REPORT FOR
[UNDERGRADUATE/GRADUATE/AUGMENTED]
ACADEMIC PROGRAM REVIEW

DEGREE (S)
IN
[PROGRAM(S)]

VOLUME I – SELF STUDY REPORT

[DATE/MONTH/YEAR]
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Cyclical Academic Program Review 2
NOTES:

***All references in gray font or yellow highlights are for information and should be changed or removed prior to submission***

- All self-study volumes (I,II,III) should retain the same style built into the format – please do not alter the templates
- Where applicable throughout this document – the reference to singular “program” also means “programs”
- Please add or delete tables according to the type of review being completed (i.e., undergraduate, graduate or augmented). Also please provide explanations in the footnotes or in captions as appropriate and retain the style of the table format
- Please use the “update table” command to refresh any changes that will effect the “Table of Contents” (e.g., adding a sub-section or an additional heading)
- “Tables” in the template will be added and hyperlinked by the Quality Assurance Office, using the data provided by IAP. Programs are responsible for completing the tables that require data from the program itself.

***Tables in this template are examples only and are not complete***

- Programs are responsible for interpreting the data in the tables and to provide summaries of each table within the main body of the document
- Programs are responsible for make observations on their strengths, weaknesses, challenges and opportunities
- All Category 1 Faculty members’ CVs are required as a separate volume of the self-study (Volume II)
- All CVs must be in one consistent format of your choice. However, programs are encouraged to present CVs in the format used by the Tri-Councils
1. BACKGROUND

1.1 Program History

Comment on:
• Date program started
• Date co-op stream started (if applicable)

1.2 Program Goals

Comment on:
• What is the program/department trying to accomplish?
• How do these goals relate to those of the Faculty and University?

1.3 Assessment of Program

Comment on:
• How does the program/department rank/rate provincially, nationally, and if possible to determine, internationally? Provide a reference and hyperlink, if possible.

1.4 Programs Offered

• List of programs offered including minors, options, diplomas, certificates and degrees

1.5 Description of Fields Offered (GRADUATE PROGRAMS ONLY)

• List and describe fields, if any are offered, for graduate programs.

*Note: These fields MUST be those previously approved and/or listed in the student online application. If units wish to change any of the fields they will need to complete the Graduate Studies and Postdoctoral Affairs template for major modifications and obtain internal approval from the Department/School, Faculty, Senate Graduate and Research Council and Senate.

1.6 Previous Program Reviews

Comment on:
• Actions taken (if any) on previous review’s recommendations (include previous review’s recommendations as an Appendix. Link with accreditation review, if any)
1.7 Self-study Process

Comment on:
- How the department/program involved faculty and staff members, students, alumni and employers (if there is a co-op stream or internship) in preparation of the self-study?
  - How were students consulted for this self-study?
  - What role did students play in creating this self-study?

2. HUMAN RESOURCES

2.1 Department/Program

Comment on:
- What is the administrative organization and reporting structure for faculty and staff positions? (Include an organization chart or other similar diagram if useful to do.)

2.2 Faculty Members

Using Table 1 and Table 2 comment on:
- Size of the department/programs and changes over the last seven years
- Number of current full-time faculty members by rank
- Age profile of current faculty members listed in Table 2 (Data should be discussed/presented so as not to link specific individuals with their age)
- Commitment to replacement of retirements (if any)
- Vacant positions
- Cross appointments
- Adjunct faculty members
- Impact of lost positions (if any)
- Faculty members’ workloads – if they vary give an explanation

Using Table 3 comment on:
- Contents of Table 3. The intent of this table is to establish the strength and the degree of involvement of the faculty complement participating in each field of the graduate program(s) and whose CVs are provided in Volume II of the self-study. This is an important element in the assessment of program quality.

Data should be limited to current faculty in order to demonstrate how the program will support students going forward; it does not reflect data of faculty members who are no longer with the program/department. **NOTE: only include sessionals and adjuncts who have key roles.**
Create a list using tables or bullet points that highlight the areas bolded below (based on information from faculty CVs in Volume II):

Various awards, honours, recognition received (e.g., Distinguished Teaching Award, CRC, FRSC, etc.)

Number of faculty members involved with professional/disciplinary associations

Number of faculty members who are journal editors and/or sit on editorial boards

Number of faculty members involved as reviewers for journals and granting agencies

Number of faculty members involved with community service

2.3 Staff Members

Comment on:
- Age profile (can be approximated or captured in a range) of support staff over the last seven years. This data should be available in each program or through the Dean’s Office in your Faculty or HR.
- Impact of lost positions (if any)
- Any changes in staff complement
- Number and type of staff
- Overtime
3. RESEARCH

3.1 Research Output

Please enter the annual research output by faculty members over the last seven years in Table 4 below (i.e., journals, conference proceedings, presentations/year/faculty member; books and book chapters produced; patents gained, if any). This information can be obtained from the CVs in Volume II of the self-study.

<table>
<thead>
<tr>
<th>Period</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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</table>

*produced by Department

A = books and monographs  
B = edited books and monographs  
C = chapters in books and monographs  
D = refereed journal articles  
E = refereed conference proceedings  
F = presentations at conferences  
G = technical reports  
H = invited/keynote addresses  
I = others
3.2 External Research Funding

***Generalized comments on external research funding will suffice for UNDERGRADUATE self-study***

Tables 5 and Table 6 are for GRADUATE PROGRAMS ONLY and IAP, in consultation with Office of Research, provide this data. Data is limited to current faculty (listed in Table 3) in order to demonstrate how the program will support students going forward; it does not reflect data of faculty members who are no longer with the program/department or who do not participate in the graduate program.

Table 5 is intended to show the amount of funding available to support faculty research and potentially available to support graduate students’ work, either through the provision of stipends or materials for the conduct of the research. NOTE: For this reason, grants for travel and publication awarded to faculty are not included in this table (they may be included in the appropriate place in individual CVs or in a list under section 2.2).

**GRADUATE PROGRAMS ONLY:** Using Table 5 comment on:
- Faculty members’ external research funding over the last seven years;
- Average annual $ value of research funding by faculty member over the last seven years and main sources of grants/contracts;
- Any changes over the period (obtained from CVs in Volume II)

**GRADUATE PROGRAMS ONLY:** Using Table 6 comment on:
- Any major difference in funding between fields

3.3 Graduate Supervision

**GRADUATE PROGRAMS ONLY** Using Table 7 comment on:
- Completed and current master, doctoral and post-doctoral fellows by faculty member (Table 7). If there are different types of degrees (e.g., MA, MSc, PhD) separate categories should be added to the table
- Various aspects of data presented in Table 7 (e.g., “As reflected in Table 3, [X%] of graduate students are supervised by cross-appointed, adjunct, and [if applicable] clinical professors. This distribution is in line with the department’s policy that faculty members in categories 1, 2 and 3, are allowed to supervise a maximum of [X] Masters and [X] PhD students concurrently. For members in categories x, y and z, the limit is [X]”
- Anything that stands out (e.g., very high number of students supervised by one professor etc.)
- List any major research papers derived from graduate student or postdoctoral fellow work
3.4 Financial Support for Graduate Students

**GRADUATE PROGRAMS ONLY** Comment on: Data in Table 8 and Table 9

4. PHYSICAL AND FINANCIAL RESOURCES

4.1 Library

Comment on:
- Library Resources (include Library report here)

4.2 Laboratory Facilities

Comment on:
- Laboratory facilities (if any)

4.3 Computing Facilities

Comment on:
- Computing facilities (if any)

4.4 Space

Comment on:
- Type, quantity and quality of space

4.5 Graduate Student Space

Comment on:
- Type, quantity and quality of space
5. **TEACHING**

### 5.1 Learning Objectives

**UNDERGRADUATE PROGRAMS:**
Provide a curriculum map to assist in identification of program learning outcomes and students’ progression toward fulfilling those outcomes. Refer to [Questions to Consider as you Create Your Curriculum Map](#). Also see the guidelines and rubric that the external reviewers will consult in Section 2.3 of [External Reviewers’ Report](#) document.

**Questions that should be addressed:**
- Are learning outcomes:
  - aligned with program goals?
  - achievable in the time allotted?
  - appropriately reinforced and measured through listed assessments?
- Is there a clear relationship between core courses (including non-departmental requirements), electives, and other key learning experiences?
- Are majors, minors, streams, and options sufficiently differentiated?
- Is there a well-defined progression from introductory level to proficiency in content, skills, and values across courses and years?
- Is there a clear relationship between the undergraduate program’s curriculum to UW’s University [Undergraduate Degree Level Expectations (UDLEs)](#). [include a curriculum map diagram here or as an appendix.](#)
- Are the methods of assessment of student achievement related to program learning outcomes and undergraduate degree level expectations (UDLEs) clearly documented? How is level of performance measured?

**GRADUATE PROGRAMS:**
If learning outcomes have not been defined for the program, these need to be developed. CTE can provide helpful assistance in doing this, and has useful online templates and examples.

- Relationship of graduate program’s curriculum to UW’s [Graduate Degree Level Expectations (GDLEs)](#). [Contact CTE for assistance if required](#).
- Methods of assessment of student achievement related to program learning outcomes and graduate (GDLEs) degree level expectations. How is this documented and level of performance measured?

### 5.2 Learning Community

**Comment on:**
- Departmental seminars that are available to graduate/undergraduate students;
- **GRADUATE ONLY** - Opportunities for graduate students to present their own research within the department and elsewhere
5.3 Program Regulations, Management and Advisement

- Include link to program description.

**Comment on:**
- How students are informed about program regulations that address admission standards and degree requirements, language requirements and residency requirements;
- Amount and style of student advising;
- Student involvement in managing the program/department;
- Mechanisms in place in the program to regularly solicit feedback from students on academic or other issues?

**GRADUATE ONLY:**
- How graduate students’ research progress is monitored and how theses are evaluated (if applicable)

5.4 Teaching Assignments

- Teaching assignments by faculty members for past 3 years:
  - For **UNDERGRADUATE** program reviews, from your own records, list instructors for the program, their appointment type, their teaching responsibilities, and any comments
  - For **GRADUATE** and **AUGMENTED** program reviews, comment on the data in Table 10, Table 11 and Table 12

5.5 Undergraduate Courses Offered

**Delete if GRADUATE Self-study**

Using Table 13 comment on:
- Courses offered by level as well as the enrolment in these courses and any changes in the past seven years. Include here or as an appendix a list of all courses with course descriptions for all programs under review
- Type and amount of service teaching; who receives the service teaching?
- Whether the program/department offers online courses? To what extent? At what level? What have been the enrolment totals over the last few years?
- Whether the program/department is involved with continuing or professional education? To what extent? To whom? How is the product delivered?

Using Table 14 comment on:
- Average annual evaluation data by course level for the last three years. Compare with Faculty average (if applicable)

Using Table 15 comment on:
- Whether any relationship exists between course enrolment numbers and course evaluation results
5.6 Graduate Courses Offered

*Delete if UNDERGRADUATE Self-study*

Using Table 16 comment on:

- List of courses offered as well as the enrolment in these courses and any changes in the past three years. Include department link for the course descriptions.
- Whether any courses are restricted to graduate students, which are open to undergraduate students, and whether there is any policy restricting the number of undergraduate courses or mixed undergraduate/graduate courses that can be taken as part of a graduate degree.
- Any regulations regarding the inclusion of undergraduate courses in the curriculum of a graduate student.
- Type and amount of service teaching; who receives the service teaching?
- Whether the program/department is involved with the online courses? To what extent? At what level? What have been the enrolment totals over the last few years?
- Whether the program/department is involved with continuing or professional education? To what extent? To whom? How is the product delivered?

5.7 Internationalization and Collaboration

Comment on:

- Internationalization and student exchanges (if any) of the programs.
- Any academic co-operation with other programs at Waterloo or elsewhere (e.g., cross-listed courses, special minors/options, other joint offerings, etc.).

5.8 Co-operative Education and Experiential Learning

CECA report (include CECA report here)

Comment on:

- Whether the program is regular only, co-operative or both;
- For co-operative programs – what is the study/work schedule?
- For co-operative programs – how many work terms are needed for graduation?
- For co-operative programs – what is the number and style of undergraduate work term reports; how are they evaluated? What is the value of the work term reports?
- Whether the program/department offer other experiential learning opportunities (e.g., service learning, internships, practicums etc.)

Using Table 17, Table 18 comment on:

- Proportion of students employed by work term;
- Any changes over the last seven years;
- Types of employment obtained;
• Employers’ evaluations of co-op students by work term level. Note any changes over the last few years (Table 17);
• Students’ views of their co-op employment. Note any changes over the last few years (Table 18).

6. UNDERGRADUATE STUDENTS

*Delete if GRADUATE Self-study

Comment on:
• Number of applicants to the program;
• Changes in number of applicants over the last seven years? (Tables 19, Table 20, Table 21, as appropriate).

6.2 First Year Students

*For second year entry programs, mainly ARTS programs and a small number of programs in other Faculties, this will refer to a student’s second year.

Using Table 22, Table 23, Table 24, Table 25 comment on:
• Number of applicants accepted and enrolled in the programs;
• Any changes over the last seven years?
• Comment on overall growth of programs (Table 22)

Using Table 26 comment on:
• Academic quality of first-year students
• Any changes over the last seven years?

Using Table 27 comment on:
• Where undergraduate students come from (if possible, differentiate Ontario from rest of Canada and international, otherwise differentiate Canada from international)
• Any changes over the last seven years?

Using Table 28 comment on:
• Gender balance in the program in the last seven years
• Any changes over the last seven years?

Using Table 29 comment on:
• Number of first year students who received scholarships in the last seven years
• Any changes over the last seven years?

Using Table 30, Table 31, Table 32 comment on:
• Number of first-year students that proceeded to second year in the last seven years
• Any changes over the last seven years?

6.3 Upper Year Students

Using Table 33, Table 34, Table 35, Table 36, Table 37 comment on:

• Availability of upper year scholarships (provide a table if warranted)
• Retention of student cohorts between year 1 and graduation for both regular and co-op streams over the last seven years (Table 33, Table 34 and Table 35)
• Which programs students transfer to (attrition to program but not institution)
• Which programs students transfer from (internal transfers from other Waterloo programs).

6.4 Graduates [from Bachelor Program]

Using Table 38, Table 39 comment on (for General, Honours, Regular, Co-op – as applicable to this self-study):

• Number of degrees granted in the xxxx program over the last seven years. (Table 38)
• Time to graduate in the xxxx program
• % of students on the Graduating Dean’s Honours list over the last seven years
• Any changes in the above over the last seven years
• What students are doing post-graduation? (Use information from the Ontario University Graduate Survey [OUGS] contact IAP for data, and/or survey your alumni– contact your Faculty Alumni Advancement Officer)

7. GRADUATE STUDENTS

*Delete in UNDERGRADUATE Self-study and renumber accordingly

7.1 Graduate Applicants

Comment on:

• Contact the Graduate Studies and Postdoctoral Affairs Office for application data from the past seven years to determine any trends in application volume and/or quality
• Academic quality of the students accepted into the program
7.2 Admission Requirements

Comment on:
- Appropriateness of the admission requirements as they relate to the learning outcomes

7.3 Source of Students

Comment on:
- Source of students to the program (e.g., Ontario, other provinces, international, transfer from other universities)

7.4 Retention Rates

Comment on:
- Graduations
- Attrition/retention rates
- Time taken to graduate

For each graduate program, comment on the statistics, assess improvements needed (e.g., to correct long time to completion or high attrition rates) and explain any corrective measures taken. Assess the distribution of students among the fields in the program, explain any large differences, assess the enrolments by gender and comment; assess the enrolment of visa students. Comment should also be given on the provenance (i.e., own institution or others) of students enrolled in each program and the proportion of students in each category.

MASTERS programs:
Table 40 and Table 41 should be provided for each type of Masters program offered (e.g., MEng, MASc and MSc)

7.5 Student Publications

Comment on:
- Proportion of students from doctoral and research-oriented Masters programs who have published at least one publication from their research (exclude abstracts)

7.6 Projected Intake/Enrolment

Using Tables 40, 41, 42 and 43 comment on:
- Graduate intake and enrolment for the past seven years
- Whether the plans for the past seven years were fulfilled
- Target for the next seven years and give reasons if these figures vary significantly from the current data
7.7 Post Graduate Employment

Comment on:
- Employment of graduates from the program (Use information from the Ontario University Graduate Survey [OUGS] contact IAP for data, and/or survey your alumni– contact your Faculty Alumni Advancement Officer)

8. EQUITY AND ACADEMIC INTEGRITY

8.1 Equity

Comment on how the program has addressed issues of particular concern for equity-seeking groups (e.g., women, Aboriginal Peoples, etc.) in any of the following areas:

- In teaching and learning activities (e.g., courses, workshops, seminars, etc.)
- In admission of students
- In hiring and retaining faculty and staff

Discuss the program’s efforts with respect to accessibility for persons with disabilities. Reflect on any equity issues existent within the program and how these issues are being addressed. Discuss any equity initiatives undertaken to benefit faculty, students or staff from diverse backgrounds.

*Contact the Equity Office for further information and support.

8.2 Academic Integrity

Comment on how the program has promoted academic integrity:

- In teaching and learning activities (e.g., courses, workshops, seminars, etc.)
- In faculty and staff development activities (e.g., departmental initiatives focused on integrity)

Discuss any future initiatives planned that will address academic integrity or integrity

*Contact the Office of Academic Integrity for further information and support.
9. PROGRAM STRENGTHS, CHALLENGES, WEAKNESSES AND OPPORTUNITIES

9.1 Summary of Strengths, Challenges and Weaknesses based on Self-study

- Strengths
- Challenges
- Weaknesses
- Opportunities

Please take care to differentiate various undergraduate or graduate programs from one another if more than one program is being reviewed in the self-study, and graduate from undergraduate programs if the self-study is augmented.

9.2 Opportunities for Program Improvement and Enhancement

- Identify any opportunities for improvement and enhancement of each of the programs being reviewed in your self-study

10. TOPICS FOR ADVICE

10.1 Request for Insights from External Reviewers

- List your identified weaknesses or challenges on which advice is sought from the external reviewers
- List a maximum of 3 additional topics for each program, that are not covered in the bullet above, on which advice is sought from the external reviewers
### Table 1

**TABLE 1**

Faculty Members Holding Departmental Administrative Positions Over the Time Interval Included in the Self-study

<table>
<thead>
<tr>
<th>Year</th>
<th>Chair/Director</th>
<th>Associate Chair/Director</th>
<th>Graduate</th>
</tr>
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<tbody>
<tr>
<td>2016/17</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>2018/19</td>
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</tr>
</tbody>
</table>

* produced by Department

### Table 2

**TABLE 2**

Faculty Complement in [Department/School] Over the Time Interval Included in the Self-study (September count dates)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Open Position</th>
<th>Total Number</th>
</tr>
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<td>2016/17</td>
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<td></td>
</tr>
<tr>
<td>2017/18</td>
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<tr>
<td>2018/19</td>
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</tr>
</tbody>
</table>

* produced by Department
Table 3 is produced by IAP as an extract of faculty members and provides the list of approved fields, as per the Graduate Studies and Postdoctoral Affairs, for the program. Departments are responsible for filling in the supervisory privileges and the primary field of each faculty member.

Table 3

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Rank</th>
<th>Gender (M/F)</th>
<th>Home Unit</th>
<th>Supervisory Privileges</th>
<th>Field 1</th>
<th>Field 2</th>
<th>Field 3</th>
</tr>
</thead>
<tbody>
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<td>Category 1</td>
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</tbody>
</table>

*Graduate programs only, produced by IAP

**Category 1**: tenured or tenure-track faculty members whose involvement is primarily in the program under review. (For this purpose the Masters and doctoral streams of a program are considered as a single program. Membership in the graduate program, not the home unit, is the defining issue. For undergraduate programs, include non-tenure track faculty members who are essential to your program e.g. continuing lecturers)

**Category 2**: tenured or tenure-track faculty members who are involved in teaching and/or supervision in other graduate programs in addition to participating in the graduate program under review.

**Category 3**: other participating faculty: this category may include those participating in teaching graduate courses on a regular basis, continuing lecturers, emeritus professors with supervisory privileges and/or persons appointed from government laboratories or industry as adjunct professors. For professional programs this may include on-going contract faculty. Please explain who would fall into this category at your institution.
Note:
1. This is the primary department of the faculty member associated with the program under review. Appointment Type and Department Org Unit are as recorded in Human Resources. Only include those faculty members currently involved in this program. Appointment Type and Department Org Unit are as recorded in Human Resources.
2. The level of supervisory privileges help by each faculty member, e.g., full, Masters only, co-supervision only, etc.
3. The approved fields of students in which a faculty member is active. A single faculty member may be active in several different fields.

**Table 4 (in text)**

**Table 5**

<table>
<thead>
<tr>
<th>Fiscal Year²</th>
<th>Tri-Agency Awards³</th>
<th>Public Sector and Non-Profit Funding⁴</th>
<th>Private Sector Funding⁵</th>
<th>Internal Awards⁶</th>
<th>Equipment Awards⁷</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
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<tr>
<td>2013/14</td>
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<tr>
<td>2014/15</td>
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<tr>
<td>2015/16</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
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<td></td>
</tr>
<tr>
<td>2017/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For GRADUATE PROGRAMS ONLY.* Produced by IAP and Office of Research

Notes:
1. Data is reported on the primary investigator only. Table includes research awards for primary investigators included in Table 3.
2. Data is reported on the fiscal year. Waterloo’s fiscal year runs from May 1st until April 30th, thus the 2016/17 fiscal year runs from May 1st 2017 until April 30th 2018, and includes three terms – Spring 2017, Fall 2018 and Winter 2018.
3. Excludes equipment grants (e.g., NSERC RTI).
4. Excludes equipment grants and internal awards (e.g., CFI, UW-RIF, UW-SSHRC).
5. Includes funding received from industry partners.
6. Includes UW-RIF and UW-SSHRC.
7. Includes NSERC-RTI and CFI.
### Table 6

<table>
<thead>
<tr>
<th>Field</th>
<th>Tri-Agency Awards</th>
<th>Public Sector and Non-Profit Funding</th>
<th>Private Sector Funding</th>
<th>Equipment Awards</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field 2</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Field 3</td>
<td></td>
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<tr>
<td>Field 4</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Produced by IAP and Office of Research

** Data is limited to current faculty (listed in Table 3) in order to demonstrate how the program will support students going forward; it does not reflect data of faculty members who are no longer with the department or who do not participate in the graduate program.

**Notes:**
1. Data is reported on the primary investigator only and includes research awards by field for faculty members identified in Table 3. Data is reported for the seven most recent fiscal years, from 2011/12 to 2017/18, inclusive. The fiscal year used when reporting research awards is the fiscal year used by the government, which runs from April 1st until March 31st, thus the 2017/18 fiscal year runs from April 1st, 2017 until March 31st 2018. Totals in Table 6 may not correspond exactly with totals in Table 3.2.1 due to rounding.
2. Research totals are based on the faculty members (and their associated primary field) listed in Table 3.
3. Excludes equipment grants (e.g., NSERC RTI).
4. Excludes equipment grants and internal awards (e.g., CFI, UW-RIF, UW-SSHRC).
5. Includes funding received from industry partners.
6. Includes NSERC-RTI and CFI.
### Table 7

**Career and Current Numbers of Thesis Supervisions by Faculty Member**

<table>
<thead>
<tr>
<th>Faculty Name¹</th>
<th>Career²</th>
<th>Current³</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masters</td>
<td>PhD</td>
</tr>
<tr>
<td>Category 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category 2</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Category 3</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Faculty Name and Rank provided by IAP (as per Table 3), but Departments are responsible for filling in the number of each type of supervision (e.g., Masters, PhD, PDF) for each faculty member. This table is meant to demonstrate how program will support students going forward. It does not reflect data of faculty members who are no longer with the program/department or who do not participate in the graduate program.

**Notes:**
1. Faculty members are listed in the Categories specified in Table 3.
2. Number of thesis supervisions for the total of a faculty member’s career. Faculty members who are involved in more than one graduate program should list the number of students supervised in the program under review and, in parentheses, the total number of students supervised in all graduate programs. If there are different types of degrees (e.g., MA, MASc) the number of supervisions in each degree should be provided in a separate column.
3. Number of current thesis supervisions for each faculty member. Faculty members who are involved in more than one graduate program should list the number of students supervised in the program under review and, in parentheses, the total number of students supervised in all graduate programs. If there are different types of degrees (e.g., MA, MASc) the number of supervisions in each degree should be provided in a separate column.

### Table 8

**Financial Support for Masters Students**

<table>
<thead>
<tr>
<th>Year¹</th>
<th># (FTEs)</th>
<th>Amount of Support²</th>
<th>Students Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External Scholarship³ (#)</td>
<td>($)</td>
<td>University Scholarship⁴ (#)</td>
</tr>
<tr>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012/13</td>
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<tr>
<td>2013/14</td>
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<td>2015/16</td>
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<tr>
<td>2016/17</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FIGURES

Programs have the option to produce figures based on the excel files in the tables (e.g., bar graphs, histograms etc.). These can be included in the relevant sections of the document OR included in this section.

EXAMPLE

<table>
<thead>
<tr>
<th>Program Name</th>
<th>XXXXXX</th>
<th>2010 graduates</th>
<th>2011 graduates</th>
<th>2012 graduates</th>
<th>2013 graduates</th>
<th>Total (2010 - 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total respondents</td>
<td>22</td>
<td>23</td>
<td>27</td>
<td>21</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Total invited</td>
<td>57</td>
<td>67</td>
<td>66</td>
<td>55</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>Response rate</td>
<td>38.6%</td>
<td>34.3%</td>
<td>40.9%</td>
<td>38.2%</td>
<td>38.0%</td>
<td></td>
</tr>
</tbody>
</table>

![Program XXXXXX](chart.png)
APPENDICES

Any supplemental materials the program wishes to provide such as curriculum maps, course descriptions, survey questions and responses would be added in this section etc.