



## **We Acknowledge**

The University of Guelph-Humber and Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok, the “Place of the Alders” in Michi Saagiig language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe, Haudenosaunee, and Wendat peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.







### **Celebrating Us**

For 20 years, the University of Guelph-Humber (Guelph-Humber) has challenged our students to think and do. Students choose us because we provide them with a personalized academically rich experience where we continuously strive to provide them with limitless possibilities and opportunities.

The 2022/2023 report represents our people, our students, and the Guelph-Humber experience. It reflects our commitment to teaching, scholarship, local community engagement, and the student experience. This report highlights the positive impact our commitments have made to the lives of our students, staff, instructors, and the local and international communities.

I am proud of the environment Guelph-Humber has created where each student can learn and achieve their full potential.

Our students grow to be leaders, community contributors, critical thinkers and agents of change.

As we continue to evolve as an institution and as a community, we will always put our students first by embracing our uniqueness in a way that supports, challenges, and inspires our students in a big way.

**Melanie Spence-Ariemma, Ph.D.**  
**Vice-Provost and Chief Academic Officer**



### **With Thanks**

The 2022/2023 academic year at Guelph-Humber was a combination of revitalization and accomplishment. After more than two years of online learning, the majority of students and employees returned to campus bringing their energy and enthusiasm. It was also a time of transition as our community re-engaged with each other through in-person and hybrid classes, labs, meetings and events. Accordingly, it is a fitting occasion to highlight and celebrate our collective accomplishments.

Over the course of the year, students embraced their learning opportunities, both inside and outside our classrooms and labs. They engaged in experiential learning and research, excelled in their work placements, challenged themselves by participating in external competitions and conferences, and reinvigorated many of our student clubs and societies. Rarely does a week go by where I am not made aware of a competition our students have won, a significant project they have embarked upon, or a unique workplace experience they have undertaken. It is what makes this campus and this community special.

In addition to our domestic and international students, we welcomed prospective students, exchange students, visiting professors as well as international university partners back to our campus. Even our four-story living plant wall underwent a significant restoration.

The return to in-person classes was a success — and all this is owing to the unwavering commitment of our academic leaders, program teams and instructors in supporting students and ensuring that the university's learning outcomes continued to be met.

I would like to thank every member of Guelph-Humber for their hard work and dedication in support of our caring community.

**George Bragues, Ph.D.**  
**Associate Vice Provost, Academic**

A collaboration between the University of Guelph and Humber College Institute of Technology & Advanced Learning, Guelph-Humber was founded on the principle of integrating experiential learning opportunities into the academic curriculum.

Drawing from the expertise and knowledge of those renowned founding institutions, Guelph-Humber offers students focused programs, a closely connected community, a low student to professor ratio, the chance to conduct undergraduate research, and opportunities to gain significant workplace experience.

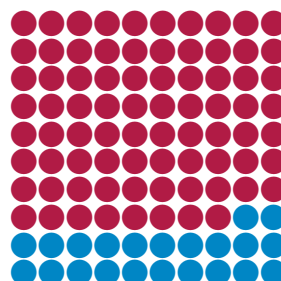


## 2022/2023 Student Profile

Fall 2022	Full-Time	Part-Time
Justice and Public Safety	3	107
Bachelor of Applied Arts in Media and Communication Studies	392	58
Community Social Services	266	226
Early Childhood Studies	431	457
Justice Studies	827	65
Kinesiology	507	47
Psychology	408	31
Bachelor of Business Administration	945	93
Non-Degree	2	2
<b>Total</b>	<b>3,781</b>	<b>1,087</b>

**4,868**  
STUDENTS IN TOTAL

### Enrolment by Type



**78% full-time students**  
**22% part-time students**

**26.9% transfer students**

**775 students enrolled in three programs that offer online delivery**

### Enrolment by Age:

17 – 19 years: 1,534  
20 – 24 years: 2,448  
25 – 29 years: 316  
30 – 39 years: 360  
40+ years: 210

### Enrolment by Gender:

Female: 3,115 / 64.0%  
Male: 1,577 / 32.4%  
Undeclared: 176 / 3.6%

### Top Catchment Areas within Ontario:

• Brampton • Kitchener • Oakville  
• Burlington • Markham • Toronto  
• Guelph • Mississauga

# Student Financial Services & Work Study

## OSAP

In 2022/2023, Guelph-Humber students submitted a total of 3,260 OSAP applications resulting in 2,658 students receiving OSAP funding. Students received a combined total of \$23,294,446 OSAP funds (full-time and part-time grants and loans combined).

## Scholarships (includes Institutional Funded, Donor Funded, and Government Funded Awards)

In 2022/2023, 2,989 scholarships and awards were provided to Guelph-Humber students for a combined total value of \$6,173,000).

Over the course of the 2022/2023 academic year, 125 students were hired for Work Study and Research Assistant part-time jobs and earned a combined total of \$400,113.00. Approximately 70% of part time jobs on campus are designated as work study positions.

# Global Learning Opportunities

## International Students

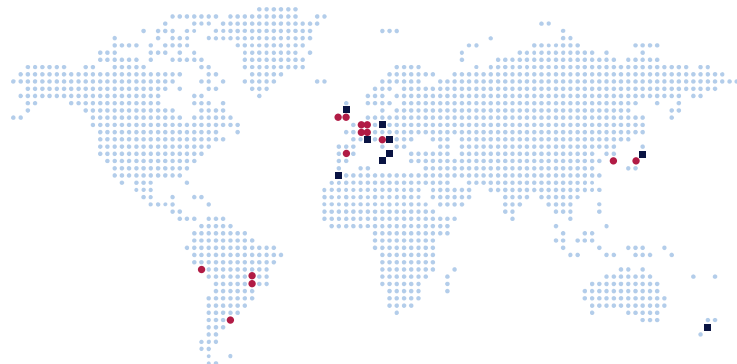
51 International students studied at Guelph-Humber in the Fall 2022 semester and they came predominantly from the following countries:

- Brazil
- China
- Colombia
- India
- Iraq
- Mauritius
- Mexico
- Nigeria
- Pakistan
- Vietnam

## Guelph-Humber Study Tours

International Study Tours generally occur during the summer semester (referring to the months of May to August 2022 for this report) but due to the global pandemic, it was not possible for students and faculty to travel internationally. 12 students were able to participate in a domestic Study Tour to Vancouver, British Columbia in June 2022. Plans are in place to implement the international Study Tour program again in Summer 2023. Approximately 150+ students participate each year who complete general elective courses in places such as Austria, Germany & Malta, Italy, Japan, Morocco, New Zealand and the United Kingdom.

■ Study Tours ● University Partners



## Inbound Exchange Students

15 exchange students studied at Guelph-Humber in the Fall 2022 semester and they were from:

- Argentina
- Austria
- Belgium
- Brazil
- Germany
- Netherlands
- Spain

## International University Partnerships:

- Avans University of Applied Sciences: Netherlands
- Hanze University of Applied Sciences: Netherlands
- Universidad de San Andres: Argentina
- Haute Ecole Ephec (Ephec University College): Belgium
- Soka University – operating as the Faculty of Education (“Soka”): (Tokyo, Japan)
- IQS – Institute Quimic De Sarria Cets, Fundacio Privada: Spain
- Leuphana Universität Lüneburg: Germany
- Management Center Innsbruck “MCI”: Austria
- University of London Exchange: United Kingdom
- Pontifical Catholic University of Peru: Peru
- University Colleges Leuven-Limburg: Belgium
- University of Ribeirao Preto: Brazil
- Solbridge International School of Business: Daejeon, Republic of Korea
- University of Cumbria: United Kingdom
- University of Ulster: Northern Ireland
- University Center of Anj/Polis (aka UniEVANGELICA): Brazil

Visiting Professors joined the Guelph-Humber community for a one-week period and they conducted lectures and met with Guelph-Humber about partnerships. In turn, our faculty traveled to their institutions and conducted lectures at their institutions.



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# Student Life

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## First Year Experience Program (FYE)

Guelph-Humber's 2022/2023 FYE program supported 1,545 new students through 23 groups led by First Year Experience Leaders. FYE held 11 events this year to help new students transition. Outside of events and workshops, students engaged in online discussions where they made connections, learned about important dates, events and campus services, and found answers to their questions.

## Clubs and Societies

Guelph-Humber has 85 volunteer society executive positions across 19 student societies (student groups related to academic programs). Of those, 57 positions were filled during the 2022-2023 academic year.

Students also participated in a number of IGNITE clubs open to both Humber and Guelph-Humber students. Notably, BestBuddies and Cam's Kids were very active in the Guelph-Humber community this year.

## Learning Support Peers

Learning Support Peers (LSPs) are current students who are available to offer support and provide general information about programs, assist with course selection, provide direction in the area of academic resources and personal support services, and inform students of policies and procedures. LSPs also offer a series of Learning Skills Workshops available to all students. The workshops they offer include the following:

- Test Preparation
- Reading and Note-Taking
- Time Management
- Overcoming Procrastination
- Stress Management and Self-Care
- Presentation Skills
- Group Work

Over the course of the year, we had between 2 and 9 LSPs working with students.

## Career Support Peers

Our Career Support Peer (CSP) program ranged from 4-5 CSPs depending on the semester. The main function of the program is to provide peer-to-peer career-related support. They offer a number of services to students, including:

- Resume & Cover Letter Review
- Interview Tips & Preparation
- GHworks Navigation Support
- Career Success Workshops



**1,545**  
new students were  
supported in our  
**First Year Experience  
Program**

Students interact with staff from Global News at a Career and Job Expo on campus



## Career Events

**Guelph-Humber hosted 15 career-related events during the 2022/2023 academic year including:**

### **Graduate and Professional School Fair:**

Students attended this two-day hybrid event and met with graduate and professional program admission reps and recruiters.

### **Career & Job Expo**

Students and alumni were invited to attend this hybrid event to meet organizations hiring for interns, volunteer, seasonal employment, and full-time roles.

### **BLAXPO**

In partnership with Humber Black Student Support & Engagement (BSSE) and Humber Career Services, Guelph-Humber students were given the opportunity to attend BLAXPO, a career fair for black identifying students.

### **Kinesiology Field Placement Networking Event**

This event introduced students to field placement opportunities for their winter semester and provided an opportunity to network with prospective employers.

### **Equity, Diversity, and Inclusion (EDI) Professional Panel Discussion**

A gathering of professionals working in Equity, Diversity & Inclusion programming for Business and Media organizations. This panel discussion explored how each organization is approaching EDI and developing best policies and practices.

### **Law Enforcement & Emergency Services Fair (in partnership with A.B.L.E)**

This annual career fair provides opportunities for approximately 20 police service organizations. Students had the opportunity to meet law enforcement and emergency services recruiters to find out about opportunities, and how to apply.

### **Panel Discussion**

#### **Black Heritage Career Panel:**

In celebration of Black Heritage Month, Career Services hosted a panel inviting various alumni to return to campus to share their career journeys.

### **Guelph-Humber Career Fair**

Students were given a chance to talk to employers and representatives about opportunities for new grads, interns, and student employment.

Students learn about careers in law enforcement at the Law Enforcement and Emergency Services Fair

### **Women In Leadership**

Students and staff had the chance to attend our annual Women in Leadership event, which took place in a hybrid format. The event highlighted a keynote speaker, followed by an on-campus networking fair in our atrium. This event offered a valuable opportunity for students and stakeholders from Guelph-Humber, Humber, and Guelph to connect.

### **Professional Development Fair**

Career Services welcomed representatives from professional associations and postgraduate certificate programs to network with students and recent graduates. This event was an opportunity for students to meet representatives to learn about their postgraduate study options and professional membership options that can benefit their career path.



**4,389** Academic Advising appointments

## Registrarial Services

Registrarial Services plays a central role in every aspect of the student experience, by supporting students from initial contact to graduation and beyond. As a student-centred service, the Registrar's four divisions: Marketing and Student Recruitment, Admissions Services, Student Financial Services, and Academic Advising, Registration and Records strive daily to make a difference in student's lives. Registrarial Services is a primary information resource for students, staff and instructors, and it actively seeks ways to effectively inform students of their rights, responsibilities, and related procedures. This office also works collaboratively with and supports academic and administrative departments and areas at Guelph-Humber.

### Academic Advising

Over the 2022/2023 academic year, the Academic Advisors conducted a combined total of 4,389 scheduled and drop-in student appointments. During these appointments, students sought guidance from their Academic Advisors on a wide variety of topics with the most frequent being course sequencing, course selection, graduation eligibility and critical dates such as the last day to add or drop a course.

## Student Awards

### Nightingale Community Enrichment Award Winner

Lauren Abela, Psychology

### Founders' Academic Merit Scholarships

These entrance scholarships are awarded based on first year applicants' admission averages and their demonstrated leadership achievements in their schools and/or communities. New students must submit applications to be considered for the Founders' Academic Merit Scholarships and all applicants are required to have a minimum admission average of 90% (inclusive of subject requirements).

In the Fall 2022 semester, nine scholarships were awarded to students who were starting in their first year of studies at Guelph-Humber, and a total of twenty-one scholarships were renewed for students going into their 2nd, 3rd, or 4th year of studies.

### The Vice Provost Entrance Scholarships

These scholarships recognize the first-year student in each program who had the highest final admission average for their respective cohort, therefore 7 Vice Provost Entrance Scholarships were awarded in Fall 2022.

### University of Guelph-Humber Gold Medallions for Leadership Excellence

#### Gold Medallion for Leadership Excellence BBA

Emillee Do

#### Gold Medallion for Leadership Excellence BMCS

Kyle Daniel Calalang

#### Gold Medallion for Leadership Excellence ECS

Abigail Francisco

#### Gold Medallion for Leadership Excellence FCSS

Anna Kiriakidis

#### Gold Medallion for Leadership Excellence JUST

Samantha Savignano

#### Gold Medallion for Leadership Excellence KIN

Lianna Montanari

#### Gold Medallion for Leadership Excellence PSYC

Lauren Abela



A blue-tinted photograph of a graduation ceremony at the University of Guelph Humber. In the background, a large banner reads "UNIVERSITY OF GUELPH HUMBER". A group of graduates in caps and gowns are seated on a stage, with one person standing and holding a diploma. The foreground is filled with rows of graduates' heads and caps, seen from behind.

# UNIVERSITY OF GUELPH HUMBER

**1,273 Graduates  
in 2022**

**14,500+ Alumni**

# Business

## HONOURS BACHELOR OF BUSINESS ADMINISTRATION/BUSINESS ADMINISTRATION DIPLOMA

This program is the largest at Guelph-Humber and provides learners with an expansive foundation in global business practices giving them a competitive advantage. Learners are introduced to a range of business areas to help discover where their interests lie: how to market goods, fund a business, lead others, work ethically, think big and collaborate, but above all, focus on their career goals. Learners gain a combination of in-depth knowledge related to the world of business with the hands-on skills and growth mindset needed today and tomorrow. Guelph-Humber's location in Toronto provides learners with access to Canada's biggest job market which allows them to build their professional networks and further develop their skills.

### The Year in Numbers

6

areas of emphasis:  
**Accounting, Finance,  
International Business,  
Management, Marketing,  
Small Business  
Management and  
Entrepreneurship**

100 to 520

hours of field placements for  
upper year Business students  
(hours differ based on  
students' course selections)

76

different Business  
courses offered  
(in all years of study)

6

### Business-related Societies:

#### **Guelph-Humber Accounting (GHAC)**

Assists students seeking to achieve success in their academic and professional careers, specifically related to accounting

#### **Guelph-Humber Advertising & Marketing Association (GHAMA)**

Assists students who are seeking to develop their professional careers within the fields of advertising and marketing, through the implementation of creative advertising, marketing and networking experiences

#### **Guelph-Humber Entrepreneurs Society**

Aims to connect people with each other, with information, and with the resources vital to entrepreneurial success

#### **Guelph-Humber Finance Society**

Aims to foster student engagement with the finance industry and provide a guided path towards a career in finance through awareness, skill development, and networking

#### **Guelph-Humber International Business Society**

Devoted to helping students interested in securing a position and becoming well-versed in a global marketplace

#### **Guelph-Humber Women in Business Society (WIBS)**

Empowers women to be confident and equipped to pursue a career in business, enabling them with opportunities to reach their potential





Jerry Chomyn

## Leadership

**Jerry Chomyn is currently the interim Program Head of Business at Guelph-Humber.** Prior to assuming this role, he was a media professional for more than forty years as a broadcast journalist on radio and television, a talk show host, a program director and a media /marketing consultant for both broadcast and non-broadcast clients. He is the past Program Head, Media Studies at Guelph-Humber where he redeveloped the curriculum to reflect a multi-disciplined, multi-platform approach to the theoretical and practical side of media studies.

In addition, he has developed international partnerships in Argentina, England, China and Germany. In 2016, Chomyn was invited to speak at the International Conference on Communication and Mass Media in Athens, Greece, and was a guest lecturer in Buenos Aires, Argentina, at the Columbia Scholastic Press Association conference in New York and Innsbruck Austria.

Chomyn holds an advanced journalism diploma from Humber College, an honours undergraduate degree from Thompson Rivers University in B.C. and a M.A. (Leadership) from the College of Business and Economics at the University of Guelph.

Students in the events management class host a gala opening for a local artist to showcase the artist's work



## Accomplishments

### International Case Competitions

Guelph-Humber has a history of success in international case competitions amongst some of the world's top business schools, often finishing in the top three.

This year the team placed second in multiple competitions: at the University of Technology Sydney Global Case Competition in September 2022 (Australia); at the Ethics in Action Case Competition held at Dalhousie University in November 2022 (Canada); and at the Central European Case Competition @Corvinus in April 2023 (Hungary).

How it works:

This exceptional learning opportunity provides students with the opportunity to network with both local and global business professionals, academic leaders, and students. The Business students involved in Guelph-Humber's International Case Competition program (GHICC) practice their presentation/Q&A and critical thinking skills while demonstrating the talent and expertise they and their instructors have alongside other international business schools.

The GHICC program focuses on business case competitions where the same team of four students participate in four competitions throughout the academic year. The team works closely with a Guelph-Humber advisor, Hailey Zysman, who is a graduate of Guelph-Humber and now teaches in the Business program.

During each case competition, the team of four students receives the case, conducts research, and prepares a response with recommendations. The students present their findings to instructors and business professionals who act as the judges. These presentations must include the student group's analysis of the business problem(s), their proposed solutions, and an implementation plan. In some of the top-ranked competitions, the judges are from the actual companies used in the student case studies.



## Business

As members of the GHICC team, students dedicate thousands of hours to practice and research, emphasizing the importance of time management skills to align with the team's demanding travel schedule. This intensive program plays a pivotal role in helping students develop a sound business acumen.



**Original Team** Abbey Vivian Molina; Jessica Samra; Raj Khatri; Hailey Dell Papa — placed 2nd at the University of Technology Sydney Global Case Competition in September 2022



**Revised Team** Lauren Whiteside; Jessica, Raj and Hailey — placed 2nd in Nov 2022 at the Ethics in Action Business Case Competition at Dalhousie University and placed 2nd at the Central European Case Competition in Budapest

### Community Impact

A significant way in which the Business program impacts the community is how the students in the Events Management class work with local artists to exhibit their work in the Guelph-Humber Gallery. The fully functional Gallery is located on the first floor of the Guelph-Humber building right beside the university's main entrance. Students in the events management class are responsible for showcasing multiple art exhibits each year that all involve artists who might not otherwise be able to fund a formal exhibit of their work. The mutual benefits of this program are many, including the students being directly responsible for organizing and running large public events and exposure for the artists to showcase their work and grow their clientele.

Each artist's exhibit is shown for approximately two to three weeks in the Gallery and each exhibit is formally launched with a celebratory opening gala that is also organized by the students. Community members are always welcome to view the artists' exhibits.

In the 2022/2023 academic year, the artists who were involved with the events management class and exhibited their artwork in the Gallery were: Juliana Giancola with the theme *Mandelas and Manequin Art, Femininity and Female Figure*, Libby Lennie with a water theme, Mary Morganelli with a travel/journey theme, and Ewa Stryjnik with the theme of *North Coast Travels: The Journey Inwards*.

### Experiential Learning

Experiential education is integrated into every Guelph-Humber program, for every student — in the classroom and in the community. This provides students with multiple opportunities to build relationships, solve problems and learn by doing; to become leaders in their fields.

One of the unique aspects of the Business program at Guelph-Humber is the significant volume of courses that include a hands-on, applied component. Students are immersed in their learning both in the classroom and in a work integrated learning environment. Examples include:

The **Events Management II class** manage multiple art exhibits per year and work with real life artists to launch and run those exhibits. In addition to working directly with the artists to bring their visions to life in the Guelph-Humber Gallery, the students in these classes complete formal reports and presentations to demonstrate their learnings.

The **Planning a Small Business class** is an entrepreneurship course that runs over two semesters in the fall and winter. Through this course, groups of students develop a new business idea and present those ideas at the Small Business Fair which takes place annually in March. Multiple groups of students develop new business ideas and set up a booth where they present their ideas at the Small Business Fair. An annual prize is awarded by a panel of instructors and industry professionals and this year the judges were: Farkhanda Shamim, Farrah Lutchmansingh, Andrea Chance and Sam Gheriafi.

• Ten groups of students presented their new business ideas: GROUP 1: Click Auto — an online booking service for auto repairs; GROUP 2: Nutrition Pus — an insect-based protein marketplace; GROUP 3: Derma Pal — an online marketplace for skincare products; **GROUP 4: Aperio Box — a subscription service of non-alcoholic cocktails — Second Place Winner**; GROUP 5: Infinity Jewelry — an online platform for customizable jewelry; GROUP 6: Collection Fashion — Online store for brand-name fashion at discount prices; GROUP 7: Keto Club — Keto Meal Subscription service; GROUP 8: Pickle IT — Customizable Pickleball equipment; **GROUP 9: Spot Treatment — Skincare and treatment service for people of colour — First Place Winner!** The winning

team members of this group were: Nikka Campbell, Mahnoor Khan, Francesca Rizzo, 4. Cosob Mohamed and Cassy Budhu; and GROUP 10: Home Selling App — a platform enabling homeowners to sell their homes privately without a realtor. Professor Aziz Memon oversees the Small Business Fair with coordination support from Naila Charles, Faculty Support Officer for the Business program

### Virtual Hedge Fund

In 2018, Dr. Alireza Talebi initiated this program in collaboration with a newly appointed instructor in the Business department. Upon learning about Investors Group, a Guelph-based hedge fund entity that successfully commenced its operations virtually, Guelph-Humber's Associate Vice-Provost, Dr. George Bragues, was inspired by this innovative concept. Under this program, five to six students are selected from a pool of 12 to 15 applicants to serve as portfolio managers. They convened weekly to manage a virtual account valued at \$1 million, engaging in global stock trading activities.

### Learn to invest

Students who were selected as fund managers were responsible for analyzing investment opportunities, presenting their recommendations, deciding the composition of the portfolio and evaluating performance.

Dr. Bragues and Dr. Talebi served as advisors, while the primary responsibility for the virtual hedge fund's operation rested with the fund managers. As advisors, they imparted crucial knowledge to the selected students, offering guidance on securities research and risk management.

**5 to 6**  
**students managed a virtual**  
**hedge fund valued at \$1 million**

### Scholarly Activities

Dr. Bragues and Dr. Talebi have conducted research into the efficiency of the stock markets during the pandemic. Their research is based on data from OECD countries. Through their analysis of weekly data from 16 members of the OECD, they concluded that changes in share prices can be accounted for subsequent shifts in the economy which is consistent with market efficiency. They concluded that stock price movements were explicable by subsequent shifts in economic activity, a finding that is consistent with market efficiency.

### INSTRUCTOR SPOTLIGHT **Thomas McKaig**



**Thomas McKaig has been teaching at Guelph-Humber since 2005.** An accomplished professional with extensive international experience, McKaig has worked with clients across diverse regions, including the Middle East, Africa, East and West Europe, Central Asia, and North, Central, and South America. He is proficient in English, French, German, Italian, Spanish, and Russian languages. McKaig also served as an executive in residence at the University of Tennessee. In 2017, he was awarded an Office of the Provost Study and Development Fellowship (Guelph) for his work on *On the Ground Business Information in Latin America* and was the convocation speaker for Guelph-Humber's graduating Business classes. Prior to these accomplishments, he received the Faculty/Staff Mentoring Award.

McKaig has also held executive international marketing and business development positions, where he played integral roles in organizations such as the Royal Canadian Mint for its Gold Maple Leaf Bullion Coin program, Bullion Management Group, and the World Gold Council.

McKaig earned his Diplôme with a thesis on Canada — EEC Trade Relations, along with a Certificate in International Relations and a minor in European Economics from the Institut d'Etudes Politiques of the Université de Strasbourg. He also holds an Honours BA in Political Science from the University of Ottawa.

# Community Social Services

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## HONOURS BACHELOR OF APPLIED SCIENCE IN COMMUNITY SOCIAL SERVICES/SOCIAL SERVICE WORKER DIPLOMA

The Community Social Services (CSS) program assists learners in acquiring skills that will enable them to contribute in a meaningful way to improving lives and changing society. They engage in the exploration of current social issues and understanding the challenges faced by vulnerable populations so they can learn how to deliver impactful services, such as counselling, mediation, and crisis intervention. Learners graduate with important skills in social services—how to listen, how to support someone, understanding boundaries, professionalism, cultural awareness, compassion, global citizenship, and self-care.

### The Year in Numbers

**2**

areas of emphasis:  
**Mental Health &  
Addictions,  
Youth & Families**

**800**

hours of field placements  
for students throughout the  
course of their degrees

**34**

different CSS courses  
offered this year (in all  
years of study)

**1**

**Community Social Services (CSS) Society**

Allows Guelph-Humber CSS students to  
interact with each other, the community,  
and the social work field.





Dr. Paul Sherman



Olivia Boukydis

## Leadership

**Dr. Paul Sherman is currently the Program Head of Community Social Services at Guelph-Humber.** Dr. Sherman is also Director of the Soka Education Research Centre on Global Citizenship at Guelph-Humber and an Adjunct Professor at the University of Guelph. Prior to joining Guelph-Humber, Dr. Sherman worked for over 30 years as a clinician and senior administrator in diverse community mental health settings. His doctoral research examined global citizenship education in higher education, with a particular emphasis on the cultivation of global citizenship identity and engagement. He continues to teach and conduct research on global citizenship, as well as Soka (value-creating) education.

Dr. Sherman received his undergraduate degree in Psychology from York University, his post-graduate diploma in Child Assessment and Counselling from University of Toronto, and his PhD in Education and Social Justice from Lancaster University, UK.

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### **Olivia Boukydis is the Assistant Program Head of Community Social Services at Guelph-Humber.**

After working as a clinician in the senior-care sector for ten years, Boukydis joined Guelph-Humber in 2017 as an instructor in the Community Social Services Program, worked as the Senior Research Supervisor of the Soka Education Research Centre on Global Citizenship (SERC-GC), and in 2021, moved into the role of Assistant Program Head of the Community Social Services Program. Boukydis has authored and co-authored peer-reviewed journal articles on areas of academic research, such as Soka (value-creating) education, global citizenship, and the Grey Panther Movement.

Boukydis obtained her BAsC. (Hons.) in Family & Community Social Services from the University of Guelph and her Social Service Worker diploma from Humber College Institute of Technology and Advanced Learning. She received her Master's Degree in social work from the University of New England. Boukydis is a PhD Candidate at Lancaster University, UK, in the Department of Educational Research and is completing her doctoral thesis on social work student preparedness for professional practice.



## Community Social Services

### INSTRUCTOR SPOTLIGHT **Sabrina Baker**



**Sabrina Baker, RSW, MSW, BSW, BA is an experienced registered social worker** with over 40 years in the mental health arena in various settings focusing on couple/marital, family, group, and individual counselling. She specializes in promoting recovery with families whose relatives have mental health and/or addictions through education, support and/or counselling on an as-needed basis

She has been teaching at Guelph-Humber since January 2012 and feels fortunate that her courses are able to integrate the theory and the practice of counselling. She has co-written *Promoting Recovery From First Episode Psychosis: A Family Guide* and contributed to other chapters, films and a documentary.

Baker was born in Zimbabwe, Southern Africa and her accent reminds her on a day-to-day basis that her clients and students derive from different backgrounds and cultures and to be mindful of this reality in the work that she does.

Baker's teaching philosophy is based upon her extensive clinical, teaching and life experiences. She is committed to honouring different learning styles, integrating theory into practice, and promoting social justice in and outside the classroom.

### Accomplishments

- Annual Soka Education Research Centre on Global Citizenship SERC-GC) guest lecturer Kazuhiro Iguchi, English language teacher at Kansai Soka High School — the presentation was titled *Practical Implementation of Soka Education in the Teaching and Learning Environment*
- Student exchange event in Kansai Japan between SERC-GC and Soka Kansai High School
- Held a virtual SERC-GC annual international education symposium
- Four students and an instructor attended the Concordia University Model UN conference. In the lead-up to the event, these students spent five months researching global issues related to specific countries, drafting position papers, and honing their debate skills. At the conference, they participated in UN committee simulations and debated with delegates from universities across North America
- Due to the success of the CSS Model UN activity over the past three years, CSS has developed a course in the curriculum based on the Model UN exercise called Leadership & Advocacy for Global Issues
- Twenty students took part in the Mental Health First Aid Certificate training Guelph-Humber offers. The training is comprised of a series of workshops

### Community Impact

In their final year, CSS students showcase their field experience and what they've learned in the form of a poster presentation. This final assignment is the CSS program's capstone project as students highlight a social issue related to their practicum, examine its impact, and explore opportunities for change at different levels of practice.

Using their field experience as a guide, students consider observations they've made, individuals they've worked with, and projects they have participated in to highlight the significance of their topic and identify opportunities for change. Students present their findings and share their experiences with their peers at the end of their final semester.

Recently, a CSS student completed her practicum at the Community Safety Village with York Regional Police. This practicum involved developing and facilitating educational programs for children and adolescents on topics ranging from sustainable development goals to intergenerational programming. For her capstone project, this student chose to highlight the impact of human trafficking and used her experience facilitating educational groups on positive well-being and self-esteem to highlight the need for early intervention and education.

# 20

## students took part in Mental Health First Aid Certificate training

### Experiential Learning

The annual See Change Symposium is a student-led event that fosters learning and engagement for CSS students at all levels of study. As “change” is fundamental to the human services, this year's theme centered around Change for Social Justice and explored the valued connection between human rights and human services in various capacities. The symposium team brought in two speakers, Norrah Dillon a Human Rights Officer at the Toronto District School Board who discussed her experience at the Human Rights Tribunal. Dillon's talk engaged students in a challenging and thoughtful dialogue that unpacked various forms of injustice and explored how to build resiliency from it.

Dr. Anthony Kirk Stewart, a medical physician in Chicago discussed his unique career path from community work in the human services to medicine. Dr. Stewart's talk explored the intrinsic drive for social change and the influence on the development of change agents. He also discussed tools that foster personal and professional development.

A highlight of every CSS symposium is the career panel. This year the team put together a panel of professionals who are alumni of the CSS program or soon-to-be alumni. Each panelist discussed their understanding of social justice through their own unique professional and educational context, and tackled the challenging question of how practitioners practically apply social justice to professional practice. Current CSS students were able to ask questions about the panelists' educational and career paths which ranged from post-graduate diploma and degree programs to careers in human trafficking, the developmental services, and youth and community care.

### Scholarly Activities

#### Soka Education Research Centre on Global Citizenship

The SOKA Research Centre has been in operation for five years and has successfully conducted five research projects, with four of them already published in peer-reviewed research journals. The purpose of the centre is to train students in research specifically pertaining to value-creating education and global citizenship. It is cross-disciplinary with students from all Guelph-Humber programs participating with most of these students going on to graduate school. This year's Soka research activity was a collaborative online project with Soka Kansai High School in Japan.

This year a paper written by Dr. Sherman and Olivia Boukydis was published titled: *SGI Canada Educators' Perspectives on Creating Value in the Teaching and Learning Environment*. The paper, which was the culmination of three years of research, aimed to examine the perspectives and experiences of educators who practice Soka (value-creating) pedagogy in their teaching and learning environment. The paper highlighted important themes concerning how Soka education positively influenced the educators' relationships with their students, how teachers structured their teaching and learning environment, how teachers perceived their role as educators and how the teachers' Buddhist spiritual practice inspired and guided their application of Soka education.



**I think it is important to advocate for social justice as there are vulnerable communities who need support especially after the COVID-19 waves, and there is always work to be done to achieve equity. I am grateful to have been the Event Manager for the last 2 years, as I feel motivated to advocate for change, and was able to start this by helping to organize this symposium. It's hard to believe how fast time has gone by since I started this position, and now to come close to the end of this journey, makes me feel emotional and grateful for the valuable experience.”**

See Change Symposium Event Manager — Amna Mohanmad Arif, 4th year student



# Early Childhood Studies

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## HONOURS BACHELOR OF APPLIED SCIENCE IN EARLY CHILDHOOD STUDIES/ EARLY CHILDHOOD EDUCATION DIPLOMA

The science-based Early Childhood Studies (ECS) program provides students with the opportunity to learn how to support children individually, as well as work with their families, schools, and the community. This program focuses on the physical, social, emotional, and cognitive development of young children and their interaction with the world around them.

### The Year in Numbers

**811**

hours of field placements for students throughout the course of their degrees

**33**

different ECS courses were offered this year (in all years of study)

**1**

#### **Advocacy and Leadership Initiative:**

This academic year students were supported by two professors with a keen interest in advocacy from Humber's Early Childhood Education department and faculty in Guelph-Humber's Early Childhood Studies program to support advocacy initiatives for children and early childhood educators. This inaugural group met regularly to develop and initiate a number of events within the academic institutions to raise awareness and support. Their advocacy and leadership in the field brought students' passion and enthusiasm to Toronto's iconic International Women's Day march supporting the voices of Early Childhood Educators.



Dr. Nikki Martyn



Carri-Ann Scott

## Leadership

### **Dr. Nikki Martyn is the Program Head of Early Childhood Studies at Guelph-Humber.**

She has received awards for curriculum design and the establishment of a rich and meaningful in-person and online teaching and learning community. Dr. Martyn has developed an innovative academic program which puts children at centre and a national online degree program for Early Childhood Educators. She designed an inclusive smart classroom to ensure educators understand the use of technology in children's' lives.

Dr. Martyn has received many awards from students for her mentorship, support, and leadership. She worked in children's mental health for over twenty years, with a focus on infant mental health and early intervention and prevention. Dr. Martyn also designed and established an innovative therapeutic early learning and care centre, and a private primary school. She creates spaces of belonging, through trust, kindness, compassion, and love.

Dr. Martyn holds a Doctorate in Child Psychology and Early Childhood Education from the University of Toronto.

### **Carri-Ann Scott serves as the Interim Assistant Program Head of Early Childhood Studies at Guelph-Humber.**

As a Registered Early Childhood Educator with a Master of Educational Technology degree from the University of British Columbia, she brings a strong educational background to the program. With over 10 years of experience in kindergarten and special education, she is dedicated to creating inclusive educational environments, with an emphasis on neurodiversity-affirming practices. Recognized with the Instructor Appreciation award from ECS students at Guelph-Humber, Scott teaches with a clear focus on preparing students for their professional roles, encouraging students to consider the "whole child" in their pedagogical approach.



## Early Childhood Studies

### INSTRUCTOR SPOTLIGHT **Deborah Sargeant**



**As a seasoned educator in the field of Early Childhood Education, Deborah Sargeant's journey spans over two decades** and serves as an inspiring example of how a single experience with a compassionate instructor can shape an entire career. The culmination of her studies led to her MA capstone project, exploring the factors contributing to the academic success of Black second-generation Canadian university graduates of Caribbean descent. This undertaking prompted deep reflection and gratitude, further shaping her commitment to educational empowerment.

Outside of academia, her commitment to community development and social justice is evident through her roles at Ernestine's Women's Shelter. As a Child & Youth Programmer and Counsellor, she initiated programs addressing vital topics like responsive parenting, self-esteem, violence prevention, and healthy relationships. Her dedication extended to child safety and family support in her role as a Supervised Access Facilitator at Peel Children's Aid.

Today, as an instructor, Sargeant embodies the transformative power of education. Her comprehensive approach to both teaching and community service continues to enrich the lives of all those she encounters. With a wealth of knowledge and experience, she stands as a beacon of inspiration and a role model for the potential within each of us. Her journey serves as a reminder that every challenge can become a stepping-stone to success.

Sargeant holds a Master of Arts in Education from Central Michigan University and Bachelor of Arts in Sociology from York University, along with her Diploma in Early Childhood Education from Humber College.

### Accomplishments

- The establishment of two scholarships of \$2,500 by Lullaboo Nursery and Childcare Centre for ECS students who have demonstrated a passion and commitment to children from 0-4 years
- Received a landmark \$1 million donation for the University from the Calgary-based Flanagan Foundation to support the hiring of an Indigenous faculty member as well as an Indigenous curriculum specialist for the ECS program. This initiative will make Guelph-Humber one of only a few post-secondary ECS programs in Canada with a dedicated Indigenous instructor
- Started the Food for Thought program on campus where students can access food when they are hungry. The program aims to remove the stigma of not having enough to eat for students and provides nourishment as well as a sense of community amongst students from different programs
- Organized Orange Shirt Day activities for the institution where participants took part in a blanket exercise to learn about Indigenous history and the impacts of that history on the Indigenous community
- Opened an online full-time program in addition to the part-time option; ECE diploma students are offered all 2 years of credit — it is a true 2 + 2
- Students were accepted into the University of Toronto and McMaster University speech and pathology degree programs



ECS Department Head, Dr. Martyn interacts with Paro, a therapeutic robot used to teach students



## Community Impact

### Operation Shoebox

Students in the ECS program put together fifty small boxes filled with toys and supplies, curated for children of different age groups overseas. Using their growing knowledge of child development, these boxes were filled with meaningful and developmentally appropriate items to meet the needs of children overseas.

### We Scare Hunger

ECS students collected donations of over 350 pounds of food in the month of October for the Mississauga Food Bank. Students targeted not only generic food items, but also much needed supplies for women and babies.

### Bloom Gala

The students and alumni of the ECS program nominated members of the community who demonstrated professional excellence in the field of Early Childhood Studies. Professional excellence is recognized in the profession of childcare, education, pediatrics, early intervention, research, family support and more.

## Experiential Learning

This year, the ECS program acquired an evidence-based robotic therapeutic seal pup robot named Paro. Paro demonstrates how we can use technology to innovate. Paro can inspire academic discussions around about the ways in which kids engage with technology. Outfitted with five distinct kinds of sensors for touch, light, audition, temperature, and posture, Paro can sense people and respond to their touch or voices. When someone pets or hugs Paro, it responds as if it is a real, live baby harp seal, “talking” back and wriggling its head and legs. Paro is also responsive, meaning that it can even learn and adapt its behaviour to different people and the ways they prefer to interact with it. Learning with Paro also gives students skills to take into care settings such as hospitals.

Experiential learning is built into the ECS program through hands-on exploration of:

STEAM with aspects of play and curriculum development

Literacy — exploration of storytelling methodologies, the science behind the acquisition of literacy and pre-literacy skills

## Scholarly Activities

The development of an interdisciplinary technology play space in which interested instructors and staff were able to join, learn and share in the amazing technical advancements of artificial intelligence including ChatGPT. The group grappled with the academic and social impacts of emerging technologies which developed into a teaching and learning community of practice which has plans of providing opportunities for all instructors and an authentic evaluation repository to inform practice.

# 350

**pounds of food were  
collected for the  
Mississauga Food Bank  
in October**

Math — embracing the teaching of mathematical concepts through play and exploration

Culture — exploring the values of play and how children play in Canada and throughout the world

Music & movement — embracing music as a form of expression for children and discovering how to use movement in early learning settings

Art — developing an appreciation of the communication that happens through children’s artistic expressions

Sensory experiences — experiment with a wide variety of sensory experiences that can be used with infants and young children

Technology — integrate ethical and effective technology use into curriculum programming

Adaptative programming — examining practical techniques for adaptive and integrative programming to implement with children

Hands on learning in our Early Childhood Studies learning lab with Smart Boards, Integrative learning technologies and kinesthetic learning modalities including AR/VR

# Justice Studies

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## **HONOURS BACHELOR OF APPLIED SCIENCE IN JUSTICE STUDIES AND COMMUNITY AND JUSTICE SERVICES DIPLOMA OR POLICE FOUNDATIONS DIPLOMA (FULL-TIME STUDIES)**

Throughout the Justice Studies (JUST) program, learners are exposed to the justice system: from the rules that are followed to dealing with people and communities to the hands-on processing of crime scenes and making arrests. Learners build key skills required in any area of justice such as critical thinking, research methods and how to write effectively. In the second year of their studies, learners decide which diploma to pursue, focusing in on one of these two areas: Community and Justice Services which centres on social issues and explores the development of community programs, ways to work with both victims and offenders, and methods of crime prevention, or Police Foundations which prepares them for a career in the various levels of law enforcement in the Canadian justice system. Advanced courses immerse learners in issues such as ethics; equality; rights and freedoms; youth and the law; and criminology.

## **BACHELOR OF APPLIED ARTS IN JUSTICE AND PUBLIC SAFETY (ONLINE)**

This part-time program is designed to meet the needs of working (public or private) professional. Students in this program are police officers, paramedics/EMS, fire fighters, military, community and mental health workers and other frontline public safety workers, and range from relatively new employees to managers, command staff and senior executives.

Courses are 100% online and students can complete their degree, a Bachelor of Applied Arts from the University of Guelph, in two or two and a half years.

### **The Year in Numbers**

**3**

**areas of emphasis: Community and Justice Services, Police Foundations and the Bachelor of Arts in Justice and Public Safety for working professionals**

**200**

**hours of field placements for 2nd and 3rd year students**

**59**

**different Justice courses offered (in all years of study)**

**2**

**Justice-related Societies:**

#### **Alpha Phi Sigma**

An international honours society that helps students prepare for careers in policing and the law by encouraging academic achievement, boosting leadership skills, and promoting a strong interest in social justice.

#### **Guelph-Humber Pre-Law Society**

Promotes and fosters a culture of legal inquiry and critical thought processes in Guelph-Humber's academic community.



Dr. Gary Ellis



Dr. Glenn Hanna

## Leadership

**Dr. Gary Ellis is the Program Head of the Justice Studies at Guelph-Humber.** He has a background of more than 30-years in policing, having spent most of his career in Toronto and one year respectively with the RCMP and at the FBI National Academy in Quantico Virginia on a leadership Fellowship. Dr. Ellis retired in 2008 at the rank of Superintendent. He has extensive experience in international justice and executive training and is a member of the FBI National Academy Associates and the Law Enforcement Executive Development Association. He has many published works and written training materials, including policies and procedures dealing with a vast array of subjects.

Dr. Ellis also acts as a consultant to several government and private entities and is a frequent conference presenter. His research interests include justice and policing issues, leadership, crisis communications, governance, performance management, conflict management, diversity and interpersonal relationships, and organizational change.

Dr. Ellis has been featured in several published books, and in many media articles and documentaries. His education includes a doctorate (PhD) in Educational Leadership from the University of Toronto; a Master of Arts degree from Royal Roads University in leadership and training, a Bachelor of Arts degree from the University of Waterloo and he is also a graduate of the FBI National Academy Executive program.

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**Dr. Glenn Hanna is the Assistant Program Head of the Justice Studies at Guelph-Humber.** He is the founding faculty advisor to the University's chapter of the Alpha Phi Sigma Criminal Justice Honours Society. Dr. Hanna's research interests are in organizational leadership and behavior. He regularly presents his research and is published internationally.

Prior to his work in post-secondary education, Dr. Hanna had a successful career of over three decades in policing with the Royal Canadian Mounted Police (RCMP). Dr. Hanna's experience in the RCMP ranged from general uniformed duties, isolated arctic postings, organized crime investigations in Canada's largest city, and increasingly senior command positions. He is the recipient of the RCMP Long Service Medal (Silver Clasp), the Queen Elizabeth II Golden Jubilee Medal for outstanding contributions to Canada, the RCMP Commanding Officer's Commendation for his work on a major drug importation investigation, and the Federal Bureau of Investigation (FBI) Director's Commendation for his work on a joint US/Canada organized crime investigation.

Dr. Hanna completed his Doctorate (PhD-Education) in 2016 at Schulich School of Education, Nipissing University. Dissertation: Bridging the Educational Binary Divide: A Case Study in the Sustainability of Inter-Institutional Relationships; Master of Arts (Leadership) in 2010 at Royal Roads University. Thesis: Fostering Trust within Toronto RCMP: People not Process.

Dr. Hanna proudly earned his BAA in Justice Studies from Guelph-Humber.





## Guelph-Humber teams placed in the top 10 of the Capital Cup mooting competition

### Accomplishments

- Students in Guelph-Humber's Pre-Law Society hosted a successful mooting competition focused on Indigenous law. Students are responsible for organizing the event, finding guest speakers, and ensuring the event runs fairly. The event which ran over two days on campus saw six schools from across the country compete as well as a keynote address from Caitlyn Kasper a senior lawyer with Aboriginal Legal Services whose legal expertise is in appellant reform and test case litigation in criminal, child welfare and civil rights
- Students in Guelph-Humber's Pre-Law Society placed first at the Capital Cup mooting competition in Ottawa. The win was a first for the Guelph-Humber team and the competition saw three Guelph-Humber teams place in the top 10
- Third and fourth-year students competed at the Robert Fram CSI Challenge at Mount St. Mary's University in Maryland. Competing against 15 other teams the Guelph-Humber teams placed third and fourth. The competition has students investigate a crime scene in a specific amount of time

### Community Impact

Students in Guelph-Humber's Alpha Phi Sigma The Criminal Justice Honour Society chapter were introduced to the Knights Table organization during Dr. Laura MacDiarmid's Canadian Social Problems class. The chapter decided to adopt Knights Table, which is dedicated to alleviating hunger in Peel Region as an organization to support as part of their community service pillar. Students held a holiday food drive which resulted in a 500-pound delivery to the food bank. Their contribution did not stop there, with students working several shifts in the food bank warehouses, sorting and boxing food for distribution.

The goals of Alpha Phi Sigma are to honour academic excellence of undergraduate and graduate students of Criminal Justice, as well as Juris Doctor students.

### Experiential Learning

**Ninety per cent** of instructors are practitioners.

**Twenty-five Justice Studies students are actively involved in a unique project**, examining an unsolved cold case that the Toronto Police Service (TPS) has not yet solved. The case revolves around the disappearance of Elizabeth Bain in 1990. These students are carefully reviewing evidence collected during the investigation, aiming to uncover any potential leads that could assist in solving the case. Robert Baltovich, Ms. Bain's boyfriend at the time, was convicted and served eight years in prison before being declared not guilty by the courts in 2008. This real-world experience provides students with a practical understanding of how cases unfold compared to what they learn theoretically in their studies.



Justice Studies students, Jenny Trang, Serena Allidina, Ruth Odit, Rebecca Adam, Connie Ciccodemarco, and Navid Aseer competed at the Capital Cup mooting competition in Ottawa in 2022

## Scholarly Activities

### The Global Response to Child Exploitation (GRACE)

Dr. Gary Ellis held a leadership role in the GRACE project which aims to better equip Law Enforcement Agencies (LEAs) to fight the sexual exploitation and abuse of children on the Internet. Referrals from online service providers are crucial to fighting Child Sex Exploitation (CSE). Growth in the number of referrals to LEAs continues, impacting LEA's capacity to respond promptly, leading to an inability to adequately prevent harm to infants and children, rescue those in immediate danger, and investigate and prosecute perpetrators. Since 2014 there has been a 4,000 per cent increase in referrals to LEAs. The GRACE project seeks to provide a new approach to managing, processing and analyzing content if necessary.

Three core concepts frame the work for the GRACE project:

- Address the volume and analyze the content of online Child Sex Exploitation Material (CSEM) through technological innovations
- Provide genuine operational value to LEAs in their investigation of online CSEM
- Impact at the strategic and policy level in the harmonization of EU-wide responses to CSE. The project spanned three years from 2020 to 2023

**90%**  
**of instructors  
are practitioners**

## INSTRUCTOR SPOTLIGHT

### Dr. Laura MacDiarmid



**Dr. Laura MacDiarmid, a full-time instructor in the Justice Studies program,** successfully defended her doctoral thesis at the University of Guelph in June 2023. Dr. MacDiarmid's doctoral research examined victim experiences in Youth Justice Committees (YJCs), a program model of restorative justice. Overall, her findings contribute to a more robust understanding of how restorative justice works for victims, while considering important constraints that reflect the operationalization of restorative justice in the youth criminal justice system.

Dr. MacDiarmid incorporated her research into her teachings in the following ways: Integrating findings in her classes on Youth and the Law, and Senior Justice Seminar — a course which focuses on victimology; Research students presented a poster at the American Society of Criminology on restorative justice; Community partners who were involved with her research study, have been guest speakers in classes; one community partner involved in Dr. MacDiarmid's research study, worked with a small group of students to complete a knowledge mobilization report that studied human trafficking in the hotel and motel sector. This report was shared on a national platform in addition to students presenting their findings to approximately 30 community stakeholders.

# Kinesiology

## HONOURS BACHELOR OF APPLIED SCIENCE IN KINESIOLOGY/ FITNESS AND HEALTH PROMOTION DIPLOMA

The Kinesiology program anticipates and reacts to industry demand with the relevancy of the courses, the experiential learning opportunities inside and outside of the classroom, and the expertise of the faculty. Learners in this program turn their passion for health and wellness into a career in the health sciences and influence the future of sport and healthcare. They engage in understanding how the body works, how to make it work better, what causes health issues and rehabilitation. Throughout the program, learners develop a strong scientific and theoretical background and apply this knowledge to healthy populations, elite athletes, individuals with chronic diseases and people with injuries or unique challenges.

### The Year in Numbers

**87 to 241**

hours of field placements  
for upper year students  
(hours differ based on  
students' course selections)

**62**

different Kinesiology  
courses were offered this  
year (in all years of study)

**2**

**Kinesiology-related Societies:**

#### **Kinesiology Society**

Committed to building upon existing knowledge and offering insight into all factors of the health industry. Organizes and offers informative events to foster a growing passion for kinesiology students.

#### **Pre-Med Society**

Aims to not only foster a sense of community among members of all Guelph-Humber programs who demonstrate interest in applying to medical school, but also to provide educational tools, workshops, and supports for these students.





Dr. Leslie Auger



Nathan Campbell

## Leadership

**Dr. Leslie Auger is the Program Head of Kinesiology at Guelph-Humber.** In this role, Dr. Auger is accountable for achieving strategic, administrative, and operational goals in curriculum development, course delivery and overall program quality assurance. She is a champion for students and the quality of the learning and community experiences they have available to them at the university. Dr. Auger's research is focused on the integration of Kinesiologists into the healthcare system in Canada. Dr. Auger completed a Postdoctoral Fellowship at York University and at the University Health Network. She completed her PhD at the University of Guelph in Human Health and Nutritional Sciences and a Master of Science and an undergraduate degree in Kinesiology at Brock University. Dr. Auger is a Registered Kinesiologist and a Clinical Exercise Physiologist (CSEP) with a high-performance specialization.

**Nathan Campbell is the Acting Assistant Program Head of Kinesiology at Guelph-Humber.** Campbell works on the development and delivery of the curriculum within the Kinesiology program as well as community outreach initiatives. He is a Certified Athletic Therapist and a Registered Kinesiologist with over 20 years of experience in the field of sports medicine. Campbell has been teaching and advising students at UofGH since 2012. He has taught a variety of core and hands-on practicum courses where he brings his professional experience to offer students a unique opportunity to learn skills they will apply beyond their undergraduate studies. Campbell has an undergraduate degree in Kinesiology from the University of Waterloo and an advanced diploma in Sports Injury Management from Sheridan College. He completed a Master of Science in Biomechanics and Neuroscience from the University of Guelph and is a Ph.D. candidate at Western University.

**Dr. Agnes Coutinho is the Assistant Program Head of Kinesiology at Guelph-Humber.** Dr. Coutinho is involved in the student life and extracurricular activities within the program, creating connections and student opportunities with the community. In 2022 Dr. Coutinho received the Humber College Community Service Award for her contributions to the Science Rendezvous event, and other initiatives to enrich the lives of Guelph-Humber students and the broader community. Dr. Coutinho completed her PhD in Medical Sciences at the University of Edinburgh and a Master of Science in Exercise Physiology and Metabolism and a Bachelor's degree in Kinesiology and Health Science at York University.



## INSTRUCTOR SPOTLIGHT

### Dr. Laelie Snook



**Dr. Laelie Snook joined Guelph-Humber as a course instructor in July 2017** and teaches students in each year of study in the Kinesiology program. Her research career has spanned the fields of biochemistry, biophysics, pharmacology, physiology, and metabolism, and resulted in over 30 publications with collaborators worldwide. Dr. Snook completed her PhD in Human Health and Nutritional Sciences at the University of Guelph, a Master of Science in Biophysics and a Bachelor of Science with Honours in Biochemistry both at the University of Regina. Most recently, Dr. Snook has been focusing on the scholarship of teaching and learning, including some involvement in pedagogical research. In 2022, Dr. Snook was the recipient of the Outstanding Mentorship Award after a nomination from graduating Kinesiology students for her dedication to teaching as well as guidance throughout students' academic journey. One student nominee said, "Dr. Snook's welcoming demeanor and positive attitude make her such a bright light in the Guelph-Humber community."

## Accomplishments

- **Kinesiology graduates were accepted into the following Graduate schools in 2022/2023:** Master of Science at University of Guelph, Brock University and University of Alberta; Master of Physical Therapy Program at Western University and McMaster University; Medical School at McMaster University; Doctor of Chiropractic Medicine program at Canadian Memorial Chiropractic College; Dentistry; Teachers College; Nursing at Trent University
- **Alumni became instructors:** In 2022, Kinesiology had two graduates of the program return as course instructors after completing both their Master of Science degrees and their Ph.Ds. Dr. Jordan Lee and Dr. Massimo Nardone are great examples of Guelph-Humber students who were passionate about research and made meaningful connections with course instructors that led to continued research projects after graduation and into graduate school

## Community Impact

### Science Rendezvous

As part of the Canada-wide Science Rendezvous initiative, Guelph-Humber hosted an annual event that showcases innovation in science, technology, engineering, art, and math (STEAM). The Kinesiology program, in cooperation with the Psychology program and a community partner, Let's Get Together, took the lead in planning this dynamic and highly interactive event. The 2023 event was run by 62 Guelph-Humber student volunteers as well as staff and instructors. A wide variety of fun and educational activities included interactive anatomy and cognitive science stations, a planetarium, fingerprint art, and a CSI crime scene.

Science Rendezvous enabled science to be the catalyst that brought the community together and encouraged networking for students and learning for all. One of the primary goals was to make science accessible to guests of all ages. This event also allowed families who had not had any experience with academia to explore the campus in a welcoming and engaging environment.

Integral to the event were exhibits from several community partner organizations. These exhibits included the North Albion Collegiate Institute Robotics team, the Toronto Public Library, Astronomy in Action, and an exhibition of science projects from local elementary and high school students as part of the *Let's Get Together — Celebrate Junior Scientists in the Community* initiative.

Dr. Leslie Auger poses for a picture with Science Rendezvous volunteers ahead of the event

## Experiential Learning

**Field placements for 298 Kinesiology students over three semesters:** Kinesiology students completed two field placement courses (241 hours total), one in third year accumulating 87 hours through on-campus (10 hours) and off-campus (77 hours) placements, and a second in fourth year accumulating 154 hours at an off-campus placement. Through field placements, the students gained incredible first-hand experience working in an environment that aided in their decision-making after graduation and taught them valuable transferable skills to enhance their job and graduate school applications. The Kinesiology program has approximately 160 placement partners who accept field placement students within the three semesters. Examples of this year's placement partners included Centre for Addiction and Mental Health, Portrait Dental, Sports Medicine Rehabilitation, Freedom Prosthetics Inc., and Toronto Pan Am Sports Centre.

**Volume and quality of labs:** Students were hands-on in lab settings every semester of their four-year degree. There were 18 core courses that had weekly labs associated with them. Furthermore, lab sections had approximately 22 students, so there was ample opportunity to be hands-on every week.

**The human cadaver lab at UofG:** In their first year, Kinesiology students spent two semesters learning anatomy and were hands-on in a human cadaver lab. In groups of six they worked through the entire body, creating a strong foundation that their courses will build upon in the next three years. In their fourth year, students can elect to take a functional anatomy course where they again visit the cadaver labs each week.

**Practicum courses:** Each student completed four activity practicum courses out of a selection of 18 which allowed for choice throughout their degree.

## Scholarly Activities

**Student employment as Research Assistants:** Each year Kinesiology instructors may receive Guelph-Humber Research Grants to assist them in their research projects. All of these instructors hire paid research assistants from the program, an exceptional extracurricular activity for kinesiology students. This year, Dr. John Zettel received funding from Guelph-Humber for his research on sport participation and balance and hired a Guelph-Humber Kinesiology student for 15 weeks at 35 hours per week. This was a valuable experience for the student in a very well-established lab at UofG.

**Recent publications from Guelph-Humber Kinesiology** (\*bolded names are UofGH instructors or alumni):

Title: *Healthcare Professionals' Insights on the Integration of Kinesiologists into Ontario's Health System.*

Authors: **Auger, LE**, Thomas, SG, Fischer, S, Smith, L, Armstrong, J, Dar, R and **Srbely, J**.

Publication: 2023. TJACSM 8(4), 1-6.

Title: *Physiological and clinical responses to cycling 7850 km over 85 days in a physically active middle-aged man with idiopathic Parkinson's disease.*

Authors: Kathia MM, **Bommarito JC**, Hinks A, Leake E, Shannon J, Pitman J, Connolly B, Burr JF, Vallis LA, **Power GA**, **Millar PJ**.

Publication: 2023. *Physiological Reports* 11(14):e15772.

**Every Kinesiology student got a significant research experience:** In their last year, learners chose one of two options: (a) a second off-campus placement and an independent research study or (b) a two-semester research thesis project. Those students who selected the thesis option worked with a Thesis Advisor on a novel primary research project from the creation of the research question and Research Ethics Board application through to the writing of the final thesis paper. *Undergraduate Kinesiology Thesis Project example:*

Title: *Analysis of major fatty acids from matched plasma and serum samples reveals highly comparable absolute and relative levels.*

Authors: **Buchanan, CDC.**, Lust, CA., Burns, JL, Hillyer, L.M, Martin, SA, Wittert, GA, & **Ma, DWL**.

Publication: 2021. PLEFA 168, 102268.

# 298

**field placements occurred  
over the three semesters**





# Media and Communication Studies

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## HONOURS BACHELOR OF APPLIED ARTS IN MEDIA AND COMMUNICATION STUDIES/MEDIA COMMUNICATIONS DIPLOMA

In the Media and Communication Studies (MCS) program, students learn how to communicate and use a range of media platforms to meet tomorrow's needs and become prepared to plunge into a rapidly changing industry and develop essential media skills. Students are engaged in learning the historical, social, cultural and ethical contexts of media and the exploration of emerging trends. Studies in governance, policy and legal issues form part of the curriculum, in addition to technical expertise.

### The Year in Numbers

**5**

areas of emphasis:  
Digital Marketing &  
Social Media, Media  
Management & Analytics,  
Multimedia Journalism,  
Public Relations and  
Visual Communication

**240**

hours of industry  
internships for students in  
the 4th year of their studies

**79**

different MCS courses  
were offered this year  
(in all years of study)

**1**

Media and Communications Studies-related Society:  
**GuHu Media**

Dedicated to bringing all Guelph-Humber media students together, to work with and aid one another and to practice media industry skills outside the classroom. Becoming a part of this society provides students with even more opportunities to immerse themselves in getting to know the labs and equipment specific to this program and the industry.



Kathy Ullyott



Marc Tavares

## Leadership

**Kathy Ullyott is the Program Head for the Media and Communication Studies program at Guelph-Humber.** Ullyott plays a lead role in developing and overseeing a curriculum that covers a range of media disciplines including marketing, content strategy, journalism, public relations, media analytics, graphic design, audio storytelling, photography and videography. She was instrumental in creating the Emerge capstone projects, which involve almost all fourth-year students in the program and in the past 10 years have won more than 300 international awards. Ullyott came to Guelph-Humber as Assistant Program Head in 2013 with a broad background combining teaching (University of Guelph-Humber, Humber College and Toronto Metropolitan University), with media industry experience. Prior to joining Guelph-Humber she won numerous national awards as the editor-in-chief of *Homemakers Magazine*, executive editor of *Canadian Living Magazine* and managing editor of *Flare* magazine. She has also written for a variety of publications and news outlets including the Canadian Press, with a four-year sojourn into public relation relations practice. At Continental Golin-Harris (now Weber Shandwick) she was an account team leader overseeing accounts including Xerox Canada Inc., Levi Stauss and Co., and the Canadian Red Cross. She has been Program Head since 2018.

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**Marc Tavares is the Assistant Program Head of Media and Communication Studies at Guelph-Humber.**

Tavares has over a decade of experience in media production and education, including 10 years at Guelph-Humber as a Media Technologies Specialist. He led the transformation of several learning spaces at the University to support emerging technologies and integrated AR/VR into the MCS curriculum. He plays a key role in developing and refining curriculum, identifying curricular and extracurricular learning opportunities for students, and supporting faculty. Prior to joining Guelph-Humber, Tavares worked in many production-based roles where he produced, directed and edited video content for numerous clients, brands and musicians. He holds a Master of Educational Technology degree from the University of British Columbia and an Honours Bachelor of Arts in Radio & Television Arts from Toronto Metropolitan University, where he began his career in media education.



# Media and Communication Studies

## Accomplishments

### Student Awards presented in 2023 for 2022 work

#### Columbia Scholastic Press Association: 10 awards

##### SILVER CROWN:

- Print/web magazine and InstaZine

##### FIRST-PLACE AWARDS:

- Olivia Casale, Non-Fiction Interview, *How to Turn Your Internship into a Full-Time Job*;
- Samantha Cardona, Sidebar, *TikTok the Media POV*;
- John Sequeira, First-Person Experience, *What Does it Mean to Be a Great-Horned Owl?*;
- Marysa Marentette, Humor, *Which Media Specialization Do You Belong In Based on Your Astrological Sign?*;
- "Pine Creative" Marketing Makeover Challenge Team, Video PSA, *In This Together*

##### SECOND-PLACE AWARDS:

- Emily Garipey, Jessica Liquorish, Julian Rasetta, Video Commercial, *Varsity Clues Podcast Promo*;
- Marysa Marentette and Odunayo Martins Esho, Emerge 2022 print magazine cover design

##### THIRD-PLACE AWARDS:

- Bobbe Hayes and Leonardo Carretas, Emerge 2022 magazine headline writing across all platforms
- Marysa Marentette, Emerge 2022 print magazine design portfolio

### Associated Collegiate Press Fall 2022

#### (for 2022 work): 4 awards

##### FIRST-PLACE AWARDS:

- "Pine Creative" Marketing Makeover Challenge team, Advertisement of the Year
- Emerge Online team, Online Pacemaker Award

### College Media Association 2022

#### (for 2022 work): 4 awards

##### FIRST-PLACE AWARD:

- Emily Garipey and Public Relations team, Best Social Media Presence, EMERGE

##### SECOND-PLACE AWARDS:

- Kristine Nguyen and Jordon Levy, Best Ad Campaign, EMERGE
- Emily Garipey, Jessica Liquorish and Julian Rasetta, Audio Promo, Varsity Clues Podcast Promo

##### THIRD-PLACE AWARD:

- Marysa Marentette, Best Entertainment Spread: *What Media Specialization Do You Belong in Based on Your Astrological Sign?*

### Media Equipment Distribution Centre

The Media Equipment Distribution Centre (or Media Cage) provided Media Studies students with access to professional production equipment and facilities. It's home to over 900 pieces of equipment. It also provided students in other Guelph-Humber programs access to select facilities and equipment. The Media Cage was staffed by student workers and overseen by our Media Technologies team. Over the course of the 2022/2023 academic year, the Media Cage team:

- Included eight student employees
- Served 871 students across all 7 programs
- Signed out 11,866 resources
- Completed 2,477 facility bookings

## Community Impact

**Emerge Showcase:** Format for the fourth-year capstone projects changed from a print magazine and major conference to a two-day showcase where Media students presented the projects they completed with 22 community partners. Projects included a wide range of virtual tours (e.g., Mississauga Art Gallery); communication plans (KIP Canada), social media campaigns (Wildlife Conservation Society Canada), video production (TIFF, Big Brothers Big Sisters) and many other not-for-profit and other organizations who will go on to implement these projects. A poignant example of Guelph-Humber's community impact involved KIP Canada. This organization is dedicated to providing programming and supportive services that foster self-esteem, security, and the development of resilience for children and youth affected by parental involvement in the justice system. KIP Director and Co-Founder, Derek Reid, attended the Emerge presentations in March 2023 and was moved to tears as he described the work Guelph-Humber students did to help the organization. Touting their sensitivity and their creativity, he emphasized that without the students at Guelph-Humber he would never have been able to implement the social media campaign they created for KIP. Guelph-Humber students not only showed maturity but also were able to convince him to take a different approach using social media.



## Experiential Learning

**Exploring New Worlds:** Students in the new XR course created their own 360 VR video productions. These included PSAs that gave viewers a glimpse into the commute of someone battling public transportation anxiety; a trip back to the 1800s for an immersive tour of the historic Bovaird House; and a documentary about ADHD from the perspective of a student.

**For the Emerge Showcase,** both 3rd and 4th year students were involved, with this year being the first year that third-year students participated alongside the senior students. The 3rd year students in the Event Management class planned and implemented the formal receptions that were an integral part of the EMERGE Showcase event.

**Students' experiences in their work placements** were impactful, particularly in how they allowed students to network with industry professionals. Some examples of the organizations that our students were able to work at were:

- Bell Media (The Marilyn Denis Show)
- Corus Entertainment
- Elevation Pictures
- Harry Rosen
- Rogers Media (CityLine, CityTV)
- The Hockey News
- TLN Media Group
- Universal Music Canada

## Scholarly Activities

### Faculty Publishing:

- Jamie Killingsworth: Presented a paper at the International Sport and Society Conference in July 2022 in Aarhus, Denmark titled: *The Super Bowl Pregame Show — A Celebration of Synergy: The Spectacle within the Spectacle*
- Natalie E. Thomas: Published a book in 2022 — *Animals and business ethics*. (Natalie E. Thomas, Ed.). Palgrave Macmillan

**900+**  
pieces of equipment are  
available at the Media  
Distribution Centre

## INSTRUCTOR SPOTLIGHT Catherine Kustanczy



**Catherine Kustanczy has been an instructor at Guelph-Humber since 2020.** She teaches writing and audio journalism. She has been a freelance journalist since 1993 with a focus on classical music and opera coverage. Her work has been published in *Opera News* and *Opera Canada* magazines, *The Globe and Mail*, *The Star*, *CBC Music*, *Torontoist*, and the magazine of the Canadian Opera Company, where she also led a mentoring workshop for young arts writers. Ms. Kustanczy was also an editor CityNews 680 (Toronto) and an associate producer for CBC Radio. She has a BA from York University in English and Film Studies and a radio broadcasting diploma from Seneca College; she also studied in the Digital Media Program at New York University. She sits on the curriculum committee at Guelph-Humber.

# Psychology

## HONOURS BACHELOR OF APPLIED SCIENCE IN PSYCHOLOGY/ GENERAL ARTS & SCIENCE DIPLOMA

The Psychology program examines theories and research exploring human thought, feeling and behaviour. Learners discover how psychology influences daily life and society, and study behaviour, cognition, emotion and mental health. They explore the processes and factors that shape who people become by studying topics such as development and aging, culture and diversity, psychotherapy and neuroscience. The Psychology program is dedicated to science and social justice through its curriculum and experienced faculty.

### The Year in Numbers

## A 3rd credential

In addition to an honours degree and diploma, students have the option to pursue one of three certificates in their 3rd and 4th years:

- Intercultural Relations OR
- Organizational Behaviour OR
- Research Skills and Analysis

## 100

hours of field placements for students in the third year of their studies

## 43

different Psychology courses were offered this year (in all years of study)

## 1

**Psychology-related Society:**

### **Psych Society**

Plans social and informative events for Guelph-Humber psychology students. They create an open environment where psychology students can interact with one another, as well as with instructors in social and academic atmospheres.



Dr. Adam Sandford

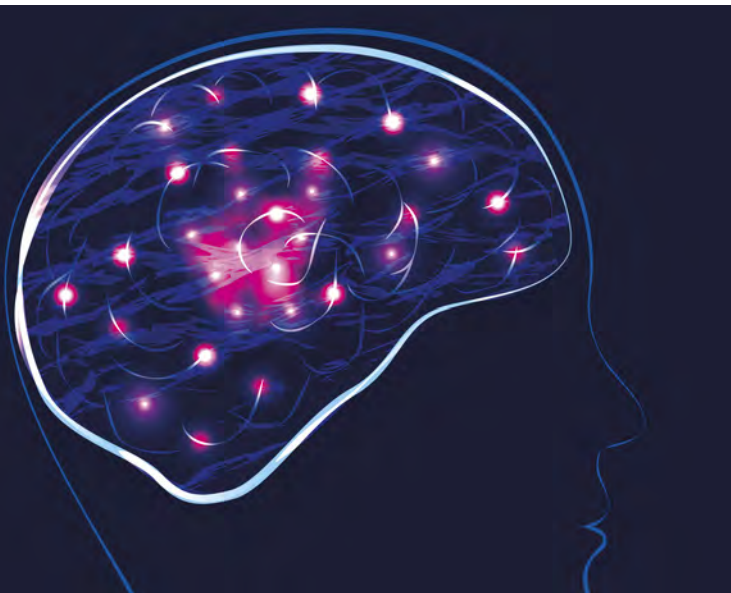


Dr. Alice Kim

## Leadership

**Dr. Adam Sandford was the Acting Program Head for the Psychology program at Guelph-Humber for the 2022/2023 academic year.** Dr. Sandford began his career as a thesis advisor and sessional lecturer at the University before becoming the Assistant Program Head in July 2016. Dr. Sandford has mentored dozens of undergraduate students in research assistant roles and through the University's Psychology thesis courses, attained over \$130k in research grants and published several peer-reviewed articles in the area of face recognition with international collaborators. Dr. Sandford holds a Bachelor of Science with Honours degree in Psychology from the University of Kent, a Postgraduate Diploma in Research Methods with Distinction from the University of Aberdeen, a PhD in Psychology from the University of Aberdeen, and a Bachelor of Education degree from York University. Dr. Sandford continues to lead through research, teaching, and a commitment to service to the University and the discipline of Psychology, most recently being elected to the Canadian Psychological Association Board of Directors as the Director Representing Science.

**Dr. Alice Kim was the Acting Assistant Program Head for the Psychology program at Guelph-Humber for the 2022/2023 academic year.** Dr. Kim's formal training is in Experimental Psychology and Cognitive Neuroscience, with specialization in human learning and memory. Her professional endeavours to date have been anchored to innovation and progress toward advancing educational excellence and accessibility. After completing her PhD at the University of Toronto, Dr. Kim held postdoctoral fellowships and research associate positions at Baycrest Hospital, York University, and Axonify Inc. She then founded Teaching and Learning Research In Action, a not-for-profit corporation that conducts and publicly disseminates research on effective pedagogies, and currently serves as a Co-Editor for the Canadian Journal for the Scholarship of Teaching and Learning. Dr. Kim has been teaching undergraduate courses in Psychology for over 10 years and actively conducts research in the fields of Psychology and the Scholarship of Teaching and Learning.





# Psychology

## INSTRUCTOR SPOTLIGHT **Dr. Peter Papadogiannis**



**As a certified mental performance consultant and lecturer, Peter Papadogiannis, Ph.D. has been involved in a variety of athletic, organizational, and academic settings.**

Dr. Papadogiannis is a professional member of the Canadian Sport Psychology Association and has developed various systems and strategies aimed at improving athletic performance. He is currently a mental performance service provider for Athlete's Care, The Sports Clinic, and Toronto SEMI working with athletes competing at the intercollegiate, national, international, and professional levels.

Dr. Papadogiannis is also the co-founder of HeadSet Sports. HeadSet is a mental toughness/strength application for athletes that is delivered completely online and uses algorithms to automatically develop a customized program for each athlete and team. Within organizational settings, much of Dr. Papadogiannis' work has been focused on the areas of emotional intelligence, leadership, and team development. He is the co-author of the Emotional Intelligence Skills Assessment Training Program published by Pfeiffer.

As a sessional instructor at Guelph-Humber, Dr. Papadogiannis has taught a variety of courses in the psychology department over 10 plus years. He is fortunate to teach courses during each year of study including Introduction to Psychology, Psychology of Exercise, Psychology of Group Dynamics, Psychological Measurement, as well as supervising students with their fourth-year thesis projects.

## Accomplishments

- The Psychology program connected students in the program with top leaders from the Canadian Psychology Association (CPA). Dr. Ada Sinacore (Past-President of the CPA, 2022/2023) and Dr. Kerri Ritchie (President of the CPA, 2022/2023) were invited to Guelph-Humber in November 2022 to speak with students. Dr. Sinacore came to Guelph-Humber to continue the collaboration with Dr. Sandford on Human Rights in Psychological Science (manuscript) and the White Paper on Human Rights in Psychology (with Dr. Kaori Wada). While at Guelph-Humber, Dr. Sinacore spoke to students about career education and pathways for undergraduate Psychology students, and to students about EDI assessments in Higher Education. Dr. Ritchie spoke to students about training and education pathways to becoming a Health Psychologist
- Recognition for teaching excellence: Psychology Assistant Professor, Dr. Allison Reeves, awarded the "Teaching and Learning Excellence Award for Early Career Faculty" from the University of Guelph
- Recognition for leadership in Psychology: Acting Program Head, Dr. Adam Sandford, elected to serve as the Director Representing Science on the Board of Directors for the Canadian Psychology Association
- Recognition for Innovation in Teaching and Learning: Acting Assistant Program Head, Dr. Alice Kim, received a D2L Innovation Award in Teaching and Learning from the Society of Teaching and Learning in Higher Education (STLHE)
- Students presented at the 2023 Canadian Psychology Association Convention (Natasha Tat, Kendra Gordon, and Andrea Veliz Verastegui presented round-table discussions, and Ashley Rodrigues and Abdullah Hassan presented posters) and were well received

## Community Impact

**Students made an impact through their experiences as student affiliates**

of the Canadian Psychological Association — the national body representing the discipline of Psychology in Canada — and worked alongside the Program Head to shape the future of Psychology and psychological sciences. They networked with practitioners and researchers across Canada.

**Cam's Kids:** Psychology students were involved in the Cam's Kids club at Guelph-Humber. The Cam's Kids organization was founded by the Mitchell family in honour of their son and brother Cam Mitchell, and they focus on supporting young people who are struggling with anxiety. This family and organization seek to share their experiences, create awareness and empower others in managing and/or overcoming their anxiety. Guelph-Humber's club has the added bonus of reaching both university and college students on our campus.

## Experiential Learning

**“Love Means...”** was a photography exhibit and in-person event held in celebration of Canadian Down Syndrome Week (October 2022). The exhibit featured nine stories depicting the different forms of love that people with Down Syndrome experience. Love stories shared include platonic, romantic, same-sex and singles. “Love Means...” was an awareness initiative launched by the Canadian Down Syndrome Society (CDSS) in partnership with Canadian photographer Hilary Gauld and videographer Scott Drucker, aimed at dispelling misconceptions and the lack of understanding about the lives of people with Down Syndrome. The exhibit and event were organized by Psychology student Lauren Abela, and Humber College CICE alumna, Jessica Rotolo, and was supported by Guelph-Humber’s Student Life Department. The exhibit and event were made possible through a \$7,000 grant from the University of Guelph’s Office of Diversity and Human Rights as part of their Equity, Diversity, and Inclusion (EDI) Enhancement Fund project, which Lauren and Jessica applied for and received over the summer.

## Scholarly Activities

### Examples of Guelph-Humber Research Fund projects that were active in 2022/2023:

#### Implementing cognitive learning principles into distance education course design

Involved two Psychology instructors, one Psychology student research assistant

#### The impact of the COVID-19 pandemic on postsecondary students with invisible disabilities

Involved two Psychology instructors, two Psychology student research assistants

#### Controlling unwanted memories: A multisite registered replication of the Think/No-Think Effect

Involved one Psychology instructor, one Psychology student research assistant; contributing to a project involving researchers from around the globe

#### Can attentional cueing to specific sources of information affect face-matching performance?

Involved one Psychology instructor, two Psychology student research assistants

#### What does Load Theory and within-person variability tell us about cognitive representations of faces?

Involved one Psychology instructor, two Psychology student research assistants

**The thesis course** provided learners with the opportunity to conduct their own research study under the supervision of an expert in the field and the course instructor. Students chose their topics (approved by the instructor), learned about the existing research on this topic, collected and analyzed their own data, and completed write-ups of their findings and implications of their study in a final report.

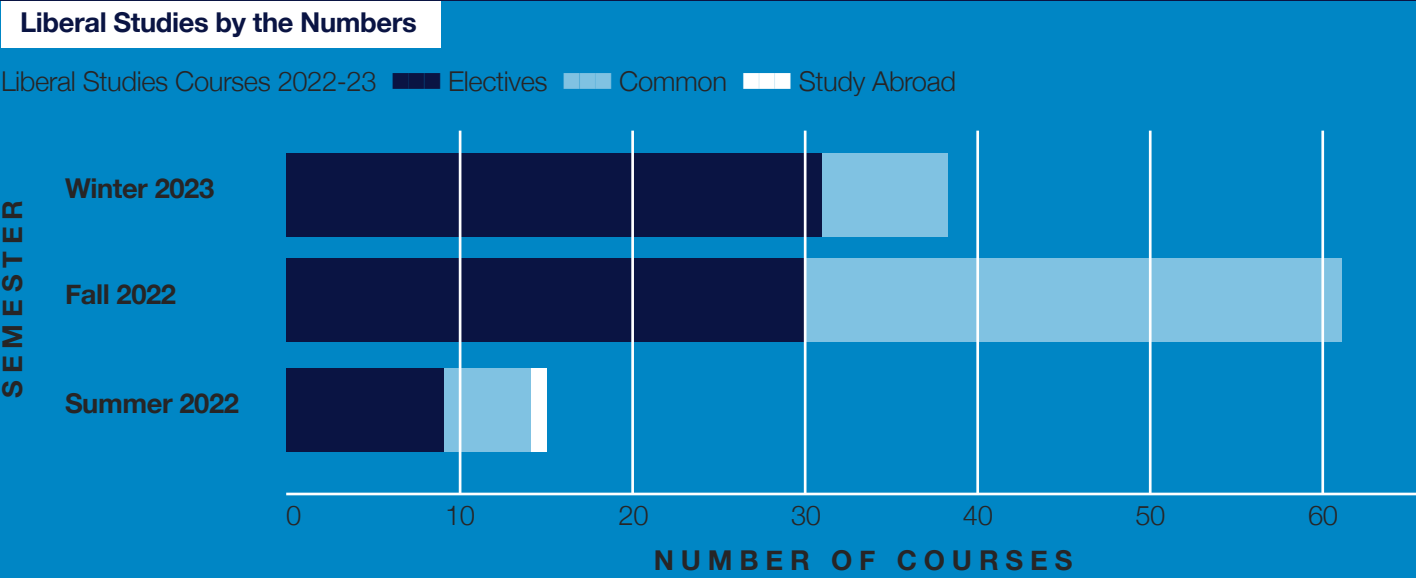
**Common Time:** A weekly series of workshops, notable guest speakers and special events that brought together fellow classmates and instructors in an academic and social atmosphere. Many activities were run by our student-led societies and Canadian Psychological Association representatives. Specific workshop topics in 2022/2023 included Becoming a Research Assistant; Careers in Clinical, Education and Industrial/Organizational Psychology; Life After Undergrad; Neurodiversity Appreciation Week and Finding Pathways Toward Cultural Inclusivity in Academia.

**Students’ roles in their work placements** were impactful, particularly in how they allowed students to connect to other industry professionals and the experiences they gained in those placements. Students often continued to volunteer or work at the partner organizations upon completion of their 100 placement hours, demonstrating their commitment to help fill the needs of the surrounding community.

For example, this year Natasha Tat completed her placement at Psychology Group and was then hired by them as a paid casual part-time employee. She continues to virtually work there now for up to 10 hours per week as a Psychology Assistant. Natasha is part of a small team in client services that includes another student from Guelph-Humber who completed their placement at the same time as she did. Building on the role she held in her placement; Natasha supports the Client Services division by generating questionnaire reports for psychoeducational assessments and DSO eligibility assessments and sending out a list of questionnaires for relevant informants in the assessment process. In her new position, she also generates the completed questionnaire reports and uploads the scored/validated reports to client folders for further review, reviews the “recommendations” section of psychoeducational assessments and inputs the psychologists’ recommendations into a draft report. She was recently trained to complete quality assurance checks on the final reports for DSO eligibility assessments.

# Liberal Studies

Liberal Studies is an academic department at Guelph-Humber, supporting students and programs. Liberal Studies courses—electives, common, and study abroad—are a vital part of Guelph-Humber students’ education, playing an instrumental role in holistic learning for our students. These courses not only broaden our students’ horizons but also equip them with critical skills in areas such as communication, analytical thinking, problem-solving, and cross-cultural understanding. As an integral part of our academic ecosystem, Liberal Studies underscores the University's commitment to nurturing well-rounded graduates who can navigate the complex challenges of the 21st century with confidence and agility. Liberal Studies remains steadfast in its commitment to fostering a culture of academic excellence, intellectual exploration, and global citizenship.







Dr. Matthew LaGrone

## Leadership

### **Dr. Matthew LaGrone is the Program Head for Liberal Studies program at Guelph-Humber.**

He joined the Guelph-Humber in 2013 and has served in a variety of leadership roles. His first position at Guelph-Humber was as Assistant Program Head, Electives. Dr. LaGrone was later named Program Head, Liberal Studies. He has helped oversee Academic Services, which provides faculty-facing support services at the University.

In his Program Head role, Dr. LaGrone is responsible for the operational and strategic priorities of Liberal Studies and their integration within the University. Among his duties, he conducts new faculty performance reviews, ensures compliance with university regulations, mediates faculty-student disputes, and designs course schedules for each semester. He also teaches two classes a year, in addition to directing a Study Tour each May.

Dr. LaGrone is a chair or active member of numerous University committees, including the Teaching and Learning Network, Student Financial Appeals Committee, Liberal Studies Hiring Committee, and the Research Fund Committee.

Dr. LaGrone has contributed to peer-reviewed journals and has had chapters published in several edited volumes. He has recently written in a variety of fields, including Jewish history, environmental ethics, freedom of religion, and online education.

In 2023, Dr. LaGrone received a University Teaching Leadership Fellowship from the University of Guelph. Dr. LaGrone has a PhD in Religion from the University of Toronto in 2008. He held post-doctoral fellowships at the University of Delaware (2008-2011) and the University of Toronto (2012-2013).



## Liberal Studies

### INSTRUCTOR SPOTLIGHT

#### Dr. Luana Sciullo



**Dr. Sciullo has been teaching with Liberal Studies since 2019.** Her course, Human Impact on the Environment, covers one of the central concerns of contemporary human life. In the classroom, she is committed to fostering the intellectual growth and curiosity of students, especially as she addresses the urgent need for environmental awareness. Understanding our shared environment is not just an academic exercise but a vital skill set for navigating the challenges of the 21st century.

Dr. Sciullo holds a Ph.D. in Biology (2017) from York University's Faculty of Science and Engineering. In 2010, she received her M.Sc. from McMaster's Department of Biology and her B.Sc. in Specialized Honours Biology, with a focus on Conservation Ecology, from York University in 2007.

Dr. Sciullo's scholarly contributions extend beyond the classroom to the broader academic and scientific community.

Her research portfolio is dense with projects and publications focusing on environmental science, including polar bear conservation. For example, this year she conducted research work on behalf of Environment and Climate Change Canada on polar bear management strategies. This work underscores her dedication to real-world impact. She brings this wealth of knowledge into the classroom, using real-world examples to make complex scientific concepts relatable to her students. Dr. Sciullo's scholarly pursuits enrich her teaching, offering students a nuanced understanding of environmental issues backed by cutting-edge research.

Finally, Dr. Sciullo is involved in community outreach programs like the Bay Area Science & Engineering Fair and Polar Bears International. Through these platforms, she educates and inspires a wider audience, enhancing her positive impact on environmental issues and scientific literacy.

### Agora Fellowships

Guelph-Humber's prestigious Agora Fellowship provided a unique opportunity for students to discuss perennial themes of the human condition. Ranging from death to freedom, happiness to beauty, the eight Agora Fellows (who are studying in various Guelph-Humber programs) together studied a selection of classic and contemporary readings on the year's topic. In 2022, that discussion topic was *The Environment and Humanity*. Facilitated by Dr. George Bragues, Associate Vice-Provost, Academic and Dr. Matthew LaGrone, Program Head, Liberal Studies, this annual conversation explored the most profound questions of being human. Agora Fellows also participate in a field trip to a location relevant to the topic and those field trips will resume in 2023.

### Scholarly Activities

Dr. LaGrone's University Teaching Leadership Fellowship, awarded by the University of Guelph, focuses on developing AI Literacy for faculty. The Fellowship lasts for three years and includes \$10,000 each year (\$30,000) for research expenses, especially hiring graduate and undergraduate research assistants. Additionally, Dr. LaGrone applied for and received \$10,000 per year for the next three years from the Guelph-Humber Research Fund. The research project's title is *AI enters the University: Reimagining assessment and evaluation in the age of intelligent machines*.

The proposal aims to address the gap between the growing capabilities of artificial intelligence and the current methods of assessment and evaluation in higher education. The project will conduct small-scale experiments utilizing generative AI tools in assessment and evaluation to yield practical applications and usage scenarios. The focus is on enhancing AI literacy among faculty, promoting the development of transformational pedagogies that incorporate AI tools (text, image, video, and audio) ethically and authentically, and creating a community of reflective practitioners. The project's outputs will support faculty in developing new forms of assessment and evaluation and help University leaders in shaping policy around AI tools. By advancing the University's Teaching and Learning Plan, the project aims to foster innovative practices and, ultimately, prepare students for a future where proficiency in AI is essential for career success.





In September 2022, Patrick Hunter, a 2 Spirit Ojibwe artist, graphic designer and entrepreneur, transformed a wall into a colourful mural for the Guelph-Humber community that showcases Indigenous art. Patrick grew up in Red Lake, Ontario and then as a teenager, he moved to Sault Ste. Marie to study graphic design. He now lives and works in Toronto.

Mr. Hunter explained that the mural is meant to bring joy to everyone on campus and celebrates his Ojibwe background. The floral designs are a symbol of unity that are often seen on different apparel such as moccasins, gloves and mukluks enjoyed all around the Great Lakes Region. He shared that a lot of the imagery he was surrounded by growing up in Red Lake makes its way into his work and that in many Indigenous cultures there is a great deal of reverence for nature.

The Eagle feather is another symbol of unity that when found or is given to someone, acknowledges that a person has gone through something difficult and has come through better for it.

Mr. Hunter's mural is one of the first steps to fostering a more inclusive and welcoming learning environment at Guelph-Humber by honouring the culture and visibility of Indigenous people.







Patrick Hunter '22



UNIVERSITY OF  
**GUELPH**  
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