as they navigate the myriad of changing policies and procedures that govern the administration of student financial assistance.
- Staff are encouraged to set aside time during non-peak periods to improve upon a skill by utilizing the various on-line resources and IT training available and enhancing their knowledge by reviewing government resources specific to financial aid administration.
- Open invitations to faculty and staff across campus to attend our on-line financial aid information sessions that support academic advisors working with students experiencing financial challenges.

5. Telling Our Stories and Sharing Our Knowledge

- Three SAFA staff sit on provincial and federal student aid committees that work to advance our student financial student assistance programs in Ontario and Canada whose purpose is to advocate for enhancements to our administrative systems and processes as well as for better supports for the students of Ontario.
- One of our staff sits on a global council with institutions from around the world whose mandate is to promote engagement and learning opportunities that focus on continuous functional/system streamlining of applications and processes that support enrolment and student finances/financial aid.
- SAFA is represented on the following committees and working groups:
 - Endowment Report Working Group
 - UWinsite Student Steering Committee
 - Transfer Student Working Group
 - Tuition & Financial Aid Steering Committee
 - Undergraduate Recruitment Conversion Committee
 - UWin Educators Working Group
 - Go-Global Steering Committee
 - Accessibility Postsecondary Education Committee (APEC)
 - Lancers Care Working Group
 - Ontario Association of Student Financial Aid Administrators (OASFAA)
 - OASFAA Systems Committee
 - HEUG Global Council

- HEUG Canada Alliance Conference Planning Committee
- Canadian Association of Student Financial Aid Administrators (CASFAA)

6. Improving Institutional Processes and Coordination of Services

- Additional automation added to our on-line summer OSAP extension application for students, which replaced a paper-based process in 2021-22, that links with records data. This initiative created efficiencies for both the student and the administrative staff responsible for the processing of the forms.
- Witnessing affidavits (approximately 100 completed in 2022-23) required for the purposes of satisfying government student aid documentation requirements. This is a complimentary service for students thereby saving students money and offering them the convenience of being able to complete this requirement on-campus.

II. **Advancing Strategic Priorities:**

1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity

- Collaborate with campus partners i.e., Enrollment Management – Student Recruitment, Office of the Registrar, IT services, by investigating opportunities to enhance scholarship support and communication to prospective international students in addition to providing financial support to current international students who may be experiencing financial hardship.
 - Supported the proposals for the creation of several new awards to support international students:
 - (2022-23) Chitkara University Transfer Scholarship
 - (2022-23) Odette Business Global Leaders Award
 - (2022-23) Go Global Scholarship
 - (2023-24) Global Engagement Award
 - (2023-24) International Impact Award
 - (2023-24) International Student Tuition Award

2. Advancing the Journey toward Truth and Reconciliation

- Collaborate with our Indigenous colleagues on the validation of indigeneity, adjudication and selection of awards open to Indigenous students.
- Discussions around how we can best support our Indigenous learners in high schools as well as our current students, to ensure that they are aware of the financial aid and scholarship opportunities that are available to them.

Special Program Awards	# of Awards Assigned in 2022-23	# of Distinct Students 2022-23	Value of Awards 2022-23	# of Awards Available in 2022-23	# of Awards Available in 2021-22
Black Student Scholarships	36	35	\$79,900	17	17
Indigenous Student Scholarships	55	24	\$156,876	16	14
Black or Indigenous Student Scholarships	17	17	\$32,400	3	0
Scholarships for Women	53	53	\$226,000	5	6

3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University

- Due to the COVID-19 pandemic, several interim policy measures were put in place to accommodate scholarship renewal eligibility for students. These changes have a positive impact on students which in turn, supports retention and student satisfaction. In addition, these changes also support students with disabilities who otherwise are not able to take a full course load. Effective 2022-2023, the following policy changes were implemented:
 - The minimum course load requirement for renewable entrance scholarships was reduced to 60% of a full course load.
 - Only a student’s top 6 out of a possible 10 courses in first year were used in the average calculation that determined a student’s eligibility for renewal.

- The continuation terms of eligibility policy was amended to allow a student a maximum of 2 terms with a full or partial withdrawal (less than 60% of a full course load) without impacting renewal eligibility.

4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone

- SAFA staff strive to ensure that every student encounter is met with dignity and respect. SAFA administered over \$85 million in student assistance to University of Windsor students in 2022-23, approximately 3% more funding than in 2021-22.

Summary of 2022-23 Financial Aid Programs Administered by SAFA

Financial Aid Program	2022-23 Total Funding	% Change 2022-23 > 2021-22	2021-22 Total Funding	% Change 2021-22 > 2020-21	2020-21 Total Funding
OSAP Full-time	\$67,981,054	1.18%	\$67,186,499	-17.06%	\$81,008,438
Scholarship, Bursaries & Awds	\$14,045,418	10.01%	\$12,767,696	5.51%	\$12,101,435
Out of Province Aid	\$1,736,937	10.69%	\$1,569,158	-4.87%	\$1,649,460
OSAP Part-time	\$1,130,587	16.60%	\$969,649	-2.12%	\$990,681
OSAP Micro-Credentials	\$188,610	55.89%	\$120,988	-	-
US Student Loan Funding*	\$429,278	77.43%	-	-	-
US Title IV Federal Stdnt Aid	-	-	\$248,668	1.54%	\$244,889
Sallie Mae Smart Option Loan	-	-	\$52,913	-15.89%	\$62,909
Grand Total:	\$85,511,884	3.13%	\$82,915,571	-13.68%	\$96,057,812

**Effective 2022-23, Title IV US Federal Student Aid and Sallie Mae will be reported together.*

- We continue to promote financial literacy for students through our on-line Enriched Academy platform. In 2022-23, we had 497 users of the program with a 28% completion rate, 8,322 video views, 158 downloads (financial resource tools), and student satisfaction rate of 94% with a knowledge level increase of 95%.

5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus

- We have moved the majority of our processes to on-line platforms, thereby eliminating the need for paper, printing and wet signatures.

6. Generating Local and Global Impact through Partnership and Community Engagement

- Participate in Fall and Spring Open House events, the Ontario University Fair, Athletic-Coaches Information Sessions, Applicant Receptions, information events sponsored by local schools and school boards, and other recruitment events sponsored by various departments and faculties at UWindsor.

III. **Challenges:**

- A strong commitment of time and resources are necessary to train and appreciate the complexities of the UWinsite Student system as well as the enhanced functionality as it relates to student awards and financial aid administration, reporting, communication, and the integration with the other modules (Admissions, Student Records, Student Financials).
- Several new undergraduate awards are activated annually. There are continuous process changes specific to the administration of student aid programs that often require changes to existing SAFA systems and processes with just-in-time training to support those processes.
- Lack of integration with our Raisers Edge donor management system which creates a risk of data not being aligned in both systems.
- The need for more robust access to aggregate student award data for Faculties and Major Gift Officers

as well as award management information.

- Returning to normal after COVID – settling back into return-to-work routines and the impact of flexible and remote work arrangements on the team and service delivery commitments.
- An increase of 20% in the number of students who were approved for funding under the OSAP Part-time program. This program is extremely manual and time consuming. Management is mindful of the extra workload it entails, the stress placed on staff members and will continue to look for ways to increase efficiencies and work with the Ministry to develop tools or methodologies to streamline processes.
- On June 30, 2023, the Distance Education waiver afforded to our US students throughout COVID expired creating an unintended risk for students in not being able to complete their degree requirements if required, in-class course options are not available to them. Prior to the waiver and starting July 1, 2023, US students who are in receipt of Title IV funding are not permitted to enroll in distance education courses (in whole or in part). A bill is currently before Congress to allow distance education courses to be taken to a maximum percentage of a student's degree requirement, however it has not yet been passed.
- The administration of US Federal Student Aid (Title IV) continues to be a manual, resource intensive and administratively taxing program to administer. We continue to look for ways to increase efficiencies however, given the extensive systems and legislative requirements in place to support its administration, we are limited in our capacity to undertake any type of enhancements to our systems to better support our needs.

Future Actions/Initiatives

- Continue to encourage staff to take advantage of annual training available through provincial and federal agencies as well as the tools and resources available through various financial aid platforms. In a rapidly changing environment, staff training and monitoring resource levels is essential to maintaining the integrity of our award and financial aid programs to support the students who rely on this funding.
- Continue to review our award management processes towards further simplifying the application process for students and streamlining administration.
- Design and implement a new award administration component to integrate the award application data, adjudication, through to the award disbursement process that is clear and transparent to student applicants.
- Improve communications with academic departments.
- Continue to review the administration of our institutional and donor-sponsored merit and need-based funding to optimize student recruitment efforts.
- Continue to empower students through the promotion of student financial literacy using materials developed by the Enriched Academy Program.
- Continue to improve processes and timing of funding notifications for students experiencing financial hardship early in the academic year.
- Create a process to manage student loan default rates with exit counselling workflow when students withdraw or graduate to ensure that they are aware of their student loan responsibilities and do not enter default.
- Continue to support financial aid proposals targeting under-represented groups students.
- Cross-comparison analysis data among other Ontario universities is currently not available. Approaching other institutions to prepare similar data to compare should be considered.

Recommendations for Senate consideration (if any)

Review of and recommendations for Spring 2024 Board of Governor medals. Further details to come.

Activated Awards in 2022-23

Donor sponsored awards may be financed in 3 ways:

- 1) An annual donation of at least \$1,500 (minimum of a three-year commitment).
- 2) Presentation of a capital sum of at least \$25,000 for investment as an endowment (funds must be invested for one full fiscal year to generate sufficient interest income to support award expenditures).
- 3) A series of smaller donations for up to a period of 5 years to accumulate capital until the minimum \$25,000 endowment level is reached.

The University of Windsor also establishes scholarships funded internally by Faculties and Departments as well as from external government agencies.

The following is a list of undergraduate awards (including undergraduate awards that are open to graduate students) that were activated in the 2022-23 academic year.

Annual Awards (11 New Awards)

LC Memorial Award for FNMI in STEM (\$20,000 x 4 years)

Number of Awards: 5

Award Value: \$20000

Terms: The LC Memorial Award for FNMI Students in STEM has been established to encourage the study of science, technology, engineering, and math among students who identify themselves as members of First Nation, Metis and Inuit communities. The award is to be granted to any FNMI, who demonstrates financial need and who is enrolls full-time in a science, technology, engineering or math program at the University of Windsor. Students must have a minimum admission average of 75% and must maintain a minimum of a 75% cumulative average in the program of study to be eligible for renewal for up to 3 additional years. As part of the application process, students must submit a self-reflection statement indicating the effect that the award will have on their academic career. Preference will be given to FNMI students from the province of Ontario. Apply on-line.

Teresa Sheehan Memorial Scholarship (Annual) - SOCA

Number of Awards: 1

Award Value: \$2500

Terms: One award available annually to a second, third or fourth year Visual Arts student in good academic standing to be used to defray the costs of participating in experiential learning activities (curricular and extra-curricular) including, but not limited to, field trips and community based activities. This award was established in honour of Dr. Teresa Danuta Sheehan who was characterized by her intellectual curiosity, profound kindness and practical nature. Apply on-line.

Teresa Sheehan Memorial Scholarship (Annual) - Visual Arts

Number of Awards: 10

Award Value: \$500

Terms: Several awards available annually to a second, third or fourth year Visual Arts student in good academic standing to be used to defray costs associating with completing tasks and projects that satisfy degree requirements. Students must demonstrate that they are at risk for not being able to complete their studies without the financial support that this award will provide. This award was established in honour of Dr. Teresa Danuta Sheehan who was characterized by her intellectual curiosity, profound kindness and practical nature. Apply on-line.

Enbridge Black Law Student Award

Number of Awards: 1

Award Value: \$2500

Terms: Awarded annually to a full time Law student who identifies as Black and who demonstrates financial need. Apply on-line.

Gavino D'Agnillo Memorial Scholarship

Number of Awards: 1

Award Value: \$2000

Terms: Awarded annually to a 2nd year student in an honours program in English, English and Creative Writing or French Studies with a minimum 75% cumulative average, who have proven record of university involvement (eg., philanthropy, volunteerism, teams/organizations, campaigns etc). Preference will be given to graduates of Kennedy Collegiate. Financial need may also be considered. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply on-line.

Melo Family Scholarship

Number of Awards: 2

Award Value: \$3000

Terms: Awarded annually to one student athlete on the men's hockey team and one student athlete on the women's hockey team. Entering students must have a minimum 80% admission average. Returning students must have a minimum previous year average of 70%. Candidates must be taking at least a 60% course load. Preference will be given to student athletes who are enrolled in the Odette School of Business. Apply on line.

Dean Roy Memorial Award in Computer Science

Number of Awards: 1

Award Value: \$1500

Terms: Awarded annually to a 3rd or 4th year student registered full time in the Computer Science program who has participated in a mentoring or leadership role in the community and/or on campus (eg., tutoring, STEM activities, volunteering, coaching etc). Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Apply on-line.

Howie Sacks & Henry LLP Racialized Student Scholarship

Number of Awards: 1

Award Value: \$5000

Terms: Awarded annually to a full time Law student who identifies as Black, Indigenous or of a racialized community and who demonstrates financial need. Apply on-line.

Geraldine Salinitri Scholarship in Education

Number of Awards: 1

Award Value: \$500

Terms: The Geraldine Salinitri Scholarship in Education will be awarded to a student in their second year of the Education program who is enrolled in a LEAD service-learning course. Applicants must upload an essay describing how their contributions through the LEAD service-learning course are of benefit to elementary and secondary students. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply on-line.

The WK & KY Fung Foundation Scholarship

Number of Awards: 2

Award Value: \$1500

Terms: Two scholarships awarded annually to students entering their fourth year in any undergraduate program in the Department of Mathematics and Statistics, including joint programs and combined majors. The successful students will have completed at least 90 course credits (30 courses) with a cumulative average and a major average of at least 80%. One award will be given to the student with the highest average in MATH-3200, 3580, 3581 and 3590 and STAT 3920 and 3950. The second award will be given to the student with the highest average MATH-3200, 3580, 3581 and 3590. If the same student has the highest average in both sets of courses the second award will go to the student with the second highest average. Ties will be broken by cumulative average. Assigned. No application required.

Chitkara University Transfer Scholarship

Number of Awards: 10

Award Value: \$5000

Terms: This is a transnational education project with Chitkara University (India) and the Odette School of Business. As part of this program, international students complete the first two years of their 'Odette' degree in India and relocate to the University of Windsor in Years 3 & 4. Students are co-admitted to both Chitkara University (Y1 & Y2) and UWindsor (Y3 & Y4). Students who remain in good academic standing will be eligible for an automatic renewal of this scholarship for up to 3 additional terms (4 terms X \$2,500). Assigned. No application required.

[Endowments \(13 New Awards\)](#)

Kevin Campagna Leadership & Caring Award

Number of Awards: 1

Award Value: \$1000

Terms: The Kevin Campagna Leadership & Caring Award has been developed to honour and continue the rich legacy of kind-heartedness and leadership that Kevin embodied in his professional and personal relationships. It will be awarded annually to a full time undergraduate student in year 2 or 3 of the Business Administration program who, like Kevin, is that rare individual who leads and acts with thoughtfulness and care amongst their peers, colleagues and family. Applicants are required to submit a short paragraph sharing their actions as a caring and mindful leader. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply on-line.

The Richard Aubry Canadian Indigenous Student Award in Marketing

Number of Awards: 1

Award Value: \$1000

Terms: The Richard Aubry Canadian Indigenous Student Award in Marketing has been developed to support Indigenous undergraduate students, registered full time in the Odette School of Business, who exhibit a strong marketing spirit and drive through involvement in course work, co-curricular or community service marketing activities. Applicants are required to submit a short paragraph detailing their marketing activities. If, in any year, there are no Canadian Indigenous candidates, the award will go to the next deserving student. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply on-line.

VOICES of Excellence Scholarship

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to a student who self identifies as Black and/or Indigenous who is entering into the Human Kinetics program directly from high school. This scholarship is intended to aid students who have stood on the backs of brave and strong communities who have been historically unheard. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Apply on-line. Special rules apply.

Vera & Nicholas Sitar Memorial Award

Number of Awards: 1

Award Value: \$2000

Terms: Awarded annually to a full-time undergraduate student entering year 2, 3 or 4 in the Environmental Sciences or Civil and Environmental Engineering program, based on achievement of academic excellence in their previous year. Students must have a minimum cumulative average of 80% to be considered. It will be awarded to a student in the School of Environmental Science in even years, and to a student in Civil and Environmental Engineering in odd years. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). This award can not be combined with other merit-based awards. Assigned. No application required.

Fred Quenneville Memorial Scholarship for Business Students

Number of Awards: 1

Award Value: \$2000

Terms: Awarded annually to a student who graduated from a Windsor/Essex County High School, who is registered in year 2,3 or 4 in the Odette School of Business and is in good academic standing. Recipients must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Preference will be given to students who are able to clearly demonstrate through a written submission, current challenging financial living circumstances and how their experiences have allowed them to persevere and build resilience in the face of adversity. This scholarship was established in 2022 to honour Fred Quenneville, who had a successful 38 year career with RBC. Fred was very proud of his community and believed strongly in giving back. He served on the Board of Directors of the University of Windsor, the Windsor Essex Community Foundation, St. Peter's Seminary and was active in the United Way.

JHG Criminal Law Endowment Fund - vs. All Odds Scholarship

Number of Awards: 1

Award Value: \$1000

Terms: One award will be given to a JD student who has experienced extreme personal adversity in life (for example, homelessness, the foster care, system, group homes, addiction, street life, sex trafficking, or involvement in the criminal justice system (either personally or their immediate family) and who has demonstrated financial need. This award was created by Jordana H. Goldlist, who graduated from law school in 2007. Jordana made it to law school against all odds - she was placed in a group home at 14, expelled from high school at 16, left home for the second time at 17, then spent two years on the streets of Toronto. Jordana now runs her own criminal defense firm, JHG Criminal Law, and mentors university students and street kids in transition. Apply on-line.

Eric and Diane Lansdell Undergraduate Scholarship in Engineering

Number of Awards: 1

Award Value: \$1200

Terms: Awarded to a year 3 or 4 student registered full time in the Faculty of Engineering with preference given to a student in Electrical Engineering. Additional consideration will be given for participation in volunteer work and/or community and on-campus activities. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Apply on-line.

Dr. Norbert K. Becker Scholarship in Engineering

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to a 3rd or 4th year student registered in the Civil and Environmental Engineering program, with preference given to Civil Engineering. The scholarship will be based on academic excellence, good character, and community involvement on campus and beyond. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply online.

Tony Howard Indigenous Peoples Award in Entrepreneurship

Number of Awards: 1

Award Value: \$1200

Terms: The Tony Howard Indigenous Peoples Award in Entrepreneurship has been developed to support Indigenous undergraduate students, registered full time in the Odette School of Business, who exhibit a strong entrepreneurial spirit and drive through involvement in course work, co-curricular or community service entrepreneurial activities. Applicants are required to submit a short paragraph detailing their entrepreneurial activities. If, in any year, there are no Canadian Indigenous candidates, the award will go to the next deserving student. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply on-line.

Michael J. Petro Endowment for Film Innovation

Number of Awards: Varies

Award Value: Varies

Terms: Several awards available to Communication, Media & Film or Visual Arts students enrolled in Film 4100. The value of the award will vary from year to year depending on the number of enrolled students. Assigned, no application required.

Christian Daniel Roehler Memorial Scholarship

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to an undergraduate or graduate student registered in the Faculty of Science whose studies are focused on any of the following: Immune Deficiencies; Blood Diseases; Congenital and Genetic Diseases; Immune System Diseases; Rare Cancers; RDCRN; Skin Diseases. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). This scholarship was established by family members whose inspiration was derived from their nephew's rare medical condition known as Wiskott-Aldrich Syndrome. A minimum cumulative average of 80% is required. Apply on-line.

Walter & Carole Donaldson Scholarship

Number of Awards: 1

Award Value: \$1000

Terms: Awarded annually to a full time Visual Arts student who shows promise and skills in Visual Arts. Preference will be given to students in years 2, 3 or 4. Assigned. No application required.

Mary Alice Beyer Gammon Sociology & Law Scholarship

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to a student entering their first year of Law who has demonstrated a strong educational foundation in sociology by having taken a minimum of 3 university level sociology courses and who also has an interest in the interaction of sociology, law and policy. Candidates whose overall education has demonstrated an interest in the study of law and sociology will also be considered. Recipient must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply on-line. This award is named in honour of Mary Alice Beyer Gammon who, as a student at the University of Windsor, earned both a Bachelor's and Master's degree in Sociology, as well as an LLB (Juris Doctor).

Other (8 New Awards)

Transform First Year Scholarship

Number of Awards: 15

Award Value: \$10000

Terms: Awarded to a student who has completed the Transform First Year program at the Faculty of Arts, Humanities, and Social Sciences in Summer. Students will apply through the FAHSS Dean's office when Transform is complete and present the relevant documentation.(ie., certificate of completion and reflection of learning) by September 30.

Cornerstone Project Award

Number of Awards: Varies

Award Value: Varies

Terms: This award was established to acknowledge students enrolled in the Cornerstone course, who represent the top three project teams. The value of the award is dependent on the number of participants in the team.

HK ScholarDollars

Number of Awards: Varies

Award Value: \$1000

Terms: Commit to enrolling in HK at UWindsor for Fall 2022 and be entered in to win a \$1,000 scholarship! Just like athletes who get extra \$\$ for signing a contract to play professionally, we want to give 40 new HK students a signing bonus of \$1,000 towards their first year of tuition! To enter: take a picture or video of you officially signing your acceptance into HK and post to your social media using the hashtag #HKScholarDollars and tagging us. Need some ideas? Go to our website: <https://www.uwindsor.ca/kinesiology/1392/hkscholardollars> to download a background, wear your new bucket hat or any UWindsor gear, or just be as creative as you want to show your excitement.

Future Lancer Award in Science

Number of Awards: Varies

Award Value: \$1000

Terms: Several awards valued at \$1000 are available to students entering into Environmental Science, Environmental Studies, Physics (all majors) and Chemistry (excluding Biology and Biochemistry: Health and Biomedical Sciences) with a minimum 70% admission average. Recipients must register as a full-time student and be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Eligible programs will vary from year to year.

US Student Financial Support Bursary

Number of Awards: Varies

Award Value: Varies

Terms: The US Student Financial Support Bursary will be provided to US students in receipt of US Federal Aid who have an expected family contribution of less than \$10000. Values vary. Assigned.

Chemistry Ambassador Awards

Number of Awards: 15

Award Value: \$500

Terms: This award is given to participants of the Chemistry Ambassador Program who subsequently enroll in a Chemistry and Biochemistry program in the Faculty of Science, directly from an Ontario High School. Students are selected based on participation in the program.

Head Start Prizes

Number of Awards: Varies

Award Value: Varies

Terms: Awarded based on participation at Head Start events.

Executive Director Bursary for Experiential Learning

Number of Awards: Varies

Award Value: Varies

Terms: The bursary is to allow for more inclusivity for students who would otherwise not be able to experience Work-Integrated-Learning (WIL) due to low grades or financial hardships. Students will be required to include a maximum one-page statement indicating why they are applying for the bursary and include a copy of their resume to the Office of Experiential Learning. A committee formed by the Executive Director including the Office of Experiential Learning Leadership Team will review applications.

University of Windsor
Senate

*5.2.2: **Honours Business Administration and Economics – Revision**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the admissions requirements for the Honours Business Administration and Economics be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

Admission Requirements: ~~Advanced Functions/MHF4U~~. **One of Advanced Functions/MHF4U, Calculus & Vectors/MCV4U, Math of Data Management/MDM4U**. English/ENG4U.

~~Strongly Recommended: Calculus & Vectors/MCV4U~~

Rationale:

- The program curriculum does not require any specific high school math.
- The proposed requirements are the same as requirements for the stand-alone BComm program.
- The proposed revisions have been approved by the OSB Council, the Economics Council, and the Academic Policy Committee.

University of Windsor
Senate

*5.2.3: **Policy on Grading and Calculation of Averages – Revision**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the proposed revisions to the Policy on Grading and Calculation of Averages be approved.**

Proposed Revisions:

[revisions are in bold]

For (i) and (ii) above, an "Incomplete" must be changed to a grade not later than six weeks after the last date of the examination period. If no grade has been assigned by that date, a final grade of 0% (**where numeric grades are assigned**) or **Non-Pass (where Pass/Non-Pass grades are assigned)** is automatically entered in the student's record by the Office of the Registrar.

Rationale:

- In the current policy, if a student is given an 'Incomplete' (IN) on an undergraduate course, their grade lapses to a '0' after 6 weeks.
- The issue arises when the courses is graded on a 'Pass/Non Pass' (P/NP) basis. Under the policy, neither a pass or a non-pass impacts the student's average.
- However, if a student receives an 'IN' on a pass/non pass course, the IN would be replaced with a grade of '0', significantly impacting the student's average, which is more punitive than a simple 'non-pass'.
- P/NP grading is used specifically where the program intends the course to have no numeric impact on the student's average. It was never the intent to have a P/NP course converted to a numeric grade in the case of incompletes.

**University of Windsor
Senate**

***5.2.4: Reading Week Policy Exemption – Revision**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revision to the Reading Week policy be approved.

Proposed Revision:

[...]

Exemption: Reading weeks do not apply to ~~the Master of Engineering Management and the MBA for Managers and Professionals programs which are weekend-only programs, with classes offered on Fridays/Saturdays every second weekend~~ **co-op, internship, clinical, or field placements.**

Reading Weeks, which are one full week in length, run from the Saturday to the ~~following~~ **second** Sunday.

Rationale:

- With the MSW for Working Professionals also offered on weekends only, a revision to the policy is needed. Rather than specifying each program, it is cleaner to refer simply to “weekend-only programs” as it avoids any errors or omissions which could arise (as it has) with a new program listing. Weekend-only programs are geared towards individuals who are already in the work force.
- The students registered in these programs schedule their work and other commitments to be able to attend classes on weekends (typically scheduled every other week), and rely on the consistency of this within the course scheduling.
- While understood, it is suggested that a specific statement exempting placements be added to the policy. Students in placements must follow the duties, responsibilities, and attendance requirements of their employer/placement supervisor.
- Minor revision provides greater clarity on the length of reading weeks.

**University of Windsor
Senate**

5.3.1: **Proposed Revisions to Bylaws 2 and 3**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION 1: That the proposed revisions to Bylaw 2 be approved.

Proposed Revisions

[revisions are in bold and strikethrough]

I. Rules of Order for Senate **and its** Committees and Subcommittees

The rules of order adopted for Senate proceedings are the rules of order for all Senate committees and subcommittees where separate rules of order based on particular needs or circumstances have not been formally adopted. This includes standing committees such as Faculty Assemblies, Faculty Councils, Faculty Coordinating Councils, and Departmental Councils but does not include task forces, working groups, and committees of Departmental Councils, Faculty Councils, Faculty Assemblies and Faculty Coordinating Councils.

Normally, all meetings shall be held in-person and only members present shall be permitted to vote, subject to other bylaw provisions.

~~(The following applies through to December 31, 2023)~~

For all Senate Committees and Subcommittees:

- Meetings of the Committees of Senate shall be held 100% in-person, unless there is a majority vote of the Committee **at the beginning of the academic year** to hold a meeting or meetings 100% virtually or in hybrid format, subject to the Chair determining that there are the required technology and resources to hold a virtual or hybrid meeting or meetings.
- Members are exempted from required in-person **Committee** meeting attendance where they have an approved registered accommodation through Human Resources or Student Accessibility Services to attend meetings virtually, **resources and technology permitting**. Other requests relating to in-person attendance will be determined by a majority vote of the Committee on a case by case basis.
- Members participating virtually are encouraged to keep their video camera on, as much as possible, ~~for the entirety of the meeting to confirm presence~~ **to promote engagement**.

Members participating ~~by videoconference~~ **virtually** will have all the rights and responsibilities as those attending in person and will count towards quorum.

Rationale:

- The pilot provision for virtual or hybrid Senate Committee meetings expires at the end of December 2023.
- The proposal is to retain the provision in the bylaw, with some minor clarification; notably that virtual access to Senate Committee meetings can only be provided where there are the required resources (personnel and space) and technology to do so.
- Senate meetings continue to be in-person.

MOTION 2: That the proposed revisions to Bylaw 3 be approved.

Proposed Revisions

[revisions are in bold and strikethrough]

1.2.3.3 Terms of Reference: The Senate Governance Committee will advise Senate on academic governance matters including bylaws, policies and Senate committee membership. Specifically it is responsible for:

[...]

1.2.3.3.5 establishing a Special Appointments Subcommittee composed of the President (**or designate**), ~~Chair~~, the Provost and Vice-President, Academic, **the Vice-President, Research and Innovation**, four senior faculty representatives from different disciplines, one student representative, and a non-voting Equity Assessor, to recommend to the Senate Governance Committee Honorary Degree recipients and Special Appointments. In the case of selection of Honorary Degree recipients, one member of the Board of Governors shall be added to the Sub-committee; in the case of selection of Distinguished University Professors, two senior members of the teaching staff of other universities selected by the ~~University of Windsor members~~ **Senate Governance Committee** shall be added to the subcommittee. **The President shall chair the subcommittee. Where the President's designate is serving, the subcommittee shall be co-chaired by the Provost and Vice-President Academic and the Vice-President, Research and Innovation.**

Rationale:

- This provides more flexibility, particularly in terms of scheduling and timelines, while ensuring that the chairing of the subcommittee remains with senior executive leaders who who have oversight over teaching and research at the University.
- It is important that the VPRI serve on this subcommittee, particularly in the review of Distinguished University Professor applications.
- The composition and membership of subcommittees are the responsibility of the Committee to which they report. Further, it is not efficient to require a Special Appointments Subcommittee meeting for the sole purpose of having the UWindsor members of the Special Appointments Committee select the external members. The revision clarifies the practice to have the external members selected and approved by the Senate Governance Committee, on the recommendation of the SGC Nominating Committee.

**University of Windsor
Senate**

5.3.2: **Senate and Senate Standing Committee Diversity Report (2023-2024)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Updated: as of September 20, 2023

	Current Voting Members	Survey Responses	# Self-Identified as member of designated group	50/30 Challenge	
				50% Women-identified Persons	30% other designated group members
Senate	81 (of 86)	69 ^{1,2}	43	38%	27.2%
Academic Policy Committee	17 (of 17)	15 ^{1,4}	12	65.7%	5.9%
Program Development Committee	20 (of 20)	20 ³	14	36.8%	47.4%
Senate Governance Committee	20 (of 20)	19 ^{1,3}	12	35%	55%
Senate Student Caucus	19 (of 22)	15 ^{1,3}	9	42.1%	26.3%

¹ still awaiting responses from members.

² twelve stated that they did not wish to self-identify.

³ one did not wish to self-identify.

⁴ two did not wish to identify.

NB: # of designated group members may not equal the number of individuals who self-identified, as individuals may have self-identified under more than one category. Responses are still coming in. It is difficult to know or be able to report that the University is meeting the federal 50/30 challenge (of which it is a signatory), without active participation by members. Efforts to gather responses will continue over the Fall. If additional responses are received, the report will be updated and a more complete report will be presented to SGC and Senate in the W2024.

University of Windsor
Senate

*5.3.3: **Senate Standing Committee – APC Membership**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Senate Governance Committee recommend to Senate the approval of the following Senate Standing Committee membership:**

Dr. Karen Robson, Odette School of Business – Academic Policy Committee

**University of Windsor
Senate**

5.6: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Philip Dutton**

Academic Colleagues met in a hybrid format on August 15 and 16, 2022.

Evening meeting, Tuesday, August 15, 2023, 6:00 – 8:30 pm

A land acknowledgement was provided by Dr. Lanyan Chen.

A conversation with Dr. Liliane Dionne, Professor, Faculty of Education, University of Ottawa

Topic: Wellbeing of International Students: Solutions from Design Thinking

Dr. Liliane Dionne delivered a presentation on her research on the wellbeing of international students. Using a design-thinking approach, which included peer interviews between graduating Bachelor of Education students and international students at the University of Ottawa, creative solutions were identified to improve the wellbeing of international students on the University campus. In response to feedback from international students expressing the need for a diversity of spaces on campus, desire for more beauty and art on campus, and more opportunities to socialize, study outdoors, and improve their second-language skills, the BEd students designed and created prototypes of a campus to better foster the wellbeing of international students. Results from the study were communicated to the university administration by Dr. Dionne.

An engaged discussion ensued, in which Colleagues reflected on how they might contribute to improving the wellbeing of international students and on the recommendations of COU's International Education Working Group, which they had received an update on at the February meeting.

Colleagues meeting, Wednesday, August 16, 2023, 9:00 am – 12:00 pm

1. Information sharing

Colleagues shared their campuses experiences and perceptions. There are common themes across Ontario institutions. Three topics were generally applicable: budgetary challenges, turnover and recruitment of senior administrators, and safety and emergency measures on campuses.

2. COU update

Steve Orsini, President and CEO of the COU provided information to colleagues on current COU activities. Discussion ensued throughout Mr. Orsini's report.

[Ontario Blue Ribbon Panel](#)

The blue-ribbon panel report is expected soon. The panel was constituted to provide advice and recommendations to the Minister of Colleges and Universities to help keep the postsecondary education sector financially strong and focused on providing the best student experience possible.

Association of Municipalities of Ontario Conference

Mr. Orsini shared a preview of his presentation on housing for the August 21-23, 2023 conference. He highlighted an average 21% increase in enrolment in Ontario Universities over the last decade, with an astounding increase of 113% in Mathematics and Physical Sciences and a 66% increase in Engineering and Applied Sciences. While the Universities are relying on double the number of international students since 2016 (40,000 in 2022), the colleges have increased from 40,000 international study permits in 2016 to over 140,000 in 2022. The forecast for the next five years is a further doubling of international study permit applications. The impact of housing shortages is obvious and concerning, not just for international students but also for domestic students, and PSE institutions must have housing support plans. He was also recommending that municipalities should fast-track student residential development.

3. Committee Reports

- a. Budget and Audit: (Jingyu (Jennifer) Li, Brock). A written report was submitted.
- b. Board of Directors of COU Holding Associations Inc.: (Kim Hellemans) provided a verbal report on the June meeting of the board.

4. Other Business

Topics of focus for the remainder of the year were discussed. Support for international students, best practices for collaboration between institutions and municipalities, consideration of ways to mitigate anti-queer and anti-trans movements, and the exploration of artificial intelligence in education were among topics put forward for consideration.

Respectfully Submitted

P.J. Dutton, Academic Colleague.

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Robert Aguirre**

1) Beginning of Academic Year

Our campus buzzed with energy during Welcome Week, with myriad spirit activities, BBQs, student gatherings, and other festivities. Many sincere thanks to all who participated and led, including student organizations, staff, faculties, alumni, and our Office of Student Experience. Truly a team effort!

2) Reopening of Windsor Law

The newly renovated Law School welcomed faculty, staff, and students. The building is truly a must-see, with redesigned areas for student and faculty engagement, an open, light-filled design, and careful attention to Indigeneity throughout the structure, expressed in design elements and dedicated spaces. Look for public events to rededicate the building scheduled for the end of October.

3) Update on Strategic Planning – Cascading Plans

Following the completion of the University strategic plan, *Aspire: Together for Tomorrow*, work is now underway to complete key sub-plans that will support the ambitions set forth in *Aspire*. These include but are not limited to:

- a. Joint Academic/Research Plan (co-chaired by Robert D. Aguirre and VPRI Shanthi Johnson);
- b. Strategic Enrolment Plan (chaired by Chris Busch, AVP Enrolment Management);
- c. Teaching and Learning Plan (chaired by Erika Kustra, Acting AVP, Academic).

Updates on the progress of these and other plans will be provided at Senate meetings throughout the year. Faculties are also at work on their own strategic plans, which will nest under and articulate with the University plan. The sum of these plans will provide a legible road map for the University over the coming years. All plans will be undertaken in the spirit of collegial governance and will require the labour of many hands.

4) Messages of support to international students

Following recent high-level diplomatic tensions and other potential sources of worry, the Provost's Office collaborated with the Office of Student Experience to send a message of support to our international students. Our message affirmed the contributions of international students to our campus and our community, provided a list of campus resources, and opened our doors to students should they need assistance or guidance.

5) Dean of Science Search Update

The search committee, chaired by the Provost and comprised of faculty, staff, and students from the Faculty of Science, has met several times since the summer. We have written and posted the job ad and constructed an interview grid. We are on schedule for a successful completion of the search in 2024.

6) Updated templates for faculty searches

In consultation with the VPPEI and PCEE, the Provost's Office has completed work on updated language for faculty job ads. The new template draws on language from the *Aspire* strategic plan to centre work on EDI and Indigeneity, to highlight the rich diversity of our university and local community, and to signal our commitment to being a people-first and welcoming campus.

7) Commendation of Professors Dave Andrews (HK) and Kathy Pfaff (Nursing), winners of Educational Leadership Awards for 2023

It is a great privilege to enter in the Senate minutes this year's winners of the Educational Leadership Awards, co-sponsored by the Provost's Office and CTL, which recognize extraordinary achievements to improve teaching, curricula, and the student experience at the University of Windsor. Our colleagues, Professors Andrews and Pfaff, bring truly remarkable records of innovation, creativity, and imagination to all their teaching endeavours. They join a select group of illustrious past winners in standing as high examples of leadership in the art, craft, and science of teaching. Congratulations!

**University of Windsor
Senate**

5.8.1: **Enrolment Management Update**

Item for: **Information**

Forwarded by: **Chris Busch, AVP Enrolment Management**

Enrolment Update – Fall 2023

Fall Total Head Count (after add/drop, including new and returning; Office of Institutional Analysis)

Fall 2023	Undergraduate	Masters	PhD	Graduate	Total
Full-time	10,763	5,462	443	5,905	16,668
Part-time	1,404	53	20	73	1,477
				Total	18,145
Fall 2022	Undergraduate	Masters	PhD	Graduate	Total
Full-time	10,469	5,419	456	5,875	16,344
Part-time	1,462	10	1	11	1,473
				Total	17,817
Fall 2021					
Full-time	10,908	4,588	412	5,000	15,908
Part-time	1,526	5	3	8	1,534
				Total	17,422

Fall 2023 Undergraduate Recruitment Campaign

University student recruitment and marketing/communications (MarComs) are ongoing efforts requiring constant attention and adaptability. As we return from the summer break, our team is gearing up for Fall 2024.

When attracting prospective undergraduate learners to the University of Windsor, it's not just about the location; it's primarily about the people – the dedicated individuals at UWindsor who ensure student success, setting us apart. This is why our 2024 Undergraduate Campaign highlights the key individuals essential to students' success, including faculty members, support staff, and fellow students who form the peer community for prospective UWindsor students. As President Rob Gordon emphasizes, what truly sets our university apart is the people of UWindsor. This sentiment is further exemplified in *Aspire*, a vision committed to celebrating, supporting, and empowering individuals to lead, learn, serve, and thrive.

Our Fall 2024 omni-channel campaign began on Monday, September 25, 2023, and will continue through the coming summer. Senators are encouraged to view a piece of our campaign, our undergraduate viewbook, by [clicking here](#).

A heartfelt thank you from the Enrolment Management Team to all members of the campus community who contributed to its development.

International

In-country recruitment staff

We recently completed a highly competitive Request for Proposal process to renew our in-country recruitment services. In-country recruiters (ICRs) are crucial in offering localized support and expertise for international student recruitment, effectively engaging with students from diverse linguistic and cultural backgrounds. Our focus areas include diversification markets like Brazil, Mexico, East and West Africa, and Vietnam and core recruitment markets like China and India. In the 2023/24 academic year, we are introducing an Arabic-speaking ICR to expand our outreach in the Middle East and North Africa and are exploring the Philippines. We are exploring the Philippines as a strategic location within the Indo-Pacific region.

In August, we hosted our current team of ICRs on campus. Annual visits by in-country recruiters are crucial to building relationships, providing real-time updates, and helping customize marketing strategies.

Auditor General of Ontario – Action Plan Update

As we finish assembling our in-country team members, our focus now shifts to completing the Fall 2023 recruitment plan. This plan places a significant emphasis on diversifying our international cohort by enhancing the promotion of our course-based master's programs and fostering undergraduate enrolment growth.

Recruitment initiatives have been strategically planned, and some have already been executed in each diversification market outlined in Canada's International Education Strategy (2019-2023). These markets include Mexico, Colombia, Brazil, Vietnam, the Philippines, Indonesia, Thailand, and Turkey.

Go Global

On August 1st, we conducted an online faculty information session about the University's Go Global student-mobility programs. These programs include the Go Global First Year Study Abroad Experience Program (Go Global STEPs), which focuses on faculty-led study abroad initiatives, and iWIL Go Global, which offers opportunities for international work-integrated learning, including internships (both paid and unpaid), cooperative education placements, community service-learning roles, and research projects abroad.

During this session, we provided valuable insights into these programs, covering topics such as eligibility, financial support, program logistics, and how they can be utilized to enhance the internationalization of our campus through the undergraduate curriculum. The session also served as a networking and collaboration platform for faculty members.

Important Dates:

Ontario Universities' Fair - Oct 21 & 22, 2023
Fall Open House - October 28, 2023
Plan Ahead (Grade 9 – 11) – December 2, 2023
Fall Virtual Open Day - Dec 7, 2023
Educators Day - Dec 13, 2023

Respectfully submitted,
Chris Busch

**University of Windsor
Senate**

5.9: **Report of the Vice-President, People, Equity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

Employee Mental Health Strategy Update

- The [Employee Mental Health Strategy Steering Committee](#) was established in Fall 2022, focusing on diversity and mental health in the workplace.
- The strategy is based on [13 psychosocial factors from the National Standard of Canada for Psychological Health & Safety](#), with an assessment tool using data from various sources.
- A gap analysis identified 5 priority areas and 22 key actions for improvement.
- An accountability structure has been set up, including an implementation working group, with the strategy launching on October 24, 2023, and ongoing communication efforts in September and October.

Employee Engagement Survey Action Planning

- University-wide key action roadmaps expected to be completed by September 30, 2023.
- A summary of key action status updates will be posted on the [Employee Engagement Survey website](#) in October.
- Employee engagement action planning efforts from across the University were shared with the campus community.

Anti-Racism Organizational Change

- The Implementation Oversight Team has developed an [ABR Task Force Recommendations Progress Report](#). A draft is currently under review and on track to be released by the end of September 2023.
- Planning is underway to develop UWindsor's Anti-Racism Strategy Plan. This plan will be developed with insights from the Aspire Strategic Plan and the EDI&ID review.
- Planning is underway to develop UWindsor's Anti-Racism Council. This council will be developed with insights from the Aspire Strategic Plan and the EDI&ID review.
- An informal UWindsor Black Alumni Committee has been established to organize the inaugural [UWindsor Black Alumni Weekend 2023](#). The events took place September 22-24th, and included a networking event, a mini-summit, tailgating and football game, community engagement, and more. This event is directly in line with the University of Windsor's vision to reengage and reconnect with our Black UWindsor alumni as per the Anti-Black Racism Task Force Report, our commitment under the Scarborough Charter, and feedback received from the University of Windsor Black Alumni Consultation Report.

Office of Human Rights, Equity, and Accessibility

- The accessible front entrance and ramp project for the HK building is set to be completed in mid-October, funded significantly by a \$722,800 grant from the Enabling Accessibility Fund.
- Nominations for the 11th Annual OHREA Awards, covering categories like Accessibility, Employment Equity, Human Rights, and more, open on October 3rd.
- Information about the awards and the availability of various types of gender-inclusive washrooms can be found on the [OHREA website](#).

Office of Student Rights and Responsibilities

- OSRR has addressed both informal and formal complaints of student non-academic misconduct. Informal complaints have been resolved compliant with procedures, while formal complaints involve ongoing investigations, with decisions expected in September 2023.
- OSRR has been collaborating with various University departments and stakeholders to address non-academic misconduct issues, provide training materials, and ensure fair procedures, especially related to discrimination and harassment.
- Outreach efforts include consultations with student groups, distribution of information to incoming students, the creation of a website, plans for an Instagram page, and hiring Ignite students for communications and outreach.
- Measures have been taken to ensure that students acknowledge the Student Code of Conduct and Procedures during registration and possibly in syllabi.
- OSRR is continuously addressing internal infrastructure.

**University of Windsor
Senate**

5.10: **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research, scholarship, creative activity, and innovation are critical to the impact, influence, and reputation of the University locally and globally. The research and innovation ecosystem directly impacts our ability to recruit and retain undergraduate and graduate students and build a robust education and training capacity pipeline for our current and future needs.

The functional areas covered by the Office of the Vice-President, Research and Innovation (OVPRI) include Research and Innovation Services (pre/post grant/awards management), Research Partnerships, Research Integrity (Animal Care, Research Ethics, and Research Safety), Senate-approved University research centres and institutes and EPICentre, and strategic institutional initiatives.

Our office has a firm commitment to inspire and advance inclusive research, scholarship, creative activity, and innovation, underpinned by excellence. In particular, we will be developing a dynamic research and innovation ecosystem that is aligned with the University's institutional strategic plan - *Aspire: Together for Tomorrow*. We aim to engage our community, creating strong, meaningful collaborations, actively involving both our internal and external stakeholders.

Strengthening the University's Internal Research and Innovation Ecosystem

On September 11, 2023, the OVPRI hosted its first all day facilitated Research and Innovation Service Team Retreat. Participants included all service providers within the VPRI portfolio, including the OVPRI, Research and Innovation Services, Research Partnerships, and the Research Integrity offices. This was the first time that all members of these units have been brought together as a team. Key focuses of the retreat included teambuilding, to be consistent with the values and the foundational commitments articulated in *Aspire: Together for Tomorrow*, and review and reflections on the recommendations resulting from the research and innovation services review conducted last spring.

The VPRI has also formalized an Associate Deans Research Committee (ADRC), comprised of Associate Deans, Research or their equivalent from each Faculty, as well as representatives from Leddy Library and the OVPRI. As part of building this outstanding network of research leaders, our first order of business was the development of the terms of reference (TOR). As outlined in the TOR for the ADRC, the committee will serve to:

- Empower bold, impactful, and engaged research, scholarship, creative activity, and innovation across disciplines;
- Serve as a forum for cross-Faculty communication and collaboration;
- Advise on, support the alignment of, and champion research, scholarship, creative activity, and innovation initiatives and opportunities across campus;
- Review and provide input on the development and implementation of the University's strategies specific to and relevant for research, scholarship, creative activity, and innovation policies and guidelines, and other key documents;
- Assist in defining excellence in research, scholarship, creative activity, and innovation excellence;
- Guide the development of key performance indicators and promoting and recognizing success;
- Help identify and overcome barriers to success in research, scholarship, creative activity, and innovation;
- Serve as a platform for research leadership peer support and mentorship; enhancing research culture, and growth within Faculties;

- Support the adjudication of internal research and innovation competitions; and
- Provide non-binding recommendations to the Vice-President, Research and Innovation (VPRI).

A subcommittee of the ADRC is also working on developing terms of reference for a new Senate Research and Innovation Advisory Committee, which will serve as an advisory body to both Senate and the VPRI on matters related to research, scholarship, creative activity, and innovation.

University Research Centres and Institutes

Formal reviews of Senate-approved University research centres and institutes are launched by the Senate Governance Committee (the “appropriate University Committee” referred to in the Senate Policy on the Establishment, Management and Renewal of University Research Centres and Institutes) and led by the VPRI. In November 2022, the Senate Governance Committee launched the formal review of the Cross Border Institute, the Diagnostic Imaging Institute, and the Fluid Dynamics Institute.

The review of the Institute for Diagnostic Imaging Research (IDIR) is now in its final stages with a final report forthcoming this fall. Immediately following the conclusion of the IDIR review, the OVPRI will form a committee and launch a review of the Cross-Border Institute (CBI) to be completed spring 2024. Review of the other institutes are also planned in the future. The OVPRI is also conducting a comprehensive review of EPICentre and entrepreneurship at the University of Windsor. We are expecting a final report and recommendations from the committee in December.

In the new year, the OVPRI will conduct a review of University policies and procedures governing University Research Centres and Institutes. The purpose of the review is to better align and define processes for the establishment, structuring, management, governance, review, and sunseting of centres and institutes in the future.

Strategic Institutional Initiatives

The OVPRI is in the process of launching three concurrent searches for Tier 2 Canada Research Chairs (CRCs) in Health Disparities and Public Health (FAHSS), Health Biostatistics (HK), and Public and Environmental Health (Science) that were announced in May 2023. These three CRCs will complement and bolster the collaborative partnership the University has developed with the Windsor-Essex County Health Unit (WECHU). The OVPRI is working with the three faculties in these searches. We are also streamlining the process to be consistent with the requirements of the CRC secretariat and the University of Windsor.

Partnerships and Engagement

We have been forging strong relationships internally and externally through meetings with the Deans, Associate Deans Research, researchers and their teams, as well as visiting research laboratories across campus. The OVPRI has hosted and engaged in a number of visits by government and non-government organization stakeholders in support of key University of Windsor strategic research and innovation initiatives, including AgUWin, automobility and EV technology, and public health/health innovation. Examples of visits hosted or engaged in July and August alone include:

- Deputy Minister John Kelly of the Ontario Ministry of Agriculture, Food and Rural Affairs and Fruit and Vegetable Growers of Canada featuring tours and meetings highlighting the agriculture-related research and innovation ongoing in Science and Engineering;
- Ontario Premier, Doug Ford, which included tours of facilities related to research and innovation in automobility and EV technology and cybersecurity ;
- The National Research Council – Automotive group;
- Steve Orsini, the President and CEO of the Council of Ontario Universities;
- Taking 20+ Faculty and 15 students to Agriculture and Agri-Food Canada Research Station in Harrow, ON for a day of collaborative matchmaking;
- Three industrial partnership breakfast and collaboration events and 20 tours and events featuring potential industry partners and faculty research capacities/contributions; and
- Regular meetings with WECHU, Windsor Regional Hospital (WRH), and other stakeholders to develop collaborative research partnerships in health.